

30 April 2013

Dear Parent/Carer

**Langside 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 planning and tracking progression, curriculum development, the arrangements for staff development and improvement through self-evaluation. 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?

Children are learning and achieving very well. Almost all children enjoy school and feel that they are treated fairly. They are learning to be reflective and are developing an understanding of their own progress. They record their achievements in journals which they share with their parents. Building on these positive approaches, children need more help from staff in identifying and planning their next steps. Children feel that their views are taken into account and make a difference to the school. Their contributions to improvements include a review of home learning and a 'Happy Play Code'. They speak confidently about the school values and how they apply them in their own lives and the life of the school.

Through supporting the building of a school in Malawi, children are developing their understanding of global citizenship and an awareness of the needs of others. At P7, children are developing their skills in leadership and a caring approach through supporting younger children in the playground and dinner hall. Playground buddies show enthusiasm for their role and their efforts were rewarded with a Community Buddy Award in 2012. Many children at the upper stages have participated very successfully in sports festivals and national competitions with other schools.

Across the school, children are achieving very well in English language and literacy. They listen attentively to instructions and explanations. They are confident and articulate when presenting ideas to others. At all stages, children are benefiting from active approaches to developing their reading skills. At the early stages they are progressing very well in learning how to sound unknown words. The school's emphasis on reading for enjoyment has assisted children to develop a positive attitude to reading. As a result, older children talk confidently about features of books, their favourite authors and the reasons for their preferences. They would benefit even

further from reading more regularly a wider range of texts. Children write well for different purposes. They particularly enjoy their writing through interesting contexts. Overall children are achieving very well in numeracy and mathematics. They carry out written and mental tasks accurately. They have used information gathered in surveys to help them understand charts and graphs. Through the school's approaches to health and wellbeing, children are progressing well in developing their self esteem and confidence.

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

Staff provide a very caring and positive ethos. Teachers are working together well to share understanding of standards in reading and writing. They identify where children are not progressing and discuss this with the management team. At times, some children do not understand the tasks they have been given, and need more help from teachers to make suitable progress. The school has well-established arrangements to identify children who need additional support. Where relevant, they draw up suitable plans for individual children and work very effectively with parents and other agencies. Children with English as an additional language (EAL) are very well supported. Staff have provided very effective support for EAL children and their parents through the Learning Together Club and the Brothers and Sisters Club. The school is taking appropriate action to address the challenging behaviour of a few children. Teachers take good account of Curriculum for Excellence guidance in their planning. They involve children in identifying what they know and what they would like to know in relation to specific contexts. The curriculum is enhanced through education visits such as to the Glasgow Science Centre and a residential experience for P7. The Parent Council, in conjunction with the school organised a series of workshops to provide children with opportunities to develop their skills in expressive arts. An annual health week is very well supported by a range of partners. A successful partnership with the Park Ranger supported purposeful outdoor learning experiences in Queens Park for P1 to P3 and P7 children. The school's relationships, sexual health and parenthood programme has recently been updated and is now delivered as a progressive programme for P1 to P7. Staff regularly assess children's progress and use this information to plan for next steps. They should continue to ensure that children make suitable progress across all areas of the curriculum. Through learning community and cluster work, there is scope to strengthen further partnership working to develop the curriculum.

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

The very experienced, highly committed and reflective headteacher has a clear vision for improving the school. She has worked very successfully with staff to promote a positive and inclusive ethos with a focus on assisting children to become confident and successful learners. The two depute headteachers fulfil their responsibilities very effectively. They provide very good support to class teachers to implement school policy and develop their practice. The school has a reflective culture and is committed to taking action to improve learning and achievement. Staff regularly seek the views of stakeholders to evaluate aspects of practice and take action as a result. The school's strong focus on continuous professional development assists staff to improve the quality of education. Well-established procedures for quality assurance include discussion with children about their learning and the involvement of teachers in

evaluating the impact of their teaching on children's learning. There is scope for teachers to share good practice even further through observing each other's lessons and visiting other schools more frequently. This will assist in bringing about further improvements in children's learning and achievements.

This inspection of your school found the following key strengths.

- Articulate and enthusiastic children who are proud of their school.
- The positive ethos and approaches to ensuring that all children are included.
- The high-quality support for children with English as an additional language and their families to help them access the curriculum.
- Vision and support of the headteacher and management team in improving outcomes for learners.
- Well-managed approaches to self-evaluation.

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

- Ensure that children's learning needs are consistently well met in lessons.
- Continue to improve aspects of the curriculum to ensure that children progress in their knowledge, understanding and skills.

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. The local authority will inform parents about the school's progress as part of the authority's arrangements for reporting to parents on the quality of its schools.


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/LangsidePrimarySchoolGlasgowCity.asp>.

If you would like to receive this report in a different format, for example, in a translation please contact the administration team on the above telephone number.

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Quality indicators help schools, education authorities and inspectors to judge what is good and what needs to be improved in the work of the school. You can find these quality indicators in the publication *How good is our school?*¹. Following the inspection of each school, the Scottish Government gathers evaluations of three important quality indicators to keep track of how well all Scottish schools are doing.

Here are the evaluations for Langside Primary School.

Improvements in performance	very good
Learners' experiences	very good
Meeting learning needs	good

We also evaluated the following aspects of the work of the school.

The curriculum	very good
Improvement through self-evaluation	very good

A copy of the full letter is available on the Education Scotland website at <http://www.educationscotland.gov.uk/inspectionandreview/reports/school/primsec/LangsidePrimarySchoolGlasgowCity.asp>

¹ *How good is our school? The Journey to Excellence: part 3*, HM Inspectorate of Education, 2007, http://www.educationscotland.gov.uk/Images/HowgoodisourschoolJtEpart3_tcm4-684258.pdf