

Report To:	Education & Communities Committee	Date:	06 September 2016
Report By:	Corporate Director Education, Communities and Organisational Development	Report No:	EDUCOM/45/16/WB
Contact Officer:	Wilma Bain Corporate Director	Contact No:	01475 712761
Subject:	Education Scotland Report on Craigmarloch School		

1.0 PURPOSE

- 1.1 The purpose of this report is to inform the Education and Communities Committee of an Education Scotland (HMIE) external evaluation of Craigmarloch School.

2.0 SUMMARY

- 2.1 Craigmarloch School has received an overall positive but mixed report from Education Scotland. Quality framework 'How good is our school?' 3rd edition was used. Members should note that in the indicators of quality one aspect of the school was judged to be "good", two aspects "satisfactory" and two aspects "weak".
- 2.2 The report was produced on 17 May 2016 (appendix 1).

3.0 RECOMMENDATIONS

- 3.1 It is recommended that the Education and Communities Committee note the report on Craigmarloch School.

**Wilma Bain
Corporate Director
Education, Communities & Organisational Development**

4.0	BACKGROUND	
4.1	<p>Craigmarloch School was inspected by Education Scotland in March 2016. 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:</p> <p>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</p>	
4.2	<p>Education Scotland 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 and the school's capacity for improvement.</p>	
4.3	<p>The report was published on 17 May 2016. It has been issued to staff, parents, local elected members and the Convener and Vice-Convener for Education and Communities.</p>	
4.4	<p>Craigmarloch School was inspected under the evaluation framework "How Good is Our School?" (3rd Edition).</p>	
4.5	<p>In assessing the indicators of quality, Education Scotland found one aspect of the school was to be "good", two aspects "satisfactory" and two aspects "weak".</p> <ul style="list-style-type: none"> • 1.1 Improvement in Performance satisfactory • 2.1 Learners' Experience good • 5.1 Curriculum weak • 5.3 Meeting Learners Needs satisfactory • 5.9 Self Evaluation weak 	
4.6	<p>The report lists three particular strengths of the school:</p> <ul style="list-style-type: none"> • Well behaved, enthusiastic children and young people and the positive relationships they have with staff • Therapeutic programmes and their impact on helping children and young people improve their health and well being • The purpose-built learning environment which provides appropriate space and resources to support learning 	
4.7	<p>The report lists four main areas for improvement:</p> <ul style="list-style-type: none"> • Improve attainment and achievement in literacy and numeracy • Improve pace and challenge in learning • Develop the curriculum to allow children and young people to make better progress in their learning • Improve approaches to self-evaluation and ensure these lead to improved outcomes for children and young people <p>Education Scotland's Area Lead Officer will link with Inverclyde Council to monitor on – going support for the school. The Authority will report on progress made within twelve months.</p>	
5.0	IMPLICATIONS	
	Finance	

5.1 Financial Implications

One off Costs

Cost Centre	Budget Heading	Budget Year	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					

5.2 **Legal**

N/A

5.3 **Human Resources**

N/A

5.4 **Equalities**

There are no equality issues within this report.

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.

5.5 **Repopulation**

N/A

6.0 LIST OF BACKGROUND PAPERS

6.1 Information on school inspections and reports can be obtained from the following website:

www.educationscotland.gov.uk

17 May 2016

Dear Parent/Carer

**Craigmarloch School
Inverclyde Council**

Recently, as you may know, my colleagues and I inspected your child's school. During our visit, we talked to parents, children and young people and worked closely with the headteacher and staff. We wanted to find out how well children and young people are learning and achieving and how well the school supports children and young people 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 communication, pupil voice and approaches to teaching music. As a result, we were able to find out how good the school is at improving children's and young people's education.

How well do children and young people learn and achieve?

Across the school, almost all children and young people are enthusiastic learners. Good relationships between pupils and staff and the well-designed school campus create a positive learning environment. In some classes, children and young people have a good understanding about what they are learning and what they need to do in order to achieve success in their tasks. This now needs to happen more consistently across all classes. Children and young people benefit from visits to the local and wider community to practice skills they are developing in school. For example, they use money when shopping in local supermarkets. These outings help them build up their knowledge and understanding of the local area, its history and culture. Children and young people are proud of their achievements and the contribution they make to their school. Young people in S4 are particularly proud of Café Connect which recently won a Social Enterprise in Education Award. They can identify the lifeskills they are developing through the café such as working with others and how they help raise money for charities. The majority of young people in S5 are working towards achieving the Duke of Edinburgh's Bronze Award.

Overall, the majority of children and young people are making satisfactory progress in literacy and numeracy. They are developing well their communication skills using appropriate resources and systems such as signs, speech and visual symbols. At all stages, children and young people have opportunities to apply their communication skills through participation in educational outings in the local community. Some children and young people are able to read stories and texts across a range of genres. Across the school, some children and young people are able to write for different purposes. Learners are developing skills in number and other aspects of mathematics

such as shape and time. The school should now ensure that children and young people make better progress in literacy and numeracy. Staff should develop a better understanding of the strengths and capabilities of children and young people in order to help them reach their full potential. Young people at the senior phase achieve National Qualifications across a wide range of subjects. Almost all attend a local college. Young people say that they enjoy going to college and trying out new activities, particularly art and craft. A few children and young people are making good progress by participating in specialist therapeutic programmes such as rebound therapy and MOVE (movement opportunity via education). All young people who left the school last year have successfully moved on to college or placement in a social work community resource centre.

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

In the majority of lessons, tasks and activities are appropriately matched to the needs of most children and young people. Staff have access to a range of information about the additional support needs of children and young people. This information helps staff identify barriers to learning and plan appropriate tasks and activities. In a few lessons, staff use information about learners well to deliver high quality lessons which challenge children and young people. Staff now need to share this good practice to ensure lessons across the school consistently provide sufficient challenge. The school works successfully with a range of partners and other agencies to support the needs of learners. For example, a play therapist works with a few children and their families to help them overcome emotional barriers to learning. There are good opportunities for young people to access mainstream classes and activities, such as musical and social events within the Community Campus which includes Port Glasgow and St Stephen's High Schools. Parents are well informed about their child's progress through detailed reports and regular review meetings. The school has recently adopted a solution-focused approach to review meetings and those who attend are positive about this approach. The school should continue with its proposal to review how it plans for the needs of all learners through individualised educational programmes.

Staff recognise the need to develop the curriculum to ensure all children and young people have access to a broader range of relevant educational programmes. Working groups have been established to take forward curriculum developments. The school now needs to progress these developments at a faster pace and ensure that the curriculum allows for progression as children and young people move stages. Staff should improve their understanding of how programmes and courses within the Curriculum for Excellence can provide more challenge for learners. Curriculum developments should take account of agreed approaches to assessing learning and progress. The school's wide range of partnerships with the local business community is providing valuable work experience placements for young people. As a result of these work placements, a few have gained employment or extended voluntary work opportunities.

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

In the last two years, the experienced headteacher has supported the merger of two schools to the new community campus of Craigmarloch. She has been successful in

helping children and young people settle well into their new environment. More recently, senior managers have introduced new approaches to evaluating the work of the school. All staff, with the support of Inverclyde Council, need to establish more robust and rigorous approaches to self-evaluation. We have asked the school to identify areas for improvement and agree how these priorities will be progressed within given timescales. Staff should closely monitor the impact of these priorities to ensure they improve outcomes for all children and young people.

This inspection found the following key strengths.

- Well behaved, enthusiastic children and young people and the positive relationships they have with staff.
- Therapeutic programmes and their impact on helping children and young people improve their health and wellbeing.
- The purpose built learning environment which provides appropriate space and resources to support learning.

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

- Improve attainment and achievement in literacy and numeracy.
- Improve pace and challenge in learning.
- Develop the curriculum to allow children and young people to make better progress in their learning.
- Improve approaches to self-evaluation and ensure these lead to improved outcomes for children and young people.

What happens at the end of the inspection?

As a result of our inspection findings we think that the school needs additional support and more time to make necessary improvements. Our Area Lead Officer will link with Inverclyde Council to monitor on-going support for the school. The Authority will report on progress made within twelve months of the publication of this letter.

Monica McGeever
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/CraigmarlochSchoolInverclyde.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 0131 244 4330, 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 Craigmarloch School.

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

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

The curriculum	weak
Improvement through self-evaluation	weak

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