
Report to Education, Sport and Leisure Committee

Date of Meeting: 24 April 2014

**Subject: Inspection of St Bernadette's RC Primary School
Publication of Education Scotland's Report**

Report by: Head of Education

1.0 Purpose

1.1 The purpose of this paper is to report to the Committee the outcome of the recently published report by Education Scotland on their inspection of St Bernadette's RC Primary School.

2.0 Recommendations

2.1 It is recommended that the Education, Sport and Leisure Committee agrees:

To note the outcome of the Education Scotland Inspection of St Bernadette's Primary School.

3.0 Considerations

3.1 Each year, Education Scotland inspects and reports on the quality of education in a sample of pre-school centres, primary schools, secondary schools and other education services, including Community Learning and Development. St Bernadette's RC Primary School was inspected in the week beginning 28 October 2013. The inspection report was published on 17 December 2013. The school was last inspected in May 2005.

3.2 School inspection focus on how well children and young people are learning and achieving, and how well the school supports their development. Appendix 1 provides detail of the inspection findings.

3.3 The inspection team evaluates the school's capacity to improve and seeks answers to the following questions:

- how well do children learn and achieve?
- how well does the school support children to develop and learn?
- how well does the school improve the quality of its work?

3.4 Inspectors use five quality indicators, taken from the National Framework, *'How good is our school?'* to evaluate specific aspects of school provision and to answer the three key questions. (3.2)

Three of the five quality indicators contribute to the Scottish Government's National Performance Framework (NPF):

1.1 Improvements in performance (NPF)

2.1 Learners' experiences (NPF)

5.3 Meeting learning needs (NPF)

5.1 The curriculum

5.9 Improvement through self-evaluation.

3.5 The inspection report was published on 17 December 2013 (Appendix 1). The report takes the form of a letter to parents, which provides a response to the questions highlighted in section 3.3. Appendix 2 provides an overview of the evaluations made.

3.6 A sample of parents, children and young people and members of staff were invited to give their views of the school using a pre-inspection questionnaire. Their views and opinions informed the inspection process. Appendix 3 provides the statistical detail from the questionnaires.

3.7 The inspection report on St Bernadette's RC Primary School identified the following **key strengths**

- Polite, respectful and well-behaved children who are nurtured through a caring and considerate ethos built around the Gospel values.
- The school's supportive relationships with parents and productive partnerships with the community which further children's learning.
- Arrangements for support for learning which help children progress.
- Leadership of the headteacher.

3.8 The following **areas for improvement** were agreed in discussion with the head teacher and the education authority:

- Continue to develop the curriculum to ensure that children receive a breadth of experiences, including in a modern language.
- Build on existing systems for evaluating and improving the quality of children's learning and progress.

3.9 **Responding to the inspection and building capacity for improvement**

Following the inspection, Education Scotland is satisfied with the overall quality of provision. Education Scotland is confident that the school's self-evaluation processes are leading to improvements. As a result, Education Scotland will make no further visits in connection with this inspection. As part of its arrangements for reporting to parents on the quality of education, the education service will inform parents about the school's progress.

4.0 **Sustainability Implications**

4.1 N/A

5.0 **Resource Implications**

5.1 This report has no resource implications for the Service

6.0 **Exempt Reports**

6.1 Is this report exempt? No

7.0 **Declarations**

The recommendations contained within this report support or implement our Corporate Priorities and Council Policies.

(1) **Our Priorities**

The area has a positive image and attracts people and businesses
Our communities are more cohesive and inclusive
People are better skilled, trained and ready for learning and employment
Our communities are safer
Vulnerable people and families are supported
Substance misuse and its effects are reduced
Health is improving and health inequalities are reducing
The environment is protected and enhanced for all
The Council is effective, efficient and recognised for excellence

(2) **Council Policies** (Please detail)

Not applicable

8.0 Equalities Impact

8.1 Have you undertaken the required equalities impact assessment to ensure that no groups are adversely affected by the recommendations?

Yes No

9.0 Legality

9.1 In adopting the recommendations contained in this report, the Council is acting within its legal powers. Yes

10.0 Appendices

- Appendix 1 – Education Scotland inspection findings – St Bernadette’s RC Primary School
- Appendix 2 – Education Scotland quality indicators – St Bernadette’s RC Primary School.
- Appendix 3 – Education Scotland – Questionnaire analysis.

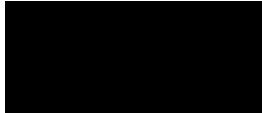
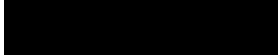
11.0 Background Papers

None

Author(s)

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Approved by

NAME	DESIGNATION	SIGNATURE
David Leng	Head of Education	
Elaine McPherson	Chief Executive	

17 December 2013

Dear Parent/Carer

**St Bernadette's RC Primary School
Clackmannanshire 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 vertical groups, community partnerships and the ways teachers are planning for effective learning and teaching of Curriculum for Excellence. 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 learn and achieve well. Most are well-behaved, polite and engage confidently while learning, including when working on their own or together in small groups. The school is working now to involve children more in identifying their strengths and areas for improvement. Children learn well through the natural play project and the new playground development including about resilience and being an effective team player. By P7, most children respond well to questions that explore their thinking in science and social studies. When children work together in vertical groups they are learning and applying various skills, for example when designing posters, logos and slogans for a health café. Children achieve well and this is reflected in their 'snapshot jotters' which show their achievements at school. Parents enjoy looking at these and feel that this approach enhances learning, including at home. Children's success is well celebrated throughout the school and beyond, including in different clubs and activities out of class. They contribute well to various initiatives which enhance their learning, for example on sustainability, for which they have been awarded two Eco-Schools Scotland green flags. In recent years, children's attainment in English language and mathematics has been improving. Most have effective skills in listening, talking, reading and writing and use their literacy skills for various purposes. Most children are making good progress in mathematics. Staff recognise that children need to continue to improve their skills in mental calculations. By the upper stages, not all children can apply or recall aspects of prior learning in mathematics. Children will benefit from continuing to develop and apply their numeracy skills in real-life contexts. At all stages, children are developing an understanding of health and wellbeing. They are also developing effective skills in science. Children are progressing well in music and physical education. Their work in art and design is also of a high quality.

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

Staff support children well to develop and learn through the Gospel values. They are caring and take much account of various factors which can affect children's learning. They provide children with varied experiences, taking account of Curriculum for Excellence and promoting literacy and numeracy. Staff are planning meaningful links across children's learning. They recognise that they still have more to do to ensure all children progress well in all curriculum areas from stage to stage. Developing an agreed whole school framework for learning and teaching would help staff and children in achieving this. Staff involve children in lessons, encouraging them to discuss what they would like to learn. In most lessons, teachers give clear explanations. Where practice is best, staff use questions well to check children's knowledge and understanding. In most lessons, staff set activities at an appropriate level of difficulty for most children. A few children need further support and challenge to meet their needs fully. Overall, the school's support for learning arrangements are very good in meeting effectively the needs of those children requiring extra help. The school works very well with parents and others, including community organisations such as the local history society, to make sure children can also learn from others. The school promotes health and wellbeing well in many ways, including weekly sessions with the visiting specialist and various other activities. As yet, children do not access two hours a week of quality physical education. At the early stages, Spanish is being taught to younger children. Older children experience a few sessions in a modern language as part of the school's extended transition arrangements to secondary school. Due to changes in staffing, the school has not been able to include a modern language as part of children's broad general education. The school recognises that this needs to be addressed. Focus weeks, for example on Scotland and the world of work, provide exciting experiences for children to work with each other but also with outside agencies. Across the school, children would benefit from more varied opportunities to use technology across different elements of their learning. The school develops children's values of inclusion and concern for others very well, including through the arrangements for religious education. Children's faith journey is a strength. Appropriate transition arrangements help children when they start P1, and for those in P7 moving to secondary education. In addition, children from P5 to P7 take part in various activities at secondary school which they find enjoyable and worthwhile. Children in P7 benefit from taking part in a residential experience and also in a 'Please take me to work day' which helps develop their skills for life, learning and work.

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

The headteacher provides clear leadership. Working together and with helpful guidance from the headteacher, staff have brought about important improvements to children's learning and achievement. They recognise that sharing good practice with colleagues in other schools will be helpful in bringing about further school improvement. In addition, we have asked them to share good practice within the school. We have asked the headteacher to work with staff to continue to develop the school's approaches to self-evaluation so that children's learning and achievement improve further. Children are developing confidence and take on challenges which extend their learning and support school improvements. The school has also established more formal ways for children to have a say and contribute to school improvement, including through the pupil council and a few committees. To maintain

this, it is important that school committees run throughout the school session. The headteacher is keen to develop further children's active contribution to school improvement. Parents also make an important contribution to school improvement.

This inspection found the following key strengths.

- Polite, respectful and well-behaved children who are nurtured through a caring and considerate ethos built around the Gospel values.
- The school's supportive relationships with parents and productive partnerships with the community which further children's learning.
- Arrangements for support for learning which help children progress.
- Leadership of the headteacher.

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

- Continue to develop the curriculum to ensure that children receive a breadth of experiences, including in a modern language.
- Build on existing systems for evaluating and improving the quality of children's learning and 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, the education authority will inform parents about the school's progress.

Moira Cummings
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/StBernadettesRCPrimaryClackmannanshire.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 Bernadette's RC 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.

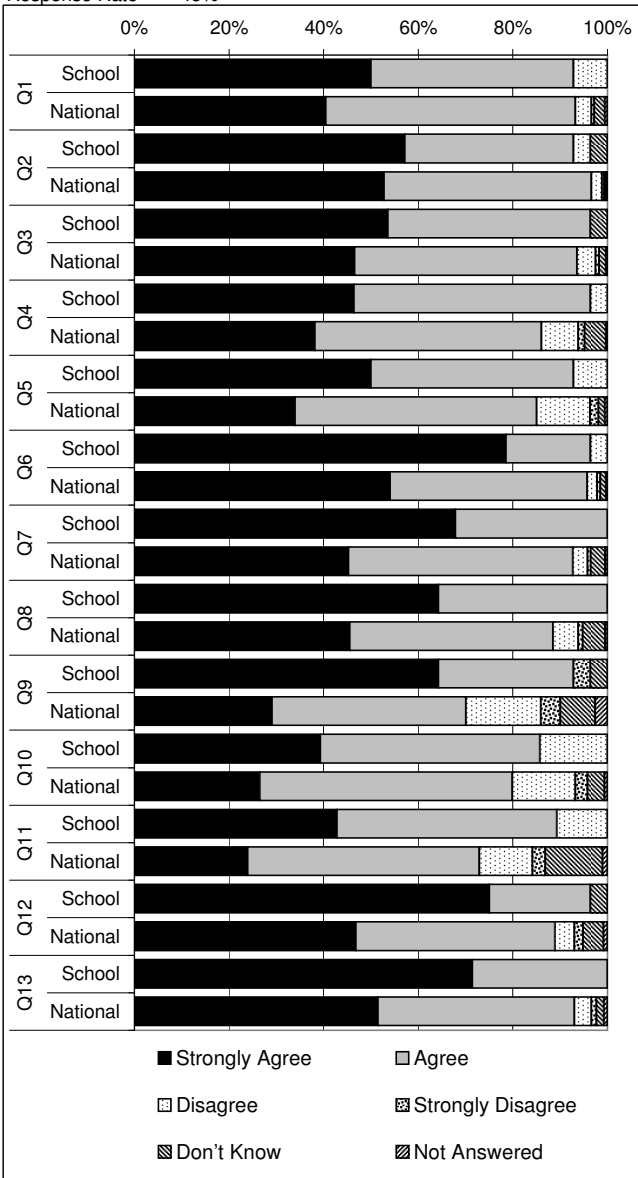
The curriculum	satisfactory
Improvement through self-evaluation	good

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

Parent Questionnaire Summary

Centre Name St Bernadette's RC Primary
 SEED Number 5702321
 Quest. Issued 62
 Quest. Input 28
 Response Rate 45%

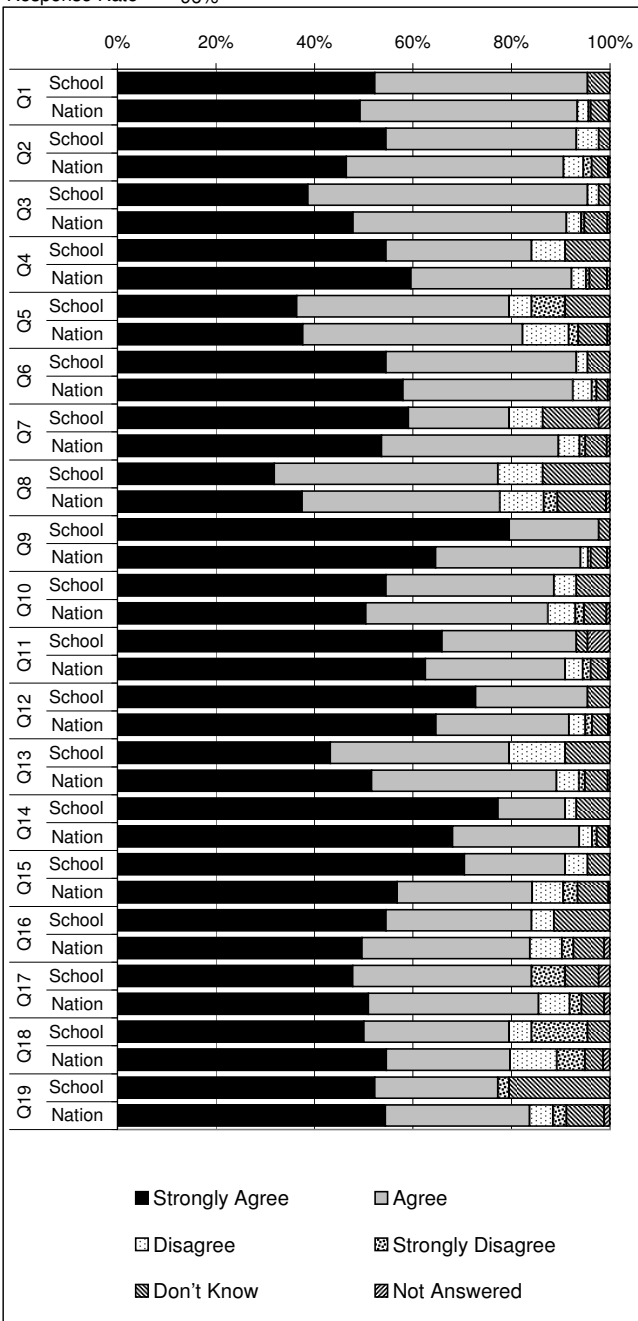


		Percentage %							
		Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Not Answered	Strongly Agree & Agree	Disagree & Strongly Disagree
Q1	The school helps my child to be more confident.	50%	43%	7%	0%	0%	0%	93%	7%
Q2	My child enjoys learning at school.	57%	36%	4%	0%	4%	0%	93%	4%
Q3	My child's learning is progressing well.	54%	43%	0%	0%	4%	0%	96%	0%
Q4	My child is encouraged and stretched to work to the best of their ability.	46%	50%	4%	0%	0%	0%	96%	4%
Q5	The school keeps me well informed about my child's progress.	50%	43%	7%	0%	0%	0%	93%	7%
Q6	My child feels safe at school.	79%	18%	4%	0%	0%	0%	96%	4%
Q7	My child is treated fairly at school.	68%	32%	0%	0%	0%	0%	100%	0%
Q8	I feel staff really know my child as an individual and support them well.	64%	36%	0%	0%	0%	0%	100%	0%
Q9	My child benefits from school clubs and activities provided outside the classroom.	64%	29%	0%	4%	4%	0%	93%	4%
Q10	The school asks for my views.	39%	46%	14%	0%	0%	0%	86%	14%
Q11	The school takes my views into account.	43%	46%	11%	0%	0%	0%	89%	11%
Q12	The school is well led.	75%	21%	0%	0%	4%	0%	96%	0%
Q13	Overall, I am happy with the school.	71%	29%	0%	0%	0%	0%	100%	0%

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

Pupil Questionnaire Summary

Centre Name St Bernadette's RC Primary
 SEED Number 5702321
 Quest. Issued 46
 Quest. Input 44
 Response Rate 96%



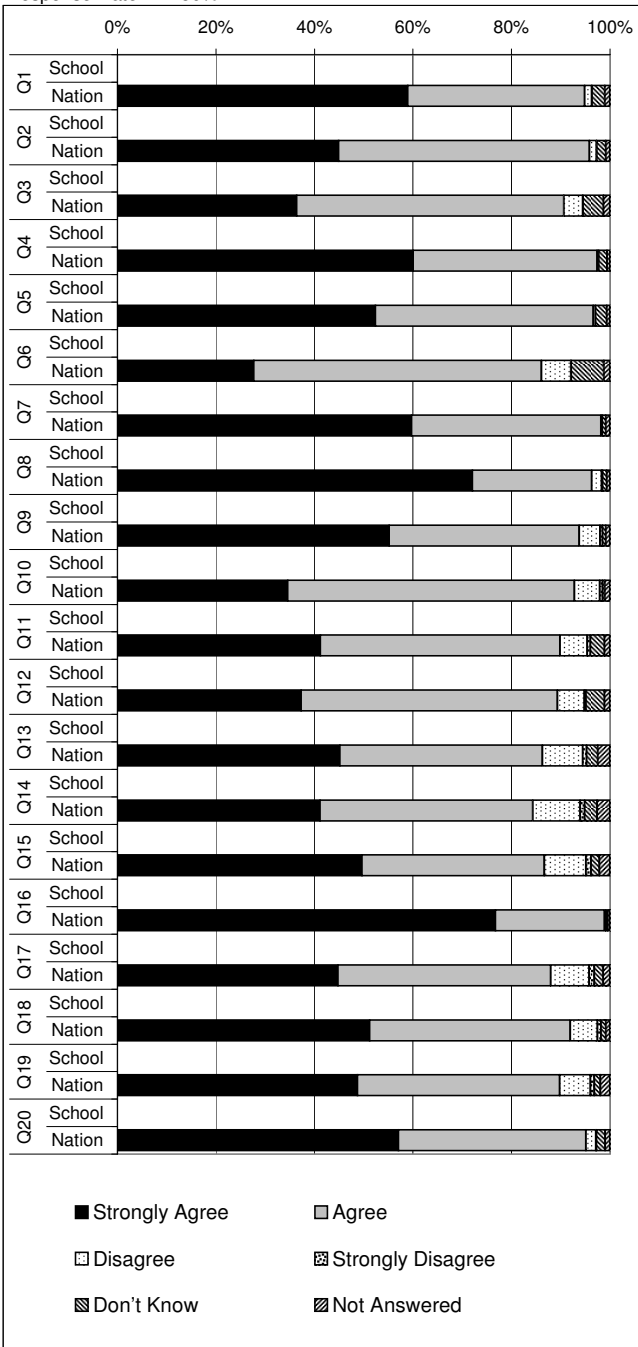
		Percentage %						APPENDIX 3	
		Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Not Answered	Strongly Agree & Agree	Disagree & Strongly Disagree
Q1	The school is helping me to become more confident.	52%	43%	0%	0%	5%	0%	95%	0%
Q2	I enjoy learning at school.	55%	39%	5%	0%	2%	0%	93%	5%
Q3	I am getting along well with my school work.	39%	57%	2%	0%	2%	0%	95%	2%
Q4	Staff encourage me to do the best I can.	55%	30%	7%	0%	9%	0%	84%	7%
Q5	Staff talk to me regularly about how to improve my learning.	36%	43%	5%	7%	9%	0%	80%	11%
Q6	I get help when I need it.	55%	39%	2%	0%	5%	0%	93%	2%
Q7	Staff listen to me and pay attention to what I say.	59%	20%	7%	0%	11%	2%	80%	7%
Q8	I have a say in making the way we learn in school better.	32%	45%	9%	0%	14%	0%	77%	9%
Q9	Staff expect me to take responsibility for my own work in class.	80%	18%	0%	0%	2%	0%	98%	0%
Q10	Staff and pupils treat me fairly and with respect.	55%	34%	5%	0%	7%	0%	89%	5%
Q11	I feel safe and cared for in school.	66%	27%	0%	0%	2%	5%	93%	0%
Q12	I have adults in school I can speak to if I am upset or worried about something.	73%	23%	0%	0%	5%	0%	95%	0%
Q13	I find it easy to talk to staff and they set a good example.	43%	36%	11%	0%	9%	0%	80%	11%
Q14	Staff make sure that pupils behave well.	77%	14%	2%	0%	7%	0%	91%	2%
Q15	Staff are good at dealing with bullying behaviour.	70%	20%	5%	0%	5%	0%	91%	5%
Q16	The pupil council is good at getting improvements made in the school.	55%	30%	5%	0%	11%	0%	84%	5%
Q17	The school encourages me to make healthy-food choices.	48%	36%	0%	7%	7%	2%	84%	7%
Q18	I take part in out-of-class activities and school clubs.	50%	30%	5%	11%	5%	0%	80%	16%
Q19	I know what out-of-school activities and youth groups are available in my local area.	52%	25%	0%	2%	20%	0%	77%	2%

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

Teacher Questionnaire Summary

Centre Name St Bernadette's RC Primary
 SEED Number 5702321
 Quest. Issued 10
 Quest. Input 5
 Response Rate 50%

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



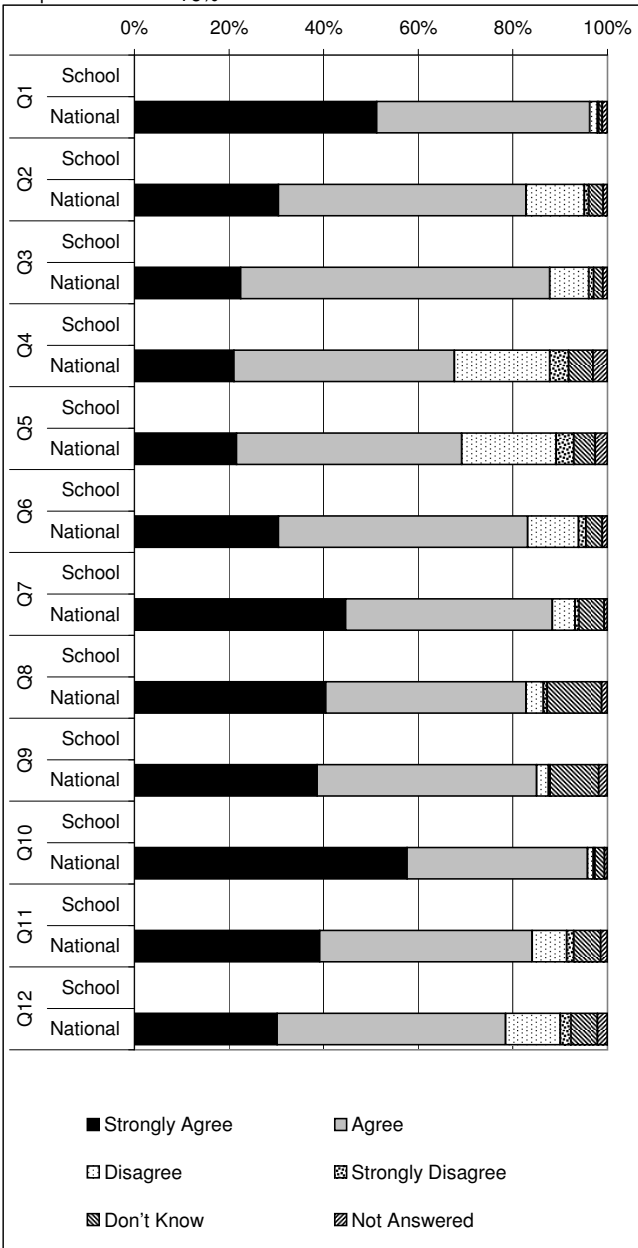
		Percentage %						APPENDIX 3	
		Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Not Answered	Strongly Agree & Agree	Disagree & Strongly Disagree
Q1	Staff regularly discuss how to improve achievement for all pupils at both stage and whole-school level.	0%	0%	0%	0%	0%	0%	0%	0%
Q2	All pupils are given activities which meet their learning needs.	0%	0%	0%	0%	0%	0%	0%	0%
Q3	Pupils are involved in setting learning targets.	0%	0%	0%	0%	0%	0%	0%	0%
Q4	Pupils are provided with regular feedback on what they need to do to improve.	0%	0%	0%	0%	0%	0%	0%	0%
Q5	Pupils are provided with opportunities to evaluate their own work and that of others.	0%	0%	0%	0%	0%	0%	0%	0%
Q6	Staff regularly ask for pupils' views on how their learning experiences could be improved.	0%	0%	0%	0%	0%	0%	0%	0%
Q7	Pupils take an active part in their learning.	0%	0%	0%	0%	0%	0%	0%	0%
Q8	Staff treat all pupils equally.	0%	0%	0%	0%	0%	0%	0%	0%
Q9	Staff and pupils respect each other.	0%	0%	0%	0%	0%	0%	0%	0%
Q10	The pupils are well behaved.	0%	0%	0%	0%	0%	0%	0%	0%
Q11	Support for pupils with additional support needs is effective.	0%	0%	0%	0%	0%	0%	0%	0%
Q12	Parents are fully involved in the school and their children's learning.	0%	0%	0%	0%	0%	0%	0%	0%
Q13	I have been actively involved in developing the school's vision and values.	0%	0%	0%	0%	0%	0%	0%	0%
Q14	I am actively involved in setting priorities to improve the school.	0%	0%	0%	0%	0%	0%	0%	0%
Q15	I have regular opportunities to help shape the curriculum by having staff discussions and working groups.	0%	0%	0%	0%	0%	0%	0%	0%
Q16	I am aware of the school's procedures for protecting children.	0%	0%	0%	0%	0%	0%	0%	0%
Q17	Leadership at all levels is effective.	0%	0%	0%	0%	0%	0%	0%	0%
Q18	Staff communicate effectively with each other.	0%	0%	0%	0%	0%	0%	0%	0%
Q19	I have good opportunities to take part in continuing professional development.	0%	0%	0%	0%	0%	0%	0%	0%
Q20	Staff across the school share good practice.	0%	0%	0%	0%	0%	0%	0%	0%

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

Non-Teaching Questionnaire Summary

Centre Name St Bernadette's RC Primary
 SEED Number 5702321
 Quest. Issued 4
 Quest. Input 3
 Response Rate 75%

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



		Percentage %						APPENDIX 3	
		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