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Dear Parent/Carer

### **HM Inspection Report – Swinton Primary School**

As you may be aware, Swinton Primary School was inspected by HM Inspectorate (HMI) in May 2016 as part of the national inspection programme.

As a result of the very good performance, the strong 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. An action point was identified 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 the action point:

- Continue to develop the curriculum in line with Curriculum for Excellence in order to raise the attainment and achievement of children further.

Led by the Senior Management Team, the school undertook a number of actions to address this recommendation.

Building on the nurturing and caring school environment, staff worked together to further support children to attain and achieve by introducing a 'Growth Mindset' approach across the school. This encourages children to approach new challenges with enthusiasm and a positive attitude and offers a helpful range of strategies to enable them to persevere and achieve success. This has had a very positive impact on new approaches to learning and teaching in mathematics, with all teachers reporting that children are more willing to take on new challenges and work together to solve problems.

Children's personal Learning Logs have been further developed to incorporate children's reflections on their attitude to learning. They are now encouraged to talk about how they can approach new or challenging learning experiences in a positive way. Wellbeing indicators are used to help children reflect on their progress and set achievable targets. As a result, teachers report a more positive attitude to achieving success by hard work and determination.

Tracking children's wellbeing is also now a key feature at significant points of transition in children's learning journeys, including as they move to a new level in the curriculum. Teachers take time to talk to children about their feelings and any possible worries and together they plan any supports that might be required. Feedback from children indicates that they find this very helpful as they think about their next steps in learning.

Staff have benefited from professional learning shared by colleagues who attended 'Glasgow Counts' training. This well regarded approach supports staff to deliver the curriculum for numeracy and mathematics in a way that engages and excites learners. The introduction of a wide range of real resources for counting and comparing is helping children better understand and explain their learning in numeracy and mathematics. This practical activity is also helping children develop their mental agility and remember solutions to mathematical problems. The positive impact of this strategy is being monitored by the introduction of new and more robust systems to assess and track learning.

These new systems include a timetable of professional learning conversations with every class teacher, conducted by a senior manager, focused on tracking and monitoring children's attainment in literacy, numeracy and health and wellbeing. Together, they plan how individual children might be supported or challenged in their learning. Senior staff now use this information to provide a clear and helpful overview of children's progress in learning. The systems are being further developed this year to include consistent, collaborative use of the new Curriculum Benchmarks to support the professional judgement of teachers. This will enable staff to make further improvements in how they plan for next steps in learning, including developing more opportunities for children to lead their learning by having more choice in how they learn.

Approaches to reporting to parents have been further developed. The emphasis is now on a three-way discussion between child, parent and teacher which focuses on the child as a learner. The feedback from parents has been very positive, with almost all reporting that they now found it easier to talk to their child about his or her learning. Parents also reported feeling more confident about supporting their child's next steps in learning.

Overall, Swinton Primary School 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 August 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 Colin Crawford, Head of Service  
Andrea Reid, Area Education Officer  
Kay Hamilton, Quality Improvement Officer