



Follow-through Inspection Report

Rogerfield Primary School

December 2005

The Inspection

Her Majesty's Inspectorate of Education HMIE published a report on the work of Rogerfield Primary School in May 2004 following their inspection of the school in February 2004. Working with the school, the education authority prepared an action plan indicating how they would address the main points for action identified in the original report.

Continuous Improvement

The new Head Teacher and staff have established a comprehensive action plan to address the main points for action from the HMIE inspection report. The school was supported by the Education Improvement Service (EdIS) to produce a plan which identified tasks and timescales as well as the criteria for monitoring and evaluating progress.

Levels of attainment in Writing and Mathematics have significantly improved while scores in Reading have dipped slightly since 2003.

The school has worked hard to improve attendance; however, levels have remained constant.

The school roll has decreased significantly and in keeping with the general trend in the city.

There is a new school board and pupil council and a new discipline and reward system has been introduced throughout the school. These initiatives have been warmly received by parents who are kept well informed of their children's achievements and any concerns.

Parents and neighbours support the school very well. Almost £1000 was raised at a fund raiser this year. This enabled the school to create a new playroom; a bright and stimulating learning environment.

A Small Reading Grant of £485 allowed the school to purchase Story Sacs for infant children to promote reading at home, working in partnership with parents.

The school is celebrating the achievement of Platinum Award for Enterprise. The school took part in the Scottish Mathematical Challenge, winning two gold, one silver and one bronze awards. The school was also successful in winning the first ever Easterhouse Football tournament run by the Christian churches of Easterhouse.

Progress Towards the Main Points For Action

The initial inspection report identified 5 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 ensure more consistency in learning and teaching, including an appropriate pace of learning.

The school has made good progress towards meeting this main point for action.

The school has received in-service training on “Teaching for Effective Learning” from the Education Improvement Service (EdIS)

Teachers and senior staff are now more focussed on the monitoring of English and Mathematics. The school’s recording system has been reviewed and significantly updated, enabling a clearer picture of individual pupil and whole school performance.

The pace of learning has been investigated by the Headteacher and senior staff to see if pupils could achieve National Test levels earlier. More rigorous individual pupil tracking procedures, including tighter and more challenging annual targets have been established and regularly reviewed by the Head Teacher and her senior staff.

The school has worked hard to improve aspects of the teachers’ forward plans so that they demonstrate the next steps in learning across the curriculum. Although this work is still in progress, there is evidence to show that pace of learning is more challenging in the school

The school now needs to build on the good progress made from P1 to P4 to follow on throughout the whole school.

Main point for action 2

To track pupils’ attainment more systematically and make more effective use of assessment information to improve pupils’ learning.

The school has made good progress towards meeting this main point for action.

A programme of staff development has clarified procedures on the use of the agreed marking criteria to aid continuity and to reassess forward planning sheets. These are now much more focussed and relevant.

There is evidence to show that good practice has been established through staff training.

The Head Teacher has visited schools to see examples of good practice in pupil tracking and more effective systems are now in place. There is evidence to show that children’s individual needs are more fully supported.

The school is now at the stage of finalising it’s procedures for the use of assessment and assessment folders and the monitoring of tracking sheets to inform “next steps”

The school has also made its tracking system a more precise indicator of progress, enabling a much clearer picture of individual pupil progress.

Main point for action 3

To improve the programmes for writing and problem-solving to ensure more systematic development of pupils' skills.

The school has made good progress towards meeting this main point for action.

An audit of current practice on the content of writing activities and opportunities given to the pupils has been completed. Good use of staff training time has helped to raise awareness of the wealth of resources in school for writing and its effective implementation.

The yearly plan for writing was reviewed to provide balance in imaginative, personal and functional writing and to ensure coverage of the curriculum. All staff was involved in the making up of Forward Planning Sheets for Grammar and Punctuation at each level and linked to resource materials in school.

Practical measures for the passing on and storage of pupil's work have been implemented throughout the school.

Writing now has a higher profile, with examples of children's work on display.

The school is now in the process of introducing guidance sheets to be put into writing jotters to enable children and staff to see progress and identify the next steps in learning.

New yearly overview sheets are now being used as an aid to forward planning.

The staff has received education authority training in problem-solving. The Head Teacher has audited and supplemented school resources for problem-solving activities.

These enable a planned programme for pupils throughout the school and effective use of interactive whiteboard technology, benefiting a range of children's learning styles.

Main point for action 4

To ensure that the needs of all pupils are met fully and implement plans to deploy a network support teacher within the school.

The school has made very good progress towards meeting this main point for action.

The school audited policy and practice in Support for Learning and the staff has been made aware of new procedures in assessing and identifying pupils who require support for learning. New referral sheets are in place for both Support for Learning and psychological services. A new policy is in the process of being written.

The school has reviewed the responsibilities of class teachers and a number of new administrative and practical procedures have been adopted.

A network support teacher visits the school on a weekly basis. Pupils throughout the school who require additional support have been identified and have individual or group programmes of work in place which are supported in class by resources prepared by the support teacher. The network support teacher also provides support to the Head Teacher in the preparation of short and long term targets to ensure children's ongoing progress.

Individual Education Plans (IEP's) are now in forward plans to ensure that the needs of individual pupils are met. Teachers are fully involved in the setting of long and short term targets for the children in their class.

Individual folders were prepared with a weekly planning sheet giving children a structured and individual plan of work. Teachers have responsibility for preparing each week's work for any child in their class needing support.

Folders are in place with individual work set for pupils with specific learning difficulties using appropriate materials to support learning.

Following an adjustment to timetables by the Head Teacher, a Pupil Support Assistant has been trained to use these materials and timetabled to take the children involved for sessions daily.

The programmed reading kit (SRA) has been introduced to P6 and P7 to enable individualised learning programmes. This helps to accelerate progress for the more able and to support those who are reluctant readers.

The Local Authorities language programme, "New Horizons in Reading" has been partly implemented from P3 to P7 to help focus on questioning skills.

The school entered the annual Local Authority "Maths Challenge" to cater for the more able learners and was extremely successful with three children achieving a bronze, silver and a gold award.

Class teachers have been encouraged to take their classes to the computer suite during maths and language lessons to allow them to use software on the network to cater for a range of learning styles.

Main point for action 5

To address the accommodation issues mentioned in the report.

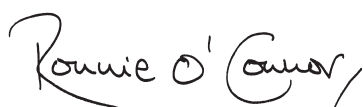
The school has made fair progress towards meeting this main point for action.

The school has taken reasonable steps to maintain and enhance the fabric and appearance of the building. However, the school has been targeted in the Local Authority Pre 12 Strategy for closure in 2008 with a decision to be made in February 2006. Although only Health and Safety issues will be addressed in the future, the Local Authority will ensure that children's learning experiences are not adversely affected by the school accommodation.

Conclusion and Next Steps

The Head Teacher and staff have worked very hard to implement the action points in the HMIE Report and have implemented a number of new initiatives and programmes. Some of these will need time to become firmly embedded into the school, but there is already much evidence of how these are better meeting the needs of the children and allowing them to better reach their potential.

The support and guidance of colleagues in the New Learning Community and the Education Improvement Service has been well received and adopted by the school.



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