



# Follow-through Inspection Report

## Croftfoot Primary School

June 2008

### **The Inspection**

Her Majesty's Inspectorate of Education published a report on standards and quality in Croftfoot Primary School in January 2007 following their inspection of the school in October 2006. Working with the education authority, the school prepared an action plan indicating how they would address the main points for action identified in the original report.

After consultation with HMIe, it was agreed that this follow-through report would be the responsibility of the education authority. Members of the Education Improvement Service visited the school in June 2008 to assess the extent to which the school was continuing to improve the quality of its work and to evaluate progress made in responding to the main points for action in the initial report.

### **Continuous Improvement**

The headteacher and staff had worked well together to bring about improvements. They received a broad range of training and advice from the authority's Education Improvement Service to support the implementation of the action plan.

By the end of June 08, most children were achieving appropriate national levels of attainment in reading, writing and mathematics. Attainment in writing had improved. Attainment in reading and mathematics had decreased slightly. However, the headteacher was able to identify the reasons for this through very effective tracking of individual children. In order to address this, senior managers were working with P6 and P7 children to improve performance further.

The school had continued to build on the strengths of its partnerships with parents and carers and to increase the opportunities to inform them about and involve them in the work and decision-making of the school. These include the establishment of a Parent Council which provides a valuable vehicle for seeking the views of parents and carers; the introduction of termly class newsletters which inform parents and carers of the main learning intentions for their child's class/group each term; the introduction of 'Meet the Teacher' days at the beginning of each session; the introduction of regular headteacher's open meetings where parents are informed of the main priorities on the school improvement plan and are given the opportunity to ask any questions they may have; the introduction of open days when parents and carers can visit the school to see their child at work in the classroom; and the introduction of parent workshops e.g. 'Positive Parenting' and paired reading.

The school had introduced a range of measures to recognise and celebrate the wider achievements of its children. For example, each child has a 'My Achievements Book' and an award scheme is linked to this to celebrate these achievements. Each class identifies a Pupil of the Week and systems are in place to identify a Class of the Week. A number of children are actively involved in the work and decision-making of the school through the Pupil Council, Eco Committee, Playground Captains and Junior Road Safety Officers. Children in P7 have continued to participate in a joint anti-sectarian project with St Mirin's Primary. This very successful initiative has continued to receive national and international recognition. A wide range of after-school clubs and an annual residential trip for P7 children provide additional opportunities for all children. These initiatives have raised expectation and have impacted very positively on the ethos of the school.

The school has worked hard to promote health and well-being. Children, staff, parents and carers participated in a wide range of activities during a highly successful Health Week. The school has achieved Health Promoting School status.

## **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 children and other stakeholders.

### **Main point for action 1**

#### **Meet the needs of all pupils more effectively with a view to raising attainment further**

*The school had made very good progress towards meeting this recommendation.*

All staff received training on the Additional Support for Learning Act (2004). They were more aware of their roles and responsibilities in ensuring its implementation. Additional Support Plans were in place for children requiring support. Children, parents and carers and support for learning staff were involved in setting targets and regularly reviewing children's progress. The senior management team met regularly with class teachers to discuss the progress of groups and individuals, prioritise need and allocate support accordingly. At P2, the headteacher had introduced a review of every child which provided the early identification of learning needs. Additional supports were put in place accordingly, resulting in children's needs being better met. The school continued to receive valuable advice and support from the Cluster Support Service: supporting higher achieving pupils, emotional literacy and supporting pupils with dyslexia and dyspraxia. The headteacher and a pupil support assistant supported a group of vulnerable children through focussing on emotional literacy. All teaching and support staff have received training in strategies to improve children's behaviour and these strategies have been successfully introduced across the school. Staff now feel more confident in managing behavioural issues successfully and children's behaviour and their approaches to learning has improved as a result.

A number of children have had their needs identified and met through the process of staged intervention. Additional Support Plans are in place for those pupils with high levels of need and these are regularly reviewed in partnership with children, parents and carers, teaching and support for learning staff.

The school had improved their approaches to planning and the resources for English language and mathematics. For example, reading resources now provided a wider choice and alternatives to the core reading scheme, resulting in children being more enthusiastic and motivated to learn. In partnership with educational psychologists, the school had carried out research into reading approaches. The views of staff, children and parents and carers were sought. Children at P6 supported children at P2 with their reading. Children responded very positively to this initiative. Paired reading approaches had been delivered to staff, parents and carers. Staff at the early stages have reviewed the phonics programme and there is now a greater emphasis on the synthetic phonics approach. Evaluations indicated improved pace and attainment.

Teachers were developing children's skills in listening and talking more effectively. They were building on children's prior learning experiences more effectively and there was a more consistent approach to teaching listening and talking skills across the school. Children at all stages are displaying improved levels of attainment and increased confidence when presenting to peers.

A working party reviewed and developed a problem solving programme. Teachers were now taking a systematic approach to teaching problem solving skills across the school. Staff benefited from training from tutors from the Education Improvement Service. This support has resulted in increased staff motivation and confidence and has led to improved learning and teaching. At P7, teachers were making more effective use of ICT to enhance children's learning.

The nurture group continued to support a number of children with social and emotional difficulties. In addition, the school had introduced a support class based on nurture group principles for children at the P5 stage. Children have been successfully reintegrated into their mainstream class.

The headteacher and staff will continue to make raising attainment a priority.

**Main point for action 2**

**Improve approaches to monitoring and tracking pupils' progress, including involving pupils in setting their own learning targets**

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

The school had implemented a range of monitoring, target setting and tracking procedures to monitor closely children's progress and to ensure appropriate supports were allocated as necessary. This had led to increased pace and challenge in all classes and had impacted on levels of attainment, particularly at P2 to P5 where greater numbers of children were achieving national levels of attainment at an earlier stage than might normally be expected. The improved approaches to tracking had allowed the headteacher to be aware of those children who were not on target to achieve appropriate national levels of attainment and to provide support, as necessary.

The senior management team meet with each teacher termly to review targets and track the progress of individual children. The headteacher, with the support of the education authority, had implemented a whole school system for target setting and tracking progress of all children. This gave the senior management team an overview of whole school performance and enabled them to predict future trends in attainment.

With the support of the authority the school has involved all children in setting their own mathematics, language and personal targets. Personal logs and personal learning planning is becoming increasingly embedded throughout the school. These were regularly reviewed in collaboration with class teachers and peers. Children are now more actively involved in their own learning and are able to say what they do well and what they need to do to improve. With their teachers, all children have already identified their targets for the new session.

**Main point for action 3**

**3.3 Improve the school's approaches to monitoring and evaluating the quality of its work.**

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

A working party comprising of children, staff and parents reviewed and reformed the school's vision, values and aims statements and shared these with all stakeholders.

Parental views were sought whenever possible and these are considered and used to inform next steps or future events. For example, the school issued questionnaires following open days and general questionnaires relating to the strengths and development needs of the school.

The senior management team had introduced systems for regular monitoring of teaching and learning including termly evaluations of forward planning and assessments. There was a programme of regular, planned classroom visits when the senior management team monitor and evaluate children's learning experiences. The focus for monitoring sessions was agreed prior to visits and was linked to teaching for effective learning and formative assessment. The senior management team evaluated children's work through regular sampling of jotters and workbooks and through discussion with children during classroom visits. It was evident that children were becoming increasingly proficient at evaluating their own work and that of their peers.

Staff were more involved in reflective and systematic self-evaluation. They had become more confident in the use of national quality indicators and Journey to Excellence as audit tools for self-evaluation and school improvement. Critical evaluation of each curricular area was built into the new planning and assessment process. The headteacher ensured that there were regular opportunities for reflection and self-evaluation in all development work. Prior to the introduction of new initiatives, working parties visited schools where good practice has been identified. Some staff had opportunities to observe good practice in colleagues' classrooms.

## **Conclusion and Next Steps**

The school had made very good progress in overtaking the main points for action in the inspection report. The headteacher and the staff had worked very effectively as a team and in partnership with parents, children and the wider community to address the main points for action highlighted within the report. Through their teamwork and commitment to continuous improvement they had ensured that the quality of education provided was of a high standard and delivered by a well trained and motivated staff.

Under the guidance and leadership of the headteacher and senior management team, the school had the capacity to continue to improve.

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