



# Follow-through Inspection Report

## Avenue End Primary School

May 2010

### **1. The Inspection**

Her Majesty's Inspectorate of Education HMIE published a report on standards and quality in Avenue End Primary School in May 2008, following an inspection of the school in January 2008. 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.

### **2. Continuous Improvement**

The headteacher and staff moved quickly to take forward the main points for action from the HMIE inspection report on the school and have made very good progress in overtaking the main points for action in the report. Teaching staff had received substantial training and advice from the authority's Education Improvement Service, other agencies and the headteacher to support the implementation of the action plan.

Since the time of the inspection the school population has increased by over 20%. The proportion of children entitled to free school meals is well above the national average and among the highest in Glasgow. Last session standards of attainment in language dipped, particularly in writing. Pupil progress this session indicates that challenging targets in reading, writing and mathematics were likely to be overtaken and there is evidence that a growing number of children were achieving appropriate national levels of attainment earlier than might normally be expected. Most children are expected to achieve appropriate levels of attainment in English language and Mathematics this session. A challenging and ambitious pace of learning is set throughout the school and children are enjoying their learning. A working party review of homework based on the principles of a Curriculum for Excellence will enable more consistency of practice and in the variety of tasks for children. Homework tasks now include a range of research based activities that are closely linked to work in the classroom. This has further encouraged independent learning and added value to homework activities. The quality and presentation of pupil's work, learning walls and display areas in the classroom and in common spaces is very good, enhancing the learning environment for all.

The school has taken a number of steps to engage further parents in their children's learning. For example through the development of the school's website, regular informative newsletters that focus on learning and teaching, involvement in the monitoring of learning and currently, in the development of a revised homework policy and the introduction of a Travel Plan.

At all stages of the school children's achievements are commendable. They demonstrated their confidence, sense of responsibility and ability to be successful learners through participation in a wide range of activities, for example, the well established Pupil Council. The Eco Committee has co-ordinated a range of environmental activities that should result in a silver award from Eco Schools, Scotland. Children have many

opportunities to participate in after school drama, information and communication technology (ICT), supported study classes and a wide range of sports. The after school samba band is well attended by pupils of Avenue End Primary and St. Rose of Lima pupils who enjoy playing instruments together with the support of the local authority, Youth Music Initiative.

### **3. Progress Towards the Main Points for Action**

**The initial inspection report identified 3 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**

The school and education authority should take action to improve achievement. In doing so they should take account of the need to develop the quality of collaboration and independent working in pupils' learning experiences and in active learning at the early stages.

The school, with the support of the authority had made very good progress towards meeting this main point for action.

**Children at all stages have better opportunities to take responsibility for their own learning across all areas of the curriculum.**

Following an extensive period of research and reflection of practice, teachers in the early stages have implemented new and innovative programmes to enable children to learn in a more active manner with activities more focussed on real life experiences, encouraging their independence and choices in learning. Children are given opportunities to demonstrate their learning and confidence at assemblies and whole school events. All staff have been supported well in this process through appropriate training and all were enjoying the challenges. The introduction of active learning strategies in early years is impacting positively on attainment. For example, the majority of primary 2 children had achieved level A in Mathematics.

**Teachers are involved across the school in an extensive range of development work, especially in active and collaborative learning, ICT across the curriculum and in preparation for the implementation of a Curriculum for Excellence. This work has improved the quality of learning and teaching in classrooms. Staff are now using more active and collaborative approaches to learning across the school through sharing ideas and expertise at regular learning and teaching forums and observing good practice in each other's classrooms.**

Children are now experiencing less textbook and more practical and interactive learning opportunities. Staff have raised their awareness of a Storyline approach to deliver better pupil choice and engagement in learning. Teachers are effectively planning to make cross curricular links in order to enhance the learning experience for pupils.

#### **Main point for Action 2**

The school and education authority should take action to improve achievement. In doing so they should take account of the need to develop the use of information and communications technology in learning and teaching more fully across all areas of the curriculum

*The school, with the support of the authority had made **very good** progress towards meeting this main point for action.*

The school has provided extensive training to improve staff skills and knowledge of ICT within the primary curriculum. Training and support in the controlling and

modelling of equipment, data handling and spreadsheets, Teachers use of PowerPoint, graphic packages and Smartboards has a positive impact on the children's classroom experiences throughout the school.

The school has improved the range of ICT equipment, appropriate tools and software. The timetabled use of 'Class in a Box' laptops and the Media Suite had enabled children's better access to ICT and better opportunities to learn independently and as part of a group.

Children are confident and effective users of ICT and make very good use of websites for research purposes. They have many opportunities in assemblies and on open evenings to display their knowledge through making presentations using Powerpoint software, for example, the Sparkle Nativity and the Christmas Ceilidh. Children from P5 to P7 work independently to research information and prepare presentations of their work, for example, they have used interactive materials, including the local authority Challenge Glasgow resources on The Romans, The Victorians and Tropical Rainforests, to enhance their environmental education programme. Children have regular and planned opportunities to use ICT to enhance their writing to very good effect. For example, desktop publishing was used to produce a very high quality 'Primary Times – Burns Supplement,' a newspaper that was enjoyed by the whole school community. Smartboards were used to teach French from P5 to P7 and to support an interactive approach to learning across the school. The introduction of the online facility, Grid Club, has been an effective tool in encouraging pupils to further their skills and interests in ICT and to enable staff to access appropriate resources.

**Main point for  
Action 3**

The school and education authority should take action to improve achievement. In doing so they should take account of the need to improve approaches to self-evaluation to ensure greater impact on pupils' learning experiences and attainment.

*The school, with the support of the authority had made **very good** progress towards meeting this main point for action.*

Following a period of settlement in the new school, senior managers and staff have worked closely together to re-establish, improve and add rigour to school processes for self-evaluation.

Staff awareness and understanding of 'How Good is Our School' and the Curriculum for Excellence has been raised following in service training and a whole school audit of practice. Senior managers have worked very well with teachers to agree the high standard of teaching that was expected. They had carried forward a regular, expansive and focused programme of classroom monitoring, including the regular observation of learning and teaching, where verbal and written developmental feedback was consistently provided for staff development. As a result, staff were more actively involved in the process and there was greater consistency in learning and teaching across the school. **A number of teachers have begun to participate in a programme of peer observation in school focusing on continuing improvements to learning and teaching and the achievements of all learners.**

Pupil progress was regularly assessed and recorded by the headteacher and senior staff through the regular tracking of performance in national attainment levels and by the sampling of a range of work across the curriculum, collated in the pupils individual progress folders as evidence. This whole school assessment system was used to plan 'next steps' in pupil learning and identify pupils who required additional support for learning to reach their targets. There was evidence to show that this has added pace to pupil progress. This is reflected in a predicted improvement in national attainment this session.

Teachers have continued to implement and develop formative assessment strategies.

This had improved the quality of the learning experiences provided and given pupils more opportunities to take responsibility for their own learning. All teachers shared the learning outcomes and the success criteria with their pupils, helping more pupils to understand what they needed to do to improve their work.

## **Conclusion and Next Steps**

The school continued to be a vibrant and welcoming learning environment. Staff and pupil morale was high. Parents were very supportive of the school and it continued to be well regarded by the local community.

The headteacher and all staff had worked effectively as a team to take forward a range of important developments in the school. Teachers had become more reflective about learning and teaching and had improved the quality of collaboration and independence in pupils' learning experiences and had effectively implemented active learning strategies in early stages. With the support provided by the education authority the school had been successful in developing learning in ICT that was impacting on learning across the curriculum for all pupils. The headteacher had improved and added rigour to school processes for self-evaluation that was impacting positively on school improvement.

The very good leadership of the headteacher, ably supported by the management team and the extremely hard working staff, demonstrated a capacity for continued school improvement.

The education authority will continue to monitor and support the raising of attainment in the school.

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