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Dear Parent/Carer

Inspection Report – Bankhead Primary School

As you may be aware, Bankhead Primary was inspected by Education Scotland in September 2018 as part of the national inspection programme.

As a result of the school's performance, the strong record of improvement, and the effective leadership of the establishment, Education Scotland 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 the school, 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:

Strengthen approaches to self-evaluation and strategic planning to raise attainment for all children. Developing further leadership at all levels will support staff in evidencing the impact of planned interventions.

All staff are engaged in tracking of children's attainment and wellbeing, using robust new systems and, together with effective interventions, this is now improving progress for learners. Senior leaders meet regularly with teachers to discuss and share information on learner progress; gathered through a range of assessments. Teachers are knowledgeable and have a shared understanding of standards and as a result can make more confident professional judgements about how well children are achieving. Teachers talk confidently about their use of data and the impact interventions have on children's learning. The commitment and focus on working collaboratively is enabling the school to take forward improvement priorities. As a result of more robust self-evaluation all staff are aware of the school's strengths and areas for further development.

Continue to develop the quality of learning and teaching to ensure that children are more actively engaged in their learning.

Well-structured active learning approaches, where children work together to assess and learn from their peers are evident across the school. Effective use of formative assessment and *children's voice* in learning is continuing to improve children's learning experiences. Strategies are emerging as a result of collaboration which are being used to improve consistency in classes. Children co-construct success criteria and consider their progress against these throughout lessons. Children are able to describe the benefit of this approach. A well-structured mentoring system is impacting positively on teaching and learning and on children's outcomes. Families are being further engaged in their children's learning, high

levels of engagement by most parents is evident. Parents unable to attend are personally invited for updates from teachers.

Ensure the curriculum provides meaningful opportunities for children to develop skills for learning, life and work.

A start has been made to support the integration of '*Developing the Young Workforce*' skills across the school. Senior pupils are developing profiles based on their skills and plans are in place for parents and partners to become further involved in developing the strategy. Planned engagement in a range of opportunities, which are on offer across Glasgow, will further strengthen partnerships.

Strengthen approaches to evaluating the impact of the school's strategy for promoting wellbeing.

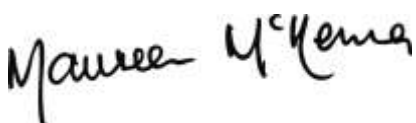
Health and Wellbeing work has a high profile and is impacting positively on the children. The use of *Getting it Right for Every Child* indicators has allowed for very effective tracking of children's Health and Wellbeing and this provides a basis for planning and interventions to support attainment for all. Health and Wellbeing is integrated within the curriculum and is visible across the school environment. Children regularly self-evaluate their emotions and wellbeing.

Children's Wellbeing is individually tracked and a range of interventions and supports are in place. Children can access emotional support through activities and games in the nurturing bases, they have adults or other children to further support. There are groups and clubs at lunchtime and after school. Family events and learning based on the needs of the community further enhance support. The school has successfully increased safety for the children by working with the Local Authority to make access roads '*car free*' when families arrive and leave the school.

There is a clear and shared strategic vision which supports teachers to meet the needs of the children in their classes. Teachers are empowered through their use of data and information. Parents and children are involved and the school listens to their voices through surveys and feedback.

Overall, Bankhead Primary School has made very 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, but shall continue to monitor and support the establishment as part of our commitment to ensuring the highest quality of education for all.

Yours sincerely



MAUREEN McKENNA
Executive Director of Education

cc Jim Wilson, Head of Service
Andrea Reid, Senior Education Officer
Anne McIntosh, Quality Improvement Officer