

Summarised inspection findings

Ashpark Primary School

Glasgow City Council

5 March 2024

Key contextual information

Ashpark Primary School is a non-denominational school situated in Arden, in the southside of Glasgow. At the time of inspection, the school roll was 309 with children taught across 13 classes. The headteacher has been in post since the school opened in 2008. He is supported by a depute headteacher and two principal teachers. Almost all children live in Scottish Index of Multiple Deprivation (SIMD) deciles 1 to 3. Just under one third of children require additional support with their learning. In addition, one third of children have English as an additional language (EAL) with 24 languages spoken across the school. This session, the school received £135,975 of Pupil Equity Funding (PEF). There have been no exclusions over a number of 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

- As a result of the outstanding leadership of the headteacher and depute headteacher, all staff have developed a culture of high aspirations for children at Ashpark Primary School. Staff place positive and supportive relationships at the centre of their practice. Staff know children and their families very well resulting in a welcoming and inclusive ethos. They work closely with parents resulting in learning that meets very well the needs of children. Staff place a high value on the views and opinions of children and involve them purposefully when reflecting on the quality of their learning experiences. Children are proud to be part of the Ashpark family and enjoy their time at school. They are mannerly, welcoming to visitors and supportive of their peers.
- All staff work very effectively together to provide well-organised and purposeful learning environments. The school's values of 'healthy, hardworking, caring and kind' contribute well to the calm and nurturing culture across the school. As a team, staff reflect regularly on their practice and refine their teaching approaches, taking account of the school's context. Senior leaders empower staff to develop their practice through well-considered training and collaboration with colleagues. This supports sharing of best practice and the promotion of continuity of learning across the school. Staff make very effective use of their areas of expertise and interests to provide rich learning experiences for children. For example, they utilise their skills in bilingualism, drama, science, technology, engineering, maths and digital learning to increase children's engagement. Staff think carefully and creatively about how to use spaces across the school to support individuals and small groups as appropriate. Children benefit from inviting spaces such as the school library and sensory garden. Older children have dedicated spaces to support younger children through paired reading.
- Senior leaders work with staff to develop and review the 'Ashpark Good Lesson Model'. This helpful tool has improved the consistency of learning and teaching across the school. It supports staff very well to plan well-considered lessons that motivate children in their learning. In most lessons, teachers plan carefully a balance of adult instruction, group work and independent tasks. These regular, planned opportunities support children very well to reinforce,

extend and deepen their learning. Children respond positively to opportunities to lead their learning and are articulate, contributing to tasks and discussions with maturity. As a result, almost all children feel valued and included, engaging consistently well with their learning.

- In all lessons teachers share the purpose of learning. In almost all lessons, teachers' instructions and explanations are clear. They support older children effectively to identify how to be successful, referring to the key skills throughout the lesson. This approach supports children well to talk about their learning and the skills they develop as a result. In a few highly-effective examples, teachers use plenary sessions at different points within the lesson. This supports them to check children's understanding, reinforce learning and help children to review and improve their work.
- In most lessons, teachers question skilfully to check children's understanding. They link, where appropriate, learning to real-life contexts to help children see the relevance of their experiences. Teachers use a range of open-ended questions encouraging children to provide additional detail to support their response. This approach is supporting very well children's higher-order thinking skills.
- In almost all lessons, teachers plan learning with appropriate pace and challenge with tasks well matched to children's needs. Highly-skilled support staff provide well-timed and bespoke support for children who require help with their learning. Teachers plan carefully for these children to include them fully in class learning experiences. All children benefit from rich class discussions. Children are supported successfully to develop independence in their learning through teachers' consistent use of effective task boards. As a result, teachers provide quality discrete teaching sessions for individuals and groups. A few children across the school are capable of increased challenge in their learning.
- Across the school, almost all teachers incorporate digital approaches well into their teaching. They plan effectively the use of technology to enhance their teaching and support children with their learning. Teachers use software and devices very well for identified children to access learning at the correct level. Senior leaders and teachers should continue to review the balance between written and digital approaches. This will support further the focus on improving children's written work and provide them with opportunities to recall and revise their skills and knowledge.
- At the early stages, teachers work very effectively as a team to develop learning experiences through play. Teachers judge very well the balance of teacher-directed and child-led learning. They have enhanced the environment to provide a range of spaces and activities to support children well to practise skills in different contexts and through their play. In addition, children develop independence as well as social skills such as communication.
- Teachers plan rich and interesting learning experiences over different timescales across all areas using local authority and school progression pathways. They plan well for various cohorts and individuals, including those with protected characteristics and those facing barriers in their learning. Teachers plan across the four contexts of learning which supports children very well to develop skills for learning, life and work. Teachers and children talk about what they would like to learn and record these discussions in class floor books. They review learning frequently, setting weekly targets and parent partnership targets. All teachers adapt their planning in line with observations, evaluations and assessments. Teachers' consistent approaches to planning supports very well continuity of learning across the stages, including at points of transition. As planned, staff should help children recognise and record the wide range of skills they gain from school experiences.

- Senior leaders have developed a robust assessment framework and calendar. Teachers use this very well to carry out assessments in literacy and numeracy at key points throughout the year. They work in partnership with senior leaders to analyse information and data gathered from a range of formative, summative and standardised assessments. This results in teachers and senior leaders having a comprehensive knowledge of individual children's learning and progress. Senior leaders target resources and deploy highly-effective support staff very well to support the needs of individuals and groups. Staff work very effectively together to evaluate the impact of targeted interventions, making adaptations to their teaching as appropriate. Teachers are beginning to develop their use of high-quality assessments to assess holistically the application of literacy and numeracy to support breadth and challenge. This is improving teachers' confidence when assessing children's application of learning in different contexts.
- Teachers engage in a range of formal and informal moderation activities. Senior leaders and staff use national Benchmarks to evaluate children's progress. This supports a shared understanding of progression within and across Curriculum for Excellence levels and is improving teacher confidence in their professional judgement. As planned, teachers should continue to work with colleagues in and beyond the school to moderate children's work to support their shared understanding of standards.
- Senior leaders have developed highly-effective approaches to monitoring and tracking children's progress in literacy and numeracy. This an area of strength in the school's work. They use a robust quality assurance calendar to discuss regularly with teachers the progress children are making across all curricular areas. Together, they identify promptly any children who may require additional support, consolidation or extension in their learning. Senior leaders involve a wide range of partners to review bespoke plans and timetables very effectively. This enables identified children to make the best possible progress relevant to their needs. These robust discussions support teachers to adapt planning and support as required to maximise children's progress. As planned, senior leaders should continue to build on the strong start made to monitoring 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. Inspectors have identified good practice in child protection and safeguarding procedures.

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

- All staff demonstrate a relentless focus on improving progress and raising attainment. As a result, the school consistently performs very well relative to schools with similar demographics. School attainment data shows high patterns of attainment in literacy and numeracy for most children over time. In session 2022-2023, most children achieved national standards in writing and numeracy at key stages. A few children are working beyond expected national levels.
- All children with additional support needs make strong progress in relation to their personal milestones and targets. The majority make accelerated progress towards planned outcomes with staff responding promptly and increasing the level of challenge and expectation. Most children whose first language is not English make very good progress from their prior levels of attainment in literacy and numeracy.

Attainment in literacy and English

- Across the school, most children make good progress in all areas of literacy and English. A minority of children make very good progress from prior levels of attainment. Children who arrive at Ashpark with limited or no English make very good progress across all areas in literacy and English.

Listening and talking

- At early level, most children listen well to adults and their peers and follow instructions confidently. At first level, almost all children listen respectfully and contribute their opinions during group tasks. At second level, most children build on each other's ideas well during discussions. They identify techniques they use to enhance their presentations and solo talks to the class. Children are not as confident in applying these skills beyond the classroom and across wider contexts such as debates. Staff's work with professional partners supports children to develop communication and social skills well. The involvement of parents in these sessions ensures children are supported further outwith the school.

Reading

- At early level, most children are developing their knowledge of initial sounds and use these to blend simple words. At first level, most children use decoding skills confidently to read unfamiliar texts with fluency. They enjoy reading, discuss their favourite authors and make predictions using contextual clues. At second level, the majority of children read with fluency and use a range of reading techniques to find key information in texts. A minority of children now need to use punctuation to increase their expression when reading aloud.

Writing

- At early level, most children, with support, are beginning to write simple sentences. They are learning to form letters correctly. At first level, most children make good use of adjectives to add detail to descriptive texts. They apply spelling rules accurately to spell unfamiliar words. At second level, children write for a variety of purposes, including persuasive and procedural writing. The majority of children use key features appropriate to the genre to structure their writing. They use subject specific vocabulary well to enhance their texts. Older children should use figurative language to enhance their writing in descriptive texts. Across the school, most children need to improve their handwriting and the presentation of their work.

Numeracy and mathematics

- Across the school almost all children make good progress in numeracy and mathematics from their prior levels of attainment. A few children make very good progress. Across the school, a few children would benefit from more regular opportunities to revisit taught mathematical concepts. This will help to deepen and consolidate their learning.

Number, money and measure

- At early level, most children add and subtract to 10 with accuracy. Most children recognise analogue o'clock times and use appropriate language when discussing time. At first level, most children identify successfully the place value of numbers to 1000. They recognise money values and convert pounds to pence accurately. At second level, most children add and subtract multiples of 100 and 1000 to and from whole numbers. They confidently use and interpret a range of electronic and paper-based timetables to solve problems. Children at second level would benefit from consolidating their knowledge of the relationship between fractions, percentages and decimals.

Shape, position and movement

- At early level, most children explore simple line symmetry and use positional language confidently. At first level, most children know the main points of the compass. They find right angles in the environment and in two-dimensional shapes. At second level, most children are developing their understanding of three-dimensional objects and their nets. They interpret maps and models with simple scales. They are less confident in using mathematical language to describe a range of angles.

Information handling

- At early level, most children sort items correctly according to shape, size and colour. They interpret simple charts to find out information. At first level, most children extract key information from a variety of data sets, including charts. They use tally marks to record information accurately. At second level, most children collect, organise, display and interpret data accurately through use of digital technology.

Attainment over time

- Senior leaders have established successfully a highly-effective strategy for raising attainment based on providing strong universal approaches and targeted support for children. Staff use information about children's progress very effectively to support continuity of learning across all levels, including at points of transition. Reliable and robust data shows a strong pattern of attainment in literacy and numeracy for most children over time. Senior leaders begin this evidence gathering through strong partnerships with local family centres. This enables them to plan very effectively for children who will require support with their learning when starting Primary 1. Staff's proactive and responsive approach to meeting learners' needs supports children very well with their learning.

- Senior leaders use a wide range of quantitative and qualitative data to monitor robustly the progress of children. They monitor individual children, cohorts and groups of children, such as children whose first language is not English. All relevant data is shared with staff, who set realistic but aspirational achievement targets for all children. For example, after joining the school, most children with EAL make accelerated progress in literacy and move to being on track to achieve expected levels of attainment. Senior leaders deploy support staff, including the EAL teacher, and use resources such as dual language texts to support children to accelerate their progress in literacy. In addition, children who are at risk of not achieving targets receive support through well-planned interventions and other forms of bespoke support for learning. Teachers skilfully use this data to inform their planning to maximise outcomes for all children. This includes outcomes related to social and emotional support as well as literacy and numeracy skills. Furthermore, staff provide increased challenge for children who are making better than expected progress. Individual children's targets are reviewed by senior leaders and teachers at termly tracking meetings and adjusted as required.

Overall quality of learners' achievements

- Staff celebrate children's achievements widely using displays, social media, 'Corridor of Stars', Ashpark Authors, Numeracy Ninjas, value awards and assemblies. Children are very proud of the role they have in recognising and celebrating the success of others.
- Children participate in a wide range of clubs and activities after school and at lunchtime. These provide children with rich opportunities to develop their skills and talents. For example, children develop creative writing, sporting and problem-solving skills through these experiences. Teachers and senior leaders monitor participation and identify children who are at risk of missing out. They are proactive in addressing barriers to participation, including extending the range of clubs.
- Children benefit from a wide range of leadership and school committee roles and play an instrumental role in decision making. The school recently achieved a national award for their work on children's rights. Older children provide paired reading opportunities for younger children and are about to embark on young leader training to lead activities themselves. These experiences help children develop confidence, leadership and communication skills.

Equity for all learners

- Senior leaders and staff know children and families very well. Collectively they have a very good understanding of the needs of all children and families. Staff created a position statement which sets out actions to reduce the cost of the school day. They take sensitive and effective action to mitigate against barriers children face. For example, staff address the cost of the school day using a range of themes, such as uniform, travel, excursions, extra-curricular activities and home learning. They ensure families have access to pre-loved clothing and school uniform. Staff run an after-school homework club so children can access the internet and use school resources to complete homework.
- Senior leaders' rationale for Pupil Equity Fund (PEF) spending is based on an accurate and robust analysis of a wide range of relevant data and information. They use this information very well to identify and target the needs of specific children. Senior leaders consult with the school community, including parents and children, on use of PEF spending. They focus PEF spend on provision of staffing to work closely with identified children and families to improve attainment, attendance, family learning and wellbeing. Senior leaders track cohorts rigorously. School data shows the positive impact targeted support has for identified groups. Children in receipt of free school meals have increased their attainment steadily across all areas of literacy and numeracy. Staff's relentless focus on improving attendance and late coming is improving

attendance as well as closing the gap between children who are off track and those achieving expected levels of attainment.

- Senior leaders use PEF to fund a home school support worker who supports very successfully families facing adversity. Senior leaders allocate funding for educational excursions and residential trips to ensure children do not miss out on opportunities to develop skills for learning, life and work. They set clear aims, targets and measures to evaluate the impact of each of the interventions funded by PEF. Evaluations show clear evidence of positive impact. Almost all targeted children are more engaged in their learning, have improving attendance and are making accelerated progress in reading and writing.

Other relevant evidence

- All children receive two hours of high-quality physical education weekly.
- Children enjoy reading at Ashpark Primary School and benefit from regular access to the school and class libraries. This is helping to develop a culture of reading across the school.
- Overall, most children continued to make good progress in their learning during periods of school building closure in the context of the COVID-19 pandemic. Staff ensured strong continuity of learning including, online learning and mitigations such as targeted support for children at risk of not engaging with learning. As a result, loss of learning was minimised, and gaps quickly targeted.
- The school's attendance figures are lower than national and local authority averages. Attendance levels are improving as a result of robust procedures to monitor and improve attendance and late coming. Senior leaders promote very well the importance of children attending school every day and are proactive in ensuring that barriers to children's attendance are minimised. Family engagement and support staff provide highly-effective bespoke support for identified children and families. Evaluations show that these approaches are successfully increasing the attendance of identified children.

Practice worth sharing more widely

Family engagement in learning

Pupil Equity Funding is supporting a range of family engagement initiatives and approaches which are successfully encouraging parents to participate in their child's learning. For example, initiatives include the provision of a family lending library. Parents have access to a fortnightly family learning programme. In addition, 'stay, play and learn' sessions for families in P1 and targeted families in P2 and P3 are planned by staff. The regular parent/teacher target setting meetings and curriculum information workshops also support families very well to understand more about their child's learning. Families also benefit from engagement with a food and nutrition programme which provides them with guidance regarding the cost and nutritional value of food.

These initiatives are supporting parents' understanding of child development and the importance of play for development of literacy and numeracy skills. Evaluations of the impact of these approaches show improvement in children's literacy and numeracy skills and an impact on improved attendance. Children and parents have benefitted from upskilling in use of accessibility digital tools.

Staff use feedback from parental questionnaires to understand what is working well. They use this information effectively to devise future sessions which parents say would be of interest to them.

Highly-effective processes for safeguarding

Senior leaders have developed highly-effective processes to monitor and track children who experience barriers to their learning. This includes children who are care-experienced, those from protected groups as well as children who are at risk due to personal circumstances.

Senior leaders have developed policies taking account of new guidance and legislation to protect all children including the use of The Promise. They use these documents to inform staff's approach to providing the best possible care and education for all children at Ashpark Primary School.

Senior leaders have developed and use an additional support for learning school calendar to plan regular review meetings which include a wide range of partners. They have developed a very effective tracking tool to rigorously monitor a wide range of aspects that contribute to a child's experiences.

The deputy headteacher gathers at regular intervals valuable information about each child. He carries out a 1:1 learner conversation with each child to gain a deeper perspective of each child as a learner and individual. He involves the child, family, key staff and a wide range of partners to review regularly the support in place for each child. Using a well-considered review template, he records and tracks important information including strengths, views, identified needs and future targets. This robust and comprehensive approach ensures no child is at risk of missing out at Ashpark Primary School. Using the valuable information gathered, the deputy headteacher works tirelessly to seek out supports that meet each child's need. Under the very effective leadership of the headteacher and well-trained staff, all children experience success and support which meets their needs.

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.