

St John Ogilvie Primary School September 2007

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Follow-through report to the HMIE inspection of St John Ogilvie Primary School.

A Report by Renfrewshire Council: Education and Leisure Services

September 2007

1 The inspection

In June 2006, Her Majesty's Inspectorate of Education (HMIE) published a report on standards and quality in St John Ogilvie Primary School following their earlier inspection in February 2006. Working with the education authority, the school prepared, and made public an action plan in September 2006, indicating how it would address the main points for action identified in the original HMIE inspection report. The education authority supported the school in addressing the points for action and in monitoring the progress made. HMIE asked the education authority to provide a progress report for parents and carers on the progress identified. This report, prepared by the education authority, evaluates the progress made in relation to the action plan.

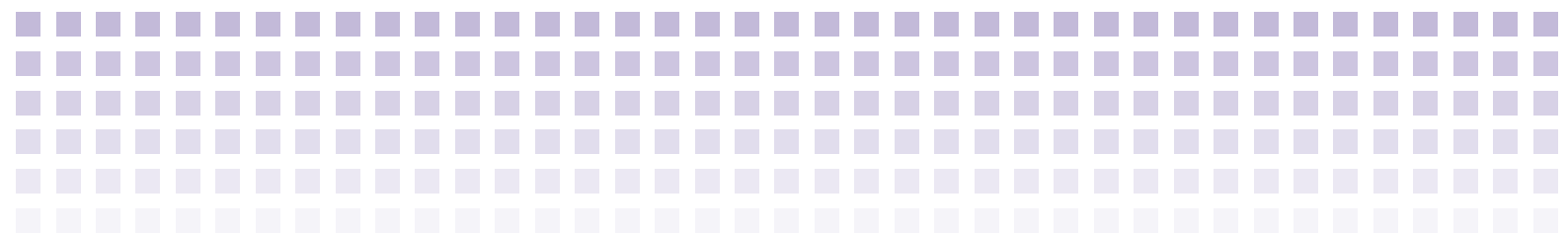
2 Continuous improvement

Since the publication of the inspection report in June 2006, the head teacher and her staff had demonstrated a high degree of professionalism and commitment in addressing the main points for action.

A more effective system had been introduced to track pupils' progress in attainment and a more rigorous approach to monitoring the timing of national assessments had been implemented. A schedule of meetings had been established to allow class teachers and the head teacher the opportunity to discuss forward plans and pupil progress. These measures had resulted in a more challenging and appropriate pace of learning for all pupils.

Staff had also successfully identified common strategies to ensure that learning outcomes and criteria for success were used consistently, in all classes, to support pupils' understanding of what they had to learn. This had been supported successfully by the use of Assessment is for Learning (AifL) strategies across the school. A revised problem solving activities programme had been introduced into mathematics throughout the school, and all staff had been involved in staff development to improve pupil skills in mental calculations. This had resulted in improvements in pupil attainment and positively impacted on target setting at later stages.

Staff's expectation of pupil attainment had been raised and this had resulted in an overall improvement in pupils' attainment in reading, writing and maths.



Personal learning planning (PLP) had been put in place throughout the school. This had ensured that pupils were set challenging but realistic learning targets in all aspects of the curriculum as well as in their personal and social development.

The head teacher and her staff had succeeded in maintaining a culture of continuous improvement in the school.

3 Progress towards the main points for action

The initial inspection report, published in June 2006, identified three main points for action. This section evaluates the progress made in addressing each of the action points and the resulting improvements for pupils and others associated with the school.

3.1. The school should continue to improve the quality of learning and teaching by ensuring pace and challenge for higher attaining pupils.

The school had made very good progress in addressing this point for action.

The head teacher had established and implemented a systematic and rigorous monitoring calendar. Key aspects of learning and teaching were robustly monitored at all stages. There was a particular focus on phonics and grammar at the early stages, and on mental calculations and problem solving activities throughout the school.

An effective system had been introduced to track pupil progress in attainment, and a more rigorous approach to monitoring the timing of national assessments had been implemented.

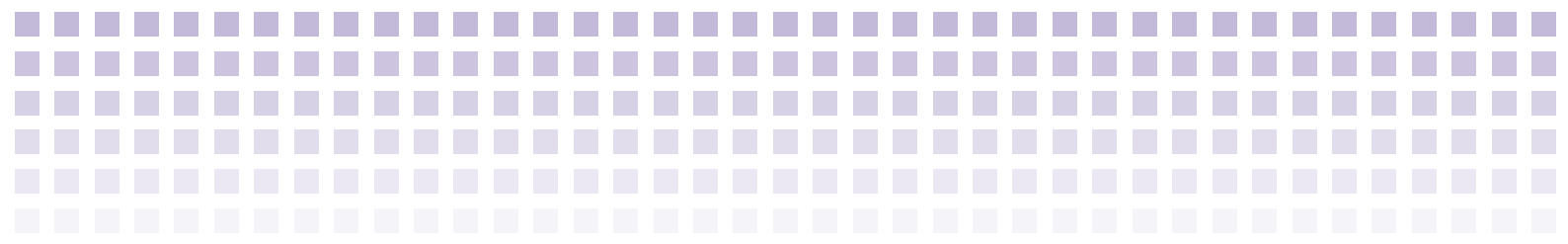
A schedule of meetings had been established to allow class teachers and the head teacher the opportunity to discuss and review forward plans and pupil progress.

These measures had resulted in more challenging and appropriate pace of work for all pupils.

The head teacher had successfully further developed Assessment is for Learning (AifL) strategies. All of the staff effectively shared learning intentions and success criteria with pupils. The majority of staff were successfully using AifL strategies in language and mathematics with positive outcomes for pupils at all stages.

A parent workshop in mathematics had taken place, with the objective of engaging parents more in their childrens' learning. In addition, innovative approaches to mathematics homework activities, that encouraged active parental participation, had been successfully introduced.

Staff had participated effectively in continuing professional development activities, to enable them to become more skilled in applying mental



mathematic strategies and problem solving activities within the mathematics programme.

Revised phonics and grammar programmes had been introduced effectively, at the early stages, and pupils had become more skilled in formal writing developments.

This had resulted in a substantial increase in the attainment of pupils at P2 and had impacted positively, on target setting at later stages throughout the school.

A revised homework policy, which was regularly monitored and reviewed by the head teacher, had been introduced across the school. A variety of homework activities in language and mathematics was issued by all staff. A number of investigative and problem solving activities were also regularly undertaken.

Collectively these measures had resulted in an overall improvement in pupil attainment in reading, writing and mathematics, throughout the school.

3.2 The school should develop further approaches to monitor and evaluate the work of the school and the quality of learning and teaching.

The school had made very good progress in addressing this point for action.

All staff had undertaken continuing professional development activities, to improve their use of quality indicators in the self-evaluation of learning and teaching. This had contributed to an evaluation of key aspects of the work of the school, and the outcomes used to inform priorities within the school improvement plan. These activities had resulted in increased staff confidence and skill in reflecting upon the effectiveness of learning and teaching.

All staff had participated in a programme of peer work shadowing. This had been very successful and had led to staff having a better understanding of how pupils progressed in their learning. Staff now had a firmer and clearer grasp of continuity in learning, and this had a positive impact upon the pace and challenge of lessons.

Evaluation of this peer observation programme had been very positive, with teachers welcoming the opportunity to observe colleagues teaching at different stages. Across the school, teachers' expectations of pupils' achievement had been raised. This practice had also provided the opportunity for more experienced members of staff to share good practice in learning and teaching, with their colleagues.

The senior management team regularly monitored learning and teaching through an agreed schedule of classroom observation and sampling of pupils' work. The outcomes of these observations were discussed with teachers. In addition, senior managers evaluated teachers' forward plans to ensure consistency in learning and teaching.

3.3 The school should involve pupils more in evaluating their work and in planning their next steps in learning.

The school had made very good progress in addressing this point for action.

The use of personal learning planning (PLP) had been extended to all classes across the school. All pupils had been involved in setting their own personal targets and these provided a record of their achievement across each stage.

The majority of pupils used circle time and personal and social development time, to set their own targets and review their progress. This had been very successful, for both staff and pupils, when reviewing progress and setting further tasks.

Building upon existing good practice staff, working effectively as a team, had developed a wide range of opportunities for pupils to work collaboratively across the curriculum.

The introduction of critical skills in the upper school had further increased opportunities for pupils to work collaboratively, and had raised the awareness of the whole staff to the benefits of collaborative working. This good work had enabled pupils to be more involved in creative problem solving, in collaborative mixed ability working groups. Pupils were more motivated and enjoyed using the critical skills approach to develop their own skills and support each other.

4 Conclusion

The school had made very good progress in responding to the main points for action contained in the original HMIE inspection. The head teacher and her staff had responded positively to the main points for action contained in this inspection report and, in so doing, had made considerable improvements to key areas of the school's work. The school was well placed to further improve pupils' learning experiences and to improve standards even further.

Peter Hempsey
Acting Senior Adviser (Performance Management)
September 2007



How can you contact us?

Copies of this report have been sent to the head teacher and school staff, the parent council, the Director of Education and Leisure Services, and local councillors. Subject to availability, further copies may be obtained free of charge from the address below or by telephoning **0141 842 5882**. Copies are also available on our web site: www.renfrewshire.gov.uk.

Should you wish to comment on or make a complaint about any aspect of this report, you should write in the first instance to John Rooney, Director of Education and Leisure Services at:

Renfrewshire Council
Education and Leisure Services,
Renfrewshire House,
Cotton Street,
Paisley PA11LE

