

11 February 2025

Dear Parent/Carer

In December 2023, HM Inspectors published a letter on Toryglen Primary School. The letter set out a number of areas for improvement which we agreed with the school and Glasgow City Council. Recently, as you may know, we visited the school again. During our visit, we talked to children and worked closely with the headteacher and staff. We heard from the headteacher and other staff about the steps the school has taken to improve. We looked at particular areas that had been identified in the original inspection. As a result, we were able to find out about the progress the school has made and how well this is supporting children's learning and achievements. This letter sets out what we found.

Senior leaders now need to improve the leadership of learning, teaching and raising attainment across the school. This will support staff to evaluate more accurately the progress they are making in these areas.

Following the original inspection, senior leaders, with support from local authority officers, created action plans for both the mainstream school and language and communication resource (LCR). These plans aimed to address the next steps identified at the original inspection and the systems and procedures needed to support improvement overall. The local authority has provided significant support to the headteacher and staff. This includes support to develop and strengthen the school's policies and processes as well as improve the quality of learning and teaching.

Although positive progress is evident within the LCR, there is not yet sufficient progress within the mainstream classes. The headteacher should continue to work with staff and provide stronger leadership and clearer direction to support ongoing improvement. Staff need a greater voice in planning the activities that will support them to improve their practice. There needs to be a clear cycle of improvement where staff have time to review and evaluate activities as a team. This will support them to make important changes to improve children's experiences and outcomes.

Staff need to continue to improve learning and teaching across the school and LCR. This will support all children to receive high-quality experiences that match well to their learning needs.

Children continue to learn in calm, settled environments and benefit from their positive relationships with adults. Teachers are keen to develop their practice further to ensure all children receive consistently high-quality learning and teaching. The leadership team have taken a focused look at literacy and provided professional learning on the features of highly effective practice. They refreshed the school's approach to the teaching of literacy to increase children's opportunities to read and write daily.

Local authority officers have supported this area for improvement by providing regular support and staff training to help teachers make improvements to their practice. Teachers have welcomed this collaborative and well-planned support to take a focused look at reading. They now plan a range of activities and tasks to allow children to revisit, consolidate and

practise key literacy skills daily. This continued focus on the learning and teaching of literacy is beginning to impact positively on classroom practice.

Staff have recently reviewed and enhanced the quality of learning environments. They have developed spaces to support children to develop their physical skills and created a sensory space for children who require it. Children talk enthusiastically about the inviting new library and enjoy borrowing books to widen the range of texts they read for enjoyment. Although these spaces have only recently been developed, children understand they can be used to improve their physical health and emotional wellbeing.

Teachers in the LCR have developed a curriculum rationale that supports well their planning for children. Children in the LCR now have more opportunities to learn in different environments and practise skills in real-life contexts. This is helping children to develop an important range of life-skills. Staff at the early stages are developing play to support children's learning. The use of play is supporting well children's social and emotional needs. Although this development is at the early stages, children benefit from an interesting block play space. Teachers should continue to engage with professional learning to develop the quality of children's play further.

Teachers in the mainstream have rightly identified the need to share professional learning they have undertaken across the team more regularly. They also require time to review the impact of changes to practice. Together, teachers should now agree what high-quality learning and teaching looks like across the school and LCR.

Greater progress has been made to improve the quality and consistency of learning and teaching in the LCR than in the mainstream. There has been some progress in taking forward this area for improvement in the mainstream classes. There is evidence of improvements to classroom environments, shared learning spaces and the planning of learning across the week. However, there remains a need to improve the consistency of high-quality learning and teaching to support children to make the best possible progress in their learning.

As a priority, senior leaders now need to develop effective systems to plan, monitor and review additional support for children across the school. This will support staff to meet all children's wellbeing and learning needs better.

Following the original inspection, the headteacher reviewed policies and reintroduced systems and processes to plan for, monitor and review the additional support for children across the school. The return of the substantive deputy headteacher has supported very well this area for improvement. Working together, they have continued to refresh and enhance approaches to supporting children who require help with their learning and wellbeing. This has resulted in a more robust whole school overview of additional support needs. Senior leaders now have clear planning in place to support children who require additional support with their learning. This supports staff well to plan effective bespoke support for children who require it.

The principal teacher has developed a draft attendance policy to support senior leaders to track and monitor attendance more rigorously. The leadership team provide helpful and welcomed support to children and families who require it. Currently attendance is sitting at 94%, which is a significant improvement from the same point last session.

There has been very positive progress in this area for improvement.

Staff now need to raise attainment and increase children's progress in literacy and numeracy across the school. Teachers need to be supported to develop a better understanding of national standards.

The leadership team have now strengthened approaches to monitoring and tracking children's progress across the school year. Teachers identify more clearly children who require targeted support to improve their attainment. Senior leaders can now demonstrate the progress children make as a result of the support provided. There are early signs of improved progress for children who require the greatest levels of support. Teachers speak positively about how tracking meetings are helping them to plan more appropriate next steps for children. There remains a need to ensure the pace of learning supports improved progress and attainment for all.

The leadership team have introduced a clear and helpful assessment calendar. Teachers have engaged in professional learning to develop further their use of assessment information to plan children's learning. This is leading to increasingly robust teacher judgements on children's progress.

Across the school, a majority of children are making satisfactory progress from their prior levels of attainment. Children across the school are capable of achieving more. There remains a need to accelerate progress for all children. Staff should continue to raise their expectations of what children can achieve and ensure that learning activities are appropriately challenging. Attainment continues to fall below local authority and national averages. In a few stages, attainment is significantly below expected national levels. The headteacher is aware that too many children are not on track with their learning.

Overall, there has not yet been sufficient progress made towards addressing this area for improvement. The headteacher needs to establish quickly a clear and ambitious strategy to raise attainment and accelerate progress in closing the poverty related attainment gap.

What happens next?

The school has made some progress since the original inspection, particularly in the LCR and in relation to meeting children's wellbeing and learning needs across the mainstream school. However, the school requires more time and further support from the local authority to make sufficient progress across all areas for improvement. We will liaise with Glasgow City Council regarding the school's capacity to improve. We will return to carry out a further inspection of the school within one year of the publication of this letter. We will discuss with Glasgow City Council the details of this inspection. When we return to inspect the school we will write to you as parents informing you of the progress the school has made.

Gillian Frew
HM Inspector