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<b>Report To:</b>	<b>Education &amp; Communities Committee</b>	<b>Date:</b>	<b>25 January 2025</b>
<b>Report By:</b>	<b>Ruth Binks Corporate Director Education, Communities &amp; Organisational Development</b>	<b>Report No:</b>	<b>EDUC/06/2025/MR</b>
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<b>Subject:</b>	<b>Education Scotland Inspection Report – St Francis’ Primary School and Nursery Class</b>		

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## 1.0 PURPOSE AND SUMMARY

- 1.1  For Decision  For Information/Noting
- 1.2 The purpose of this report is to inform the Education & Communities Committee of the outcome of the Education Scotland short inspection of St Francis’ Primary School and Nursery Class.
- 1.3 The school and nursery were inspected in September 2024, using Education Scotland’s short inspection model. The inspection focused on progress being made within the school relating to the quality of learning and teaching and how well the school raises attainment and secures progress in closing the poverty-related attainment gap.
- 1.4 The report, published on the 5<sup>th</sup> of November 2024, outlines four key strengths of the work of the school which includes:
- The headteacher has made a very positive start to leading improvements in learning and teaching and attainment across the school and nursery class. She is ably supported by her senior leadership team.
  - The staff team work well together. They show a clear enthusiasm and energy to improve experiences for children. They have created a caring and nurturing environment and strive to build positive relationships with all children and their families.
  - Children are very proud of their school. They are polite and welcoming to visitors and enjoy sharing their learning and achievements with others.
  - In the nursery, practitioners respond well to children’s interests. As a result, children engage well with nursery experiences both indoors and outdoors.
- 1.5 Education Scotland highlighted three areas for improvement which include:
- Senior leaders and staff need to develop approaches to planning children’s learning in both the school and nursery. This includes improving how they check on children’s progress and plan for their next steps in learning.

- All staff should work together to improve approaches to teaching numeracy. This includes how they plan, assess and build on prior learning. Children need more opportunities to revisit previous learning and apply their numeracy knowledge and skills.
- In the school, senior leaders should continue to develop teachers' use of data to drive forward improvements. This includes how they evidence the success of approaches to raise attainment through pupil equity funding.

There will be no follow through inspection as a result of the findings of the inspection. Education Scotland were confident that the school has the capacity to continue to improve. They asked that the Council inform parents/carers about the school's progress as part of its arrangements for reporting on the quality of its schools i.e. its annual standards and quality report for the school.

## **2.0 RECOMMENDATIONS**

- 2.1 It is recommended that the Education & Communities Committee notes the Education Scotland report on St Francis' Primary School and Nursery Class.

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

**3.0 BACKGROUND AND CONTEXT**

- 3.1 As part of Education Scotland’s inspection programme for 2024/25, St Francis’ Primary School and Nursery Class was inspected in September 2024. Education Scotland staff, alongside Associate Assessors from other education authorities, evaluated the education provision provided within the school.
- 3.2 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:

- 2.3 Learning, teaching and assessment
- 3.2 Raising attainment and achievement

- 3.3 The inspection team also reviewed QI 2.1 Safeguarding and Child protection. This QI is not graded as those above.
- 3.4 The report was published on 5 November 2024. It has been issued to staff, parents, local elected members and the Convener and Vice-Convener (Education).

**4.0 Highlights and key messages**

- 4.1 The School and Nursery Class have received a positive report overall from Education Scotland which outlines the progress made in two key areas. There are three areas for improvement across the school and nursery class as noted in 1.5 which endorse work already under way and support the school to continue to progress these.
- 4.2 In assessing the quality indicators, Education Scotland found them to be the following:

	<b>School</b>	
2.3	Quality of learning and teaching	Satisfactory
3.2	Raising attainment and achievement	Satisfactory
	<b>Nursery Class</b>	
2.3	Quality of learning and teaching	Good
3.2	Raising attainment and achievement	Good

- 4.3 The inspection team found that the headteacher has made a very positive start to leading improvements in learning and teaching and attainment across the school and nursery class. She is ably supported by her senior leadership team.
- 4.4 They also found that children benefit from a welcoming and nurturing ethos and that respectful and positive relationships between children, and between children and staff are a strong feature of the school. Inspectors noted that children demonstrate kindness and care towards their peers and across most classes, children learn in calm and supportive contexts.
- 4.5 The report identifies that staff have undertaken professional learning which enables them to support children displaying dysregulated behaviour better. They have used what they have learned to develop their practice and created dedicated calm spaces in and beyond the classroom. These approaches, along with the nurture area, are having a positive impact on children’s behaviour and engagement in learning.

- 4.6 Inspectors found that senior leaders and teachers have worked positively together to create a shared standard for high-quality learning and teaching. This agreed standard is being implemented this session. Supported by senior leaders, staff should continue to build on this positive start to develop a clear, shared understanding of what constitutes high-quality learning and teaching. In doing so, they should identify and share good practice to secure greater consistency in learning and teaching across the school.
- 4.7 The report notes that the majority of children across the school have achieved, or are on track to achieve, expected levels of attainment in literacy and numeracy and that a minority of children are capable of making greater progress.
- 4.8 Inspectors identified that senior leaders have created an overview of children’s attainment over time in literacy and numeracy and that they track children’s individual progress and attainment as they move through the school well. Senior leaders use this overview effectively to provide a clear picture of all children’s progress towards achieving appropriate CfE achievement levels in literacy and numeracy.
- 4.9 The inspection team found that children are developing a strong sense of responsibility and understanding of others through Gospel values. Children are contributing effectively to the school and community through activities such as the pupil council, leaders of learning and by supporting charities and local events, as well as developing important leadership and communication skills through these roles.
- 4.10 The report states that all staff have a very clear understanding of the socioeconomic needs of the children and families in the school community. Senior leaders use a wide range of data well to identify effectively specific gaps in attainment and attendance. They have a clear focus on raising attainment for all children. Senior leaders target interventions carefully to improve attendance, wellbeing and behaviour.
- 4.11 There will be no follow through inspection as a result of the findings of the inspection. Education Scotland were confident that the school has the capacity to continue to improve. They asked that the Council inform parents/carers about the school’s progress as part of its arrangements for reporting on the quality of its schools i.e. its annual standards and quality report for the school.
- 4.12 The Education Service continues to work with the school to support its ongoing progress and improvement. Further to the improvement plan agreed for the school and nursery class for 2024/25, a revised action plan has been agreed in alignment with the recommendations of the Education Scotland inspection report and is now being implemented and tracked via meetings with the Head of Education on a 4 – 6 weekly basis.

## 5.0 IMPLICATIONS

- 5.1 The table below shows whether risks and implications apply if the recommendation(s) is(are) agreed:

SUBJECT	YES	NO	N/A
Financial		N	
Legal/Risk		N	
Human Resources		N	
Strategic (LOIP/Corporate Plan)		N	
Equalities & Fairer Scotland Duty		N	
Children & Young People’s Rights & Wellbeing		N	
Environmental & Sustainability		N	
Data Protection		N	

## 5.2 Finance

One off Costs

Cost Centre	Budget Heading	Budget Years	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					

## 5.3 Legal/Risk

N/A

## 5.4 Human Resources

N/A

## 5.5 Strategic

N/A

## 5.6 Equalities and Fairer Scotland Duty

### (a) Equalities

This report has been considered under the Corporate Equalities Impact Assessment (EqIA) process with the following outcome:

	YES – Assessed as relevant and an EqIA is required.
N	NO – This report does not introduce a new policy, function or strategy or recommend a substantive change to an existing policy, function or strategy. Therefore, assessed as not relevant and no EqIA is required

### (b) Fairer Scotland Duty

If this report affects or proposes any major strategic decision:-

Has there been active consideration of how this report's recommendations reduce inequalities of outcome?

	YES – A written statement showing how this report's recommendations reduce inequalities of outcome caused by socio-economic disadvantage has been completed.
N	NO – Assessed as not relevant under the Fairer Scotland Duty.

## 5.7 Children and Young People

Has a Children's Rights and Wellbeing Impact Assessment been carried out?

	YES – Assessed as relevant and a CRWIA is required.
N	NO – Assessed as not relevant as this report does not involve a new policy, function or strategy or recommends a substantive change to an existing policy, function or strategy which will have an impact on children's rights.

## 5.8 Environmental/Sustainability

Summarise any environmental / climate change impacts which relate to this report.

Has a Strategic Environmental Assessment been carried out?

	YES – assessed as relevant and a Strategic Environmental Assessment is required.
N	NO – This report does not propose or seek approval for a plan, policy, programme, strategy or document which is like to have significant environmental effects, if implemented.

## 5.9 Data Protection

Has a Data Protection Impact Assessment been carried out?

	YES – This report involves data processing which may result in a high risk to the rights and freedoms of individuals.
N	NO – Assessed as not relevant as this report does not involve data processing which may result in a high risk to the rights and freedoms of individuals.

## 6.0 CONSULTATION

6.1 N/A

## 7.0 BACKGROUND PAPERS

7.1 See all documents relating to this inspection here: [St Francis' Primary School | Inspection Report | Education Scotland](#)