

Summarised inspection findings

Oakgrove Primary School

Glasgow City Council

18 February 2020

Key contextual information

Oakgrove Primary School is a non-denominational, multi-cultural school. A significant number of children have English as an additional language (EAL). The school population is transient. Many of the children leave the school to go on extended leave throughout the year. Others enrol at different times throughout the year.

In 2017, attendance was in line with national averages. The headteacher reports that attendance has dipped slightly in 2019 for known reasons.

Just under a half of children (40.8%) attending the school live in Scottish Index of Multiple Deprivation (SIMD) one, a further 24.8% live in SIMD two and 15% live in SIMD three. 9% of children live in SIMD seven.

The school has been part of the Scottish Attainment Challenge and is in receipt of a significant amount of Pupil Equity Funding (PEF).

2.3 Learning, teaching and assessment

very good

- Staff and children enjoy supportive and positive relationships. Children learn in a caring, purposeful and calm environment, based on the school's values. Staff make very well-judged use of information about the context of the school to proactively support children to achieve very well. All teachers adopt nurturing approaches to assist all children in building their resilience. Children who require additional support in building their resilience access a high-quality nurture room. These children benefit from learning in other contexts, such as the outdoors.
- Staff have a strong commitment to supporting children's rights. The school has developed a number of entitlements for children. These are personalised to the context in which children reside. This is helping children feel valued, respected and safe. It is also helping reduce gaps in children's life experiences. Children have access to clubs and activities before and after school. Children's participation is encouraged by removing any potential barriers through cost. Most children develop skills through participating in committees, and contributing to assemblies and whole-school responsibilities. This includes leading on special foci, for example the promotion of anti-bullying. By P7, children talk articulately about the resultant skills and capacities from such participation. They relate these to future employment opportunities. Children at the majority of other stages are building their awareness of how this learning can support their economic futures.
- Children are confident and willing to engage in learning. When given responsibilities, they are conscientious and successful in these roles. Children lead their own learning during projects by identifying what they would like to learn. Teachers reflect this in how they deliver this aspect of the curriculum. Children stay well on task when working in pairs and small groups. They enjoy using digital technologies, where they are increasing their skills in coding, for example. On occasion, in a few classes, children are less engaged when kept together as a group for too long. In these situations, the teacher should improve the balance between adult-led and child-led learning so that the pace is brisker. Children receive one-to-one quality assistance from specialist teachers and support for learning workers to close gaps in attainment and impact on progress. A few teachers should increase differentiation and challenge in a few aspects of lessons. Children are very enthusiastic about specialised learning provided by partners, such as The Scottish Book Trust, Royal Music Conservatoire and the Active Sports Co-ordinator.

- Teaching is of a high quality almost all of the time. A few teachers are highly skilled in their craft. Commendably, all teachers are empowered to engage in professional enquiry to identify how to address gaps in attainment. This is helping them to make decisions on how to make a difference for the children in their classes. Teachers' research has impacted on improving children's progress in literacy, numeracy, and science, technology, engineering and mathematics (STEM). It has enhanced the acquisition of fluency for children who have EAL. Teachers share consistently with children the purpose of learning and how they will be successful. In a few classes, children are involved in proposing how they will be successful. Teachers' questioning is effective. Staff make good use of the local environment to enhance children's learning. This includes developing children's curiosity through natural play and loose parts. Children value the verbal and written praise and feedback they get from staff and, on occasion, from peers. Staff should increase further the consistency of sharing quality feedback that strengthens children's understanding of what they are doing well and how they can improve. A next step is to ensure that profiling deepens further all children's understanding of themselves as learners across the breadth of the curriculum.
- Teachers use a range of assessments effectively to assist children in maximising their achievements and successes. Children peer- and self-assess to inform their next steps in learning. Assessment is clearly aligned to the National Benchmarks and integrated into planning. Teachers are taking this approach beyond literacy and numeracy to assess knowledge, understanding, and skills for learning, life and work in other curriculum areas. Teachers are engaging in moderation activities to develop an understanding of expected standards. They do so with colleagues in the school and in the learning community. Teachers have rightly identified their next steps in moderation as looking at progression where a level is achieved and the next is commenced. Teachers have engaged in moderation of literacy and numeracy, as well as in STEM subjects.
- Teachers make good use of curricular frameworks to plan progression. Senior leaders discuss with teachers their yearly and termly plans for learning. Teachers' weekly plans identify the purpose of learning and how children will be successful. Planning for identified groups and individual children is detailed, with progress towards targets regularly reviewed. Teachers' professional learning in numeracy and mathematics is resulting in teachers having consistent teaching approaches. This is assisting children as they progress through levels. Across the school, children have opportunities to apply their knowledge through problem-solving activities.
- Senior leaders and teachers have a systematic overview of all children's progress, as well as the progress of particular groups of children and their learning and development needs. Staff have key, up-to-date information to support children in their learning. Attainment stories provide comprehensive overviews of the progress of each class. All teachers are involved in analysing data for assessment and achievement. Teachers make accurate assessment judgements to determine if children are working to expected levels and targets. Concerns around the progress of individual children lead to agreed action points and monitoring of any targeted interventions. Groups of children who are facing additional challenges are tracked effectively by staff. This supports the school in measuring the impact of any planned interventions. Teachers and senior leaders discuss design principles, interventions, contexts of learning and indicators of children's wellbeing. This captures a holistic overview of children and highlights possible support strategies. High-quality universal support, targeted group support and individualised planning ensures learners' needs are met very well.

2.1 Safeguarding and child protection

- 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. Areas for development have been agreed with the school and the education authority.

3.2 Raising attainment and achievement

very 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 over time

- Oakgrove Primary School is a multi-cultural school. The majority of children have EAL. The transient school roll impacts on how data is analysed and what progress may look like at a particular level for children who have EAL. Year-on-year, children make better progress the longer they attend the school. The school's context is very complex. The picture of attainment is not easily comparable with other Scottish schools.
- For the last three years, attainment in literacy and numeracy has improved across the school. The school tracks cohorts moving through the school. At P1, the school has raised attainment in reading, listening and talking and numeracy. Attainment in writing is improving and has remained stable. There is impact from an intervention with one of the school's associated nurseries designed to target early interventions. At P4, attainment has fluctuated in recent years. This is linked to the transient profile of the school. At P7, the school has raised attainment in reading, writing and numeracy. Attainment in listening and talking remains consistent. Most or almost all children in P7 achieve second level. Teachers have identified early engagement with STEM subjects as important in helping their pupils gain employment.
- Overtime, attainment in reading is very good, with other aspects of literacy and in numeracy good. Teachers are making reliable professional judgements in reporting on Curriculum for Excellence levels. They predict that attainment in numeracy and mathematics will improve further by the end of the session across all Curriculum for Excellence levels. Children are on track to achieve the levels for which they are predicted. Children requiring challenge or support in curricular areas other than literacy, numeracy and health and wellbeing are identified by staff through regular tracking meetings.
- Senior leaders track the progress of individuals and groups of learners over time. The attainment of targeted groups of children is improving in literacy and numeracy. This includes the attainment for those who live in areas of Scotland whose social or economic circumstances might adversely affect their experience or attainment. Senior leaders and teachers make effective use of tracking and monitoring of children's progress to ensure children are well supported in their learning. Teachers and support staff work well together to implement effective interventions. The school's tracking shows that currently boys attain better than girls up to P6 in literacy and numeracy, with girls attaining better in P7. Children who have EAL are making very good progress through the different stages of language acquisition. The school is well placed to continue to raise attainment.

Attainment in literacy and English

- In 2018-19, the school's data on achievement of Curriculum for Excellence levels shows that by the end of P1, most children achieve early level in reading, listening and talking, and the majority in writing. By the end of P4, the majority of children achieve first level in reading and writing, and most in listening and talking. By the end of P7, most children achieve second level in reading, writing and listening and talking. Overall, most children are making very good progress in literacy. A significant number of children make very good progress in acquiring EAL. A few children exceed national expectations for achievement of a level in writing at the second level.

Listening and talking

- Overall, children's progress in listening and talking is very good. Almost all children speak articulately and listen well. At early level, most children listen attentively to their teacher. They are developing their skills in listening to each other and taking turns. At first level, children take turns and contribute well to others' communications. At second level, most children interact well with each other and build on their peers' ideas.

Reading

- Overall, children's progress in reading is very good. At early level, children are gaining confidence in tools for reading. Most children are using their knowledge of sounds and letters very well to read words. They use picture cues well to support their understanding of new texts. At first level, children can read aloud with expression and show understanding. They can explain their preferences for particular texts and authors. At second level, children read aloud fluently and with expression. They can skim and scan to identify purpose and main ideas in texts. They talk confidently about the books they are reading, commenting on the characters and setting. Across the school, creative and very effective strategies encourage children to read for enjoyment.

Writing

- Overall, children's progress in writing is very good. At early level, the majority of children are attempting to write independently and are developing letter formation. They attempt to spell familiar words correctly. At first level, most children use appropriate punctuation and correctly spell commonly used words. They have opportunities to write a range of texts, for example, imaginative stories, letters and continuing to write in the style of a particular author. At second level, children create texts for a range of purposes and audiences. They make appropriate choices of genre, structure and style of writing and attempt to engage the reader through their use of language.

Attainment in numeracy

- Overall, attainment in numeracy is good. Most children are making very good progress from their prior levels of attainment. Data presented by the school in 2018-2019 indicates that the majority of children across the school achieve appropriate Curriculum for Excellence levels in numeracy. Most children achieve early level in numeracy, with the majority achieving at first and second level. Data for children at second level demonstrates that the longer children are in the school, the greater their progress.

Number, money and measure

- Overall, children's progress in number, money and measure is good. At early level, most children count forwards and backwards to ten. Most children can recognise and continue a pattern. Most children use the language of bigger and smaller accurately when discussing volume. All children are developing their formation of numbers. At first level, most children confidently round numbers to 10 and 100. They divide numbers using a range of strategies. Children confidently explain which strategy they use to solve calculations. Most children

recognise the connection between multiplication and division. Children at first level are less confident when working with fractions. Most children record time accurately and calculate simple durations. Children talk enthusiastically about opportunities to apply their skills in measuring through outdoor learning activities. At second level, most children can round whole numbers to 10,000 and can round decimals to one decimal place. They understand and explain the link between fractions, decimals and percentages. Most children identify prime numbers and factors of numbers. They discuss real-life applications of the mathematical skills they are developing.

Shape, position and movement

- Children's progress in shape, position and movement is good. At early level, most children recognise and name simple two-dimensional shapes. They describe basic properties of a square and a triangle. At first level, most children identify and describe the properties of a range of two-dimensional shapes and three-dimensional objects. At second level, most children confidently draw angles. They use three-figure bearings accurately to plot journeys. Most children understand the terms radius, diameter and circumference and explore how these are connected.

Information handling

- Children's progress in information handling is very good. At early level, children interpret simple charts and signs in their learning environment. Through play, they match and sort items, justifying their use of criteria. Most children answer simple questions about a bar graph. At first level, most children use tally marks confidently to gather information from surveys. They interpret bar graphs and pie charts. At second level, most children confidently calculate the mean amount. They create pie charts and line graphs, using digital technology effectively to support their learning.

Overall quality of learners' achievement

- Teachers aim to increase children's ambition by helping them experience success in the school, as well as at local and national events. They aim for children to experience high profile success as part of raising aspirations. All children participate in at least one club of their choice, which adds breadth to their learning experiences. Children celebrate their achievements very well in a range of ways. They attend national and local events, at which their achievements are recognised. Children's personal and wider achievements are discussed by staff at whole-school tracking meetings to support strategic planning and ensure equity of participation. Older children record the range of opportunities for achievement in which they participate to develop skills and attributes. Teachers should continue to develop consistency in how well children recognise the skills for learning, life and work that result from their involvement in wider achievement activity.

Equity for all learners

- The headteacher demonstrates strong leadership of ensuring equity for all learners. Her clear vision has gained the respect, trust and motivation of her staff to proactively promote equity. She has used local and national funding - Glasgow Improvement Challenge and PEF - very effectively to improve outcomes for children. The impact of interventions is tracked and evaluated by staff, with children's progress carefully monitored. The school has identified individuals and groups of children who are involved in a number of targeted interventions and universal approaches. These support literacy, numeracy, wellbeing and specific learning needs. The school seeks support from agencies and organisations who may assist children beyond the classroom. Partnership working with Action for Children enables families to access support for practical and emotional care and assistance. Parents are invited to workshops to help them in their role for supporting their children's education. The event in which children shared their learning in STEM was well attended by parents. Children act as interpreters to

support children who have EAL as they develop their English skills. The teacher for EAL provides valuable support for children, teachers and parents. She ensures that children who join the school community are well supported. Teachers make effective use of the school grounds to ensure children's equity and right to play outside, and learn more about the local environment. All staff participated in professional learning on the cost of the school day. They are using this well to ensure that financial constraints do not prevent children from taking part in opportunities for wider achievement.

Practice worth sharing more widely

Reading for enjoyment is a particular strength of Oakgrove Primary School. Staff have developed creative and innovative strategies to promote children's love of reading. Each class is motivated to read by a 'Reading Dare'. For example, children in P7 are working closely with Woodside Library and an architect to research and redesign part of the building. This challenge was passed to them from the previous P7 class. Children from all classes regularly visit the local library and have developed very positive relationships with library staff. Every class has their own attractive library. Children in P7 are 'Reading Buddies' for children in P2. The buddies are trained by a drama specialist and staff from the Mitchell library. This has focused on improving their oral reading skills, while developing children's leadership skills. The school has participated enthusiastically in the 'First Minister's Reading Challenge'. Children were invited to meet the First Minister to share with her their progress and innovative ideas. Every child in the school has a 'reading passport' to log the number of books they have read and encourage children to read more. The school works in partnership with The Scottish Book Trust. This has provided them with many worthwhile opportunities. For example, children being involved in the launch of the new 'Bookbug' bag and author visits to every class. The school also has a 'Reading Committee', led by children, to promote further the focus on reading for enjoyment. They lead reading assemblies to update everyone on the 'Reading Dares', and any other useful information, including how many books each class has read. Every day, teachers read aloud to their class to encourage children to read different genres and to model reading. Parents are well informed and involved in all of these approaches to encourage them to support their children to read at home.

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.