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Dear Parent/Carer

HM Inspection Report: St Brendan's Primary

As you may be aware, St Brendan's Primary School was inspected by HM Inspectorate (HMI) in October 2016 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 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:

- *Improve children's attainment, particularly in aspects of literacy.*

Children's progress in literacy and numeracy has increased year on year since the inspection. Most children are making good progress in literacy with some making very good progress. Most children are making very good progress in numeracy. The school has introduced a robust electronic tracking system that supports continuous progress for all learners. The tracking system demonstrates that almost all children are making progress within and across levels. The percentage of children in primary 3 achieving in both reading and writing has increased. This session, more children in primary 3 have achieved early level in reading and writing and there is similar improvement for primary 4. Staff have a good shared knowledge of children and families and how best to support them. The school demonstrates a clear focus on early literacy, family play and support with health and wellbeing for vulnerable pupils and families. Early interventions at primary 1 and primary 2 over the last two years demonstrate a positive impact on children's attainment in literacy.

Relationships between staff and children are positive. Staff provide a nurturing and supportive learning environment and most children are making good progress in health and wellbeing. Almost all children report that they feel the school is helping them to become confident learners and that they are making progress. Almost all children feel safe and well cared for and feel that they are treated fairly and respectfully by staff and other pupils. Most children feel that they have a say in making the way they learn in school better.

- *Continue to improve the curriculum to ensure challenge and progression across learning*

Staff are making increasing use of the literacy and numeracy national benchmarks to inform and refine pathways. Staff are giving further consideration to the learning which takes place across the contexts for learning and demonstrate a better understanding of how the totality

of the curriculum is being used to provide progressive, flexible pathways which will meet the needs of all learners. The more rigorous approach to planning and tracking is ensuring children and young people experience increasing levels of challenge as they develop skills for learning, life and work. Staff and partners provide good opportunities to develop children and young people's skills for learning, life and work in motivating contexts for learning.

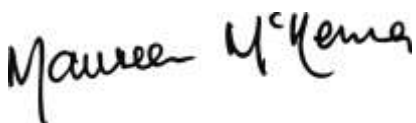
- *Continue to develop approaches to assess children's progress across the curriculum*

Staff use a variety of assessment approaches and assessment is now integral to the planning of learning and teaching. Staff have designed more robust approaches to track and monitor children's progress through Curriculum for Excellence levels, both at class and whole-school level. Regular, planned monitoring and tracking meetings between senior leaders and teachers focus on children's progress in literacy and numeracy across the year. The assessment overview provides reliable evidence at milestones which staff use to plan next steps in learning, ensuring challenge and progression. Staff engage in moderation of shared standards at stage meetings across the school and the learning community. As a result, staff use assessment information more effectively to inform professional judgments. Staff are continuing to reflect on how they give effective feedback to ensure children have an accurate understanding of their progress and what they need to do to improve. Staff involve children in planning and understanding their own learning, giving feedback to others and suggesting ways in which they can improve.

The work on improving attainment and closing the poverty-related attainment gap has impacted positively on learning and teaching. The school are participating in the authority's programme, *Supporting Improvement: Pedagogy and Equity*, and this, combined with the work of the challenge leader of learning, is improving teacher leadership and learning and teaching in general. Lessons are relevant and engaging and the shared approaches to planning and evaluation are bringing greater consistency. A range of targeted interventions are being used to increase the variety of learning pathways. This is helping to raise attainment and achievement for all, including those with additional support needs and protected characteristics. Children have good opportunities to reflect on and self-evaluate their learning using a range of suitable approaches.

Overall, St Brendan's Primary has made good progress in meeting the main points for action identified. Therefore, Education Services will not provide any further report in connection with the original report of October 2016 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



MAUREEN McKENNA
Executive Director of Education

cc Jim Wilson, Head of Service
Julie Steel, Acting Education Officer/Quality Improvement Officer