

Summarised inspection findings

Hyndland Primary School

Glasgow City Council

10 September 2019

Key contextual information

Hyndland Primary School serves the areas of Hyndland and Partick. Thirty-nine percent of children who attend the school are placing requests from outwith the catchment area. At the time of inspection, the school roll is 427. The school leadership team consists of a headteacher, a permanent and an acting deputy headteacher and a principal teacher.

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 at Hyndland Primary School benefit from a welcoming environment in which staff show commitment to their care and welfare. The school's values of respect, responsibility, fairness, kindness and honesty contribute to the development and wellbeing of all children. Positive relationships between children and staff are evident across the school. Almost all children enjoy school and are polite and well behaved. Children develop a range of skills through their contributions to the life of the school, including opportunities for pupil leadership such as running lunchtime clubs. The school is prioritising nurturing approaches to create a supportive learning environment for all children. Children feel listened to and know their views are valued.
- Most children apply themselves diligently to the tasks they are set. Children engage enthusiastically and are highly motivated when provided with stimulating activities well-matched to their needs. Differentiated planning is evident but does not always meet the needs of the highest attaining children. Children understand the purpose of learning and the relevance of the skills they are developing. In a few lessons, children are given responsibility to lead their own learning and thrive when given these opportunities. There is considerable scope to develop this across the school.
- In a few classes, learning and teaching is of a very high quality but across the school it is too variable. Too many lessons and activities are teacher-led. The school should now develop further approaches to learning and teaching to ensure all children receive an appropriate level of pace and challenge to maximise their progress. Teachers are committed to professional learning to enhance their teaching practice. Improving the quality of learning and teaching should continue to be a focus of school self-evaluation and school improvement planning. As part of this process, senior leaders should ensure teachers work collaboratively across the whole school to agree a shared understanding of features of highly effective practice.
- Most teachers provide clear instructions and explanations. In most classes, teachers share the purpose of the lesson and how learners and teachers will know if the learning has been successful. There is scope for children to co-create their success criteria. This will lead to a greater understanding of how they know they have been successful. In almost all lessons, teachers use questioning well to determine children's understanding. Higher-order thinking

skills should be developed further by embedding effective questioning to improve the level of challenge for all children.

- Staff know children and their families well. A range of appropriate strategies and resources are targeted effectively to ensure children who need additional support make progress. These interventions are well planned and regularly reviewed to ensure a positive impact for children. 'The Pod' provides a safe and nurturing space for children to explore a range of social and emotional challenges. This is allowing children to discuss their feelings and develop strategies to apply in other learning and teaching environments. Staff and children indicate this is having a positive impact on children's readiness and ability to learn.
- Children regularly access a variety of digital devices and software across the school. As part of the school's digital learning strategy, teachers have undertaken relevant professional learning. They are increasing their skills and confidence in the use of digital technologies to enhance learning and teaching. In addition, children have been selected as digital leaders to support the development of skills for both learners and staff. As part of the local authority plan for digital technologies, the school will receive additional devices. In preparation for this, a few classes have been piloting the use of an online platform to digitally share learning and achievements with parents. Parents are positive in their feedback on the effectiveness of this approach. Staff and digital leaders are well-placed to develop approaches to learning, teaching and assessment which incorporate these digital technologies and result in greater personalisation and choice for learners.
- Teachers are developing their confidence in using a range of formative assessment strategies. In most classes, children are provided with a combination of verbal and written feedback. Teachers should continue to develop high quality feedback to ensure children understand their progress in learning and next steps for improvement. This will allow children to become more effective in setting their own high quality targets.
- Teachers are at the early stages of using national benchmarks to support their professional judgements of children's progress and achievement. Teachers use a range of standardised assessments, including the Scottish National Standardised Assessments (SNSA), to contribute to these professional judgements. A whole-school framework for assessment would support teachers and learners to have a clear understanding of the purpose, timing and value of assessment. Therefore senior leaders and teachers should review their assessment strategy to ensure a streamlined approach which includes planned opportunities for holistic assessment.
- There are regular opportunities for professional dialogue to moderate planning across stages. In the best examples, this leads to consistent approaches to learning, teaching and assessment. Senior leaders recognise the need to increase moderation activity across the school. There is scope for outward-looking engagement at cluster and local authority levels to help teachers develop their shared understanding of standards. This will increase the reliability of teachers' professional judgement when assessing children's progress and achievement of a Curriculum for Excellence level.
- Staff regularly track learners' progress in literacy and numeracy. There is scope to develop this approach in other curricular areas. Teachers meet termly with senior leaders to discuss the progress of all children. Where a concern is identified, appropriate interventions are agreed and implemented. However, high achieving children could be challenged further. The impact of interventions is systematically reviewed and evaluated. Teachers have identified the need to review aspects of their planning in order to address duplication across the curriculum and ensure breadth and depth.

- The development work in numeracy based on Glasgow Counts, is not yet fully embedded or enhancing the learning and teaching of numeracy across the school. For a few children, there are early signs of impact from maths recovery work which is targeted to support gaps in their knowledge. In order to bring about further improvement in numeracy, improved reference to national benchmarks will provide clearer and progressive pathways for children and, in addition, will help to reduce bureaucracy for teachers.

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. 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

Attainment in literacy and numeracy

- Overall, attainment in literacy and English and numeracy and mathematics is good. Data provided by the school, accurately represents the Curriculum for Excellence (CfE) levels achieved by children. Overall, most children are achieving expected levels of attainment and a few are attaining beyond expected levels.

Attainment in literacy and English

- Overall, attainment in literacy and English is good. Across the school, most children including those who have English as an additional language, are making expected progress. A few are making very good progress in literacy and English. By the end of the early level most children are making good progress across all aspects of literacy. Most children at the start of first level continue to make good progress. There is scope for pace and challenge to be increased, and expectations of what children are capable of achieving, raised across the school.

Listening and talking

- Most children are making good progress in talking and listening. Across the school, children listen well to instructions from their teachers and are confident and articulate. Most have a good vocabulary and share their views confidently when working in pairs. At the early level, children take turns when talking and listening to others when working independently together. At first level, they communicate clearly when working in pairs. They contribute their thoughts appropriately but are not yet skilled in turn taking and eye contact when sharing their ideas and opinions. By second level, almost all children are articulate in sharing their opinions and build effectively on one another's ideas. They are confident when talking in small groups and responding to questions from teachers. They are becoming skilled evaluators and analyse when they have been successful. Most apply their skills of persuasion successfully in meaningful contexts such as a mock court.

Reading

- Overall, most children are making good progress in reading. By the end of early level, most children use their knowledge of sounds, letters and patterns to read words. Most children read aloud with confidence, using their knowledge of tricky words to support the rhythm of their reading. At first level, most children use text and illustrations to identify the main idea of texts. Children confidently use punctuation to read with understanding and expression. By second level, most children read independently and with good comprehension. They select a variety of fiction texts and enjoy reading for pleasure. At second level, children are motivated to read as buddies with younger children. Identified children are supported to develop their confidence in reading through paired reading programmes. The school should review the use of school and class libraries. This will encourage further reading for enjoyment and give children opportunities to make informed personal choices about what they would like to read. Further

development and use of the school library will also help support children's skills in finding and using information for a specific purpose and build on their skills in note taking.

Writing

- Overall, most children are making good progress in writing. At the early level, most children write independently using common words and learned strategies to spell familiar words accurately. Most children use capital letters, full stops and leave a space between words when writing for a variety of purposes. At first level, most children write with increased awareness of sentence structure, basic punctuation and connectives. However, children can be expected to achieve more. By the end of second level, most children write extended pieces of text and demonstrate a good understanding of the structure of varied genre. They use this effectively and creatively to share their thoughts, feelings and ideas. They use appropriate language to engage the reader and add interest to their writing. The appreciation of poetry is promoted across the school and most effectively at the second level. Overall, children would benefit from more regular and consistent feedback about their writing and how to achieve success.

Attainment in numeracy and mathematics

- Overall, children are making good progress in numeracy and mathematics. Most children are on track to achieve, with a few exceeding, expected CfE levels. Children in the upper stages are progressing well in their use of digital technologies. Across the school, children will benefit from a greater understanding of problem solving strategies.

Number, money and measurement

- At the early level, most children demonstrate a good understanding of number. They order numbers beyond 30. They add and subtract numbers to 20. They are able to identify halves and quarters. They demonstrate a sound knowledge of the value of different coins, up to £2. Children identify simple fractions such as a half and a quarter.
- By the end of first level, children display a good knowledge of number. Their mental agility is developing well. By the end of first level, almost all children double numbers well and round to the nearest 100. They add, subtract, multiply and divide at an appropriate level, for example multiply and divide 2 digit numbers by 10 and 100. A few children need to be more accurate in their mental calculations. Almost all children are able to calculate different amounts of money and change from £20.
- At the second level, most children are making good progress. A few have begun to access third level learning. They use their knowledge of multiplication tables well to undertake both multiplication and division sums. Most children at second level demonstrate a good understanding of fractions and percentages. Almost all round to 3 significant figures. Children are very clear about how they can transfer their skills into real-life situations such as shopping, budgeting, planning times and journeys.

Shape, position and movement

- At the early level, children demonstrate a good knowledge of 2D shapes and 3D objects. Children in the first level identify and reproduce symmetrical shapes. At the end of first and at second level, children identify a wide range of 2D shapes and 3D objects using accurate technical vocabulary to describe the different properties.
- At second level, children have a sound knowledge of angles. They use the correct mathematical language, including acute, obtuse, straight and reflex to describe and classify a range of angles.

Information handling

- At the early level, most children display and interpret simple data. They create pictograms to display information they have gathered. At first level and second level, almost all children display data in different and appropriate ways. They are confident in recording using tally marks. Children should be encouraged to develop their skills in a wider range of contexts. In the upper school, children use data they have found through researching topics of their choice to produce graphs to show their findings. For example, showing the population of cities in a Commonwealth Country. They demonstrate a clear understanding of the need for appropriate scale, and use laptops to create their graphs by creating a spreadsheet. Across the school, children should have increased opportunities to display their mathematic thinking and findings.

Time

- At the early level, all children are able to recognise o'clock and half past on an analogue clock. By the end of the first level, children are able to recognise, o'clock, half past and quarter to and past. By the second level, almost all children can record time in both 12 hour and 24-hour notation. Children are able to exemplify when they are using these skills in real-life contexts.

Attainment over time

- The school has sustained good levels of attainment in literacy and numeracy over the past three years. Teachers use a range of standardised and diagnostic assessment information to identify areas of improvement. A range of assessment information is gathered on reading, writing, and numeracy. This information, together with growing awareness of national benchmarks, supports teacher judgements about children's progress. There is headroom to increase opportunities for professional dialogue and increase consistency in staff confidence when making robust judgements. Senior leaders should continue to focus on working collegiately with staff to strengthen a common understanding of standards and ensure children's progress is sustained effectively across all stages. They should support and challenge staff to develop clear expectations for all children and increase depth and challenge for the highest attaining children.

Overall quality of learners' achievement

- Children are successful in a range of activities offered to them. Teachers recognise children's achievements in and beyond school through certificates and awards which are celebrated at assemblies and through the school website and social media. There is an impressive range of before and after school clubs that children can access. These are well supported by a range of partners including music, art and French specialists. The school has achieved local success in a number of sporting events such as football and netball. Children are enthusiastic and proud to represent their school. Children achieve well in music, including the ensemble's recent highly successful performance at the Glasgow Music Festival. Children participate in the life of the school through a variety of groups, for example digital leaders who are supporting the development of IT skills across the school. At the end of second level, outdoor residential trips build children's confidence and resilience through planned outdoor activities which link to the John Muir Award.

Equity for all learners

- Staff have a clear understanding of the context of the school and the socio-economic background of children. Teachers are becoming more skilled at identifying barriers to learning and strategies to address children's needs. The headteacher and senior leaders are united in their passion for equity. This is core to the strong values they model for all staff. In order to take the school forward, the school should develop a clearer vision and systems which will ensure equity of success for all.

- Additional staffing, nurture training and reading recovery are some of the approaches and resources supported by pupil equity funds (PEF) to raise attainment. Senior leaders should develop further their approaches to monitoring and evaluating the impact of these on children's attainment.

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.