



Follow-through Inspection Report

Oakgrove Primary School

August 2010

1. The Inspection

Her Majesty's Inspectorate of Education HMIE published a report on standards and quality in Oakgrove Primary School in September 2008 following an inspection of the school in May 2008. Working with the education authority, the school prepared an improvement plan, indicating how they would continue to build upon the strengths noted in the report and deliver further improvements as recommended in the main points for action.

This report identifies the key developments, which have taken place in the school in response to the original inspection report.

2. Continuous Improvement

The school has continued to improve the quality of education across a wide range of areas, ensuring that all children continue to make progress in their learning.

Children benefit from the school's successful efforts to link with a range of local businesses including the Clydesdale Bank. Volunteer staff from the bank have run literacy and numeracy lunchtime clubs, which have been very well received by children. The school has again secured a Diamond Award for Enterprise and is currently the recipient of a Silver award in the Eco-school programme. Plans are underway to qualify for a Green Flag in the forthcoming session.

Children engage successfully in a range of citizenship opportunities on offer in the school. The active Pupil Council and Eco-committee play a prominent role in decision-making and representatives from the Pupil Council had the opportunity to visit the City Chambers to see local democracy operating.

The school has gained Fairtrade status and the Fairtrade committee which is made up of children and staff, lead developments very effectively.

Primary 6 and 7 children are trained to support and nurture children at the early stages in the Buddy programme following completion of an application and successful interview. The school has been awarded Ready, Steady, Go! Buddy Fit Award, which has been achieved in recognition of the children's participation in physical activity.

The school has secured Health Promoting School status in recognition of the range of actions taken to promote healthy diets and lifestyles. Specific projects such as the Oakgrove Health Week enhance the health and wellbeing curriculum. In partnership with a range of health promoting agencies such as Woodside Health Centre, Childline, Strathclyde Police and NHS services. Children were given opportunities to attend events promoting healthy eating, road safety, fitness, emotional wellbeing, anti bullying, teeth brushing and internet safety.

In April 2010 the school was awarded a grant from Grounds for Learning to extend further provision of natural play in the playground. The success of the application is in part due to the success of the landscaped outdoor classroom, which was designed by children and installed in the session 2008-09. This has provided a valuable and adaptable resource, which takes learning outdoors and is accessed in a programmed way by all children in the school.

The nurture group at Oakgrove – the Seashore Room, continues to be a valuable resource supporting a range of children. In recognition of the success of the nurture group the school was awarded the Boxall Charter Mark for Excellence in nurture practice in September 2009. The school has received visits from across the country to see the good practice in nurture education. Teachers across the school benefit from training opportunities in nurture methodology, which improves teaching and learning in all classrooms.

Staff have received additional training in the use of smart boards and children are now benefitting from increased opportunities to use computers, laptops and smartboards, creating their own presentations and engaging in research. All class areas now have smartboards and laptops, which are used by teachers and children to develop and enliven teaching and learning.

3. Progress Towards the Main Points for Action

The initial inspection report identified three main points for action. This section evaluates the progress made with each of the action points and the resulting improvements for pupils and other stakeholders.

Main point for action 1

To review and develop aspects of the curriculum to ensure progressive development of skills for all learners.

The school with support from the authority has made very good progress towards meeting this main point for action.

The school has developed new courses in Science and Social Studies, which deliver the experiences and outcomes in the Curriculum for Excellence. New planning formats have been devised and teachers have undergone training. Children are now given the opportunity to acquire new skills, which can be transferred into other aspects of learning. This includes for example opportunities to research issues using the internet and learning how to report on an observed aspect of science. The senior staff have sampled experiences through classroom visits, offering advice and support and teachers and children report a greater level of accomplishment in learning due to these improvements.

The staff team are building on this success and are now developing further Expressive Arts using the same approach. A new programme based on the experiences and outcomes in Curriculum for Excellence was piloted in the session 2009-10 and has now been modified and adopted across the school. The team will pursue further developments with additional support from students at the RSAMD as part of an innovative approach to linking with the local community.

Children now have achievement portfolios, which will be monitored to ensure impact is evidenced from curriculum developments. The school is already able to evidence the initial impact of the developments in these portfolios and is committed to extending this across the curriculum.

The Oakgrove Garden and the newly funded Grounds for Learning project will further enhance opportunities for learning in interesting and stimulating ways at the school and plans have been formulated carefully to maximise the impact of these resources for children.

**Main point for
action 2**

To continue to improve, as planned, arrangements for monitoring and evaluating the work of the school.

The school with support from the authority has made very good progress towards meeting this main point for action.

The staff team reflected on their current practice and devised a new, comprehensive annual monitoring and evaluation programme. This includes senior staff sampling children's work, visiting classes to offer advice and support in improving teaching and learning and whole school auditing of progress in planned improvements or other aspects of the school's performance such as children's attendance.

The implementation of the planned monitoring programme has ensured that the staff team have an improved capacity to analyse successes and build on them whilst also identifying challenges and taking actions to improve delivery.

The monitoring of teaching and learning and provision of feedback has been linked to curricular development in Science and Social Studies to ensure that developments can be evidenced to have been successful.

Teachers are tracking the attainment and achievement of children with additional support needs and children who have English as an additional language very effectively to ensure appropriate progress is being made and that available resources are managed and appropriately deployed.

Using the Authority programme Taking a Closer Look at Excellence the staff team is now systematically evaluating school performance against the national quality indicators in How Good is Our School. The school is now able to analyse performance using robust evidence, to come to conclusions on effectiveness and plan improvements based on these conclusions.

Parents and children have been audited concerning specific curricular improvements such as the Curriculum for Excellence developments but also regarding school performance as a whole. A full audit of parental views and a sample of the pupils' views in P4-7 were conducted in 2010 and have influenced the school improvement plan for 2010-11.

The staff team are able now to reflect on practice and implement new ways of working as a result of conclusions drawn from analysing performance. Teachers are displaying leadership in leading groups of staff that take forward agreed actions as a result of analysis of performance.

Main point for action 3

To continue to develop pupils' skills in literacy and numeracy to further raise attainment.

The school with support from the authority has made good progress towards meeting this main point for action.

Teachers have undertaken training to ensure teaching methods are effective and a review of how children's writing is assessed has resulted in a series of improvements, which are enabling teachers and children to track progress better and focus on ways to improve. The teaching of writing is now planned using the experiences and outcomes in a Curriculum for Excellence and audits of progress evidence that teachers and children are now more confidently acquiring new skills in teaching and learning. New developments have taken place in training teachers with the creation of a real wiki space, which has been positively evaluated by staff and is being further developed in the session 2010-11.

The changes in the writing curriculum have been well received by parents who were able to attend a workshop in larger numbers than for previous similar events. It was presented by children detailing the new methods in operation in the school. This "Sharing the Learning at Oakgrove" session was delivered multi-lingually by children using a PowerPoint presentation and is intended to be part of a series of opportunities offered to parents about the curriculum.

In mathematics a more active approach to learning has successfully developed at the early stages where children are learning about maths through experiencing real opportunities to use mathematical skills. This is impacting positively on attainment and plans are now underway to extend this way of learning maths to the upper stages.

In addition the mathematics curriculum is undergoing improvements in line with Curriculum for Excellence. At Primary 5, a pilot of a revised curriculum, which is firmly based on the experiences and outcomes for mathematics, has been successfully evaluated and will now be extended further across all stages starting in the session 2010-11.

Literacy and numeracy have been key factors in the revision of processes supporting children with additional support needs. A new model for supporting children has been adopted with greater rigour in setting targets for literacy and numeracy and closer monitoring from senior staff. As a result children are benefitting from more effective planning of their learning needs in numeracy and literacy.

Overall there has been a decrease in attainment figures for the school. However, due to the improvements in tracking and monitoring, the school are able to show that the overall decrease is as a result of families moving out of the area and new families arriving, most of whom have English as an additional language. This has presented some challenges for the staff team. Tracking procedures ensure that each child makes appropriate progress from their starting point in the school.

Overall expectations have been raised in the school. Teachers are now adopting new methods in teaching, which encourage children to collaborate with each other to achieve goals and to gain additional skills as they learn.

4. Conclusion and Next Steps

The school continues to be very well led by the head teacher who has recently returned from maternity leave. She has a clear vision for the school and has provided the team with effective leadership. The principal teachers and the wider staff team who all have high expectations for the children of Oakgrove have ably supported her. The school community as a clear set of values which impact on its work. There is clarity around priorities and goals which ensure that commitment to continuous improvement is manifest throughout the school.

The team have devised an ambitious improvement plan for forthcoming sessions and have appropriately focussed on key curricular developments, continuing to implement the Curriculum for Excellence, which will support children to acquire skills to equip them for quality employment in forthcoming decades.

The strong teamwork in evidence in the school, the positive approach of children to their own learning and the support of parents and carers ensure there is a firm base upon which continuous improvement can continue to be successfully built.

Maureen McKenna

Executive Director of Education
Glasgow City Council
Education Services
Wheatley House
25 Cochrane Street
Glasgow G1 1HL

0141 287 2000
www.glasgow.gov.uk