
Report To:	Education & Communities Committee	Date:	23 January 2018
Report By:	Corporate Director Education, Communities and Organisational Development	Report No:	EDUCOM/18/18/WB
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Subject:	Follow up Progress Report following Education Scotland Visit to St Ninian's Primary School		

1.0 PURPOSE

- 1.1 St Ninian's Primary School was inspected by Education Scotland in November 2016 and the report was published in February 2017. The contents of the report were reported to the Education and Communities Committee in January 2017. The Committee requested that another report was brought back to provide a further update on progress made.

2.0 SUMMARY

- 2.1 Following the inspection the school, together with Education Services and parents, prepared an action plan to ensure that areas identified for improvement both in the report and in the Summary of Inspection Findings would be progressed. The school has subsequently produced a Standards and Quality Report highlighting progress made over session 2016/17.
- 2.2 The School Improvement Plan for session 2017/18 was developed in consultation with pupils, parents/carers and staff with priorities identified through the school's self-evaluation and, significantly, the areas of development identified in Education Scotland's inspection report.
- 2.3 Throughout this process the school has been supported by the Quality Improvement Team and a follow up visit was made to the school by a review team of Quality Improvement Officers in December 2017. The review team were satisfied that St Ninian's Primary School has made significant progress since the Education Scotland inspection of November 2016.

3.0 RECOMMENDATIONS

- 3.1 It is recommended that the Education and Communities Committee notes the further progress made since the previous report to the January 2017 meeting.

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- 4.7 Inverclyde's Numeracy and Mathematics framework has been introduced to ensure progression and consistency. A similar Inverclyde Literacy and English framework is in its final stages and will be introduced next year. St Ninian's Primary School staff are in a good place to take this forward. In order to develop a coherent and progressive curriculum, the school has taken a number of steps which have included setting up working parties to further develop Literacy, Numeracy and Health and Wellbeing across the school. The school is making enhanced use of Digital Technology, including Coding and Green Screen Technology and has introduced an after school Coding / Web Design club. The focus of Social Studies this year is to make more use of the local area which teachers are reflecting in their planning. The school continues to develop the Health and Wellbeing curriculum, looking at assemblies, focus groups, participation in national weeks, visiting groups and re-visiting their school values in the future. Catch Up literacy has been introduced and is showing a positive impact in motivating disengaged readers.
- 4.8 Assessment data from tracking and monitoring in Numeracy and Mathematics, Literacy and English and Health and Wellbeing clearly informs teacher planning - this is the focus of termly progress meetings. Moderation procedures have been developed across the school, within the cluster and at inter-authority level, engaging with the Benchmarks to develop teachers' understanding of what achieving a level looks like, focusing on the Moderation Cycle. Effective use is made of teacher professional judgements and PIPs data at progress meetings to ensure appropriate progress of both individuals and groups.
- 4.9 Current data shows that teacher judgements are accurate in the main when compared with standardised assessment although further work on moderation, using the Benchmarks will secure this. At first and second level, literacy and numeracy teacher judgements show an improving trend, matched by standardised assessment data. In Literacy and Maths, standardised testing data shows that on the whole, pupils are making good progress, however care should be taken to ensure that this progress is maintained between the early and the first level as most cohorts show a slight dip at this stage. Compared to schools working in a similar context, standardised tests show that the school performs very well.
- 4.10 The school now has a comprehensive Quality Assurance Programme in place, which includes procedures to track attainment, reporting to parents, ASN procedures, monitoring learning and teaching, pupil voice, staff, parent and pupil voice, review of policies, PRD, appraisals and wider achievements.
- 4.11 The school is piloting a new style of reporting where termly targets are agreed with pupils, shared with parents, then progress reported back to parents, detailing teacher and pupil evaluation. Homework is now linked to the term's targets. Pupils choose their own targets from a list of what is going to be taught within a pathway.
- 4.12 Staff now have a better understanding of learners' starting points through teacher engagement in transition meetings with receiving teachers in June, where robust assessment evidence is collated and passed on. This is the main focus of the first progress meetings where teachers discuss and query professional judgements as necessary. Reading pathways have been developed to ensure progression from stage to stage. The school has made links with Binnie Street Children's Centre and is currently looking at planning at early level to ensure progression from nursery into P1.
- 4.13 All staff were trained on the local authority Safeguarding and Child Protection advice and engaged in further training, provided by SMT on FGM (Female Genital Mutilation) and Radicalisation. The wellbeing web is now used in quality interactions with children to ensure wellbeing needs are being met and there have been increased opportunities provided for all staff to access additional wellbeing training.
- 4.14 SMT meet with teachers and pupils termly to review the impact of collegiate activities on pupil progress. There is a clear collegiate planner in place where leadership is being developed, building on individual staff strengths. Through discussion at Professional Review and Development (PRD) meetings, teachers focus on structured Career Long Professional Learning, linking to the School Improvement Plan. All classes were part of a Visible Learning scoping meeting which has identified key areas for development (feedback and understanding

the impact of practice).

4.15 A school policy on pupil voice has been developed to identify how pupils can increase their skills in leading their own learning and how the school can provide additional opportunities for pupils to exercise leadership. All teachers took part in SCEL Developing Teachers workshops to enhance own practice and create opportunities for children to become leaders of learning. There are now increased pupil voice opportunities including pupils meeting in mixed stage groupings to discuss learning, teaching and school improvement – Thinking Circles. As a result, pupils are more confident in talking about their learning.

5.0 IMPLICATIONS

Finance

5.1 Financial Implications

One off Costs

Cost Centre	Budget Heading	Budget Year	Proposed Spend this Report	Virement From	Other Comments
N/A					

Annually Recurring Costs/ (Savings)

Cost Centre	Budget Heading	With Effect from	Annual Net Impact	Virement From (if applicable)	Other Comments
N/A					

5.2 **Legal**

N/A

5.3 **Human Resources**

N/A

5.4 **Equalities**

There are no equality issues within this report.

Has an Equality Impact Assessment been carried out?

√	NO – This report does not introduce a new policy, function or strategy or recommend a change to an existing policy, function or strategy. Therefore, no Equality Impact Assessment is required.
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6.0 **Repopulation**

6.1 N/A

7.0 **CONSULTATION**

7.1 N/A

8.0	LIST OF BACKGROUND PAPERS	
8.1	Education Scotland Inspection of St Ninian's Primary School, November 2016	