
Report To:	Education & Lifelong Learning Committee	Date:	24 January 2012
Report By:	Corporate Director Education & Communities	Report No:	EDUC/01/12/AH
Contact Officer:	Albert Henderson	Contact No:	01475 712761
Subject:	HMIe report on St Francis' Primary School		

1.0 PURPOSE

- 1.1 The purpose of this report is to inform the Education & Lifelong Learning Committee of an Education Scotland external evaluation of St Francis' Primary School.

2.0 SUMMARY

- 2.1 St Francis' Primary School has received a good report from Education Scotland. Members should note that in the indicators of quality two aspects of the school were judged to be 'very good' and three aspects as 'good'. The report will be produced on 17 January 2012.
- 2.2 From August 2011, inspections are focused on the school's/centre's capacity to improve and answer the following questions. The use of the following quality indicators support evaluations on the school's/centre's work and provide information on how the school/centre can improve.

How well do young people learn and achieve?

- 1.1 Improvements in performance
- 2.1 Learners' experiences

How well does the school support young people to develop and learn?

- 5.1 Curriculum
- 5.3 Meeting learning needs

How well does the school improve the quality of its work?

- 5.9 Improvement through self-evaluation

- 2.3 The new inspection process provides parents with the report in letter format. The letter:
- directly answers the three key questions;
 - provides strengths and aspects for development; and
 - provides an overall statement about the quality of provision.

The letter will normally be published on the Education Scotland website within eight working weeks after the end of the inspection. It will include a link to other evidence from the inspection such as pre-questionnaire findings, attainment information and Education Scotland's evaluations of the five quality indicators. Schools will also be sent a small number of paper copies of the letter and evaluations for those parents who do not have online access.

3.0 RECOMMENDATION

- 3.1 It is recommended that the Education & Lifelong Learning Committee approve the report on St Francis' Primary School.

Albert Henderson
Corporate Director Education & Communities

4.0 BACKGROUND

4.1 St Francis' Primary School was inspected by Education Scotland in November 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 Education Scotland 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 will be published on 17 January 2012. It has been issued to staff, parents, local elected members and the Convener and Vice-Convener for Education & Lifelong Learning.

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

4.5 In assessing the indicators of quality, Education Scotland found two aspects of the school as 'very good' and three aspects as 'good'.

4.6 The report lists five particular strengths of the school:

- Polite, well-behaved children who are very keen to learn
- Support given by all staff to help children in their learning
- Enrichment of the school community by embedding school values in the daily life of the school
- Teamwork of staff in working together to improve children's learning experiences
- Strong and effective leadership of school improvement by the headteacher

4.7 The reports lists two areas for improvement:

- Make learning more individually challenging to help children achieve even more
- Ensure that self-evaluation is more focused on learning and achievement and involve staff more in evaluating the work of the school

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17 January 2012

Dear Parent/Carer

**St Francis Primary School
Inverclyde Council**

Recently, as you may know, my colleagues and I visited and inspected your child's school. Throughout our visit, we talked to many parents and children and we worked closely with the headteacher and staff. We wanted to find out how well children were learning and achieving and how well the school supported children to do their best. The headteacher shared with us the school's successes and priorities for improvement. We looked at some particular aspects of the school's recent work, including improving children's writing, progress with Curriculum for Excellence and how staff are measuring children's progress. As a result, we were able to find out how good the school was at improving children's education. I would now like to tell you what we found.

How well do children learn and achieve?

We found that children are learning and achieving well. Overall, your children have a very positive learning experience. Children are enthusiastic about their learning and they are keen to do well. They enjoy being at school and are motivated by their learning experiences. Displays of work in classrooms and around the school contribute to the very positive learning environment. Children work well independently and in pairs and groups. Children are very good at organising themselves and this is reflected in the cooperative way that they work in the classroom. Teachers have made a start to helping children evaluate their work. They now need to provide better and more focused feedback to help children improve their work even further. Your children take great pride in sharing their achievements. They regularly achieve success in a number of local competitions including cross country running and the Greenock Music Festival. They are developing a number of useful life skills and confidence through regular enterprising activities. For example, children manufacture and produce an annual calendar, organise and prepare crafts for the school's Christmas Fayre and compile an annual section for the local newspaper about their achievements. This helps to keep parents and the wider community well informed about their successes across the school year. Your children take on a number of responsibilities within the school, including acting as 'buddies' and by serving on the Eco committee and pupil council. All children are actively promoting the school's values in the daily life of the school and they have recently started work towards becoming a 'Rights Respecting School'.

Most children listen very well to one another during group discussions and partner work. They explain their views very confidently and express their opinions well. In reading, children can demonstrate well their understanding of what they have read. They engage with a range

¹ This is a service for deaf users. Please do not use this number for voice calls as this will not connect.

of texts and can make some choices about what they want to read. Staff should, as they have planned, review reading texts for those children who require greater challenge. Children are writing well for a variety of purposes. Their writing is improving due to the new approaches the school is using. Teachers now need to ensure that regular weekly writing times are operated in all classes and that they make more effective use of assessment to help children improve even more. Most children are making good progress in all aspects of mathematics. They demonstrate good skills in written and mental calculation. Very effective use is made of information and communications technology (ICT) to collect, analyse and display information. Children are developing very good skills in the use of ICT to support their learning. This includes the use of 'Flip' cameras to record presentations of their work. Children are developing their understanding of healthy lifestyles through their annual 'Health Week', their 'World of Work' week and through regular physical education and residential activities.

How well does the school support children to develop and learn?

Staff know your children and their families very well and they provide a high level of support and encouragement. Almost all children engage well in their learning activities. Tasks are set at an appropriate level in most cases although some need to be more challenging for individual children. The recent introduction of the nurture groups is having a positive effect on children. The skilled team of additional support assistants and classroom assistants provides very well-targeted support within the classroom. There is a calm, purposeful atmosphere across the school. Children are happy and settled and have very positive relationships with staff. Rules and routines are well established. School staff meet the care and welfare needs of your children very well. The school has strong partnerships with parents, cluster schools and the local parish. There is a strong faith community within the school which promotes the gospel values very well. The school promotes concern for others and your children support a wide range of charities including their link school in Africa. Across the school, lessons are well organised and well planned. Teachers are sharing the purpose of lessons with your children. They have made a positive start to setting targets for literacy, numeracy and for some personal targets. Staff should continue to further develop this target setting process. Staff have made a good start to planning for Curriculum for Excellence. They are making appropriate use of the experiences and outcomes across all curricular areas. The school makes good use of external visits and a range of visitors to enhance aspects of the curriculum. For example, the parish priest shared his experience of his recent visit to Africa to supplement children's topic work. Staff have made a good start to developing literacy across the curriculum. They now need to develop numeracy more across the curriculum and in real life contexts. P7 children benefit greatly from the extended transition programme to St Stephen's High School. They attend for 12 afternoon sessions and this helps them build relationships with other children and familiarise themselves with the school and staff.

How well does the school improve the quality of its work?

We are confident that the school can continue to improve the quality of its work. The headteacher is strongly committed to improving the work of the school and uses effective systems to monitor and evaluate its work. She has driven forward a number of improvements to learners' experiences. The deputy headteacher provides good support to staff and is taking the lead in managing support to children and in leading enterprise activities. The headteacher has encouraged greater collegiality amongst staff, all of whom are helping to deliver the improvement priorities. Staff contribute to working parties and work with cluster schools to ensure improvement. Staff are becoming more involved in evaluating the work of the school. They should now share the most effective practice more regularly. This will help to ensure a consistent approach across the school. The school is well placed to continue its improvement.

This inspection of your school found the following key strengths.

- Polite, well-behaved children who are very keen to learn.
- Support given by all staff to help children in their learning.
- Enrichment of the school community by embedding school values in the daily life of the school.
- Teamwork of staff in working together to improve children's learning experiences.
- Strong and effective leadership of school improvement by the headteacher.

We discussed with staff and the education authority how they might continue to improve the school. This is what we agreed with them.

- Make learning more individually challenging to help children achieve even more.
- Ensure that self-evaluation is more focused on learning and achievement and involve staff more in evaluating the work of the school.

What happens at the end of the inspection?

We are satisfied with the overall quality of provision. We are confident that the school's self-evaluation processes are leading to improvements. As a result, we will make no further visits in connection with this inspection. The local authority will inform parents about the school's progress as part of the authority's arrangements for reporting to parents on the quality of its schools.

Isabel Robb
HM Inspector

Additional inspection evidence, such as details of the quality indicator evaluations, for your school can be found on the Education Scotland website at <http://www.hmie.gov.uk/ViewEstablishment.aspx?id=7191&type=2>.

Please contact us if you want to know how to get the report in a different format, for example, in a translation. You can contact us at enquiries@educationscotland.gsi.gov.uk or write to us at BMCT, Education Scotland, Denholm House, Almondvale Business Park, Almondvale Way, Livingston EH54 6GA.

If you want to give us feedback or make a complaint about our work, please contact 01506 600200, or write to us at the above address or e-mail: feedback@educationscotland.gsi.gov.uk.

Quality indicators help schools, education authorities and inspectors to judge what is good and what needs to be improved in the work of the school. You can find these quality indicators in the publication *How good is our school?*².

Here are the evaluations for St Francis Primary School

Learners' experiences	very good
Improvements in performance	good
Meeting learning needs	very good

We also evaluated the following aspects of the work of the school.

The curriculum	good
Improvement through self-evaluation	good

A copy of the full letter is available on the Education Scotland website www.educationscotland.gov.uk or by clicking this link

<http://www.hmie.gov.uk/ViewEstablishment.aspx?id=7191&type=2>

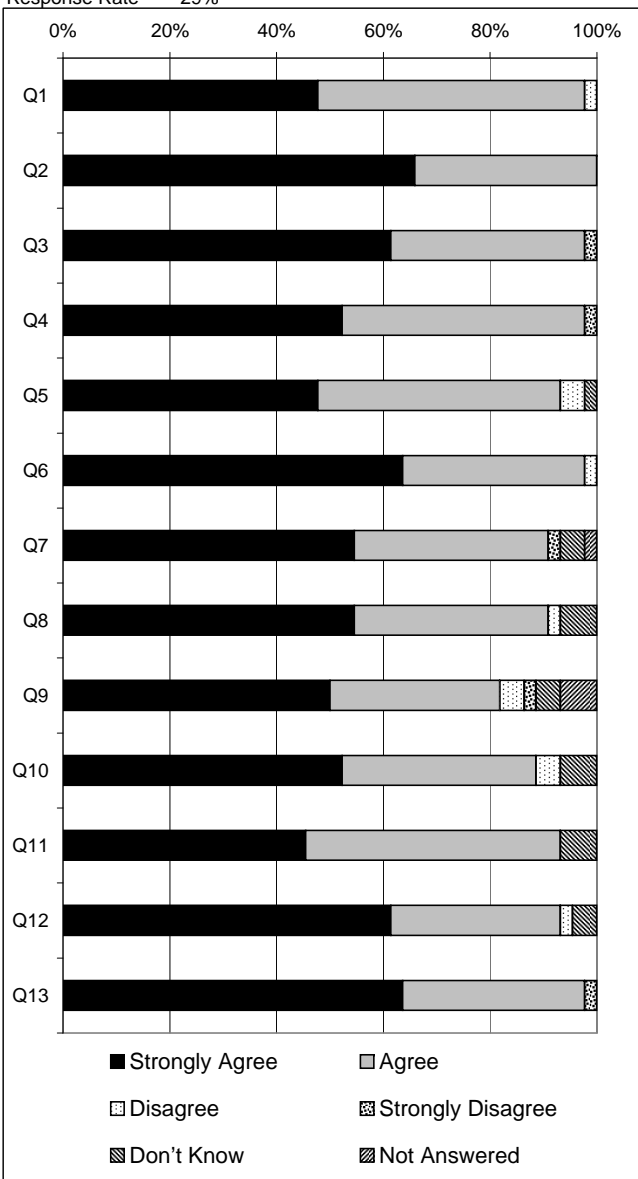
¹ This is a service for deaf users. Please do not use this number for voice calls as this will not connect.

² *How good is our school? The Journey to Excellence: part 3*, HM Inspectorate of Education, 2003, <http://www.hmie.gov.uk/Publications.aspx>.

A sample of parents, children and young people, and all members of staff were invited to give their views of the school using a pre-inspection questionnaire. Their views informed the inspection process, including the nature of discussions in a number of meetings. Strengths and issues identified were explored by the inspection team, and the findings are included in the inspection report. The following information gives the statistical detail from those that returned questionnaires.

Parent Questionnaire Summary

Centre Name St Francis' Primary School
 SEED Number 8643822
 Quest. Issued 150
 Quest. Input 44
 Response Rate 29%

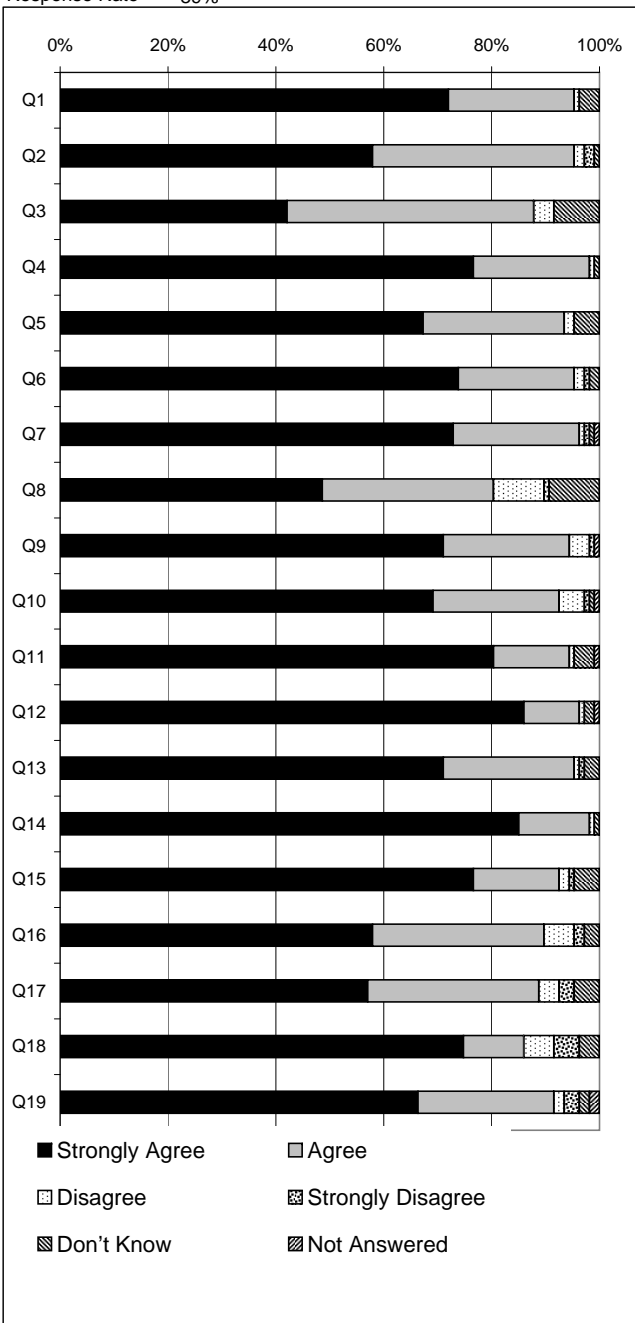


		Percentage %							
		Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Not Answered	Strongly Agree & Agree	Disagree & Strongly Disagree
Q1	The school helps my child to be more confident.	48%	50%	2%	0%	0%	0%	98%	2%
Q2	My child enjoys learning at school.	66%	34%	0%	0%	0%	0%	100%	0%
Q3	My child's learning is progressing well.	61%	36%	0%	2%	0%	0%	98%	2%
Q4	My child is encouraged and stretched to work to the best of their ability.	52%	45%	0%	2%	0%	0%	98%	2%
Q5	The school keeps me well informed about my child's progress.	48%	45%	5%	0%	2%	0%	93%	5%
Q6	My child feels safe at school.	64%	34%	2%	0%	0%	0%	98%	2%
Q7	My child is treated fairly at school.	55%	36%	0%	2%	5%	2%	91%	2%
Q8	I feel staff really know my child as an individual and support them well.	55%	36%	2%	0%	7%	0%	91%	2%
Q9	My child benefits from school clubs and activities provided outside the classroom.	50%	32%	5%	2%	5%	7%	82%	7%
Q10	The school asks for my views.	52%	36%	5%	0%	7%	0%	89%	5%
Q11	The school takes my views into account.	45%	48%	0%	0%	7%	0%	93%	0%
Q12	The school is well led.	61%	32%	2%	0%	5%	0%	93%	2%
Q13	Overall, I am happy with the school.	64%	34%	0%	2%	0%	0%	98%	2%

Note: Will not always sum to 100% due to rounding

Pupil Questionnaire Summary

Centre Name St Francis' Primary School
 SEED Number 8643822
 Quest. Issued 120
 Quest. Input 107
 Response Rate 89%

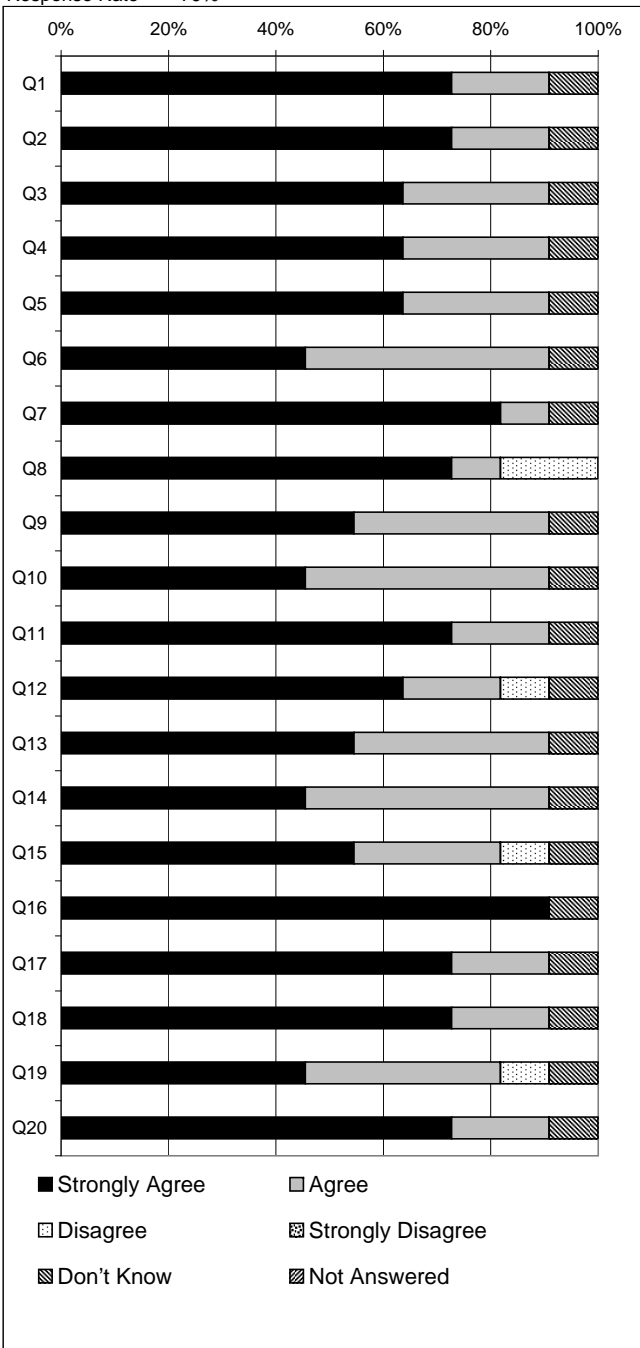


		Percentage %							
		Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Not Answered	Strongly Agree & Agree	Disagree & Strongly Disagree
Q1	The school is helping me to become more confident.	72%	23%	1%	0%	4%	0%	95%	1%
Q2	I enjoy learning at school.	58%	37%	2%	2%	1%	0%	95%	4%
Q3	I am getting along well with my school work.	42%	46%	4%	0%	8%	0%	88%	4%
Q4	Staff encourage me to do the best I can.	77%	21%	1%	0%	1%	0%	98%	1%
Q5	Staff talk to me regularly about how to improve my learning.	67%	26%	2%	0%	5%	0%	93%	2%
Q6	I get help when I need it.	74%	21%	2%	1%	2%	0%	95%	3%
Q7	Staff listen to me and pay attention to what I say.	73%	23%	1%	1%	1%	1%	96%	2%
Q8	I have a say in making the way we learn in school better.	49%	32%	9%	1%	9%	0%	80%	10%
Q9	Staff expect me to take responsibility for my own work in class.	71%	23%	4%	1%	0%	1%	94%	5%
Q10	Staff and pupils treat me fairly and with respect.	69%	23%	5%	1%	1%	1%	93%	6%
Q11	I feel safe and cared for in school.	80%	14%	1%	0%	4%	1%	94%	1%
Q12	I have adults in school I can speak to if I am upset or worried about something.	86%	10%	1%	0%	2%	1%	96%	1%
Q13	I find it easy to talk to staff and they set a good example.	71%	24%	1%	1%	3%	0%	95%	2%
Q14	Staff make sure that pupils behave well.	85%	13%	1%	0%	1%	0%	98%	1%
Q15	Staff are good at dealing with bullying behaviour.	77%	16%	2%	1%	5%	0%	93%	3%
Q16	The pupil council is good at getting improvements made in the school.	58%	32%	6%	2%	3%	0%	90%	7%
Q17	The school encourages me to make healthy-food choices.	57%	32%	4%	3%	5%	0%	89%	7%
Q18	I take part in out-of-class activities and school clubs.	75%	11%	6%	5%	4%	0%	86%	10%
Q19	I know what out-of-school activities and youth groups are available in my local area.	66%	25%	2%	3%	2%	2%	92%	5%

Note: Will not always sum to 100% due to rounding

Teacher Questionnaire Summary

Centre Name St Francis' Primary School
 SEED Number 8643822
 Quest. Issued 14
 Quest. Input 11
 Response Rate 79%



		Percentage %							
		Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Not Answered	Strongly Agree & Agree	Disagree & Strongly Disagree
Q1	Staff regularly discuss how to improve achievement for all pupils at both stage and whole-school level.	73%	18%	0%	0%	9%	0%	91%	0%
Q2	All pupils are given activities which meet their learning needs.	73%	18%	0%	0%	9%	0%	91%	0%
Q3	Pupils are involved in setting learning targets.	64%	27%	0%	0%	9%	0%	91%	0%
Q4	Pupils are provided with regular feedback on what they need to do to improve.	64%	27%	0%	0%	9%	0%	91%	0%
Q5	Pupils are provided with opportunities to evaluate their own work and that of others.	64%	27%	0%	0%	9%	0%	91%	0%
Q6	Staff regularly ask for pupils' views on how their learning experiences could be improved.	45%	45%	0%	0%	9%	0%	91%	0%
Q7	Pupils take an active part in their learning.	82%	9%	0%	0%	9%	0%	91%	0%
Q8	Staff treat all pupils equally.	73%	9%	18%	0%	0%	0%	82%	18%
Q9	Staff and pupils respect each other.	55%	36%	0%	0%	9%	0%	91%	0%
Q10	The pupils are well behaved.	45%	45%	0%	0%	9%	0%	91%	0%
Q11	Support for pupils with additional support needs is effective.	73%	18%	0%	0%	9%	0%	91%	0%
Q12	Parents are fully involved in the school and their children's learning.	64%	18%	9%	0%	9%	0%	82%	9%
Q13	I have been actively involved in developing the school's vision and values.	55%	36%	0%	0%	9%	0%	91%	0%
Q14	I am actively involved in setting priorities to improve the school.	45%	45%	0%	0%	9%	0%	91%	0%
Q15	I have regular opportunities to help shape the curriculum by having staff discussions and working groups.	55%	27%	9%	0%	9%	0%	82%	9%
Q16	I am aware of the school's procedures for protecting children.	91%	0%	0%	0%	9%	0%	91%	0%
Q17	Leadership at all levels is effective.	73%	18%	0%	0%	9%	0%	91%	0%
Q18	Staff communicate effectively with each other.	73%	18%	0%	0%	9%	0%	91%	0%
Q19	I have good opportunities to take part in continuing professional development.	45%	36%	9%	0%	9%	0%	82%	9%
Q20	Staff across the school share good practice.	73%	18%	0%	0%	9%	0%	91%	0%

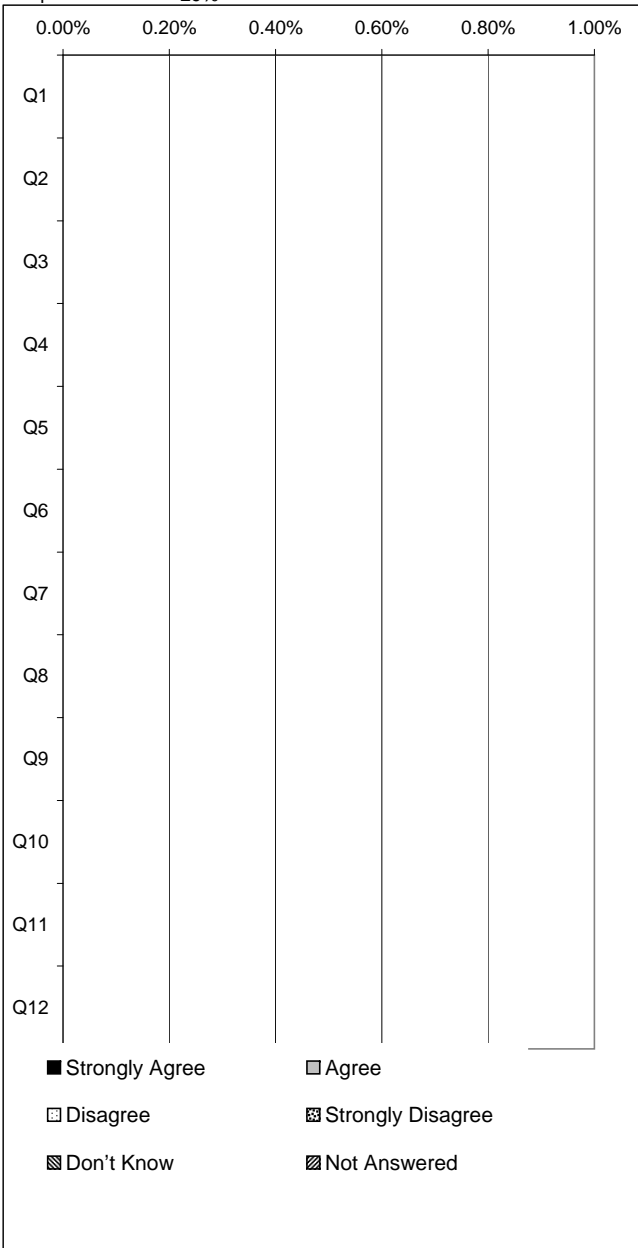
Note: Will not always sum to 100% due to rounding

DISCLOSURE CONTROL APPLIED

Non-Teaching Questionnaire Summary

Centre Name St Francis' Primary School
 SEED Number 8643822
 Quest. Issued 14
 Quest. Input 4
 Response Rate 29%

Fewer than 10 responses received therefore the data has not been published.



		Percentage %							
		Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Not Answered	Strongly Agree & Agree	Disagree & Strongly Disagree
Q1	I have access to the information I need to carry out my work.	0%	0%	0%	0%	0%	0%	0%	0%
Q2	All staff and pupils respect each other.	0%	0%	0%	0%	0%	0%	0%	0%
Q3	Pupils are well behaved.	0%	0%	0%	0%	0%	0%	0%	0%
Q4	I am involved in staff discussions about how to achieve school priorities.	0%	0%	0%	0%	0%	0%	0%	0%
Q5	I have good opportunities to be involved in making decisions.	0%	0%	0%	0%	0%	0%	0%	0%
Q6	Staff communicate effectively with each other.	0%	0%	0%	0%	0%	0%	0%	0%
Q7	Staff treat all pupils equally.	0%	0%	0%	0%	0%	0%	0%	0%
Q8	Support for pupils with additional support needs is effective.	0%	0%	0%	0%	0%	0%	0%	0%
Q9	Parents are fully involved in the school and their children's learning.	0%	0%	0%	0%	0%	0%	0%	0%
Q10	I am aware of the school's procedures for protecting children.	0%	0%	0%	0%	0%	0%	0%	0%
Q11	Leadership at all levels is effective.	0%	0%	0%	0%	0%	0%	0%	0%
Q12	I have good opportunities to take part in training activities.	0%	0%	0%	0%	0%	0%	0%	0%

Note: Will not always sum to 100% due to rounding