

Follow-through Inspection Report

Wyndford Primary School

October 2006

The Inspection

Her Majesty's Inspectorate of Education published a report on standards and quality at Wyndford Primary School in 2004 following their inspection of the school in 2004.

Working with the school, the education authority prepared an action plan indicating how the main points for action, identified in the report, would be achieved.

Continuous Improvement

The head teacher had recently taken up a new post in another primary school. At the time of the follow-through inspection an acting head teacher was leading the school. A new principal teacher had also been recently appointed. Despite the changes in staffing, teachers were positive about the changes which had taken place since the inspection in October 2004. Pupils' attainment in reading, writing and mathematics has continued to improve. Teamwork had improved and the staff, with the strong leadership of the head teacher, were committed to continuous improvement.

The school has implemented new programmes of study in literacy and numeracy. Teachers have also undertaken further training in effective teaching and learning and as a result there have been significant improvements in pupils' attainment in reading, writing and mathematics.

The school has continued to consistently support community development in the local area and extend the pupils' experience of responsible citizenship. Joint projects with St. Gregory's Primary have been developed including a special opera on the UN Rights of the Child. With support from Scottish Opera children from both schools collaborated to write sections of an opera and then performed it at an event for the parents and guests of both schools.

Joint after school clubs have also been set up for pupils from the two schools including Drama and Football Training. These projects were helping pupils develop an understanding of anti-sectarian issues.

A gardening project has been developed in conjunction with Kelbourne School (a school for children with physical impairment). Children from Wyndford Primary have planned improvements for areas around the school and along with children from Kelbourne School have worked in the areas to improve the school campus.

Additional curriculum developments have also been undertaken by the school. A new Art and Design programme has been introduced and children are now benefiting from greater progression in acquiring skills. More rigorous assessment of art and design is enabling teachers to support children and encourage their creativity.

The school has reviewed play in the infant section of the school and continued developing the programme with additional resources being acquired in the past two sessions. As a consequence, children are experiencing play which is more focussed and more closely related to the curriculum.

Children were awarded a Gold Enterprise Award for their work in enterprise related activities across all stages. At each stage children now plan and deliver an enterprise experience or project.

A range of new after-school opportunities have been organised for children which have included Cross Country, Athletics, Dance (conducted by Scottish Ballet), Badminton and Basketball. Children have been introduced to new sports and have been given the opportunity to adopt more active lifestyles.

Links have been made with Maryhill Women's Centre, where children performed at the annual Christmas Dinner and children planned and participated in a Daffodil Tea event for the local Older Women's Club.

The school has demonstrated that with staff, parents and children working together the vision of the school can be realised and new opportunities created for pupils.

Progress Towards the Main Points for Action

The initial inspection report identified 4 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 should continue to raise attainment in English Language and Mathematics, especially writing and problem-solving and enquiry.

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

Teachers undertook a comprehensive training programme in teaching problem solving. With support from the Educational Improvement Service (EDIS), they participated in training sessions within the school and visited other schools where best practice was evident. New planning materials were introduced and again with EDIS support, resources were acquired to develop key targets. Problem Solving Resource packs for each stage have been created to ensure staff have access to relevant materials. Pupils have been developing capacities to solve problems in a variety of contexts using the new materials. Class teachers have benefited from feed back on problem solving approaches given by senior staff at target setting meetings and the school policy has been revised to define these new ways of working. Pupils are now able to use a range of strategies to solve problems in mathematics. Pupils' attainment in mathematics had continued to increase. By June 2006 almost all pupils were achieving appropriate national levels of attainment.

The next step for the team will be to develop the thinking skills materials in the Glasgow Problem Solving Pack.

ICT has been developed in the school across a range of curricular areas including Mathematics. An additional Smartboard has been purchased and teachers have benefited from coaching in context support. This involves a teacher with particular skills (in this case in ICT) working along with class teachers in the class room to develop new approaches to teaching and learning.

Similarly the teachers undertook a training programme on the teaching of Writing. This included coaching in context sessions within which teachers with particular expertise in the teaching of writing work in the classroom with class teachers to develop best practice. New Writing materials have been acquired including infant resources linked to the new reading programme at the early stages. After-school clubs with a focus on developing Writing have been set up in this session and in the previous one. This has included the production of a school magazine as a focus for one of these opportunities. Teachers spoke positively about the improved approaches to the teaching of writing. They were giving pupils more opportunities to write in a variety of contexts, for example, pupils wrote reports in science and on the Romans. Pupils' attainment in writing has increased. By June 2006, most pupils were now achieving national levels of attainment.

A new programme of study has been introduced at the early stages for Reading. The new materials are being employed to provide children with materials which are more closely linked to curriculum targets.

Teachers were not yet making sufficient use of computers for pupils to organise and display information.

Pupils are clearly benefiting from enhanced teaching techniques, new resources and more systematic assessment by teachers of pupils' needs. This has been reflected in the considerable improvements in pupil attainment in national assessments in Mathematics, Reading and Writing.¹

Main point for action 2

The school should improve assessment procedures to help pupils improve their learning.

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

The teachers have reviewed their approaches and as a result of this review set up new systems to track children's attainment and identify strengths and areas where support is required.

The school has arranged for every pupil between Primary 2 and Primary 6 to complete assessments organised by NFER Nelson. The school has consequently been able to set up assessment profiles for all children in these classes. The Principal Teacher has coordinated this project which has ensured that specific, relevant and up-to-date information is maintained for each child at every

¹National assessment increases as of June 2005 are as follows:
Maths 77.7 % (+7.4%) Reading 73.4% (+6.1%) Writing 71.3% (+24.75%)

stage. Teachers' plans had improved. They were now planning more effectively for pupils' next steps in learning. They were making more effective use of assessment information to plan pupils' learning. The head teacher monitored the plans carefully and met with class teachers each term to discuss pupils' progress. Classroom visits by the head teacher had an agreed focus and the information gained from the visits was used effectively to share good practice.

Teachers have participated in training about how different pupils learn. As a result, teachers have increased opportunities for pupils to take responsibility for their learning. For example, teachers are regularly sharing with pupils what they are expected to learn. Teachers are also evaluating their own teaching as part of this process of analysing what is the most effective way to support children's learning.

They have been given the opportunity to visit other schools in the city to ensure that they incorporate best practice in assessment into the school programme. This has included assessment methods, resourcing and use of information to impact on teaching and learning. Teachers were able to share this best practice with their colleagues and had increased opportunities to demonstrate a variety of teaching approaches to each other.

Main point for action 3

The school should improve support for learning for pupils with additional support needs.

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

Teachers participated in a school working party which has developed improvements in support for learning at Wyndford. Training for all staff in delivering support for children has been undertaken, including support staff. Cluster Support Teachers, who have special expertise in support for learning, have worked with the school team to enable teachers to acquire new skills and select appropriate new resources.

Links have been developed with other schools to enable teachers to review best practice in other establishments and then refine practice at Wyndford.

Team teaching has been undertaken by members of the Senior Management Team in the school. Classroom practice has therefore benefited from input from the head teacher and Principal Teacher who have focussed on additional support needs in the classroom.

Referral procedures have been reviewed and revised ensuring that should a pupil require specific intervention, information is acquired speedily and appropriate action is planned to support the pupil's learning needs.

The Support for Learning Policy has been revised in the school to maintain the current progress and embed it into school practice.

The next steps for the school include the development of personal learning planning. This enables children to review their own work and contribute to assessing how they can improve. This is a particularly specific task for pupils with additional support needs. A further development will be the renewal of the homework programme and the development of focused intervention to support pupils with additional support needs and their parents.

Furthermore, the remit of the new Principal Teacher will be reviewed to ensure that support for additional support needs is a core part of this post. Consequently, the school SMT will be structured to enable ongoing support for teachers, pupils and parents to be sustained.

The school should continue to review its approaches to supporting pupils' learning to improve the tracking and recording of pupils experiencing difficulties with their learning or behaviour. Teachers should continue to ensure that tasks and activities provide an appropriate level of challenge for all pupils.

Main point for action 4

The school should continue to develop consistency in approaches to promoting positive behaviour.

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

The school has introduced an extensive range of approaches to promoting and rewarding positive behaviour. Amongst these improvements was the "buddy bench" in the school playground which provides a place where children can get support if they need it. The school has set up a Wonder Wall which celebrates the diverse achievements of pupils at Wyndford. Children can now see that their school celebrates and encourages their success. The Class

of the Week award was introduced to encourage appropriate behaviour and complement the class trophies scheme for positive behaviour in the playground and during intervals.

Each term the staff team meet formally to review how to make the climate in the school as welcoming and as positive as possible for the whole school community. From these meetings fresh ideas develop which update how the school develops as a community. The Golden Rules of the school were extended to apply in a revised form to the school playground, dinner hall and gym. The Pupil Council and parents were involved in the consultations and leaflets produced giving every home information about the new changes.

The Class of the Week award was introduced to encourage appropriate behaviour and complement the class trophies scheme for positive behaviour in the playground and during intervals.

Promoted staff helped support appropriate classroom behaviour by monitoring and supporting good classroom organisation and management. Promoted staff have worked with teachers to ensure the agreed policies of the school are always applied to support children's learning.

Pupil Support assistants had received training on playground games. They felt more confident supporting pupils in their play. Pupils spoke positively about the improvements in behaviour in the playground as a result of initiatives such as the buddy bench and playground games. Pupils were also positive about improvements in the behaviour in classes. They were proud of their school and appreciated all the opportunities they were being given to be rewarded. They all knew the Golden Rules and thought that they were being used effectively to promote positive behaviour.

The next step for the school will be reviewing the links between Citizenship, Anti-Racism and Health Education and the promotion of positive behaviour. This will ensure the curriculum and the steps taken to support a positive ethos in the school are synchronised.

A further development will be the focus of the entire school community on creating a Statement of Values for Wyndford Primary School. The process of creating the statement will enable pupils, staff and parents to reflect on how best to promote positive behaviour in the school.

Conclusion and Next Steps

The school has overall made very good progress towards meeting the recommendations contained in the HMIE report.

The head teacher and school team have used the HMIE inspection process and report to embark on a process of renewal for Wyndford Primary.

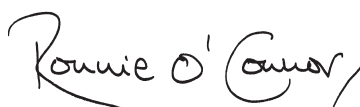
A comprehensive training programme has been undertaken, new resources purchased and new teaching methods adopted.

Children at Wyndford are acquiring greater levels of success in the curriculum. The considerable increases in attainment in national assessments are in part due to the impact of the changes noted in this report.

Pupil engagement in learning has been developed as shown by the senior staff reports on class visits. Pupils are now benefiting from the introduction of new approaches to assessment and the promotion of positive behaviour. In addition attainment is tracked with greater rigour and precision.

The head teacher has displayed leadership and vision during the process and the team has shown the clear commitment to improvement which will ensure the school continues to develop high quality services for the children of Wyndford Primary School.

As a result of this very good progress which the school has made, HM Inspectors will make no further visits to the school in connection with the inspection.



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