

Follow-through Inspection Report

Wellshot Primary School

May 2009

The Inspection

HM Inspectorate of Education (HMIE) published a report on standards and quality in Wellshot Primary School in May 2007 following their inspection of the school in January 2007. Working with the school, the education authority prepared an action plan indicating how they would address the main points for action identified in the report.

This report evaluates the progress that the school and education authority have made in addressing the main points for action in the report.

Continuous Improvement

Following the retirement of the headteacher, the deputy headteacher was appointed headteacher in August 2007. She has provided very effective leadership and with the support of the staff moved quickly to take forward the main points for action from the HMIE inspection report on the school. Staff were encouraged to undertake lead roles in a variety of contexts and were able to nurture and develop their expertise and confidence. They were fully committed to play a strong role in planning and implementing strategies for improvement. All had clear roles and responsibilities with detailed action plans which ensured quality improvement focused on impact and outcomes. Progress was reported and shared across the school through a planned, regular programme of meetings.

Attainment had continued to increase and a significant number of children throughout the school were achieving appropriate national levels of attainment earlier than would normally be expected. The introduction of more robust and effective pupil tracking systems had impacted on the pace of learning and more able children were now being appropriately challenged. Teachers had high expectations of attainment and were more confident and effective in the tracking of progress of individual children. Most children were now achieving appropriate national levels of attainment in reading and writing with almost all achieving these levels in mathematics

At all stages of the school children's achievements were commendable. They demonstrated their confidence, sense of responsibility and successful learning through participation in a wide range of activities. The school was on target to achieve their second ECO flag. As part of their development of Curriculum for Excellence, children, staff and parents were fully consulted on the establishment of an outdoor classroom. Every class in the school will take responsibility for a section of the garden area and a 'garden gang' is to be responsible for the maintenance of the grounds. Grants were received to build an activity trail, allotment and seating area. Primary 3 children were taking responsibility for developing compost for the allotment area in the school. In partnership with John Wheatley College a group of children wrote and recorded an ECO rap. With support from the "With Kids" community group a mural, designed by children, was painted in the school shed. A Primary 7 child won a Tesco competition to promote recycling in the community. Her poster is on display at the re-cycling centre Shettleston.

The school had been extremely effective in extending opportunities for children to demonstrate active citizenship both in a local and international context. The school had recently received the Excellence Award for International Education. The school actively sought opportunities for children to develop and display skills in all areas of expressive arts. A programme for teaching drama through interdisciplinary topics was developed by a teacher and was now being implemented at all stages.

The headteacher, with support of the staff, had developed a very effective programme of emotional literacy for self management, raising self esteem and conflict resolution. Through assemblies, the personal and social education programme and introduction of a 'feeling tree' in each class where children can record their feelings each day, children were now able to articulate their feelings and freely discuss their emotions. A pupil support assistant had coordinated a primary 6 peer mediators programme. The high priority given to this initiative along with the effective, consistent implementation by all staff had impacted positively on behaviour throughout the school.

Progress Towards the Main Points for Action

Main point for action 1

The 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.

Improve the quality of learning and teaching, in particular the pace of learning and level of challenge, to raise attainment

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

Under the management of the depute headteacher, an extensive programme of professional development activities had been undertaken by all staff. Use had been made of the teaching for effective learning website and Glasgow's Good Lesson CD. Teachers had extended the range of teaching approaches deployed in classes. They shared learning intentions and success criteria with children and provided effective feedback to children helping them to improve their learning. Children's effective use of personal learning logs showed their greater understanding of where they are in learning and how they can improve. Assessment for learning approaches had become more consistent throughout the school and were becoming embedded in practice.

Across the school, children worked effectively with a partner and were now skilled when participating in group discussions. A playroom had been established where children had the opportunity to take part in contextualised learning. Children in primary 1 to primary 3 worked collaboratively in the active playroom. Children in primary 4 to primary 7 have had the opportunity to take responsibility for independent learning through the home learning log. At the end of each week children discussed learning styles and assessed their homework tasks. At P7, teachers had given children opportunities to become more active and motivated learners through a more collaborative approach to teaching environmental studies using the authority challenge topics. Some teachers had used a storyline approach to environmental studies topics. They had evaluated positively the impact of this approach on children's learning. Learning throughout the school had become more meaningful and relevant with cross curricular links reflecting the principles of Curriculum for Excellence.

Staff working groups had been established to improve language and mathematics through the further development of active learning strategies. Children were able

to apply their writing skills in various areas of the curriculum. Children's skills in mental maths had improved through interactive teaching at all stages. The effective implementation of the rigorous tracking system had increased the pace of learning in mathematics and language. There were examples of very good practice in peer and self assessment and children working collaboratively both in pairs and in groups.

Main point for action 2

To track pupils' progress more systematically in order to meet the needs of all pupils more effectively

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

The headteacher had introduced a rigorous tracking system to ensure appropriate pace of learning and improvement in attainment. All teachers had a clear understanding of the process. Senior managers met each term with class teachers to review the progress made by children and agree targets for individuals and groups. This engagement and productive dialogue with staff had impacted positively on the pace and challenge of work in the school. Children were attaining appropriately and a significant number were attaining levels earlier than would normally be expected.

The senior management team meet regularly with groups of children to discuss their experiences to ensure their needs are being met. During in class monitoring the senior management team discuss learning intentions and success criteria with groups of children to ensure they are aware of where they are in learning and their next steps.

Main point for action 3

Develop more rigorous approaches to monitoring and evaluating the work of the school and involve teachers more fully in self-evaluation

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

The school had been successful in introducing a more robust process for self evaluation. Staff awareness and understanding of How Good is Our School had been raised following in service training and a whole school audit of practice. Senior managers and staff had worked closely together to review, improve and add rigour to school procedures for tracking children's progress. Senior managers and staff had met regularly to review the progress made by children and agree targets for individuals. The headteacher had evaluated this information to ensure there was a very good pace of learning across the school. These developments had impacted positively on children's performance with a significant number attaining levels earlier than would normally be expected.

Senior managers undertook a rigorous programme of classroom visits. The findings from these visits were shared with teachers to bring about improvements and to share good practice. Teachers had taken part in a planned programme where they were able to watch each other teach. The visits had a clear focus on continuing improvements to learning and teaching and the achievements of all learners. Teachers evaluated their teaching for effective learning each year recognising their strengths and identifying points for action. Teachers continued to self evaluate throughout the session and met termly with a member of the senior management team to re-evaluate their progress. The senior management team self evaluated their leadership using national quality indicators. Staff also evaluated the performance of the senior managers.

The active involvement of all staff in self-evaluation had impacted positively on the quality of learning and teaching and levels of attainment.

Conclusion and Next Steps

The headteacher, depute head teachers and principal teachers had worked very effectively as a team to provide guidance and support to staff in taking forward the main points of action. In doing so they had sought and made use of appropriate advice and support from Education Services, partner agencies, parents and other organisations. Overall, the school had made very good progress towards meeting all the main points for action and was well placed to continue to improve.

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