



Follow-through Inspection Report

Parkview Primary School

JANUARY 2011

1. The Inspection

Her Majesty's Inspectorate of Education (HMIE) published a report on standards and quality on Parkview Primary School in December 2008 following an inspection of the school in September 2008. Working with the education authority, the school prepared an action plan indicating how it would address the main points for action identified in the original report.

This follow-through report details the progress that the school and education authority have made in addressing the main points for action in the original report.

2. Continuous Improvement

Staff continue to work together effectively, supported well by the Headteacher, to improve the life and work of the school. They received a broad range of training from the education improvement service, psychological services, leaders of learning, and partner schools to support the implementation of the action plan.

In 2009, over seventy children joined from a closing school. The children were welcomed into the school and staff, parents and children were involved in developing a new vision, values, and aims. Children's attainment in reading has remained at a steady level over three years with most achieving appropriate national levels. Attainment in writing has increased steadily over a three year period with the majority of children achieving appropriate national levels. Writing was a priority for development in the 2009/10 improvement plan and a main point for action in the HMIE report. As a result of the development work undertaken by the school, attainment in writing increased by 14.5%. Most children continue to achieve appropriate national levels of attainment in mathematics, although there has been a slight decrease. Improved tracking procedures and more involvement of staff in self-evaluation has contributed to the increased number of children achieving levels earlier than expected in reading, writing and mathematics.

The school has benefitted from an increase in ICT resources. As a result of participation in training, most teachers are more confident in the use of electronic whiteboards which are being used more effectively to enhance children's experiences. The school received health promoting school status in May 2009 and all children have benefitted from its related activities.

The school has continued to encourage the children to be actively involved in decision-making through their participation in focus groups and the pupil council. Teachers encourage children to become responsible citizens through the eco schools programme and links with the local community such as the Ferguson Anderson Home. Children are supported to become effective contributors through participation in enterprise activities, the junior road safety team and their work in the family groupings where older children lead groups of children from a variety of classrooms in promoting school values.

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 the children and stakeholders of the school.

Main point for action 1

To continue to improve approaches to behaviour management to ensure a shared understanding and consistency of approach.

The school has made good progress with this main point of action.

All stakeholders have reported improvements in the ethos of the school and the attitudes of children to each other and to adults. The school's educational psychologist-led training sessions for staff on the assessment of children with additional support needs. Staff now have a clearer understanding of levels of support required for children with additional support needs. With support from the principal teacher staff are now more confident about completing additional support plans with appropriate targets and strategies for individuals.

The final draft of the Promoting Positive Behaviour policy was completed for the start of session 2010/11 and has been presented to staff, parents and children. All staff are committed to its implementation. Teachers have started to implement the 'Positive Futures' programmes which will further develop children's resilience and confidence.

Staff revised school assemblies to enhance the promotion of positive behaviour. Classes and visitors now contribute to weekly assemblies based on values, emotional literacy, religious and cultural themes and health and safety. Families are invited to attend to support their involvement in the promotion of positive behaviour within the school.

Staff have reported a noticeable improvement in the ethos of the school. They are positive about the whole-school assemblies and reward system and feel more united as a staff. Support staff feel more involved and have taken ownership of the 'You've been spotted' strategy for good behaviour in the playground.

Pupil Council members made decisions about the activities offered during golden time.

Children in P6 and P7 have been trained and are responsible for leading 'family groups' within the school. Classes are set a weekly challenge based on the school values and children are motivated to successfully complete it. Children are aware of the positive impact of the new strategies and reported a difference in the general ethos of the school.

Parents were involved in consultation of the new policy. They were asked to evaluate it and offer suggestions for improvement. Over half the parents responded to a questionnaire about the new strategies for promoting positive behaviour. Almost all were in favour of the rewards and sanctions used in school and saw an impact on the behaviour of the children.

Main point for action 2

To continue to improve attainment in writing.

The school has made good progress with this main point of action.

There has been a 14.5% increase in writing attainment over a two year period from 56.8% to 71.3%. The headteacher adopted a more rigorous and robust method of tracking children's progress. This has ensured appropriate pacing of writing within classes and resulted in improved progress for children from their previous levels of attainment.

A number of staff improved their skills in teaching writing through attendance at authority training events such as the 'Open Doors' programme. Staff were involved in training in the use of the 'Write to the Top' resource and almost all teachers are now using 'big writing' strategies with children in class. The leaders of learning team were involved in supporting writing at P3/4, P5 and P7. Staff were given help in the assessment of writing and are now more confident about judging the level of their children's work against the national assessment criteria.

Staff are beginning to promote literacy through social studies themes. This will be developed further in the current session. Assessment is for learning strategies are becoming more evident within classes. The school recognises a need for a consistent approach to written feedback from teachers and will address this in the current year.

Staff need to build their understanding of the literacy experiences and outcomes and to incorporate them into planning. This is highlighted as a development on the current improvement plan.

Most children in the upper school are able to improve their writing by using more interesting vocabulary and appropriate punctuation. They are able to produce more extended pieces of writing and have been supported in 'publishing' their books at some stages by the pupil support assistants. Children presented their books to parents. At the early stages children enjoy working with partners and using new strategies to develop writing.

All classes now implement learning logs which allow children to be responsible for their own learning. Children in upper school classes engage in peer assessment where they have the opportunity to evaluate the work of their partners. Children in the senior stages were able to describe how their writing has improved using the strategies taught in class.

Parents were well informed about the new writing programme through written communication, homework tasks (with written instructions from teachers), and through parents' meetings and open days where parents were able to join their child's class to observe writing activities.

The educational psychologist has recently begun to work with staff and children on a school literacy initiative, 'The Daily Five' which ensures children are given sufficient opportunity to write for a variety of purposes daily. Support staff have assisted in the initiative by helping groups of children within classes.

Main point for action 3

Continue to develop approaches to monitoring and evaluation to focus on meeting learning needs and children's progress, as well as sharing good practice across the school.

The school has made satisfactory progress with this main point of action.

The headteacher has an increased understanding of effective feedback and is now leading quality discussions with staff. Through attendance at authority training she gained a better understanding of the self-evaluation process and, as a result, produced an effective improvement plan and standards and quality report. Improved approaches to self-evaluation and the introduction of more robust tracking procedures is beginning to impact on the progress children are making in their learning. Improved pacing has resulted in some children achieving levels earlier than expected in reading, writing and maths at all stages. The headteacher is currently considering how to improve the tracking system further in light of advice given in 'Building the Curriculum 5'.

New self-evaluation procedures were devised and agreed by teaching and support staff.

The headteacher improved classroom monitoring procedures to include timetabled

visits to classes. She met with teachers beforehand to agree on the focus for the visit and gave helpful feedback afterwards. However, progress in meeting this point for action remains at an early stage of implementation as the headteacher prioritised her time in session 2009/10 to ensure a smooth transition process for the children of both the closing and existing schools. The headteacher has given each teacher an annual plan of areas to be monitored which will keep staff informed and help to keep the process on track. The headteacher now needs to ensure her classroom monitoring practice becomes well-embedded this year to ensure an impact on learning and teaching. Teachers are becoming more reflective in their termly learning logs and are now including 'learning intentions' and 'next steps' in order to meet the needs of groups and individuals.

The headteacher meets individual teachers to give verbal feedback and to support planning.

Teachers find her approach supportive and helpful. Staff shared good practice with their colleagues on the school shared area and are now beginning to take part in peer observation lessons. Teachers have used this newly gained knowledge to improve their own learning and teaching skills.

The headteacher meets with colleagues in the local learning community. Opportunities should now be made available for all staff to share good practice with colleagues from other schools through local learning networks.

Support staff are now more involved in the consultation process. They were involved in a whole school session to evaluate school developments and agree priorities using 'How Good Is Our School? They are consulted by the headteacher at whole staff meetings and sometimes through written questionnaires.

The headteacher is planning to introduce learning logs for support staff to allow them the opportunity to evaluate their own work and the work of the school.

Children were consulted about their views of an excellent school through a focus group which met with the headteacher. A list of actions was drawn up which the pupil council took forward with the staff representatives at weekly meetings throughout the year. As a result of the meetings some of the items have been addressed; others will be continued in session 2010/11. Children were able to note their peers' on-going concerns in a jotter and address them through the pupil council.

One class in the upper school involved their parents by presenting a mind-mapping exercise to them during a meeting in school. Children have been involved more in setting their own learning targets through learning logs. However, targets need to be linked to the children's evaluation of their previous learning so that improvement can be evidenced over a period of time.

The new school community was brought together successfully when parents, children and staff were involved in agreeing school values. Stakeholders now have a shared understanding of the school vision. Parents were consulted and informed about the merger as it took place. The parent council and fund-raising group are consulted about school developments and are kept informed about the standards and quality of the learning and teaching. As well as the promoting positive behaviour policy, parents are consulted about learning through curricular newsletters.

**4.
Conclusion and
Next Steps**

Overall, the school has made good progress in addressing the recommendations of the HMIe report of December 2008. Over the two years since the original inspection report the headteacher and staff worked together to improve the quality of learning and teaching in writing. The impact of the promoting positive behaviour policy is evident in the supportive ethos among staff, the positive response from parents and the behaviour of the children.

The improved procedures for monitoring and evaluation are at the early stages of implementation but will place the school in a good position to ensure the needs of children are met as the procedures are embedded. The school is well placed to continue to improve.

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