

13 January 2015

Dear Parent/Carer

**Glendale Primary School
Glasgow City Council**

Recently, as you may know, my colleagues and I inspected your child's school. During our visit, we talked to parents and children and worked closely with the headteacher and staff. We wanted to find out how well children are learning and achieving and how well the school supports children to do their best. The headteacher shared with us the school's successes and priorities for improvement. We looked at some particular aspects of the school's recent work, including the ethos of the school and the learning experiences of your children, and how well the school helps them to learn and develop their health and wellbeing. As a result, we were able to find out how good the school is at improving children's education.

How well do children learn and achieve?

At all stages in the school, children have very positive learning experiences. Children are very motivated, actively involved and are clear about what they are expected to learn. The children in P1 are settled in their learning groups and work well together and independently. At all stages, children support one another very well in pairs and small groups. They enjoy discussions with their teachers about their work and as a result set meaningful targets that help them continue to improve. The atmosphere in all classes is calm and children treat one another with respect. They celebrate the diverse backgrounds from which they have come and have formed a close and harmonious school community where they are developing skills for life and work. Staff relationships with children are very positive and learning experiences are enriched through a wide range of links made with partners. For example, children at P4/5 visited the Science Centre to make their science studies come to life and a workshop run by Diabetes Scotland helped children understand the importance of healthy lifestyles. As a result of the partnerships forged by the school, and children's involvement in a growing range of out-of-school activities in the local area, the school is held in high regard in its community. Children are developing an understanding of their various religions and respect for their differences through regular visits to the local Mosque, Gurdwara and Church. A growing number of children, in their own time, take part in Glasgow University's 'Children's University', enabling them to learn new skills through choir, museum visits, drama and dance. Children are developing confidence and important life skills through helping to organise events such as the Winter Fayre. The school has achieved recognition for its care of the environment and been awarded its third green flag from Eco-Schools Scotland.

At all stages, children are developing their leadership skills and understanding of citizenship. They take on a range of responsibilities including serving on the eco committee, acting as lunch time reading buddies and leading enterprise projects. Children demonstrate a sense of citizenship and community spirit through their extensive fundraising for a variety of charities such as Marie Curie Cancer Care. Through the school's Global Citizenship focus week, P7 children have a clear understanding of social justice and issues such as apartheid. At all stages, children are making very good progress in developing literacy skills and English language. Almost all children listen very attentively and can explain their ideas clearly. They listen well to each other in groups, take turns and show respect for the views of others in class discussions. Overall, children are making very good progress in developing reading skills. Children say they enjoy reading and many talk about books they have read at home. Many read books that are challenging for their age. Children's writing is of a high standard and almost all are making very good progress. Across the stages, children are developing a good understanding of the strategies and skills involved in producing reports, poetry and imaginative texts. At all stages, children's attainment in numeracy and mathematics is very strong. Children in P1 have made a very good start to early numeracy and actively apply their learning through regular 'Play to Learn' sessions. Across the school, children are developing approaches to solving mathematical problems and can explain the strategies they have learned. They have gained very good knowledge and skills in working with money through the whole-school focus on financial education and enterprise. Children are confident in their use of mathematical language and terminology. By P7, children are able to apply a range of literacy, numeracy and problem-solving skills when creating orienteering routes for groups to navigate. At all stages, children understand the importance of an active and healthy lifestyle. Stimulating school assemblies help to support learning in health and wellbeing. Overall, children are making very good progress in their personal development and learning.

How well does the school support children to develop and learn?

The school's approaches to nurturing, supporting and including all children are outstanding. Tasks, activities and learning groups are carefully planned to help children achieve success. The 'can do' attitude of staff enables all children to flourish and become confident learners. Staff work tirelessly to ensure the needs of all pupils are met very effectively. Through the nurturing environment, all children are very well supported in overcoming any challenges or barriers to their learning. Children say they feel included and well supported by staff. The deputy headteacher works very closely with staff, parents and partners ensuring children's additional learning needs are identified early and planned for responsively. The progress of individual children is tracked meticulously and discussed by staff. Very clear links are made between assessments and the next steps in children's learning, ensuring they attain as highly as possible. Children are becoming skilled in evaluating their own personal learning plans which encourages them to reflect on their learning and make accurate records of how well they are achieving. Collectively, the staff team strives to deliver high-quality education and support to all children and their families. High value and respect are given to the cultural diversity of the children and their individual needs, ensuring success for all.

Staff give high priority to developing children's English language skills. They plan carefully to provide motivating and stimulating learning activities for individuals, small groups and classes. They have developed Curriculum for Excellence programmes which ensure that children are making very good progress in their learning. All classes have a broad and rich experience across the curriculum. Staff plan effectively for science, social studies and technologies. Outdoor learning is a prominent feature of the school's activities for all children and includes a residential experience at Blairvadach Outdoor Education Centre for children in P7. Children's experiences are further enriched through creative opportunities to work with partners. For example, dance skills are developed through links with Scottish Ballet, understanding cinema is developed through links with the British Film Institute and language awareness is developed through learning Latin. Disability awareness and skills of citizenship are very well developed through a long-established and successful link with Hazelwood School. Staff have developed very effective approaches to support continuity in learning for children when moving from stage to stage. At P1, children use their skills in creativity and social language by learning through play when they first start primary school. Through effective assessment and careful tracking of children's progress, staff build successfully on children's learning when they form new classes at the start of each school session. Children in P7 are developing resilience through work with partners such as Quarriers. The headteacher and staff prepare children in P7 well for their move to Bellahouston Academy.

How well does the school improve the quality of its work?

The headteacher is held in high esteem by parents, staff and partners. She is a very effective leader who sets high standards across the school and is committed to improving the life chances of all children. Her passion for her role in leading and improving the work of the school is inspiring. With the support and leadership of the depute headteacher, she has ensured that the school has very effective approaches to evaluating and improving its work. Working with staff, parents and partners, the headteacher and her depute are committed to ensuring high-quality learning and teaching, to developing the curriculum and to providing strong support for pupils. This sustained focus on improvement has led to high-quality learning experiences for children and very good achievement across the school. Children also have a strong say in improving the work of the school. Staff are very committed to the school's development priorities. The principal teachers are effective in supporting the work of the school and many staff take leadership roles. The headteacher supports the development of staff very effectively and staff value opportunities to develop their professional knowledge and skills. Teamwork amongst all staff is a key strength. Staff have a shared understanding of the school's vision and 'child-centred' approaches to making improvements. Parents are very positive about the school and the ways in which they can become involved in their children's learning. The school continues to find new and interesting ways to engage with all parents. With the support of as many parents as possible, and that offered through the Parent Council, the school is successfully planning its move to the new building next year. The headteacher is successfully harnessing the potential of the staff, children, parents and partners to ensure the capacity of the school to serve its community is high.

This inspection found the following key strengths.

- The leadership and vision of the headteacher.
- The school's success in meeting the needs of all children and especially those who have English as an additional language.
- The effective teamwork of staff and the positive learning experiences they provide for all children.
- The enthusiastic and motivated children and the respect and support they give to each other.
- The effective approaches to self-evaluation which have resulted in children's very good achievements.

We discussed with staff and Glasgow City Council how they might continue to improve the school. This is what we agreed with them.

- Continue to make progress with the school's improvement priorities as outlined in the school's improvement plan.

What happens at the end of the inspection?

We are satisfied with the overall quality of provision. We are confident that the school's self-evaluation processes are leading to improvements. As a result, we will make no further visits in connection with this inspection. During the inspection, we identified aspects of innovative practice which we would like to explore further. We shall work with the school and Glasgow City Council to record the innovative practice and share it more widely.

Susan Gow
HM Inspector

Additional inspection evidence, such as details of the quality indicator evaluations, for your school can be found on the Education Scotland website at [http://www.educationscotland.gov.uk/inspectionandreview/reports/school/primsec/Glen dalePrimarySchoolGlasgowCity.asp](http://www.educationscotland.gov.uk/inspectionandreview/reports/school/primsec/Glen%20dalePrimarySchoolGlasgowCity.asp)

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