
Report To:	Education & Lifelong Learning Committee	Date:	01 November 2011
Report By:	Corporate Director Education and Communities	Report No:	EDUC/49/11/WB
Contact Officer:	Wilma Bain (Head of Education)	Contact No:	01475 712891
Subject:	St Mary's Primary School - Action Plan Following HMIE Report		

1.0 PURPOSE

- 1.1 As requested at the meeting of the Education and Lifelong Learning Committee on 6 September 2011, the purpose of this report is to share St Mary's Primary School's HMIE Action Plan (Appendix 1) with elected members. The Action Plan outlines how the areas for improvement, identified following the HMIE inspection of the school in May 2011, will be addressed.

2.0 SUMMARY

- 2.1 St Mary's Primary School was inspected by Her Majesty's Inspectorate of Education (HMIE) in May 2011. The HMIE Report was subsequently published on 28 June 2011.

The evaluations given by HMIE are as follows:

Improvements in performance - good
Learners' experiences – good
Meeting learning needs – good
The curriculum – satisfactory
Improvement through self-evaluation - weak

- 2.2 A report on the progress with implementation of the Action Plan will be produced for members of the Education and Lifelong Learning Committee in September 2012.

3.0 RECOMMENDATION

- 3.1 The Education and Lifelong Learning Committee is asked to note the content of the St Mary's Primary School HMIE Action Plan.

Albert Henderson
Corporate Director of Education and Communities

4.0 BACKGROUND

4.1 St Mary's Primary School was inspected by Her Majesty's Inspectors of Education (HMIE) in May 2011. The inspection covered key aspects of the work of the school at all stages, identified key strengths and main points for action using the following six-point scale:

- 6 - Excellent – outstanding, sector leading
- 5 - Very Good – major strengths
- 4 - Good – important strengths with some areas for improvement
- 3 - Satisfactory – strengths just outweigh weaknesses
- 2 - Weak – important weaknesses
- 1 - Unsatisfactory – major weaknesses

4.2 HMIE assessed and reported on the views of parents, pupils and staff, the quality of learning in teaching, how well the school was raising achievement for all pupils, achievement in national examinations, the school's processes for self-evaluation and innovation, the school's capacity for improvement.

4.3 The report was published on the 28 June 2011 and was issued to staff, parents, local elected members and the Convener and Vice-Convener for Education and Lifelong Learning.

4.4 St Mary's Primary School is inspected under the evaluation framework "How Good Is Our School 3?"

4.5 In assessing the indicators of quality, HMIE found three aspects of the work of the school to be 'good', one to be 'satisfactory' and one to be 'weak'.

4.6 The report lists four particular strengths of the school:

- Confident, enthusiastic children who create a positive atmosphere throughout the school
- Partnerships to support and enrich children's learning and promote their Roman Catholic faith
- Work of the acting Depute Head Teacher in improving how the school meets children's needs
- Work of all staff in maintaining positive outcomes for children through the ethos and cultural life of the school during a period of considerable change

4.7 The reports lists four areas for improvement:

- Establish a new, ambitious vision for the school to ensure improvements in learning for all children
- Develop a whole-school approach to taking account of Curriculum for Excellence
- Through a new culture of self-evaluation, promote leadership for learning across the school
- Ensure all staff contribute to their own professional development through access to professional review approaches

4.8 An Action Plan has been produced by the Head Teacher which outlines how the areas for improvement will be addressed. The implementation of this Action Plan will be closely monitored by the Head of Education and members from the Quality Improvement Team.

4.9 Progress with the implementation of St Mary's Primary School's HMIE Action Plan will be reported to members of the Education and Lifelong Learning Committee in September 2012.



St. Mary's Primary School
HMI Action Plan
September 2011-June 2013

HMI Action Plan for St. Mary's Primary School, September 2011- June 2013

St. Mary's Primary School was inspected in May 2011. At the time of the inspection the headteacher had been in post for three weeks. The inspectors identified a number of particular strengths and these were listed as follows:

- Confident, enthusiastic children who create a positive atmosphere throughout the school.
- Partnerships to support and enrich children's learning and promote their Roman Catholic faith.
- Work of the acting depute headteacher in improving how the school meets children's needs.
- Work of all staff in maintaining positive outcomes for children through the ethos and cultural life of the school during a period of considerable change.

However, they also identified four areas of improvement which were agreed with the school and Education Services. These were:

- Establish a new, ambitious vision for the school to ensure improvements in learning for all children.
- Develop a whole-school approach to taking account of Curriculum for Excellence.
- Through a new culture of self-evaluation, promote leadership for learning across the school.
- Ensure all staff contribute to their own professional development through access to professional review approaches.

The Action Plan on the next four pages is the school's action plan – developed in consultation with Education Services – to address these areas for improvement. Education Services will continue to work closely with the school to assist them to take these improvements forward.

Priority	Work with stakeholders to establish a new, ambitious vision for the school.	No.	1
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Impact on learners	Lead Staff	Timescale
<p>An ambitious and shared vision for the school ensures high expectations and improved learning for all learners. This will be achieved through:</p> <ul style="list-style-type: none"> • reviewing the vision, values and aims of the school • updating relevant policies to ensure they reflect the revised vision, values and aims of the school • working towards Level 1 accreditation of Rights Respecting Schools. 	Headteacher, staff, pupils, parents and partners	November 2011-April 2012
<p>Pupils benefit from all stakeholders working more effectively together to support their learning. This will be achieved through:</p> <ul style="list-style-type: none"> • working in collaboration with Community Education to provide appropriate information leaflets/workshops for parents • using feedback gained from last year's report cards to improve the quality of information given to parents about how well their children are learning • working with outside agencies to match the activities offered to the appropriate Curriculum for Excellence outcomes. 	Headteacher, staff, pupils, parents and partners	October 2011-June 2012

<p>Through improved communication systems, parents are able to provide better support with their children's learning. This will be achieved through:</p> <ul style="list-style-type: none"> • inviting parents to a <i>Meet the Teacher</i> evening in September, where teachers will deliver a short presentation to their own parents about Curriculum for Excellence and what their children will be learning in school this year • working alongside the Parent Council to establish systems for more effective communication with parents 	<p>Parent Council/headteacher, clerical staff</p>	<p>September 2011-May 2012</p>
<p>Evidence to measure impact Feedback from stakeholders, achieving Level 1 of Rights Respecting Schools</p> <p>Quality Indicators 5.7 Partnerships with learners and parents 8.1 Partnership with the community, educational establishments agencies and employers 9.1 Vision, Values and Aims</p>		

Priority	To improve children's learning experiences through a coherent approach to the implementation of A Curriculum for Excellence across the school.	No.	2
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Impact on learners	Lead Staff	Timescale
<p>In their learning, children experience challenge and enjoyment, breadth, progression, depth, personalisation and choice, coherence and relevance.</p> <p>This will be achieved through:</p> <ul style="list-style-type: none"> revising current plans for Maths encouraging staff to review their understanding/share good practice about active learning in Maths 	<p>Class teachers working in early, first and second level planning groups</p>	<p>October 2011-June 2013</p>
<p>Children benefit from informed decisions being made in relation to a whole school approach to delivering health and wellbeing.</p> <p>This will be achieved through:</p> <ul style="list-style-type: none"> developing a school plan for Health and Wellbeing which ensures continuity and progression across the school working with outside agencies to ensure that their involvement is recognised and included as part of a coherent plan for Health and Wellbeing. 	<p>Principal Teacher, Health Coordinator, RCC teacher, Active Schools Coordinator</p>	<p>September 2011-June 2012</p>
<p>Addressing the experiences and outcomes in a planned, systematic way leads to balanced and coherent learning experiences.</p> <p>This will be achieved through:</p> <ul style="list-style-type: none"> staff working collaboratively (including with the nursery) to agree a three year plan for delivering experiences and outcomes within each level staff improving their skills in providing inter-disciplinary learning 	<p>Class teachers working in early, first and second level planning groups</p>	<p>August 2011-June 2013</p>

<p>Children's understanding of and commitment to sustainable development is enhanced through 'Green Charter' activities. This will also provide opportunities for pupils to continue to develop the four capacities of Curriculum for Excellence.</p> <p>This will be achieved through:</p> <ul style="list-style-type: none"> • the Eco/Gardening group drawing up, implementing and monitoring the impact of their action plan • each class undertaking a mini topic to help children develop their knowledge and skills of Eco issues • achieving our First Green Flag for Eco Schools. 	<p>Principal Teacher, Eco/Gardening Development Group</p>	<p>September 2011-June 2013</p>
<p>Evidence to measure impact Teachers' plans; Teachers' evaluations; Learning visits; Samples of work; Discussions with children; Tracking meetings, Accreditation from Eco Schools Scotland</p> <p>Quality Indicators 2.1 Learners' experiences 5.1 The curriculum 5.3 Meeting learning needs</p>		

Priority	To promote leadership for learning across the school through improved self-evaluation, and to further promote a culture of collegiate working.	No.	3
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Impact on learners	Lead Staff	Timescale
<p>Children will have opportunities to actively contribute to the evaluation of the learning and teaching process.</p> <p>This will be achieved through:</p> <ul style="list-style-type: none"> • pupils reflecting on and evaluating their own progress in learning through a consistent approach to using learning logs • pupils working with the teacher to identify and record their next steps in learning • pupils recognising and recording their achievements in an agreed format 	All class teachers supported by DHT	September 2011-May 2012
<p>Pace and challenge for all learners (including more able learners) is evident through teacher and pupil self-evaluation and through in-house monitoring procedures.</p> <p>This will be achieved through:</p> <ul style="list-style-type: none"> • the introduction of a yearly self-evaluation calendar • reviewing our <i>More Able Learners</i> policy 	All class teachers supported by Principal Teacher	October 2011-June 2012

<p>Cluster Priority</p> <p>Through reflection on their teaching, moderation activities and sharing ideas with colleagues in other schools, good practice in Reading is disseminated and outcomes for learners improved.</p> <p>This will be achieved through:</p> <ul style="list-style-type: none"> • staff working with other schools in the cluster to identify "I can" statements/skills for early, first and second reading outcomes • staff working with other schools in the cluster to agree assessments for some of the early, first and second level reading outcomes • staff to undertake joint training across the cluster re Anne Neil reading challenges. 	<p>Cluster headteachers and all teachers</p>	<p>November 2011-May 2012</p>
<p>Evidence to measure impact</p> <p>Teachers' Forward Plan evaluations; Discussions with children; Learning visits; Feedback in jotters; Discussion with staff; Format agreed for Target Setting, Learning Logs and Records of Achievement</p> <p>Quality Indicators</p> <p>5.2 Teaching for effective learning 5.4 Assessment for learning 5.9 Improvement through self-evaluation</p> <p>9.4 Leadership of improvement and change</p>		

Priority	To recognise and develop the skills of all staff through professional review.	No.	4
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Impact on learners	Lead Staff	Timescale
<p>Through regular opportunities to reflect on their teaching and through the professional review process, staff development needs are addressed and outcomes for learners are improved.</p> <p>This will be achieved through:</p> <ul style="list-style-type: none"> • re-establishing professional review meetings for all staff which focus on their strengths, development needs and how these can be addressed • providing time and systems for staff to reflect individually and collectively on effective teaching and learning 	Headteacher and all staff	October 2011-June 2013
<p>Good practice among staff from within and outwith the school is disseminated, which results in improved learning experiences for all children.</p> <p>This will be achieved through:</p> <ul style="list-style-type: none"> • staff working collaboratively with other teachers within the cluster to share good practice in Reading • staff visiting other classes within the school to observe/share effective teaching and learning • staff visiting another local primary to observe good practice in teaching Maths 	Headteacher and all teachers	October 2011-May 2012

