



Executive Director of Education
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Dear Parent/Carer

HM Inspection Report – Kelbourne Park Primary

As you may be aware, Kelbourne Primary School was inspected by HM Inspectorate (HMI) in October 2014 as part of the national inspection programme.

As a result of the good performance, the record of improvement and the effective leadership of the establishment, HM Inspectors advised that they did not intend to make any further visits or reports in relation to this inspection. Therefore, an action plan was prepared by HM Inspectors and Glasgow City Council was asked to oversee and report on progress.

The following provides a summary of the progress made in relation to each recommendation in the action plan:

- *Further develop opportunities to accredit children's achievements.*

The school are in their second year of formally accrediting children's achievements through the Caledonian Family of Awards. Children develop the skills as they work towards the five categories of award through their work in gardening, football, art and bike clubs. All of the children are involved with at least one charitable endeavour throughout the year to develop knowledge and skills required as part of 'Caring for someone/something.' All children gained a level 1 award at the junior level in August 2017. The school have continued to keep a log of children's achievements through the Interactive Learning Diary and children and families can share children's achievements at home with the school.

The school have continued to develop the school's grounds in order to take learning outside. Staff make use of the Woodland Trust's '50 things to do before you are 113/4' and this provides a good tool for celebrating and valuing these experiences. The bike club is in its 5th year, supported by Free Wheel North. Free Wheel North have worked with the children on 'Bikeability' skills which is a nationally accredited award scheme focusing on the children's knowledge of road safety and bike skills. A group of children have reached their Level One certificate. Several children have joined a race running club in the evening which teaches children to race competitively and at a national level. Race running, a specially adapted form of cycling, is recognised by the Cerebral Palsy Sport World Governing Body as an athletic event.

- *Increase the pace of curriculum development by providing clearer progression pathways for children and improve approaches to assessment and moderation.*

Staff have developed frameworks for literacy and numeracy and this has helped children to record and achieve small steps and to track experiences and outcomes more closely. This ensures children receive the full range of experiences and outcomes, progress is tracked and, as a result, the school provides wider opportunity to apply learning in a range of contexts. There is a clear progression now in learning from the earliest stages to the knowledge and skills which align with the national benchmarks. Health and wellbeing outcomes are planned to ensure that children make progress across all aspects of this area. This has helped to focus staff on significant aspects of learning and have a more measured and consistent approach to assessment. In addition, almost all children have individualised health and wellbeing targets based on more specific needs.

All staff participated in training with Les Staves in August 2016 which has further developed their knowledge of very early maths progression. Research and collaboration has helped staff to measure children's progress more accurately using the new descriptors which are closely aligned to Carpenter's (2002) 'Levels of Engagement'. As a result, staff have a better collective knowledge of children's level of understanding and engagement and can measure children's progress more effectively. Staff have worked collaboratively to share and moderate their evaluations in order to ensure a consistent understanding of the new terminology and how to apply this to children's learning. Headteachers have worked together on this and are planning moderation sessions for teachers in order to establish a consistent understanding across the city.

All teachers have completed training in Glasgow Counts and this has complemented the work by Les Staves in ensuring that the early building blocks are in place before moving on to more complex mathematical functions. Feedback from teachers has been very positive and classroom observations suggest that teachers are providing motivating activities at the early level to ensure the prerequisites to more formal maths are in place. Training with Flo Longhorn and Richard Hirstwood have increased staff knowledge of how to support complex learners and provide meaningful contexts for learning. Staff use video to challenge and support each other and this has further developed collegiate dialogue to reflect on and improve practice. This has helped staff to continue to improve learning and teaching and is increasing children's level of engagement. Staff continue develop numeracy skills using a wide range of contexts.

- *Make better use of the information about children's progress to evaluate how well they are progressing and achieving across the school and to inform areas for improvement.*

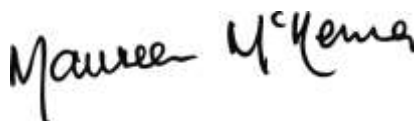
The school, working in collaboration with colleagues from other schools, have developed a database to track children's progress. The cluster have agreed on the terminology and assessment criteria used to measure children's progress to ensure progression and continuity in children's learning and experience. The school are able to measure progress across all areas of Curriculum for Excellence and are in their second year of gathering data for numeracy, literacy and health and wellbeing. This information supports planning for pupils and over time and provides a strategic overview. Also, the cluster have produced advice and guidance for staff working in the sector including the development of skills frameworks and significant aspects of learning and assessment. All staff in the school use this approach and this has led to greater clarity of expectations and more relevant and

challenging learning opportunities. The school have worked with colleagues in other services to ensure that each child has one plan that addresses health and learning priorities.

The school have developed a three year programme which ensures that all pupil experiences and outcomes are well planned. Staff have clustered experiences and outcomes that naturally complement one another and help children to make connections in their learning. There is flexibility to allow for the application of skills in a range of motivating contexts for learning and for children to follow their interests. The significant aspects of learning for each context have been identified at the planning stages to ensure that children's learning is assessed across a breadth of experiences and outcomes. This more focused approach to assessment has ensured more personalised and progressive pathways for children that build on prior learning.

Overall, Kelbourne Park Primary has made good progress in meeting the main points for action identified. Education Services will therefore not provide any further report in connection with the original report of October 2014 but will continue to monitor and support the establishment as part of our commitment to ensuring the highest quality of education for all.

Yours sincerely

A handwritten signature in black ink that reads "Maureen McKenna". The signature is written in a cursive style with a large initial 'M'.

MAUREEN McKENNA
Executive Director of Education

cc Jim Wilson, Head of Service
Andrea Reid, Area Education Officer
Julie Steel, Quality Improvement Officer
Andrea MacBeath, Headteacher