

<b>Report To:</b>	<b>Education &amp; Communities Committee</b>	<b>Date:</b>	<b>11 March 2014</b>
<b>Report By:</b>	<b>Corporate Director Education, Communities and Organisational Development</b>	<b>Report No:</b>	<b>EDUCOM/26/14/AH</b>
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<b>Subject:</b>	<b>Education Scotland and Care Inspectorate Report on Kilmacolm Primary School &amp; Nursery Class</b>		

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## **1.0 PURPOSE**

- 1.1 The purpose of this report is to inform the Education & Communities Committee of an Education Scotland and Care Inspectorate external evaluation of Kilmacolm Primary School and Nursery Class.

## **2.0 SUMMARY**

- 2.1 Kilmacolm Primary School and Nursery Class has received a good report from Education Scotland and the Care Inspectorate. Members should note that in the indicators of quality five aspects of the school and nursery were judged to be 'very good', two aspects as 'good', three aspects as 'satisfactory', one aspect as 'adequate' and one aspect as 'weak'. The report was produced on 14 January 2014.

## **3.0 RECOMMENDATION**

- 3.1 It is recommended that the Education & Communities Committee approve the report on Kilmacolm Primary School and Nursery Class.

**Albert Henderson**  
**Corporate Director Education, Communities & Organisational Development**

## 4.0 BACKGROUND

4.1 Kilmacolm Primary School and Nursery Class was inspected by Education Scotland and the Care Inspectorate in November 2013. The inspection covered key aspects of the work of the school and nursery 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 and the Care Inspectorate 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, 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 14 January 2014. It has been issued to staff, parents, local elected members and the Convener and Vice-Conveners for Education & Communities.

4.4 Kilmacolm Primary School and Nursery Class is inspected under the evaluation frameworks "How Good Is Our School?" and "Child at the Centre".

4.5 In assessing the indicators of quality, Education Scotland and the Care Inspectorate found five aspects of the school and nursery to be 'very good', two aspects as 'good', three aspects as 'satisfactory', one aspect as 'adequate' and one aspect as 'weak'.

4.6 The report lists four particular strengths of the school:

- The strong strategic leadership of the headteacher which is successfully driving continuous improvement
- Articulate, highly-motivated children who are learning very well and contributing to the life of their school and nursery
- The school's strong community links including the contribution made by volunteers
- Strong teamwork and sharing of best practice which is helping to ensure high quality experiences for children across primary classes.

4.7 The reports lists two areas for improvement:

- Continue to develop curriculum as planned
- Ensure activities in the nursery provide appropriate levels of challenge to meet the needs of all children and help them make progress

14 January 2014

Dear Parent/Carer

**Kilmacolm Primary School and Nursery Class  
Inverclyde Council**

Recently, as you may know, my colleagues and I inspected your child's school. During our visit, we talked to parents and children and worked closely with the headteacher and staff. We wanted to find out how well children are learning and achieving and how well the school supports 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 the school's work to promote equality, diversity and inclusion, the school's progress with the implementation of Getting it Right for Every Child (*GIRFEC*) and the school's approaches to outdoor learning. As a result, we were able to find out how good the school is at improving children's education.

**How well do children learn and achieve?**

Children's learning and achievement in Kilmacolm Primary School are of a high quality. Children are proud of their school and enthusiastic about their learning. In the primary stages, they have regular opportunities to develop their skills for learning, life and work through, for example, visits to local businesses and country parks. Visiting specialists are contributing very well to children's rich learning experiences by providing tuition in a wide range of areas including street dance, boxercise, rugby and music. Children's learning is enhanced through strong community links and a wide range of outdoor activities and experiences beyond the classroom. Children successfully participate in a range of artistic, cultural and sporting events and competitions. They have a sound understanding of their role as global citizens. They participate responsibly in the life of their community, for example, by visiting the local war memorial around Remembrance Day. Children enjoy being in nursery. They play well together both indoors and outside in the very attractive garden, learning to share and take turns. Most children talk to adults and each other with increasing confidence. This should be encouraged further so that children learn to talk more about what they are learning and are helped to make decisions about what they learn next. Most children in the nursery are making satisfactory progress in developing early literacy and numeracy skills. They now need help to develop these skills more thoroughly through different activities. We have asked staff to provide children in the nursery with richer and more challenging contexts in which they can explore, investigate and develop their problem-solving skills through play.

The school has established a vibrant and purposeful learning environment and most children are making very good progress in their learning. Children make very effective use of information and communications technology across all stages and all areas of the curriculum. They speak knowledgeably about keeping safe when using the Internet. At the early stages, children are quickly developing their phonic skills and are confidently using them to read unfamiliar words and phrases. They proactively use interactive whiteboards to deepen their learning of language and increase their vocabulary. At the upper stages, children speak persuasively during discussions. They can express and justify their opinions very well and are highly aware of the difference between fact and opinion. Most children read widely for pleasure and have sound knowledge about authors' different styles and how the use of language can influence the reader. Children are aware of the importance of Scots language and are able to use some frequently-used words and expressions. Children in P7 have written well-researched poems about The Blitz as part of their study of the Second World War. Children enjoy their work in mathematics and numeracy and apply their mathematical skills very appropriately in a wide range of real-life situations. For example, children in P5 are able to use fractions to write recipes to help them prepare healthy snacks. Children in P7 are confident in carrying out calculations using percentages and in applying a range of strategies to solve mathematical problems. Staff in the nursery are kind and caring. They interact positively with children during their play. Key workers take account of children's interests when planning learning. Children enjoy a wide range of activities but, for some children, activities do not provide enough challenge. Staff need to make better use of the information they gather from observing children at play to plan activities which inspire children and sustain their interest.

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

The school has a very welcoming and inclusive ethos and it promotes equality and diversity very successfully. Children are polite and helpful and willingly support each other's learning. Staff support children in a way that is sensitive to their individual learning and pastoral needs. In most lessons, tasks activities and resources are very well matched to children's needs. Teachers are skilled at presenting challenging tasks to higher-achieving children to help them to broaden and deepen their learning. Teachers provide appropriate targeted support to children with identified additional support needs. Children are supported very well to develop their understanding of wellbeing through carefully-planned work on feeling safe and becoming resilient.

The school has managed curriculum change and innovation very well at the primary stages. It has developed its curriculum in line with its vision and aims, and takes good account of Curriculum for Excellence guidance. There is an appropriate focus on literacy, numeracy and health and wellbeing, and staff are increasingly planning activities which help children to link their learning across different curriculum areas. Staff work very well together to share good practice and they are building their expertise in assessing children's progress across the curriculum. They are skilled at setting appropriate learning targets for children. High-quality events are helping the school to raise children's awareness of important issues. For example, children learn about gender equality during *World of Work Week*, and *Diversity Week* helps children deepen their understanding of racial inequalities and sectarianism. Staff work very well with Port Glasgow High School to plan relevant and enjoyable experiences in modern languages, physical education and science which are helping to ensure

children can build on their learning when they move on to secondary school. The school should continue to develop its approaches to tracking children's progress. This will ensure they achieve as highly as possible. We have asked staff in the nursery to identify a broader range of opportunities for children to apply their literacy and numeracy skills.

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

The headteacher leads the school very well. Her clear vision for the school is helping to drive forward important improvements. She supports staff very well and provides highly appropriate professional challenge. The school has well-established and very effective arrangements for monitoring the quality of its work which focus clearly on improving children's learning and achievements. School improvement planning has been successful in securing improvements in children's progress through very effective use of performance data as well as taking account of the views of children and parents. Almost all teachers reflect carefully on their work to identify what is working well and aspects for improvement. Professional learning opportunities for teachers are very well-matched to the school's improvement priorities and are helping to improve approaches to learning and teaching. The school recognises the need to ensure that quality assurance of the nursery class leads to improvements for children.

This inspection found the following key strengths.

- The strong strategic leadership of the headteacher which is successfully driving continuous improvement.
- Articulate, highly-motivated children who are learning very well and contributing to the life of their school and nursery.
- The school's strong community links including the contribution made by volunteers.
- Strong teamwork and sharing of best practice which is helping to ensure high-quality experiences for children across primary classes.

We discussed with staff and Inverclyde Council how they might continue to improve the school and nursery class. This is what we agreed with them.

- Continue to develop the curriculum as planned.
- Ensure activities in the nursery provide appropriate levels of challenge to meet the needs of all children and help them make progress.

### **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. As part of its arrangements for reporting to parents on the quality of education, Inverclyde Council will inform parents about the school's progress.

Clare Lamont  
HM Inspector

Additional inspection evidence, such as details of the quality indicator evaluations and national care standards gradings, for your school can be found on the Education Scotland website at

<http://www.educationscotland.gov.uk/inspectionandreview/reports/school/primsec/KilmacolmPrimarySchoolInverclyde.asp>

If you would like to receive this letter in a different format, for example, in a translation please contact the administration team on the above telephone number.

If you want to give us feedback or make a complaint about our work, please contact us by telephone on 0141 282 5000, or e-mail: [complaints@educationscotland.gsi.gov.uk](mailto:complaints@educationscotland.gsi.gov.uk) or write to us addressing your letter to the Complaints Manager, Denholm House, Almondvale Business Park, Livingston EH54 6GA.

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?*<sup>1</sup>. Quality indicators for the nursery class can be found in the publication *Child at the Centre*<sup>2</sup>. Following the inspection of each school, the Scottish Government gathers evaluations of three important quality indicators to keep track of how well all Scottish schools are doing.

The Care Inspectorate publishes quality grades to inform people and the Scottish Government about the quality of care services. Awarding grades at inspections is aimed at encouraging providers to identify and address areas for improvement. The Care Inspectorate also uses the grades to ensure its inspection activity is targeted and proportionate. The grades at inspection are awarded against four quality themes, details of which can be found on the Care Inspectorate website.

Here are Education Scotland's evaluations for Kilmacolm Primary School.

<b>Improvements in performance</b>	<b>very good</b>
<b>Learners' experiences</b>	<b>very good</b>
<b>Meeting learning needs</b>	<b>very good</b>

Nursery class

<b>Improvements in performance</b>	<b>satisfactory</b>
<b>Children's experiences</b>	<b>satisfactory</b>
<b>Meeting learning needs</b>	<b>satisfactory</b>

We also evaluated the following aspects of the work of the school and nursery class.

<b>The curriculum</b>	<b>good</b>
<b>Improvement through self-evaluation</b>	<b>very good</b>

Here are the Care Inspectorate's gradings.

<b>Quality of care and support</b>	<b>weak</b>
<b>Quality of environment</b>	<b>very good</b>
<b>Quality of staffing</b>	<b>good</b>
<b>Quality of management and leadership</b>	<b>adequate</b>

At the last inspection that was conducted by the Care Inspectorate, there were no recommendations and no requirements.

<sup>1</sup> *How good is our school? The Journey to Excellence: part 3*, HM Inspectorate of Education, 2007, [http://www.educationscotland.gov.uk/Images/HowgoodisourschoolJtEpart3\\_tcm4-684258.pdf](http://www.educationscotland.gov.uk/Images/HowgoodisourschoolJtEpart3_tcm4-684258.pdf)

<sup>2</sup> *The Child at the Centre (2), Self-Evaluation in the early years*, HM Inspectorate of Education, 2007, [http://www.educationscotland.gov.uk/inspectionandreview/Images/catcseey\\_tcm4-712692.pdf](http://www.educationscotland.gov.uk/inspectionandreview/Images/catcseey_tcm4-712692.pdf).

Please note that the term "adequate" in these documents has been replaced with "satisfactory".

## Requirement

1. The service should ensure there is clear policy and guidelines on the use, storage and administration of medication. The service must ensure that written consent is given by parents and carers for the use of medication provided by them. This is in order to comply with The Social Care and Social Work Improvement (Requirements for Care Services) Regulations 2011 (SSI 2011/210), regulation 5 (1)(2). Timescale: *immediately*.

## Recommendations

1. The service provider should strengthen its system for consulting parents and children on all aspects of nursery life. National Care Standards Early Education and Childcare up to the age of 16: Standard 7 - A Caring Environment.
2. The service should continue to develop children's learning stories to ensure that they clearly demonstrate children's progression in learning. National Care Standards Early Education and Childcare up to the age of 16: Standard 4.4 Engaging with Children.
3. The service should ensure all required information is available in the complaints procedure. National Care Standards Early Education and Childcare up to the age of 16: Standard 14.2 - A Well Managed Service.
4. The service must ensure accidents and incidents are appropriately recorded in a way that maintains confidentiality for parents and children. They must ensure all accidents and incidents are signed by parents. There should be a clear process for recording incidents and actions taken to address issues. National Care Standards Early Education and Childcare up to the age of 16: Standard 2 A Safe Environment.
5. Consideration should be given to areas for improvement identified throughout this report when planning training. National Care Standards 12.2 Confidence in staff Early Education and Childcare up to the age of 16.
6. The service provider should introduce a more effective programme for quality assurance within the service, which involves children, parents, staff and stakeholders and takes account of relevant legislation and best practice guidance. National Care Standards early education and childcare up to the age of 16 - Standard 13: Improving the service

A notification from the Care Inspectorate will be sent to the Provider to complete and action a plan to address the Requirements and Recommendations made as a result of this inspection.

A copy of the full letter is available on the Education Scotland and Care Inspectorate websites at

<http://www.educationscotland.gov.uk/inspectionandreview/reports/school/primsec/KilmacolmPrimarySchoolInverclyde.asp> and

[http://www.scswis.com/index.php?option=com\\_content&view=article&id=7644&Itemid=489](http://www.scswis.com/index.php?option=com_content&view=article&id=7644&Itemid=489)