

Summarised inspection findings

Oakwood Primary School

Glasgow City Council

SEED No: 8400121

27 June 2017

Key contextual information

The school is situated in the Easterhouse area of Glasgow. Almost all children attending Oakwood Primary School live in a geographical area considered to be one of the most socio-economically deprived in Scotland. A high proportion of teachers were new to the school in the previous year.

1.1 Self-evaluation for self-improvement

very good

This indicator defines rigorous self-evaluation as a responsibility of all stakeholders. It highlights the importance of partnership approaches to self-evaluation and continuous improvement. It emphasizes the need for strong leadership and robust analysis of a range of intelligence and data as essential features of effective continuous self-improvement. A key factor in this indicator is demonstrating the impact of self-evaluation in relation to outcomes for all learners. Their active participation in self-evaluation is therefore essential. The themes are:

- Collaborative approaches to self-evaluation
- Analysis and evaluation of intelligence and data
- Ensuring impact on learners' successes and achievements

- Under the headteacher's guidance, there is a strong commitment to and culture of self-evaluation across the school community. Staff fully appreciate that effective continual self-evaluation is key to achieving the best for the children of Oakwood Primary School. Self-evaluation is embedded well across the school. Each member of staff has a 'collegiate folder' which functions effectively as an organiser and planner of self-evaluation and quality assurance. This tool is valued by staff and is supporting the level of consistency in self-evaluation approaches amongst teachers.
- The results of self-evaluation are used well to plan next steps for the school with the aim of raising children's attainment. For example, a school focus on improving children's higher order thinking skills and on developing a 'growth mindset' has led to improved pedagogy and raised attainment.
- Staff are developing their skills in gathering and analysing a range of evidence of school performance. They compare evidence against national benchmarks for Quality Indicators (QIs) outlined in *How good is our school?* (4th edition). They discuss school performance collectively across a range of QIs and identify appropriate priorities for school improvement.
- The school uses a comprehensive range of appropriate approaches to monitor and evaluate its performance and progress towards achieving its improvement priorities. This includes learning conversations with individual and groups of children, sampling and moderating children's work, evaluating teachers' forward plans and analysing a range of data. The headteacher and depute headteacher visit lessons, collate and summarise findings and use this to inform the focus of whole school professional learning.
- To ensure self-evaluation is collaborative, the school seeks out stakeholder views very well. Overall, children, parents and other partners feel that their views are sought, valued and taken into account. The school effectively reports to children and parents on how it is taking their views forward. One such effective approach is the use of 'you said, we did' boards which are maintained and refreshed regularly by the Learning Council. Parents are made aware of the school's priorities for improvement and progress towards achieving them through consultation with the

Parent Council and information shared in a helpful annual Standards and Quality Report.

- Children as members of a Learning Council, have a key role in self-evaluation through gathering children's views across the school and subsequently reporting back to pupils and teachers. The Learning Council produced a pupil-friendly version of the school improvement plan (SIP) which has helped pupils become more involved in the school improvement agenda. Although there are examples of how children, parents and other partners have influenced or shaped school improvement, there is scope for them to do so to a greater extent. For example, in enabling them to become involved in identifying and agreeing the priorities for the SIP.
- A key feature of self-evaluation in Oakwood Primary School is the interconnectedness of related work across the Parent Council, pupil council, Learning Council and staff. This is achieved through the clear strategic leadership and vision of the headteacher.
- Teachers take part in moderation activity with primary colleagues from within the Local Improvement Group. The focus had been on children's writing over the last academic year. The current focus is numeracy. The moderation activity to date is helping teachers develop an understanding of standards which is in turn supporting more robust professional judgements. The school has plans to extend its current work to moderate teachers' planning and to peer observe numeracy lessons across sectors. Appropriate next steps would be to continue to improve the robustness of professional judgement and to extend this work to all other areas of the curriculum.
- The school is becoming increasingly data rich. Teachers are continuously improving their skills in data analysis. They use data to help identify gaps in children's learning and areas of the curriculum which need to be developed further. They focus learning and teaching strategies and resources to address identified gaps and areas for development. Professional learning has also been identified and accessed to support the development of the areas of the curriculum which require further development. For example, teachers benefitted from participation in the 'Glasgow Counts' project and received valuable support in numeracy from the Challenge Leaders.
- Teachers and children in the Learning Council conduct learning walks around the school which is supporting their understanding of progression in learning and is helping identify areas for development. Teachers visit each other's classes to share practice and explore together how learning and teaching strategies can be improved further. They subsequently provide helpful feedback on each other's lessons. This collaborative working is helping them adopt new learning and teaching approaches. Linking peer visits better to targets agreed through professional review and development (PRD), would help support greater consistency of high-quality learning and teaching. Teachers share findings from their professional reading, some of which has been directed in relation to priorities for improvement. There is scope to use evidence-based research more frequently to inform practice.

- The results of self-evaluation are used very well to inform change and to affect improvement. There are many areas where the impact of effective self-evaluation is evident. This includes raised attainment in literacy and numeracy, improved attendance, reduced exclusion and behaviour referrals, improved ethos, stronger teamwork, improved curriculum and an enhanced learning environment.

2.1: Safeguarding

- The school submitted self-evaluation information related to child protection and safeguarding. Inspectors discussed this information with relevant staff and where appropriate, children. In addition, inspectors examined a sample of safeguarding documentation. At the time of the inspection, there were no identified areas for development.

3.2 Raising attainment and achievement

good

This indicator focuses on the school's success in achieving the best possible outcomes for all learners. Success is measured in attainment across all areas of the curriculum and through the school's ability to demonstrate learners' achievements in relation to skills and attributes. Continuous improvement or sustained high standards over time is a key feature of this indicator. The themes are:

- Attainment in literacy and numeracy
- Attainment over time
- Overall quality of learners' achievement
- Equity for all learners.

Attainment in literacy and numeracy

In making this evaluation inspectors took the context of the school into account, improvements in attainment over the latest two years as highlighted in the attainment over time section below and recent indications of improvement in attainment with current cohorts.

- Overall, children are making good progress from prior levels of attainment in literacy and numeracy.
- Teachers are becoming increasingly confident in making professional judgements on achievement of a level in literacy and numeracy and therefore feel that attainment data is becoming increasingly reliable.

The school provided the following attainment data for June 2016:

Reading	Almost all achieved early level by the end of P1. A majority achieved first level by the end of P4. A majority achieved second level by the end of P7
Writing	Almost all achieved early level by the end of P1. A majority achieved first level by the end of P4. A majority achieved second level by the end of P7.
Talking and Listening	Almost all achieved early level by the end of P1. Almost all achieved first level by the end of P4. A majority achieved second level by the end of P7.
Maths and numeracy	Most achieved early level by the end of P1. Most achieved first level by the end of P4. Most achieved second level by the end of P7.

- It is the view of inspectors that there is scope for improvement in attainment.
- The school performs well across all three Curriculum for Excellence (CfE) levels against schools which Glasgow City Council has identified as comparator schools.
- The school should continue with its plans to engage families further to support children's learning to help raise attainment of all and to reduce the equity gap between those living in disadvantage and their peers.

- Rigorous monitoring and tracking meetings between senior managers and teachers which focus on children's progress in literacy and numeracy are having a positive impact on improving attainment.

Reading

- Across the stages, staff work effectively to foster and nurture an interest in books and reading. Children enjoy reading aloud and can talk confidently about books they are reading. They particularly enjoy listening to their teacher read. Children from P1 to P7, participate in valuable paired and individual reading activities in stimulating classroom library areas and in the ICT suite.
- A high standard of reading is evident in most classes. At the early level, most children are making good progress in developing knowledge and application of phonics. Most can confidently identify sounds in their names. They can sound out and blend words, apply skills and use fun games to practice their letters, words and phrases. Most engage well with new texts and are able to answer questions to predict what happens next. They confidently contribute to discussion about events, characters and ideas relevant to texts. A majority of children working at first level can read aloud familiar pieces of texts showing understanding and are beginning to use expression. Most children at second level can explain why they prefer particular authors and can make relevant comments about structure, characterisation and setting. They should now be challenged to give deeper personal responses to chosen texts and justify these appropriately with supporting evidence. Best practice should now be shared across the school in order that challenge and application is more consistent and higher order skills are more fully developed.

Writing

- Writing across the school is of a good standard. At early level and first levels, most children write for a variety of purposes in imaginary and real life contexts. By the end of the first level, a majority of children can create a range of short and extended texts for different purposes using appropriate punctuation.
- There are examples of writing linked to social studies in daily writing jotters. At first and second levels there is a need to improve the quality of presentation in line with the standards achieved during formal writing exercises. Well-presented assessments reflect a clear understanding of what children need to do to improve, and the skills to be achieved consistent with the level. Writing is tracked very systematically with all staff clear in their planning on the skills to be developed and overtaken. There are examples of very effective feedback offered in the upper school which is helping them understand their progress and next steps. There is a need for a more consistent approach across every class to improve children's progress in writing further. Writing skills are developed well across many different areas of the curriculum.

Listening and talking

- Across the school, children listen well and respond to each other in a respectful and courteous manner. Their skills in interacting with others are developing through a range of activities including class presentations and co-operative group work. They would benefit from these activities having a clearer purpose within an overall planning framework to ensure that their listening and talking skills are progressing at an

appropriate pace. Most at the early level can respond to instructions and questions related to their learning. Most can identify key ideas well within spoken texts including digital text. Most children at second level build on their learning through asking and responding to inferential and evaluative open questions and they can consider the detail behind key ideas formulated during lessons. They demonstrate respect for the views of others and most can communicate clearly, audibly and with increasing expression. Children from P5 to P7 are able to identify some listening and talking skills required in good teamwork. They would benefit from the skills being taught more explicitly.

- The school should now as planned develop children's skills in debating. Teachers should ensure there is clear exemplification of the standards expected at the level children are working to achieve and provide clear prompts to support all learners. To support the raising of attainment in this area, teachers should plan explicitly the teaching of listening and talking skills to ensure that children make appropriate progress as they move through the stages.

Other language work

- Children across the school are learning enthusiastically how to use sign language. They are keen to use this as a form of communication and have identified opportunities such as using it during assemblies to promote this further.

Numeracy and mathematics

- A current improvement priority in the SIP is the development of the learning programme for numeracy. Teachers are using the Numeracy Benchmarks to support planning for progression and in making more robust professional judgement on achievement of a CfE level.
- Children enjoy the opportunities they have to reinforce their learning through the use of games and challenges. They report a positive move to more active learning approaches and describe the change in activity and brisk pace of lessons as conducive to their learning. They would benefit from learning their mathematics in real-life contexts more often, developing their numeracy skills across the curriculum better and having further opportunity to apply their learning in unfamiliar contexts. Children can readily describe topic areas they have studied but cannot easily or confidently recall or apply previous knowledge and understanding. Teachers across the school need to regularly plan reinforcement and consolidation of previously taught concepts. There is a need for children to share their strategies with each other more often and develop further their understanding of the language of mathematics.

Number

- Almost all children working towards achieving the early level are able to count with confidence and most can perform calculations requiring addition up to 10. A few can perform addition and subtraction within 20. Most children working towards achieving the first level can demonstrate their knowledge of multiplication tables and can apply this in various calculations. Most children are able to accurately add together two or more two digit numbers, although a few need to develop greater agility in this. A focus group of children working towards achieving second level are not confident in expressing time in 24 hour notation. They can quickly and accurately perform mental

calculations of addition, subtraction, multiplication and division. Most in the focus group have a secure knowledge of fractions.

Money

- Most children in a sample group working towards achieving the first level were able to compose fixed sums of money from standard coins. Older children working towards the second level demonstrate confidence in their work on financial education although they would benefit from developing their knowledge and skills in real-life contexts.

Measure

- A sample group of children working towards achieving the first level are confident in discussing appropriate units they would use to make various measurements and can estimate length accurately. Most children in a sample group working on the second level are confident in identifying appropriate units of measurement and can convert easily from one to another.

Shape, Position and Movement

- Most children working towards achieving the early level can name shapes appropriate to their stage. Most children in a sample group working towards achieving first level are able to name a range of simple 2D shapes and 3D objects and a few can describe properties of these well. Most are able to identify types of angles within simple shapes. Children working towards achieving the second level in a focus group are able to calculate the perimeter of a variety of shapes but are less confident in working with area and volume. Most can discuss properties of shapes appropriate to their level of study.

Information Handling

- Across the school, children are encouraged to gather information, present it in tables and graphs and analyse information appropriate to their stage. Children working towards achieving the second level would benefit from understanding and using a wider range of methods for presenting data. For example, they can easily draw and identify a bar graph but as yet are not suitably familiar with line graphs.

Problem solving

- Across the school, children are encouraged to solve problems in groups. They would benefit from being taught strategies for problem solving. None of the children inspectors spoke with could suggest any problem solving strategies.

Attainment over time

- The school recognises the need to develop robust procedures to track attainment over time. This will enable it to monitor the progress of individual and groups of children, identify underachievement at an early stage, put interventions in place as quickly as possible and make decisions about courses and programmes to meet the needs of all. At the time of the inspection, the school could provide attainment data in literacy and numeracy for the latest two years. However, it is aware that the robustness of this data is improving with time. The data shows that attainment in literacy and numeracy has improved from 2014/15 to 2015/16. At times the improvement is worthy of note.

- From 2014/15 to 2015/16 the school data indicates that children's attainment in reading has increased by 27 percentage points, in writing by 27 percentage points and in mathematics by 20 percentage points.
- The school recognises that it needs to work towards collecting evidence of children's attainment across all curriculum areas.

Overall quality of learners' achievement

- Overall, children are confident and contribute to the life of their school very well. They value the many and wide range of opportunities to achieve that are provided by the school. Children enthusiastically take on a wide range of responsibilities such as pupil council representatives, Learning Council members, buddies or events committee members. Across the community, children participate in a range of cultural and sporting activities. The partnership with the Royal Conservatoire is of particular value in developing skills for learning, life and work.
- Children are increasingly developing a 'can do' attitude to their work as a result of the school focus on developing a 'growth mindset'. Many talk of their learning from their "marvellous mistakes".
- The school has begun to formalise the recording of achievements. It is currently monitoring participation levels and can identify those at risk of missing out. Appropriate next steps would be to shift from recording participation levels to planning and tracking the progression of skills.

Equity for all Learners

- The school has a strong focus on providing equity for all learners. To enable this it monitors the progress of children with a range of barriers to their learning. A nurturing approach evident across the school not only has a notable positive impact on wellbeing for those in the nurture group, but does so for all.
- Staff are aware of the socio-economic context of the school. Commendably, staff have begun strong partnership work with parents to support home learning. Work resulting from Glasgow City Council's *Cost of the School Day* report is ensuring that cost as a barrier to children's achievements is being removed.
- The school community has a strong focus on ensuring children's wellbeing. Weekly care and welfare reports written by teachers and promptly monitored and acted upon by senior leaders is contributing well to ensuring that all children's wellbeing is as high as it possibly can be.

Particular strengths of the school

- The very effective leadership of the headteacher which is providing clear direction and resulting in school improvement.
- The strong teamwork of staff which is ensuring that the school achieves its priorities for improvement. The opportunities provided by staff and a range of partners which are developing children's life skills.
- The nurturing approach evident across the school and particularly in the nurture base. This is ensuring that children are happy and feel safe and cared for in school.
- The influence that children have on shaping their learning and school improvement.

Agreed areas for improvement for the school

- Continue to raise attainment at all stages. Develop further the transition arrangements for children moving from early learning and childcare settings to primary school to enable teachers to take account of prior learning better.
- Develop further the teaching of listening and talking skills to ensure that all children progress well in these areas.

What happens at the end of the inspection?

We are confident that the school has the capacity to continue to improve and so we will make no more visits in connection with this inspection. Glasgow City Council will inform parents/carers about the school's progress as part of its arrangements for reporting on the quality of its schools.

Explanation of terms of quantity

The following standard Education Scotland terms of quantity are used in this report:

All	100%
Almost all	91% – 99%
Most	75% – 90%
Majority	50% – 74%
Minority/Less than half	15 – 49%
A few	less than 15%

Other quantitative terms used in this report are to be understood as in common English usage.

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