
Report To:	Education & Communities Committee	Date:	04 November 2014
Report By:	Corporate Director Education, Communities and Organisational Development	Report No:	EDUCOM/77/14//PC
Contact Officer:	Patricia Cassidy	Contact No:	01475 712761
Subject:	Education Scotland report on St Patrick's Primary School		

1.0 PURPOSE

- 1.1 The purpose of this report is to inform the Education & Communities Committee of an Education Scotland external evaluation of St Patrick's Primary School.

2.0 SUMMARY

- 2.1 St Patrick's Primary School has received a good report from Education Scotland. Members should note that in the indicators of quality five aspects of the school were judged to be 'good'. The report was produced on 23 September 2014.

3.0 RECOMMENDATION

- 3.1 It is recommended that the Education & Communities Committee approve the report on St Patrick's Primary School.

Patricia Cassidy
Corporate Director
Education, Communities & Organisational Development

4.0 BACKGROUND

4.1 St Patrick's Primary School was inspected by Education Scotland in June 2014. 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 was published on 23 September 2014. It has been issued to staff, parents, local elected members and the Convener and Vice-Conveners for Education & Communities.

4.4 St Patrick's 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 five aspects of the school as 'good'.

4.6 The report lists four particular strengths of the school:

- Confident, well-behaved and respectful children
- The quality of partnership-working and the involvement of parents in the life of the school
- The development of children's literacy across the curriculum
- The leadership of the headteacher in establishing a strong ethos with high-quality pastoral care for children

4.7 The reports lists three areas for improvement:

- Continue to work to ensure that all children are sufficiently supported and challenged in their learning
- Continue to develop the curriculum to ensure that children can make suitable progression in all aspects of learning
- Continue to develop effective approaches to assessing and tracking children's learning, supporting them to understand their own progress and achievements

5.0 IMPLICATIONS

Finance

5.1

Financial Implications:

One off Costs

Cost Centre	Budget Heading	Budget Years	Proposed Spend this Report £000	Virement From	Other Comments
N/A					

Annually Recurring Costs/ (Savings)

Cost Centre	Budget Heading	With Effect from	Annual Net Impact £000	Virement From (if Applicable)	Other Comments
N/A					

Legal

5.2 N/A

Human Resources

5.3 N/A

Equalities

5.4 Has an Equality Impact Assessment been carried out?

Yes See attached appendix

No This report does not introduce a new policy, function or strategy or recommend a change to an existing policy, function or strategy. Therefore, no Equality Impact Assessment is required.

Repopulation

5.5 N/A

6.0 CONSULTATIONS

6.1 N/A

7.0 BACKGROUND PAPERS

7.1 Inspection Report
Additional Evidence

23 September 2014

Dear Parent/Carer

**St Patrick's Primary School
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 involvement of parents and other partners, and the impact of the *Reciprocal Teaching Project* on children's reading. 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?

Across the school, there is a welcoming, nurturing and inclusive ethos in which children learn and achieve well. Children are polite, respectful and support each other well in line with Catholic values. They are skilled at working together in groups as a result of the school's consistent and well-developed approaches to co-operative learning. They listen well to each other and respect the opinions of others. Teachers help children by making it clear what they are expected to learn from individual lessons. Some teachers then use this approach well to discuss with children whether learning has been successful. This good practice is not yet consistently used across the school. In English language, children are given high-quality feedback and use this successfully to set meaningful learning targets for improvement. We have asked teachers to extend this approach to other areas of the curriculum so that children can have a clear picture of their strengths, areas for development and how they are going to improve.

Children are developing independence, resilience and personal and social skills through participating in a variety of activities such as clubs, trips, shows or events such as the Commonwealth Games Day. Many are developing leadership skills through serving on the pupil council, eco group, as paired readers or through achieving a Youth Leader's Award. Across the school, most children are making good progress in English language, with some making very good progress. They can write at length and for a variety of purposes. Almost all listen well and most speak confidently. Children's reading skills have improved as a result of *Reciprocal Teaching* approaches, changes made to novel studies and the use of online reading resources. In mathematics and numeracy, children across the school can carry out mental

calculations quickly and accurately in line with their age and stage. They can use a range of strategies to solve mathematical problems. Children would benefit from further opportunities to apply their learning in real-life contexts. In the sciences, children are developing their investigative skills and applying them through designing and carrying out experiments. Across the school, children understand what constitutes a healthy lifestyle. They are developing their understanding about the needs of others and developing as responsible citizens in a range of ways including through programmes such as *Roots of Empathy* at P3, Eco work or taking part in charity fundraising work.

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

The school places a high priority on children's physical, emotional and social wellbeing. It has effective procedures in place to identify and support children who need extra support with their learning. This includes some individualised arrangements to support children who require this. One recent initiative has been the introduction of a nurture group which has helped to increase the confidence of a group of identified children. Those who require additional help with their learning have individual plans with appropriate targets. At times, these targets could be written in more accessible language to enable children and parents to better understand them and work towards making progress. The school works well with a range of agencies to meet the needs of children with additional support needs. Overall, teachers plan tasks and activities that are at the right level of difficulty for most children. However, when planning whole-class approaches, staff need to ensure that activities are matched to the different learning needs of children. We have asked them to increase the pace of learning, in particular for the higher-achieving, to provide appropriate challenge.

The curriculum promotes the school values well and encourages positive attitudes. In line with Curriculum for Excellence, teachers' planning ensures a broad range of learning opportunities which enable children to develop their knowledge and skills. The school has improved aspects of the curriculum including reading, writing, social studies, sciences and religious education. It makes effective use of links with partners, including parents, to enrich children's learning. For example, children benefit from partners' input such as James Watt College and Skills Development Scotland to their 'Science Week' and Science Roadshow. Children's literacy is being developed well across the curriculum. Increasingly, children are becoming involved in planning topic work and teachers are responding to children's interests. In planning courses, teachers need to continue to develop approaches to assessing children's learning to ensure that they make suitable progress. As staff continue to develop the curriculum they should design programmes to ensure that children are able to progress appropriately in all aspects of the curriculum including technologies and music.

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

The headteacher, supported well by the depute headteacher and the principal teacher, is respected by children, staff, parents and partners. She is particularly committed to removing barriers to learning for all children so that they can reach their full potential. Teachers regularly discuss learning and teaching with each other. They visit each other's classes and commendably have visited other schools both within and outwith the Inverclyde area to share good practice. Teachers are involved in identifying

priorities for the school improvement plan. They recognise a need to develop further their approaches to assessing, monitoring and tracking children's progress in all curriculum areas. This will ensure all children can attain as highly as possible. Many staff have taken on roles of responsibility which are helping to address priorities in the improvement plan. We have asked the school to provide further opportunities for more teachers to lead key aspects of school improvement. The pupil council have produced their own version of the school improvement plan and have presented it to their peers. This has improved children's understanding of what the school is doing to improve its work. The Parent Council and the wider parental body support the work of the school well. For example, they have funded the online reading resource.

This inspection found the following key strengths.

- Confident, well-behaved and respectful children.
- The quality of partnership-working and the involvement of parents in the life of the school.
- The development of children's literacy across the curriculum.
- The leadership of the headteacher in establishing a strong ethos with high-quality pastoral care for children.

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

- Continue to work to ensure that all children are sufficiently supported and challenged in their learning.
- Continue to develop the curriculum to ensure that children can make suitable progression in all aspects of learning.
- Continue to develop effective approaches to assessing and tracking children's learning, supporting them to understand their own progress and achievements.

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.

Marie McAdam
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.educationscotland.gov.uk/inspectionandreview/reports/school/primsec/StPatrickPrimarySchoolInverclyde.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 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?*¹. 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.

Here are the evaluations for St Patrick's Primary School.

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

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

The curriculum	good
Improvement through self-evaluation	good

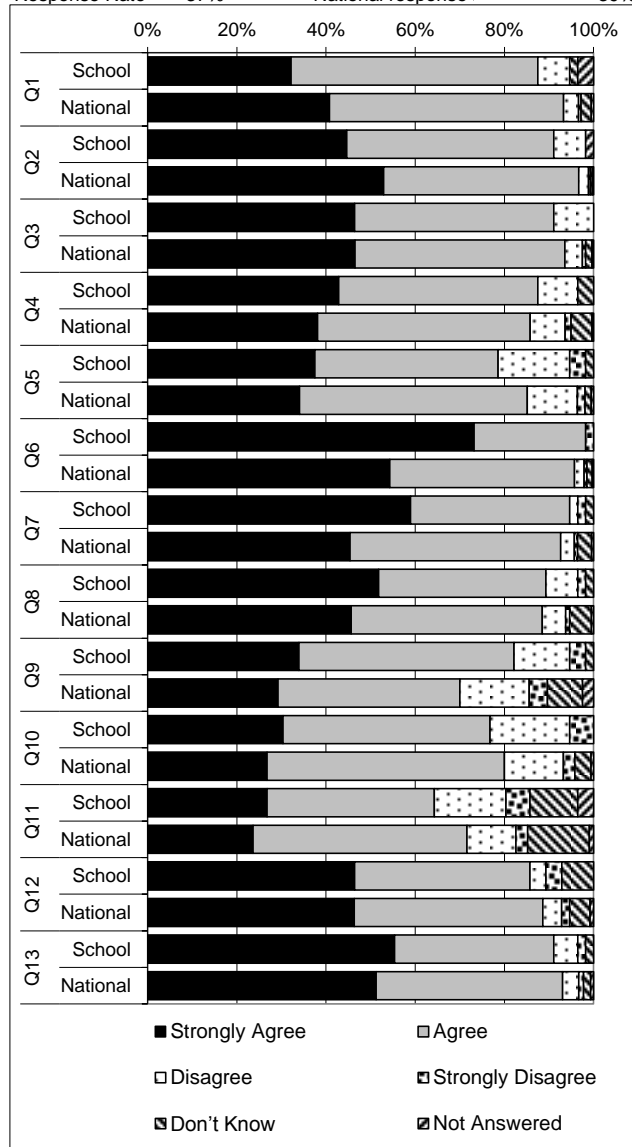
A copy of the full letter is available on the Education Scotland website at <http://www.educationscotland.gov.uk/inspectionandreview/reports/school/primsec/StPatricksPrimarySchoolInverclyde.asp>

¹ *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. Please note that the term "adequate" in the document has been replaced with "satisfactory".

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 Patrick's Primary School
 SEED Number 8642524
 Quest. Issued 150
 Quest. Input 56
 Response Rate 37% National response 39%

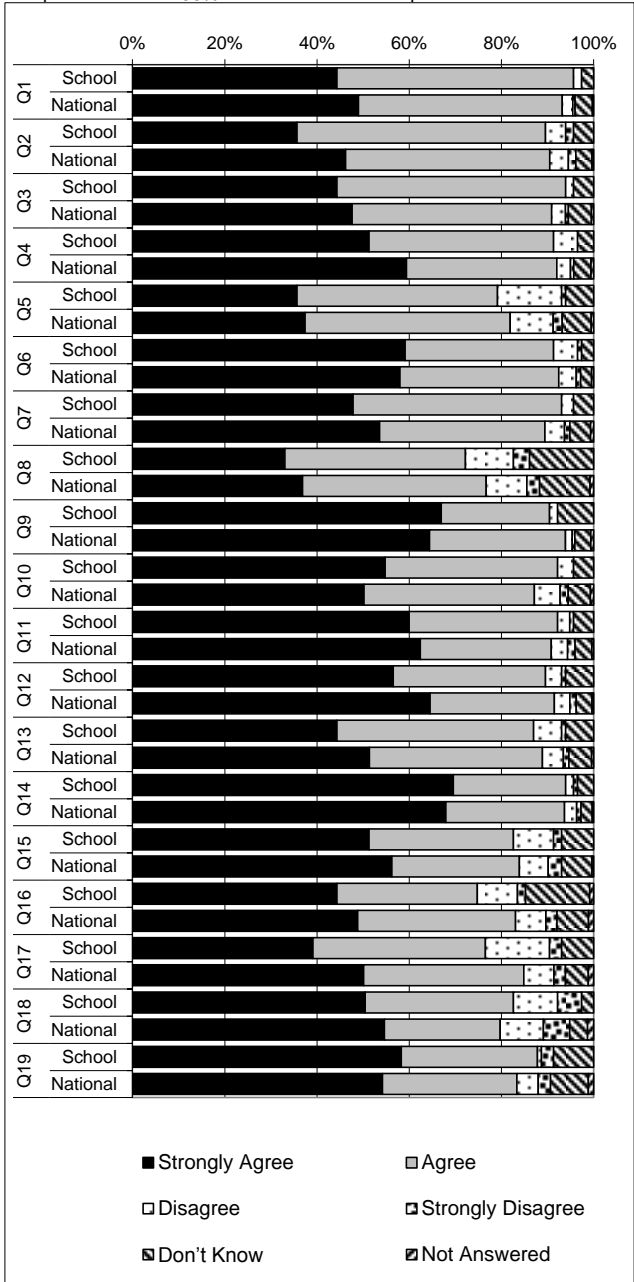


		Percentage %							
		Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Not Answered	Strongly Agree & Agree	Disagree & Strongly Disagree
Q1	The school helps my child to be more confident.	32%	55%	7%	0%	2%	4%	88%	7%
Q2	My child enjoys learning at school.	45%	46%	7%	0%	0%	2%	91%	7%
Q3	My child's learning is progressing well.	46%	45%	9%	0%	0%	0%	91%	9%
Q4	My child is encouraged and stretched to work to the best of their ability.	43%	45%	9%	0%	4%	0%	88%	9%
Q5	The school keeps me well informed about my child's progress.	38%	41%	16%	4%	2%	0%	79%	20%
Q6	My child feels safe at school.	73%	25%	0%	2%	0%	0%	98%	2%
Q7	My child is treated fairly at school.	59%	36%	2%	2%	2%	0%	95%	4%
Q8	I feel staff really know my child as an individual and support them well.	52%	38%	7%	2%	2%	0%	89%	9%
Q9	My child benefits from school clubs and activities provided outside the classroom.	34%	48%	13%	4%	2%	0%	82%	16%
Q10	The school asks for my views.	30%	46%	18%	5%	0%	0%	77%	23%
Q11	The school takes my views into account.	27%	38%	16%	5%	11%	4%	64%	21%
Q12	The school is well led.	46%	39%	4%	4%	7%	0%	86%	7%
Q13	Overall, I am happy with the school.	55%	36%	5%	2%	2%	0%	91%	7%

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

Pupil Questionnaire Summary

Centre Name St Patrick's Primary School
 SEED Number 8642524
 Quest. Issued 120
 Quest. Input 115
 Response Rate 96% National response 92%

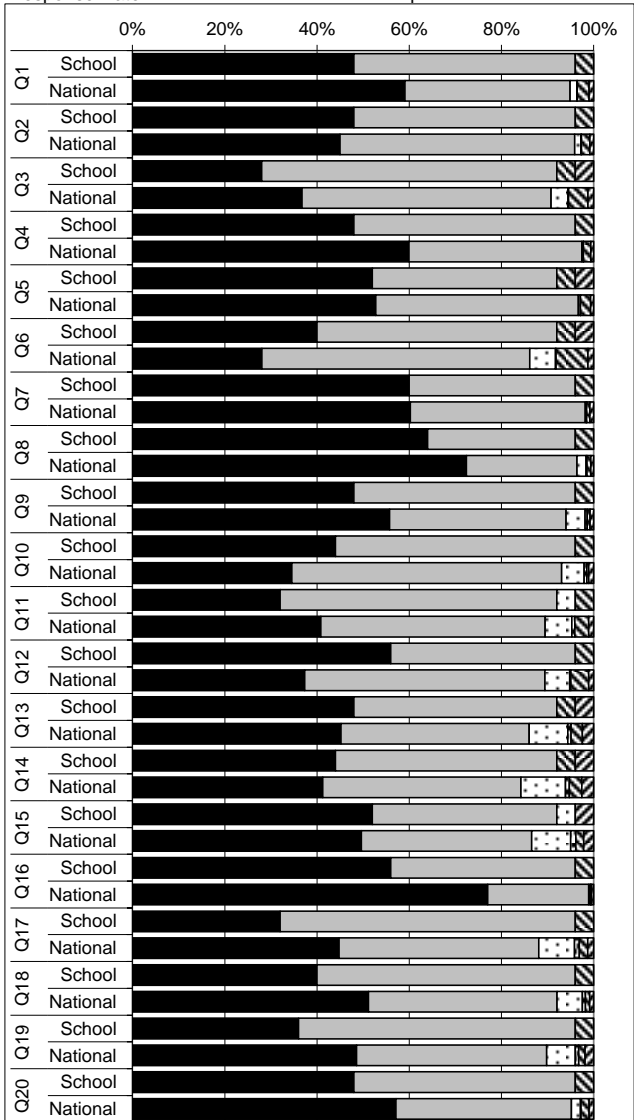


	Percentage %						Strongly Agree & Agree	Disagree & Strongly Disagree
	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Not Answered		
Q1 The school is helping me to become more confident.	44%	51%	2%	0%	3%	0%	96%	2%
Q2 I enjoy learning at school.	36%	54%	4%	2%	4%	0%	90%	6%
Q3 I am getting along well with my school work.	44%	50%	2%	0%	4%	0%	94%	2%
Q4 Staff encourage me to do the best I can.	51%	40%	5%	0%	3%	0%	91%	5%
Q5 Staff talk to me regularly about how to improve my learning.	36%	43%	14%	1%	6%	0%	79%	15%
Q6 I get help when I need it.	59%	32%	5%	1%	3%	0%	91%	6%
Q7 Staff listen to me and pay attention to what I say.	48%	45%	3%	0%	4%	0%	93%	3%
Q8 I have a say in making the way we learn in school better.	33%	39%	10%	3%	14%	0%	72%	14%
Q9 Staff expect me to take responsibility for my own work in class.	67%	23%	2%	0%	8%	0%	90%	2%
Q10 Staff and pupils treat me fairly and with respect.	55%	37%	3%	0%	4%	0%	92%	3%
Q11 I feel safe and cared for in school.	60%	32%	3%	1%	4%	0%	92%	3%
Q12 I have adults in school I can speak to if I am upset or worried about something.	57%	33%	3%	1%	6%	0%	90%	4%
Q13 I find it easy to talk to staff and they set a good example.	44%	43%	6%	1%	6%	0%	87%	7%
Q14 Staff make sure that pupils behave well.	70%	24%	2%	1%	3%	0%	94%	3%
Q15 Staff are good at dealing with bullying behaviour.	51%	31%	9%	2%	7%	0%	83%	10%
Q16 The pupil council is good at getting improvements made in the school.	44%	30%	9%	2%	14%	1%	75%	10%
Q17 The school encourages me to make healthy-food choices.	39%	37%	14%	3%	7%	0%	77%	17%
Q18 I take part in out-of-class activities and school clubs.	50%	32%	10%	5%	3%	0%	83%	15%
Q19 I know what out-of-school activities and youth groups are available in my local area.	58%	30%	1%	3%	9%	0%	88%	3%

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

Teacher Questionnaire Summary

Centre Name St Patrick's Primary School
 SEED Number 8642524
 Quest. Issued 25
 Quest. Input 25
 Response Rate 100% National response 74%



		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.	48%	48%	0%	0%	4%	0%	96%	0%
Q2	All pupils are given activities which meet their learning needs.	48%	48%	0%	0%	4%	0%	96%	0%
Q3	Pupils are involved in setting learning targets.	28%	64%	0%	0%	4%	4%	92%	0%
Q4	Pupils are provided with regular feedback on what they need to do to improve.	48%	48%	0%	0%	4%	0%	96%	0%
Q5	Pupils are provided with opportunities to evaluate their own work and that of others.	52%	40%	0%	0%	4%	4%	92%	0%
Q6	Staff regularly ask for pupils' views on how their learning experiences could be improved.	40%	52%	0%	0%	4%	4%	92%	0%
Q7	Pupils take an active part in their learning.	60%	36%	0%	0%	4%	0%	96%	0%
Q8	Staff treat all pupils equally.	64%	32%	0%	0%	4%	0%	96%	0%
Q9	Staff and pupils respect each other.	48%	48%	0%	0%	4%	0%	96%	0%
Q10	The pupils are well behaved.	44%	52%	0%	0%	4%	0%	96%	0%
Q11	Support for pupils with additional support needs is effective.	32%	60%	4%	0%	4%	0%	92%	4%
Q12	Parents are fully involved in the school and their children's learning.	56%	40%	0%	0%	4%	0%	96%	0%
Q13	I have been actively involved in developing the school's vision and values.	48%	44%	0%	0%	4%	4%	92%	0%
Q14	I am actively involved in setting priorities to improve the school.	44%	48%	0%	0%	4%	4%	92%	0%
Q15	I have regular opportunities to help shape the curriculum by having staff discussions and working groups.	52%	40%	4%	0%	0%	4%	92%	4%
Q16	I am aware of the school's procedures for protecting children.	56%	40%	0%	0%	4%	0%	96%	0%
Q17	Leadership at all levels is effective.	32%	64%	0%	0%	4%	0%	96%	0%
Q18	Staff communicate effectively with each other.	40%	56%	0%	0%	4%	0%	96%	0%
Q19	I have good opportunities to take part in continuing professional development.	36%	60%	0%	0%	4%	0%	96%	0%
Q20	Staff across the school share good practice.	48%	48%	0%	0%	4%	0%	96%	0%

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

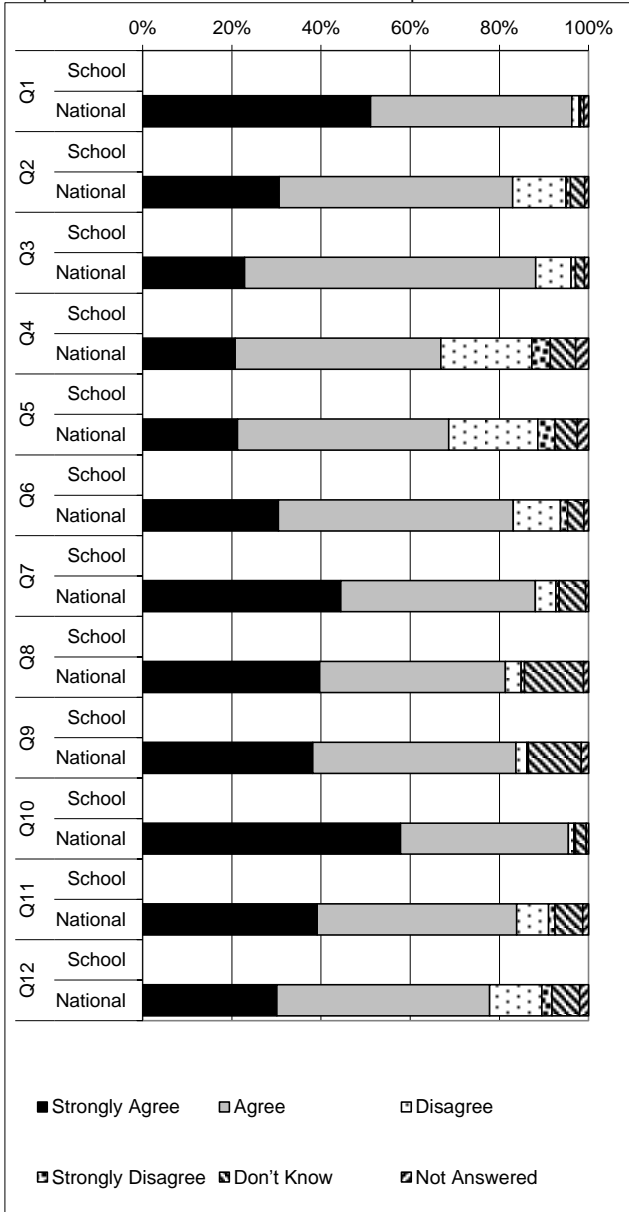
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Non-Teaching Questionnaire Summary

Centre Name St Patrick's Primary School
 SEED Number 8642524
 Quest. Issued 5
 Quest. Input 2
 Response Rate 40%

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

National response 66%



		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