

OXGANGS PRIMARY SCHOOL ACTION IN RESPONSE TO RECOMMENDATIONS IN THE HMIE REPORT

The inspection

HM Inspectors of Education (HMIE) published a report on standards and quality in Oxgangs Primary School in October 2006. Subsequently the education authority in collaboration with the school prepared and published an action plan indicating how they would address the main points for action in the HMIE report.

In April 2008, an education authority officer assessed the extent to which the school was continuing to improve the quality of its work, and evaluated progress made in responding to the main points for action in the original report.

Continuous improvement

Attainment in English language had continued to improve. In reading and writing, almost all pupils achieved national levels of attainment and those who did not, were making good progress with class work.

The headteacher and depute headteacher had continued to provide effective leadership to the school and had encouraged leadership at all levels. The pupil council played a positive role and were actively involved in school improvements.

The extension of provision of interactive white boards to all classes and the practical support to improve staff skills had resulted in increased pupils' motivation and had provided more opportunities for pupils to work together. .

The links with the nearby special school had strengthened and there were a number of very positive shared placements where pupils in both settings had benefited.

The depute headteacher was effectively piloting an active learning approach in Primary 1 and this successful practice was being shared on a city wide basis.

A good start had been made implementing the new Curriculum for Excellence framework through enterprise activities.

3 Progress towards the main points for action

The initial inspection report published in October 2006 identified three points for action. This section evaluates the progress made with each of the action points and the resulting improvements for pupils and other stakeholders.

3.1 Improve attainment in mathematics in the middle and upper stages.

Overall, good progress had been made with this recommendation.

Attainment in mathematics had improved at the middle stages. At P3, and P4, almost all pupils achieved appropriate national levels of attainment and almost half achieved these levels earlier than would normally be expected. At P6 and P7 a majority of pupils achieved national expectations. Attainment in the upper stages was beginning to show an improving trend.

Meetings each term between the headteacher and staff to discuss pupils' progress had been introduced in 2006-2007. These meetings focused on individual pupils' achievement in reading, writing and

mathematics. The meetings had a strong emphasis on support and challenge. Teaching staff were encouraged to set more aspirational but realistic targets and to share these with pupils. . As a result, pupils were becoming more confident about their next steps in learning.

More flexible use of the local authority's mathematics programme had led to pupils making better progress and had ensured appropriate challenge for learners.

More flexible timetable arrangements for the teaching of mathematics had ensured that pupils had opportunities to use their skills across the curriculum. Teachers planned work and taught alongside each other to deliver better outcomes for pupils.

Additional teaching time had been allocated to identified groups of pupils with more teaching time being given to mathematics. This had resulted in a number of pupils attaining national levels earlier than had been predicted.

Assessment of pupils at P5 ensured they were making appropriate progress in mathematics as they moved to the upper school.

Shared classroom experiences, had focused on how to improve the teaching of mathematics

The interactive white boards were being used very effectively to improve the teaching of mathematics, in particular problem solving.

3.2 Improve approaches to monitoring the work of the school.

The school had made very good progress with this recommendation.

The quality assurance calendar had been reviewed and had been rigorously implemented. This included formal shared classroom experience with oral and written feedback given to staff. Areas for development were discussed at that time. The headteacher and depute headteacher regularly reviewed and discussed forward plans and sampled pupils' work.

Reading assessments had been introduced in P2, P4 and P6 to ensure pupils were making appropriate progress.

Progress in attainment was monitored on a monthly basis by the headteacher and depute headteacher. They tracked pupil progress and met with class teachers to discuss any concerns. This had ensured that pupils' progress was a priority.

Attendance and lateness surveys were completed to identify any areas for improvement. The arrangements for monitoring the work of the school during 2007-2008 had been shared with staff and discussed with pupils.

Teachers had welcomed the contribution these changes had made to improving their practice.

These systematic and constructive approaches to monitoring the work of the school had contributed to continuous improvement.

3.3 Ensure consistently high quality experiences in all classes.

The school had made very good progress with this recommendation.

Teachers had evaluated learning and teaching and shared effective practice across the school. This had resulted in improved consistency in writing, the understanding of the importance of good questioning and an increased focus on listening and talking skills.

Pupils were given clear, positive feedback on how to improve in reading, writing and mathematics. Older pupils could talk about how they had achieved success and what they had to do to improve their work

Staff were aware of the need to involve pupils more actively in their learning and offer them choices. Pupils were encouraged to reflect on their own learning and that of others.

Staff had informally sought pupils' views on how to improve learning and teaching. Pupils showed more awareness of taking personal responsibility for their learning.

Staff had been encouraged to visit each others' classes to share effective practice. Where appropriate, they taught alongside each other to provide consistently high quality experiences for the pupils.

4 Conclusion

With support from the education authority, Oxfangs Primary School had continued to provide a good standard of education. The school had responded well to the recommendations of HMIE, and had improved other aspects of provision. The current improvement plan had strong support from staff, pupils and parents. The very good teamwork in the school provided a strong capacity for continued improvement. Accordingly, the education authority will publish no further reports in relation to the October 2006 HMIE report.