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<b>Report To:</b>	<b>Education &amp; Communities Committee</b>	<b>Date:</b>	<b>7 May 2019</b>
<b>Report By:</b>	<b>Corporate Director Education, Communities and Organisational Development</b>	<b>Report No:</b>	<b>EDUCOM/41/19/SP</b>
<b>Contact Officer:</b>	<b>Stephen Parsons</b>	<b>Contact No:</b>	<b>01475 712761</b>
<b>Subject:</b>	<b>Education Scotland Report on All Saints Primary School</b>		

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## 1.0 PURPOSE

- 1.1 The purpose of this report is to inform the Education & Communities Committee of the recent Education Scotland inspection of All Saints Primary School. The inspection focused on progress being made within All Saints Primary School on improving learning and teaching and raising attainment.

## 2.0 SUMMARY

- 2.1 All Saints Primary School was inspected in November 2018, under Education Scotland's model of 5 day standard inspections. The inspection focused on progress being made within the school to improve learning and teaching, raising attainment and closing the poverty-related attainment gap.
- 2.2 The report published in March 2019 outlines the positive practices and interventions that are having an impact on improving outcomes for learners within the school and areas for improvement.
- 2.3 Education Scotland notes that the evidence and evaluation to date indicate that All Saints Primary School is making satisfactory progress in improving learning, raising attainment and closing the poverty-related attainment gap.
- 2.4 The report noted the strong leadership of the head teacher and the clear direction this provides in taking forward areas for development across the school. Staff also undertake leadership roles, working to improve outcomes for learners.
- 2.5 The priority that the school places on family learning and increased levels of parental engagement was noted, supported by the warm and welcoming ethos created by learners and staff that encourages parents to participate in the life and work of the school.
- 2.6 Enthusiastic, polite, learners who have a great sense of pride in their school, were recognised for their motivation to learn and their skills in talking about their achievements in reading and writing.
- 2.7 Education Scotland highlighted areas for improvement which include strengthening approaches to self-evaluation, updating the curriculum, greater use of assessment to raise attainment and ensuring the needs of individual learners are being met in the speech and language base.

### **3.0 RECOMMENDATIONS**

- 3.1 It is recommended that the Education & Communities Committee notes the Education Scotland report on All Saints Primary School.

**Ruth Binks**  
**Corporate Director**  
**Education, Communities & Organisational Development**

## **4.0 BACKGROUND**

- 4.1 As part of Education Scotland's inspection framework, All Saints Primary School was inspected during the week commencing 26 November 2018. Education Scotland staff and associates assessors from education authorities, evaluated the education provision provided within the school.
- 4.2 The inspection covered key aspects of the work of the school at all stages, identified key strengths and areas for improvement.

The framework for this inspection included reviewing quality indicators which enabled Education Scotland to evaluate aspects of

- 1.3 Leadership of change
- 2.3 Learning, teaching and assessment
- 3.1 Ensuring wellbeing, equality and inclusion
- 3.2 Raising Attainment and achievement

In addition further evidence was gathered to assist the school in reviewing their arrangements for the quality indicator 2.7 Partnerships

- 4.3 Education Scotland assessed and reported on the views of parents, pupils and staff, the quality of learning and teaching, how well the school was raising achievement for all pupils, the school's processes for self-evaluation and innovation and the school's capacity for improvement.
- 4.4 The report was published on 6 March 2019. It has been issued to staff, parents, local elected members and the Convener and Vice-Convener (Education)..

## **5.0 CURRENT PROVISION**

- 5.1 All Saints Primary School has received a positive report from Education Scotland which outlines the progress made in the key areas and highlights areas for improvement.
- 5.2 The report noted the strong leadership of the head teacher and the clear direction this provides in taking forward areas for development across the school. Staff also undertake leadership roles, working to improve outcomes for learners.
- 5.3 The priority that the school places on family learning and increased levels of parental engagement was noted, supported by the warm and welcoming ethos created by learners and staff that encourages parents to participate in the life and work of the school.
- 5.4 Enthusiastic, polite, learners who have a great sense of pride in their school, were recognised for their motivation to learn and their skills in talking about their achievements in reading and writing.
- 5.5 Education Scotland highlighted areas for improvement which include strengthening approaches to self-evaluation, updating the curriculum, greater use of assessment to raise attainment and ensuring the needs of individual learners are being met in the speech and language base.
- 5.6 In assessing the quality indicators, Education Scotland found the four key indicators to be the following:
  - Leadership of Change – satisfactory
  - Learning, teaching and assessment - good
  - Raising attainment and achievement - satisfactory
  - Ensuring wellbeing, equality and inclusion – satisfactory
- 5.7 The report lists a number of points which are particular strengths of the school:
  - A school community where everyone is very proud of their school. Relationships are

- positive and the learning environment reflects very well the Gospel values of the school.
- The strong leadership of the head teacher and the clear direction this provides in taking forward areas for development across the school. Staff undertake leadership roles and work together effectively to improve the school. Of note, are the examples of teachers and support staff making a positive difference to children’s experiences across the whole school.
- Enthusiastic, polite, children who are motivated to learn and skilled in talking about their achievements in reading and writing.
- The priority that the school places on family learning and increased levels of parental engagement. The warm and welcoming ethos created by children and staff that encourages parents to participate in the life and work of the school.

5.8 The following areas for improvement were identified:

- Strengthen approaches to self-evaluation to identify improvement priorities that reflect the local context. Engage stakeholders more effectively and ensure that leadership opportunities make an increased difference to children across the school.
- Take forward the planned improvements to refresh and update the curriculum. Ensure children benefit from a relevant and ambitious curriculum that takes account of what children already know.
- Raise attainment using assessment information to plan appropriate next steps in learning and increase the pace of progress for all children.
- Review practices and procedures to ensure the needs of individual children are met in the communication and language base. This includes working with partners to support children’s development and provide appropriate professional learning for all staff.

**6.0 IMPLICATIONS**

6.1 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					

6.2 Human Resources:

N/A.

6.3 Legal:

N/A.

6.4 Equalities:

N/A.

6.5 Repopulation:

N/A.

## **7.0 CONSULTATION**

7.1 N/A.

## **8.0 BACKGROUND PAPERS**

8.1 N/A.

5 March 2019

Dear Parent/Carer

In November 2018, a team of inspectors from Education Scotland visited All Saints Primary School. During our visit, we talked to parents/carers and children and worked closely with the headteacher and staff.

The inspection team found the following strengths in the school's work.

- A school community where everyone is very proud of their school. Relationships are positive and the learning environment reflects very well the Gospel values of the school.
- The strong leadership of the headteacher and the clear direction this provides in taking forward areas for development across the school. Staff undertake leadership roles and work together effectively to improve the school. Of note, are the examples of teachers and support staff making a positive difference to children's experiences across the whole school.
- Enthusiastic, polite, children who are motivated to learn and skilled in talking about their achievements in reading and writing.
- The priority that the school places on family learning and increased levels of parental engagement. The warm and welcoming ethos created by children and staff that encourages parents to participate in the life and work of the school.

The following areas for improvement were identified and discussed with the headteacher and a representative from Inverclyde Council.

- Strengthen approaches to self-evaluation to identify improvement priorities that reflect the local context. Engage stakeholders more effectively and ensure that leadership opportunities make an increased difference to children across the school.
- Take forward the planned improvements to refresh and update the curriculum. Ensure children benefit from a relevant and ambitious curriculum that takes account of what children already know.
- Raise attainment using assessment information to plan appropriate next steps in learning and increase the pace of progress for all children.
- Review practices and procedures to ensure the needs of individual children are met in the communication and language base. This includes working with partners to support children's development and provide appropriate professional learning for all staff.

We gathered evidence to enable us to evaluate the school's work using four quality indicators from [How good is our school? \(4<sup>th</sup> edition\)](#). Quality indicators help schools, local authorities and inspectors to judge what is working well and what needs to be improved. Following the inspection of each school, the Scottish Government gathers details of our evaluations to keep track of how well Scottish schools are doing.

## Here are Education Scotland's evaluations for All Saints Primary School

Quality indicators	Evaluation
<b>Leadership of change</b>	<b>satisfactory</b>
<b>Learning, teaching and assessment</b>	<b>good</b>
<b>Raising attainment and achievement</b>	<b>satisfactory</b>
<b>Ensuring wellbeing, equality and inclusion</b>	<b>satisfactory</b>
Descriptions of the evaluations are available from: <a href="#">How good is our school? (4<sup>th</sup> edition), Appendix 3: The six-point scale</a>	

A more detailed document called Summarised Inspection Findings (SIF) will be available on the Education Scotland website at:  
<https://education.gov.scot/inspection-reports/inverclyde/8640220>

### What happens next?

As a result of our inspection findings we have confidence that the leadership of the school with support from the authority will make the necessary improvements. However, the headteacher has only recently been given responsibility for the Communication and Language base unit that is located within the school. As a result, there has been insufficient time for her leadership to impact on the quality of children's experiences within these classes. Therefore, we feel that the Communication and Language base unit needs additional support and time to make necessary improvements. We will continue to liaise with the local authority about the progress being made and a further inspection of the Communication and Language base unit will be made within 12 months of the publication of this letter. We will discuss with the local authority the details of this further inspection. Education Scotland will write to you as parents/carers within 12 months of the publication of this letter informing you of the progress that has been made.

Elizabeth C Montgomery  
 HM Inspector