

**AGENDA ITEM NO. 9** 

Report To:	Education & Communities Committee	Date:	23 January 2018		
Report By:	Corporate Director Education, Communities and Organisational Development	Report No:	EDUCOM/18/18/WB		
Contact Officer:	Wilma Bain	Contact No:	01475 712761		
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.

Wilma Bain Corporate Director Education, Communities & Organisational Development

4.0	BACKGROUND
4.1	This is a follow on from the previous report to the Committee in January 2017. It was noted in the previous report to the Committee that Education Scotland gave the following assessment of the school's performance:
	<ul> <li>1.3 Leadership of change satisfactory</li> <li>2.3 Learning, Teaching and Assessment satisfactory</li> <li>3.1 Ensuring wellbeing, equality and inclusion</li> <li>3.2 Raising attainment and achievement satisfactory</li> </ul>
	The report from Education Scotland noted particular strengths in the school including the quality of the children's writing, the well-rounded approach to the promotion of health and wellbeing, senior leaders' receptiveness to change and the positive pupil attitude towards learning. There were also areas identified for improvement, including improving learning, teaching and assessment, developing leadership at all levels and ensuring self-evaluation leads clearly to improvements in children's learning experiences and achievements.
	Current position
4.2	Since the publication of the Education Scotland report in February 2017, the school has made significant changes. The implementation of Pupil Equity Funding (PEF) from the Scottish Government has facilitated the appointment of a principal teacher (PT) for one year with the remit of raising attainment.
4.3	Staff, pupils and parents have agreed a shared vision, aims, Curriculum Rationale and a school motto which reflects the social, economic and cultural context of the school.
4.4	The review team saw more consistent teaching throughout the school with almost all lessons observed being 'good' or 'very good'. Pupils were confident, throughout the school, in discussing their learning, talking freely about learning intentions, success criteria and giving clear explanations. Working groups have updated the learning, teaching and assessment policy which is being used effectively by staff to improve the consistency of good teaching.
4.5	The Senior Management Team (SMT) have put a number of strategies in place which have improved the quality of learning and teaching. These include 3 teachers engaging in professional enquiry to develop classroom practice, measuring the impact of Visible Learning, Toe by Toe and SEAL (Stages of Arithmetic Learning). There is an increased focus by SMT on class observations, learning walks and talks and peer observations to identify good practice and areas for development. SMT meet termly with class teachers to review pupil progress, with a focus on the impact of collegiate activities. All teaching staff are currently being trained in Visible Learning and the SMT are also training support staff to ensure consistency of approach. Teacher Learning Communities have been set up to reinforce Assessment is for Learning and Visible Learning strategies. The Pupil Equity Funding principal teacher is having a positive impact across the school through co-teaching, co-planning, co-evaluating and modelling good practice. This has increased the collaborative approach with staff and has developed teacher confidence. Support staff are now more engaged in supporting learning and teaching in all classes. This includes supporting pupils with Catch Up literacy, Literacy Toolbox, Dyslexia Gold and Toe by Toe, enhanced by a workshop, delivered by the head

- Improvement Week, once a term, where they focus on jotters, visits and pupil / teacher focus groups to discuss learning.
- 4.6 Differentiation is now evident in all classes visited, with many teachers using flexible groupings, led by the learners. The class teacher, depute head teacher (DHT) and support for learning (SfL) teacher meet at the beginning of each term to analyse class data, putting measures in place to meet individual needs both in terms of support and challenge, taking a case management approach. The Rainbow Room (nurture room) has been set up to provide a stimulating environment where support staff and the SfL teacher can support and challenge groups of pupils.

teacher, to support staff - 'You are an Educator'. The SMT have introduced a Quality

- 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

<ul> <li>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.</li> <li>5.0 IMPLICATIONS</li> <li>Finance</li> <li>5.1 Financial Implications One off Costs <ul> <li>Cost</li> <li>Budget</li> <li>Proposed</li> <li>Virement</li> <li>Other Comments</li> <li>N/A</li> <li>Annually Recurring Costs/ (Savings)</li> </ul> </li> <li>Cost</li> <li>Budget</li> <li>With Effect</li> <li>Annual Net</li> <li>Virement</li> <li>Other Comments</li> <li>N/A</li> <li>Impact</li> <li>From (if applicable)</li> <li>N/A</li> <li>Impact</li> <li>From (if applicable)</li> <li>N/A</li> <li>Impact Assessment been carried out?</li> <li>N/A</li> </ul>		the impact	of practice).				
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8.	.0	LIST OF BACKGROUND PAPERS	
8.	.1	Education Scotland Inspection of St Ninian's Primary School, November 2016	