
Report to Education, Sport and Leisure Committee

Date of Meeting: 4th February 2016

Subject: Further Inspection of St. Mungo'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 further inspection of St. Mungo's RC Primary School.

2.0 Recommendations

2.1 It is recommended that the Education, Sport and Leisure Committee notes the outcome of the Education Scotland Further Inspection of St. Mungo's RC 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.

3.2 St. Mungo's RC Primary School was inspected in the week beginning 9 June 2014. The inspection report was published on 23 September 2014. As a result of the inspection findings, Education Scotland highlighted that the school needed additional support and more time to make necessary improvements. Education Scotland stated they would return to carry out a further inspection within one year of publication of the letter.

3.2 Following the inspection and in light of weak and satisfactory evaluations, the Education Service took a number of actions to support the school to improve.

An experienced Principal Teacher was seconded to support the headteacher in her work to make the necessary improvements.

Education Officers worked with the leadership team in school to develop an action plan to address the areas for improvement.

Education Officers provided significant support in the implementation of the action plan. Regular quality assurance visits were undertaken to monitor progress.

Staff were provided with a range of professional learning opportunities that supported the key areas for improvement.

- 3.3 In the week beginning 7 September 2015, Education Scotland returned to carry out the further inspection. The inspection team evaluated the school's capacity to improve in answer 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 The further inspection report was published on 8 December 2015 (Appendix 1). The report takes the form of a letter to parents.
- 3.5 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 2 provides the statistical detail from the questionnaires.
- 3.6 The further inspection report noted that overall the experiences of children have improved since the original inspection. Staff have developed a nurturing and caring ethos which is now supporting children's learning. Inspectors found that throughout the school, staff have improved the layout of the rooms and break out areas. This is helping children to settle more easily and is encouraging them to persevere with activities for longer periods. There had been significant improvements in the behaviour of children in classes. The inspection team observed that teachers have introduced ways to engage children more successfully in their learning and, for example, children now use computers more to enhance their learning. Teachers are developing a clearer and more accurate view of children's progress and attainment and are now more aware of the gaps in children's learning and are taking steps to address this area. The report stated that needs of children who require additional support in their learning are better met through improved joint working between staff, parents and partners.

The further inspection report noted the school recognises there has not yet been sufficient progress in improving children's attainment in literacy and numeracy and this should be addressed as a matter of priority. In addition, there is still a significant amount of work to be undertaken to ensure staff have a clear overview of children's learning across the curriculum.

Inspectors noted that the school had undertaken a very successful piece of work to review its curriculum rationale and a good start has been made to developing mathematics, reading and health and wellbeing. The inspection team said that they have more confidence that the improved ethos for learning, the willingness of staff and the work already undertaken can now support further improvements in children's experiences and achievements.

3.7 Responding to the inspection and building capacity for improvement

Following the inspection, Education Scotland reported that the headteacher and her staff had worked well to implement new ideas and to address the priorities highlighted at the time of the original inspection. Education Scotland noted that the school required further time for these improvements to impact fully on children's attainment. The school understands there is more work required to bring about further improvements to the curriculum. Education Scotland will return to carry out a further inspection within one year of publication of the letter of 8 December 2015. Education Scotland will then issue another letter to parents on the extent to which the school has improved.

3.8 The Education Service will continue to support the school to improve.

Officers have worked with the school to develop a clear and detailed action plan to guide the school's work in 2015/16 (Appendix 3). Officers will support the school with the implementation of the action plan and will undertake regular quality assurance visits to monitor progress.

An Acting Principal Teacher has been appointed to the school and she will act as a model practitioner and also lead areas of school improvement.

Staff will continue to be provided with professional learning opportunities to enhance practice and to support the areas for improvement.

The school is involved in the Scottish Attainment Challenge in Clackmannanshire and the interventions being established in the school have a clear focus on raising the children's attainment.

4.0 Sustainability Implications

4.1 The paper has no sustainability implications.

5.0 Resource Implications

5.1 The paper has no resource implications.

6.0 Exempt Reports

6.1 Is the report exempt? No

7.0 Declarations

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

- (1) Our Priorities (Please double click on the check box)
- | | |
|--------------------------------------------------------------------------|-------------------------------------|
| The area has a positive image and attracts people and businesses | <input type="checkbox"/> |
| Our communities are more cohesive and inclusive | <input type="checkbox"/> |
| People are better skilled, trained and ready for learning and employment | <input checked="" type="checkbox"/> |
| Our communities are safer | <input type="checkbox"/> |
| Vulnerable people and families are supported | <input type="checkbox"/> |
| Substance misuse and its effects are reduced | <input type="checkbox"/> |
| Health is improving and health inequalities are reducing | <input type="checkbox"/> |
| The environment is protected and enhanced for all | <input type="checkbox"/> |
| The Council is effective, efficient and recognised for excellence | <input type="checkbox"/> |

- (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

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. Mungo's RC Primary School

Appendix 2 – Education Scotland – Questionnaire analysis – St. Mungo's RC Primary School

Appendix 3 – St. Mungo's RC Primary School – Action Plan – October 2015 – December 2016



11.0 Background Papers

- 11.1 No other papers have been used to inform this Committee Report.

Author(s)

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Approved by

NAME	DESIGNATION	SIGNATURE
David Leng	Head of Education	
Garry Dallas	Executive Director	

8 December 2015

Dear Parent/Carer

**St Mungo's RC Primary School
Clackmannanshire Council**

In September 2014, HM Inspectors published a letter on your child's school. Recently, as you may know, we visited the school again. During our visit, we talked to children and worked closely with the headteacher and staff. We heard from the headteacher and other staff how the school has continued to improve. We looked at particular areas that had been identified in the original inspection and at other aspects of the school's work, as proposed by the headteacher. As a result, we were able to find out how well children are now learning and achieving and how the school is continuing to support them to do their best. This letter sets out what we found.

How well do children learn and achieve?

Since the original inspection, staff have worked hard to improve how children learn in class. Children are now more active in their learning and as a result now respond well in their lessons. Most children continue to enjoy their time at school and speak positively about their learning. In particular, there have been significant improvements in the behaviour of children in classes. Teachers have introduced ways to engage children more successfully in their learning. For example, an upper stage class had enjoyed taking on role play scenarios about avoiding temptations and this provided a meaningful context for their learning. Children now use computers more to enhance their learning. Overall, their experiences have improved since the original inspection. Teachers recognise that they now need to continue to develop high-quality learning experiences and provide consistently high-quality feedback for children. Children are becoming more aware of their own strengths as learners. This needs to be developed further across the school. Throughout the school, staff have improved the layout of the rooms and break out areas. This is helping children to settle more easily and is encouraging them to persevere with activities for longer periods. Teachers are developing a clearer and more accurate view of children's progress and attainment. They are now more aware of the gaps in children's learning and are taking steps to address this area. The school recognises there has not yet been sufficient progress in improving children's attainment in literacy and numeracy. We have discussed with the headteacher the importance of ensuring this is addressed as a matter of priority.

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

Staff have developed a nurturing and caring ethos which is now supporting children's learning. The school has been successful in raising expectations of children's learning and behaviour. Through training and well-targeted support, all staff now have a clearer understanding about their responsibility for supporting children in their learning. In the majority of lessons observed, children now enjoy well-paced and suitably challenging activities. Staff have already identified that they plan to continue to improve the pace of lessons. The needs of children who require additional support in their learning are better met through improved joint working between staff, parents and partners. The deployment of support staff is more flexible and provides a more effective use of their time to help children learn. We have discussed with the headteacher that support plans should be kept under review to ensure that children who require additional help continue to be supported appropriately in their work. Overall, staff are aware that they need to build on this good start to ensure that children's needs are fully met.

The school is now developing a clearer and shared purpose for the curriculum which is based on delivering Curriculum for Excellence. We have discussed with the headteacher and Clackmannanshire Council, the need for the continuing development of the curriculum to ensure staff have sufficient guidance to help children build on prior learning. There is still a significant amount of work to be undertaken to ensure staff have a clear overview of children's learning across the curriculum. A good start has been made to developing mathematics, reading and health and wellbeing. A continued focus on developing whole school teaching programmes of learning will allow children to build on what they already know and ensure sufficient challenge and relevance in their learning. We have more confidence that the improved ethos for learning, the willingness of staff and the work already undertaken can now support further improvements in children's experiences and achievements.

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

The headteacher has used the feedback from the original inspection to draw up an action plan for improvement. Some aspects of this plan are now in place and remaining aspects have been identified as current and future priorities. The headteacher plans to take forward areas for improvement in a planned manageable way. The school undertook a very successful piece of work to review its curriculum rationale. Commendably staff, children and parents were included in this process. This has helped provide direction to staff and develop a strong sense of teamwork. The headteacher was ably supported by the acting principal teacher last session, who displayed great commitment, energy and determination. Staff continue to be eager to develop and enhance their own knowledge and skills through a range of professional learning including visits to other schools. Parents and partners feel confident in sharing their views and know they can influence change and help to drive improvement. We also recognised the considerable support given to the school by Clackmannanshire Council. Overall, the school has made improvements which provide firm ground for the further developments that are still necessary. These improvements have been achieved during a period of staff changes. The

school will need continued support from Clackmannanshire Council to ensure that this capacity for improvement can be sustained.

What happens next?

The headteacher and her staff have worked well to implement new ideas and to address the priorities highlighted at the time of the original inspection. The school requires further time for these improvements to impact fully on children's attainment. The school understands there is more work required to bring about further improvements to the curriculum. Consequently, our Area Lead Officer will work with Clackmannanshire Council to continue to build capacity for improvement, and will maintain contact to monitor progress. We will return to carry out a further inspection within one year of publication of this letter. We will then issue another letter to parents on the extent to which the school has improved.

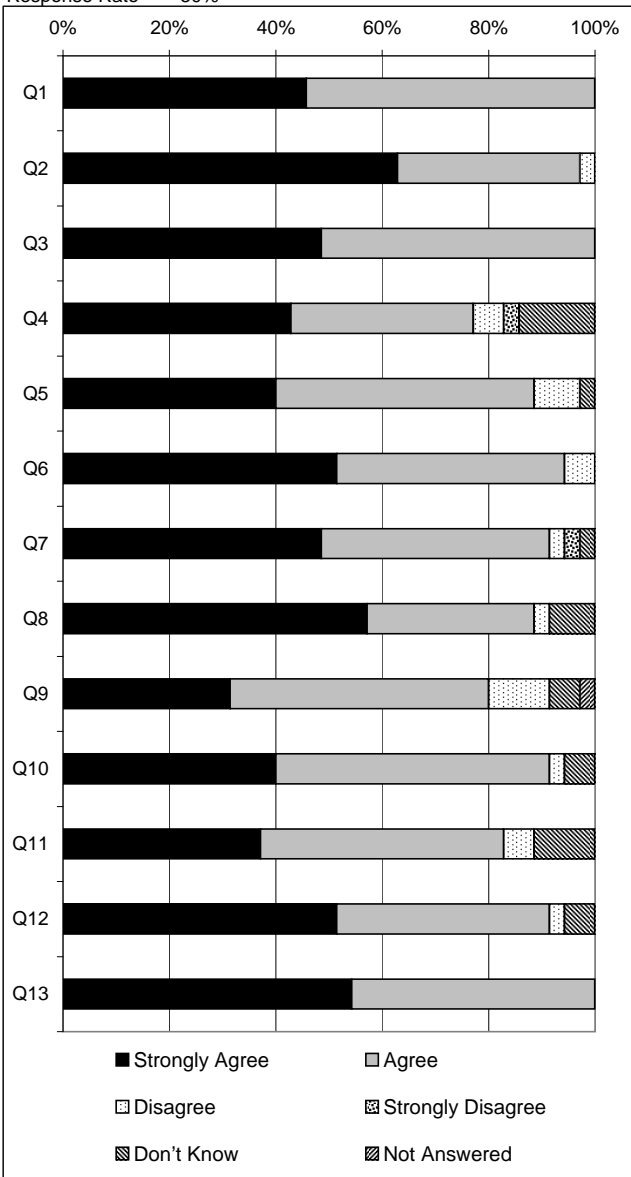
Guch Dhillon
HM Inspector

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.

Parent Questionnaire Summary

Centre Name St Mungo's RC Primary School
 SEED Number 5703824
 Quest. Issued 70
 Quest. Input 35
 Response Rate 50%

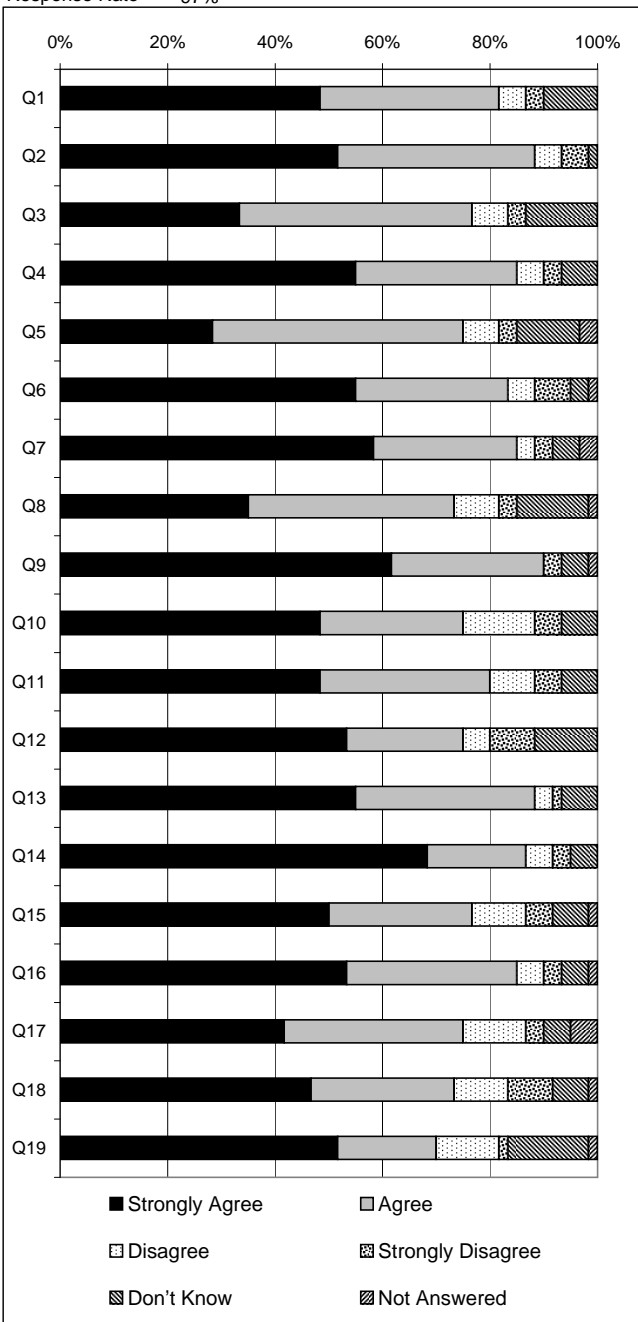


		Percentage %							
		Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Not Answered	Strongly Agree & Agree	Disagree & Strongly Disagree
Q1	The school helps my child to be more confident.	46%	54%	0%	0%	0%	0%	100%	0%
Q2	My child enjoys learning at school.	63%	34%	3%	0%	0%	0%	97%	3%
Q3	My child's learning is progressing well.	49%	51%	0%	0%	0%	0%	100%	0%
Q4	My child is encouraged and stretched to work to the best of their ability.	43%	34%	6%	3%	14%	0%	77%	9%
Q5	The school keeps me well informed about my child's progress.	40%	49%	9%	0%	3%	0%	89%	9%
Q6	My child feels safe at school.	51%	43%	6%	0%	0%	0%	94%	6%
Q7	My child is treated fairly at school.	49%	43%	3%	3%	3%	0%	91%	6%
Q8	I feel staff really know my child as an individual and support them well.	57%	31%	3%	0%	9%	0%	89%	3%
Q9	My child benefits from school clubs and activities provided outside the classroom.	31%	49%	11%	0%	6%	3%	80%	11%
Q10	The school asks for my views.	40%	51%	3%	0%	6%	0%	91%	3%
Q11	The school takes my views into account.	37%	46%	6%	0%	11%	0%	83%	6%
Q12	The school is well led.	51%	40%	3%	0%	6%	0%	91%	3%
Q13	Overall, I am happy with the school.	54%	46%	0%	0%	0%	0%	100%	0%

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

Pupil Questionnaire Summary

Centre Name St Mungo's RC Primary School
 SEED Number 5703824
 Quest. Issued 62
 Quest. Input 60
 Response Rate 97%



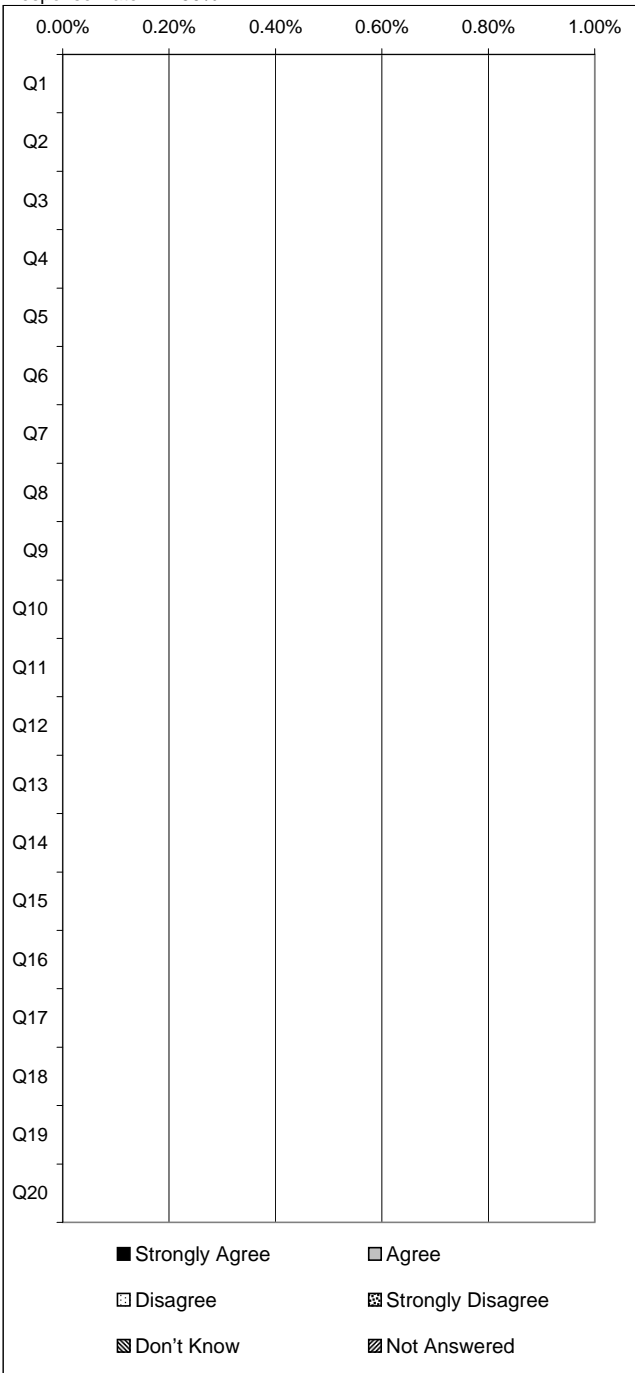
		Percentage %								
		Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Not Answered	Strongly Agree & Agree	Disagree & Strongly Disagree	
Q1	The school is helping me to become more confident.	48%	33%	5%	3%	10%	0%	82%	8%	
Q2	I enjoy learning at school.	52%	37%	5%	5%	2%	0%	88%	10%	
Q3	I am getting along well with my school work.	33%	43%	7%	3%	13%	0%	77%	10%	
Q4	Staff encourage me to do the best I can.	55%	30%	5%	3%	7%	0%	85%	8%	
Q5	Staff talk to me regularly about how to improve my learning.	28%	47%	7%	3%	12%	3%	75%	10%	
Q6	I get help when I need it.	55%	28%	5%	7%	3%	2%	83%	12%	
Q7	Staff listen to me and pay attention to what I say.	58%	27%	3%	3%	5%	3%	85%	7%	
Q8	I have a say in making the way we learn in school better.	35%	38%	8%	3%	13%	2%	73%	12%	
Q9	Staff expect me to take responsibility for my own work in class.	62%	28%	0%	3%	5%	2%	90%	3%	
Q10	Staff and pupils treat me fairly and with respect.	48%	27%	13%	5%	7%	0%	75%	18%	
Q11	I feel safe and cared for in school.	48%	32%	8%	5%	7%	0%	80%	13%	
Q12	I have adults in school I can speak to if I am upset or worried about something.	53%	22%	5%	8%	12%	0%	75%	13%	
Q13	I find it easy to talk to staff and they set a good example.	55%	33%	3%	2%	7%	0%	88%	5%	
Q14	Staff make sure that pupils behave well.	68%	18%	5%	3%	5%	0%	87%	8%	
Q15	Staff are good at dealing with bullying behaviour.	50%	27%	10%	5%	7%	2%	77%	15%	
Q16	The pupil council is good at getting improvements made in the school.	53%	32%	5%	3%	5%	2%	85%	8%	
Q17	The school encourages me to make healthy-food choices.	42%	33%	12%	3%	5%	5%	75%	15%	
Q18	I take part in out-of-class activities and school clubs.	47%	27%	10%	8%	7%	2%	73%	18%	
Q19	I know what out-of-school activities and youth groups are available in my local area.	52%	18%	12%	2%	15%	2%	70%	13%	

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

Teacher Questionnaire Summary

Centre Name St Mungo's RC Primary School
 SEED Number 5703824
 Quest. Issued 10
 Quest. Input 5
 Response Rate 50%

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



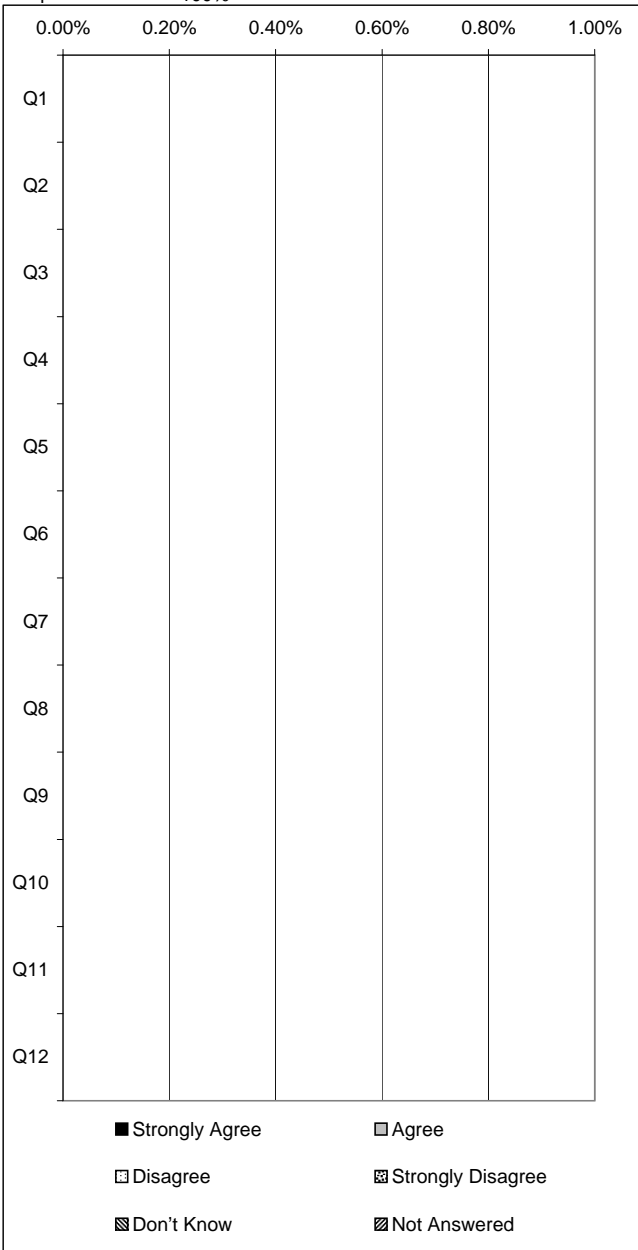
		Percentage %							
		Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Not Answered	Strongly Agree & Agree	Disagree & Strongly Disagree
Q1	Staff regularly discuss how to improve achievement for all pupils at both stage and whole-school level.	0%	0%	0%	0%	0%	0%	0%	0%
Q2	All pupils are given 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 Mungo's RC Primary School
 SEED Number 5703824
 Quest. Issued 2
 Quest. Input 2
 Response Rate 100%

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



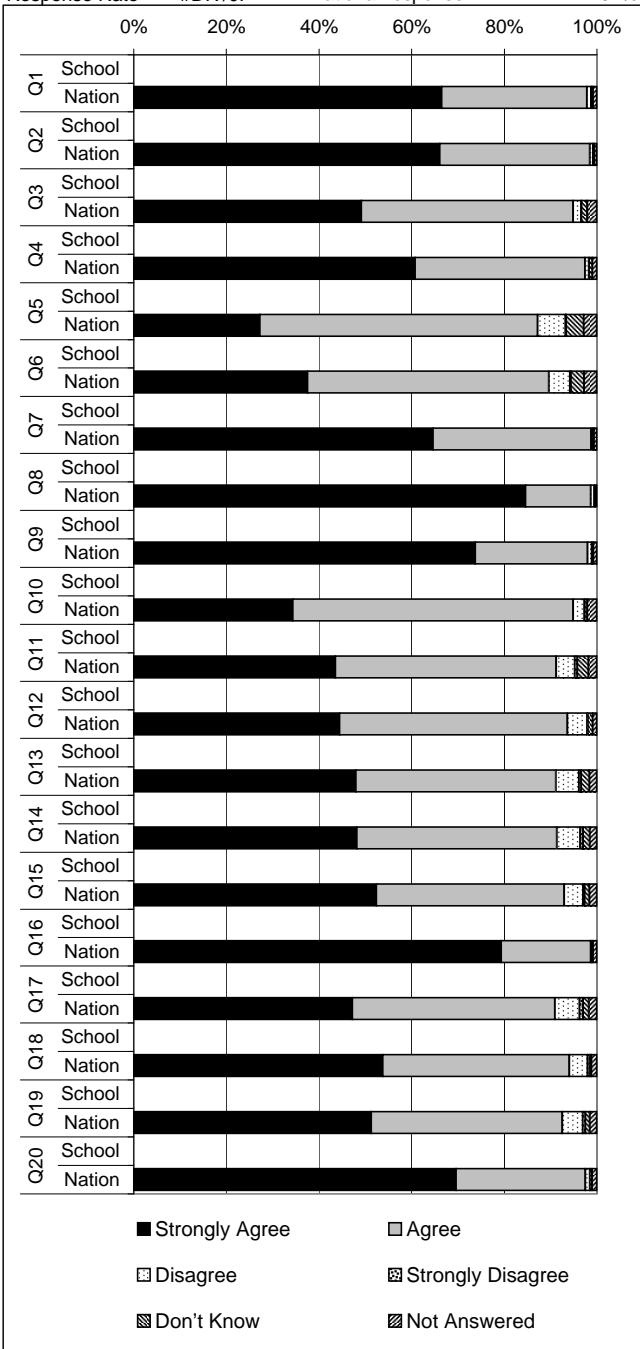
		Percentage %							
		Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Not Answered	Strongly Agree & Agree	Disagree & Strongly Disagree
Q1	I have access to the information I need to carry out my work.	0%	0%	0%	0%	0%	0%	0%	0%
Q2	All staff and pupils respect each other.	0%	0%	0%	0%	0%	0%	0%	0%
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

Nursery Staff Questionnaire Summary

Centre Name St Mungo's RC Primary School
 SEED Number 5703824
 Quest. Issued 0
 Quest. Input 0
 Response Rate #DIV/0! National response rate 62%

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	Staff discuss regularly how to improve the achievement of all children.	#####	#####	#####	#####	#####	#####	#DIV/0!	#DIV/0!
Q2	Staff provide activities which meet the learning needs of all children.	#####	#####	#####	#####	#####	#####	#DIV/0!	#DIV/0!
Q3	Children are involved in talking about what they will learn.	#####	#####	#####	#####	#####	#####	#DIV/0!	#DIV/0!
Q4	Staff give children regular feedback and encouragement on their learning.	#####	#####	#####	#####	#####	#####	#DIV/0!	#DIV/0!
Q5	Children have opportunities to evaluate their own and other children's work.	#####	#####	#####	#####	#####	#####	#DIV/0!	#DIV/0!
Q6	Staff regularly ask for children's views on how play activities can be improved.	#####	#####	#####	#####	#####	#####	#DIV/0!	#DIV/0!
Q7	Children are motivated and engaged in their learning.	#####	#####	#####	#####	#####	#####	#DIV/0!	#DIV/0!
Q8	Staff treat all children equally.	#####	#####	#####	#####	#####	#####	#DIV/0!	#DIV/0!
Q9	Staff and children respect each other.	#####	#####	#####	#####	#####	#####	#DIV/0!	#DIV/0!
Q10	The children are well behaved.	#####	#####	#####	#####	#####	#####	#DIV/0!	#DIV/0!
Q11	Support for children with additional support needs, including behaviour problems, is effective.	#####	#####	#####	#####	#####	#####	#DIV/0!	#DIV/0!
Q12	Parents are fully involved in the nursery and their children's learning.	#####	#####	#####	#####	#####	#####	#DIV/0!	#DIV/0!
Q13	I have been actively involved in developing the nursery's vision and values.	#####	#####	#####	#####	#####	#####	#DIV/0!	#DIV/0!
Q14	I am actively involved in setting priorities for improving the nursery.	#####	#####	#####	#####	#####	#####	#DIV/0!	#DIV/0!
Q15	I have regular opportunities to help shape the curriculum and children's experiences by having discussions with staff and working groups.	#####	#####	#####	#####	#####	#####	#DIV/0!	#DIV/0!
Q16	I am aware of the nursery's procedures relating to child protection.	#####	#####	#####	#####	#####	#####	#DIV/0!	#DIV/0!
Q17	Leadership at all levels is effective.	#####	#####	#####	#####	#####	#####	#DIV/0!	#DIV/0!
Q18	Staff communicate effectively with each other.	#####	#####	#####	#####	#####	#####	#DIV/0!	#DIV/0!
Q19	I have good opportunities to take part in continuing professional development.	#####	#####	#####	#####	#####	#####	#DIV/0!	#DIV/0!
Q20	Staff across the nursery share good practice.	#####	#####	#####	#####	#####	#####	#DIV/0!	#DIV/0!

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

Nursery Parent Questionnaire Summary

Centre Name St Mungo's RC Primary School

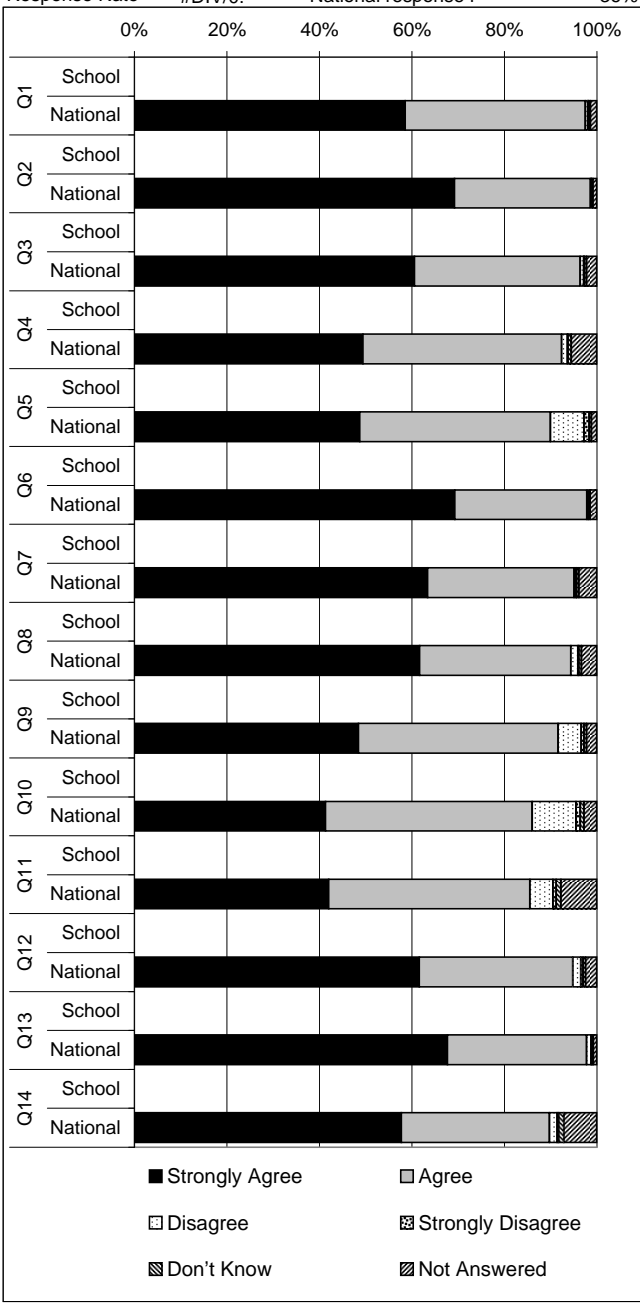
SEED Number 5703824

Quest. Issued 0

Quest. Input 0

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

Response Rate #DIV/0! National response rate 36%



		Percentage %							
		Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Not Answered	Strongly Agree & Agree	Disagree & Strongly Disagree
Q1	The nursery helps my child to be more confident.	#####	#####	#####	#####	#####	#####	#DIV/0!	#DIV/0!
Q2	My child enjoys the learning experiences at the nursery.	#####	#####	#####	#####	#####	#####	#DIV/0!	#DIV/0!
Q3	My child's learning is progressing well.	#####	#####	#####	#####	#####	#####	#DIV/0!	#DIV/0!
Q4	My child finds most learning activities stimulating and challenging.	#####	#####	#####	#####	#####	#####	#DIV/0!	#DIV/0!
Q5	The nursery keeps me well informed about my child's progress.	#####	#####	#####	#####	#####	#####	#DIV/0!	#DIV/0!
Q6	My child feels safe in the nursery.	#####	#####	#####	#####	#####	#####	#DIV/0!	#DIV/0!
Q7	My child is treated fairly in the nursery.	#####	#####	#####	#####	#####	#####	#DIV/0!	#DIV/0!
Q8	I feel staff really know my child as an individual and support him or her well.	#####	#####	#####	#####	#####	#####	#DIV/0!	#DIV/0!
Q9	Staff work in partnership with me to care for and educate my child.	#####	#####	#####	#####	#####	#####	#DIV/0!	#DIV/0!
Q10	The nursery asks for my views.	#####	#####	#####	#####	#####	#####	#DIV/0!	#DIV/0!
Q11	The nursery takes my views into account.	#####	#####	#####	#####	#####	#####	#DIV/0!	#DIV/0!
Q12	The nursery is well led.	#####	#####	#####	#####	#####	#####	#DIV/0!	#DIV/0!
Q13	Overall, I am happy with the care and education my child gets in the nursery.	#####	#####	#####	#####	#####	#####	#DIV/0!	#DIV/0!
Q14	The nursery has good arrangements for children starting nursery, moving between stages and starting school.	#####	#####	#####	#####	#####	#####	#DIV/0!	#DIV/0!

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

St. Mungo's R.C. Primary School

Clackmannanshire



Education Scotland Action Plan

October 2015

Introduction

In September 2014, Education Scotland (ES) published a report on standards and quality in St. Mungo's R.C. Primary School following their inspection in June 2014. In this report, Education Scotland found that the school needed additional support and more time to make necessary improvements. Education Scotland stated they would carry out a further inspection within one year of publication of the report.

In September 2015, Education Scotland revisited St. Mungo's R.C. Primary School. In December 2015, Education Scotland published a report of this further inspection and this recognised the progress and improvements the school had made.

Working with the education authority, the school has prepared this action plan to identify how it will continue to drive forward an agenda for improvement. The plan uses the recommendations from the original inspection:

- Review approaches to meeting the social, emotional and learning needs of all children.
- Further develop curriculum and approaches to assessment to raise children's attainment.
- Improve the quality and consistency of children's learning experiences through focused self-evaluation.
- Develop stronger teamwork across the school and its partners to improve learning.

** For session 2015-16, Recommendation 2 will be sub categorised: Curriculum and Raising Attainment.*

** For session 2015-16, Recommendation 4 will be addressed holistically throughout the action plan.*

To develop the action plan, the school has considered carefully the findings and recommendations made by Education Scotland and also undertaken some self-evaluation with staff and pupils to consider strengths and key areas for development. The Headteacher has also consulted with the Parent Council.

The education authority will work with the school to support and monitor progress of this action plan. The education authority will undertake a review in March 2016. Education Scotland have informed the school they will return to carry out a further inspection within one year of publication of the follow-up report. They will then issue another letter to parents on the extent to which the school has improved.

ES Recommendation

Review approaches to meeting the social, emotional and learning needs of all children.

Expected Outcomes

Children will feel safe, happy and nurtured at school.

Children's social, emotional and learning needs will be identified and supported.

All children will make good progress in their learning and development.

Key Actions/Tasks	Who	When	Actions Required	Success Criteria
Embed nurturing approaches across the school.	NW JR	Aug - April 2016	<ul style="list-style-type: none"> Engage in professional dialogue and learning with Ed Psych to further develop knowledge and understanding of HNIOS Use HNIOS to self-evaluate current practice Devise, implement and evaluate actions to address development needs highlighted from self-evaluation which will impact on children's school experience Health and Wellbeing programme 'Friends for Life' in P5/6 to be delivered by PSSS and CT 	<ul style="list-style-type: none"> Quality relationships built on trust and respect between staff, children and parents Shared understanding of the 10 nurturing principles across the community Higher self-esteem for pupils and staff Teaching and learning more effective for all Clear policy in place for the use of the 'Sunshine Room' Nurture Policy built on agreed practice and procedures
Further develop staff knowledge and understanding of assessment tools which will identify and support children with high level social and emotional needs.	NW Ed Psych	Sept 2015 – Nov 2015	<ul style="list-style-type: none"> Engage in CLPL to raise awareness of assessment tools – Boxhall, Attachment Screener Work with Ed Psych to incorporate appropriate support within plans for pupils with social and emotional needs Track impact of interventions through SI procedures 	<ul style="list-style-type: none"> Staff have an increased awareness of the tools available to assess children's needs Increased staff competence and confidence in how staff approach and manage children with SEBN Safe and happy children, attaining and achieving
Provide opportunities for staff to engage in CLPL to deepen knowledge and understanding of behaviour approaches and positive discipline.	All staff	Aug - Dec 2015	<ul style="list-style-type: none"> All staff trained in MAPA – day 1 HT and at least one other to complete MAPA - day 2 Ensure all new staff members are aware of Positive Behaviour Policy Monitor implementation of PPBP 	<ul style="list-style-type: none"> All staff will be MAPA trained to Level 1, some staff will be trained to Level 2; staff will have a clear understanding of the underpinning values of Care, Welfare, Safety and Security and how to avoid, decelerate and/or de-escalate crisis situations Children will feel valued and listened to Children will better understand how a situation happened and how to avoid a repeat in the future Children will feel understood by others and be able to find a way to move on from a situation All staff are confident in implementing positive behaviour strategies.
Review how support for children is identified, planned and allocated and what that looks like in practice.	NW MS		<ul style="list-style-type: none"> HT to engage in professional dialogue with other schools around systems for Staged Intervention Devise an overview of procedures within the context of St Mungo's to ensure children's support needs are consistently met CAT session to share overview/procedures with 	<ul style="list-style-type: none"> Clear steps agreed in the identification of children requiring support Clear process agreed to ensure appropriate support by Sfl teacher is targeted, planned and evaluated All children's needs being met

			<ul style="list-style-type: none"> staff Implement and evaluate Staged Intervention procedures 	<ul style="list-style-type: none"> Staged Intervention practice and procedures updated
Develop approaches to evaluating children's plans to ensure children's needs are being met.	NW All Staff	Oct - April 2016	<ul style="list-style-type: none"> HT to familiarise self with new suite of Child's plan HT to engage in CLPL to deepen knowledge and understanding of GIRFEC agenda and framework - Named Person/ Chronologies/ Planning and Assessment Cascade learning with staff – CAT 11/11/15 	<ul style="list-style-type: none"> HT has clear understanding and overview of the revised IAF paperwork/Framework All teaching staff are fully aware of responsibilities in relation to Staged Intervention and Child's Plans Evaluations will impact upon future plans
Implement strategies to reflect the child's voice in planning, assessing and evaluating child's plans.	NW All Staff	Sept - Oct 2015	<ul style="list-style-type: none"> Collaboratively create and agree on procedure for using child's planning sheet. Share planning sheet and purpose with support staff, pupils and parents Ensure children have time to engage in evaluative dialogue with adults on a regular basis. Monitor use and impact of planning sheet through staged intervention school procedures 	<ul style="list-style-type: none"> Pupil opinion recorded in an appropriate and agreed format for sharing during Staged Intervention Review Meetings Actions and decisions taken in respect of children's learning, achievement and attainment fully reflect children's voice
Further develop the confidence and competence of staff to support children with EAL.	NW TN	Sept - Dec 2015	<ul style="list-style-type: none"> EAL teacher to deliver cat session to raise awareness of strategies to support EAL pupils. Implement EAL strategies when planning interventions across curriculum i.e. Writing, Talking and Listening Plan collaboratively with EAL teacher to deliver curriculum 	<ul style="list-style-type: none"> Staff awareness and competence in identifying EAL competencies increased Increased staff awareness and knowledge of key strategies to support children with EAL Clear identification of children whose difficulties extend beyond just EAL Planning/Staged Intervention clearly supports the attainment and achievement of children with EAL
Further develop outside space for play and learning.	JR	Dec 2015 - June 2016	<ul style="list-style-type: none"> Active schools to work with P6 as Young Leaders Active Schools to support children in learning playground games Support children to take responsibility for playground through Citizenship theme of House Group – Playground Charter Working with stakeholders to develop outdoor areas 	<ul style="list-style-type: none"> Children will feel safe and happy when in the playground. Children and staff will use charter in restorative conversations/ discussions of incidents Behaviour incidents will have decreased further

ES Recommendation

Further develop **curriculum** and approaches to assessment to raise children's attainment.

Expected Outcomes

St. Mungo's PS will have a curriculum with a clear rationale, shaped by the shared values of the school and its community. Children will make very good progress through learning pathways in social studies, writing and listening and talking. Staff will begin the development of progression pathways in Science, French, Music and ICT. Teachers will be confident using the progression pathways to plan, deliver and assess quality learning experiences for children.

Key Actions/Tasks	Who	When	Actions Required	Success Criteria
Develop a curriculum rationale.	NW	June - Nov 2015	<ul style="list-style-type: none"> Engage in CLPL to deepen knowledge and understanding of Curriculum Rationale Consult with all stakeholders Devise rationale Devise pictorial representation of rationale Share rationale with stakeholders Continue to use rationale to guide structure and delivery of curriculum 	<ul style="list-style-type: none"> All stakeholders will have contributed thoughts and ideas about the curriculum in St Mungo's The community have ownership and a clear understanding of the learning journey and their role within it The unique context of St Mungo's is clearly reflected Curriculum rationale has both a written explanation and is reflected pictorially
Develop a progression for social studies.	NW All staff	Sept - Feb 2016	<ul style="list-style-type: none"> Engage in professional learning to further develop knowledge and understanding of principles and practices of CfE Collaboratively devise an IDL overview across each level. Devise pathways for delivering social studies across each level Evaluate pathways to ensure coverage and flexibility SMT quality assurance to ensure links across learning 	<ul style="list-style-type: none"> Clear and progressive pathway developed Skills, knowledge, understanding and assessment are built into the pathway/progression Staff knowledge and understanding of each level within CfE will increase, ensuring differentiation in learning and teaching Relevant links made across the curriculum Children involved in planning contexts Children's engagement and motivation increases; raising attainment and achievement Social Studies Policy built on agreed practice
Develop a progression for writing, listening and talking.	JR CD	Nov – Dec 2015	<ul style="list-style-type: none"> Establish current practice in teaching of writing Engage in CLPL to deepen knowledge and understanding of writing progression Engage with Education Scotland progression framework to support planning of writing Monitor planning, teaching and assessment of writing through QA procedures Devise whole school policy for planning and teaching of writing Begin use of Highland Literacy (Talking and Listening) with view to further develop 2016/17 	<ul style="list-style-type: none"> Clear and progressive pathways developed Skills, knowledge, understanding and assessment are built into the pathways/progressions Staff knowledge and understanding of each level within CfE will increase, ensuring differentiation in learning and teaching Children will have further continuity of learning approaches and experiences across the stages and at transition points Staff will regularly moderate within languages to ensure shared and consistent expectations and understandings Languages Policy built on agreed practice
Begin development of progressive pathways for Skills Academy subjects:	FB AC CD RC	Sept - April	<ul style="list-style-type: none"> Identify teachers to deliver subjects within Skills Academy 	<ul style="list-style-type: none"> Clear and progressive pathways begun Skills, knowledge, understanding and assessment

science, 1 + 2, music and ICT		2016	<ul style="list-style-type: none"> Staff to engage in CLPL to develop knowledge and understanding of curriculum area Devise timetable for skills academy Collaboratively devise pathways for identified curriculum areas Moderation of skills academy to agree on standards and delivery 	<p>are built into each progression</p> <ul style="list-style-type: none"> Children's engagement and motivation increases; raising attainment and achievement Children will have further continuity of learning approaches and experiences across the stages and at transition points
Explore a range of opportunities for delivering citizenship aspects of curriculum within the life and ethos of the school.	Class Teachers	Oct – Apr 2016	<ul style="list-style-type: none"> Collaboratively decide on Citizenship themes which can be addressed through House Groups Staff to engage in CLPL to develop knowledge and understanding of curriculum area Devise timetable for House Group Staff to devise a plan for each area 	<ul style="list-style-type: none"> Four key themes to be identified Children experience a variety of opportunities within the wider life of the school Children have greater sense of responsibility Children feel valued

ES Recommendation

Further develop curriculum and approaches to assessment to **raise children's attainment**.

Expected Outcomes

Children will make very good progress on prior levels of attainment in literacy and numeracy.

Key Actions/Tasks	Who	When	Actions Required	Success Criteria
Review and develop forward planning formats and assessment evidence.	NW All staff		<ul style="list-style-type: none"> Staff create an agrees format for forward planning to be used for planning across curricular 	<ul style="list-style-type: none"> Planning formats devised are consistently used across the school

			<p>areas</p> <ul style="list-style-type: none"> • Staff engage in CLPL to deepen knowledge and understanding of planning/teaching/assessment cycle • Staff engage in moderation of planning using agreed criteria 	<ul style="list-style-type: none"> • Staff have a clear understanding of the link between the Learning and Teaching intentions, success criteria, the learning experiences, the intended impact of the learning and the best assessment activity to demonstrate the learning • Staff aware of and using different types of assessment evidence • Progression in learning clear to see from term to term in forward plans • Staff recording/storing assessment information in a manageable way
Develop robust use of assessment, tracking and monitoring.	NW/JR	Oct – April 2016	<ul style="list-style-type: none"> • Staff to engage in Attainment Challenge and POLAAR CLPL opportunities • Use standardised assessment results to underpin tracking meetings • Evaluate impact of tracking dialogue through self-evaluation process • Implement new assessment and tracking framework 	<ul style="list-style-type: none"> • Staff regularly moderate children’s work to ensure an increased shared understanding and expectation of standards • Staff regularly spend time in each other’s classes to increase the collegiate approach and a shared understanding of progression, standards and expectations • Staff are confident in interrogating assessment data and identifying next steps in learning and teaching • Regular attainment meetings take place that feed into the SfL arrangements for identifying appropriate supports for children in order to increase attainment
Raise attainment in reading.	NW CD	Aug 2015 – June 2016	<ul style="list-style-type: none"> • Carry out standardised assessments in reading at P1, P3, P5, P6 and P7 • Moderate reading assessments to identify next steps in teaching • Deliver Reading Recovery programme to identified children. • Engage with Local Authority attainment challenge literacy training • Use planning format to further develop sharing of targets with children • Use AifL techniques to enhance children’s ability to self and peer assess reading • Joint planning with SfL and EAL to ensure cohesive support and targets. • Quality Assurance visits focus on reading 	<ul style="list-style-type: none"> • Progression of knowledge, skills and understanding used to plan appropriate pace and challenge • High quality learning experiences being taught • High quality feedback given to children • Children more aware of own strengths and areas for development • Regular class visits happening between class teachers • Quality Assurance visits identify good practice to share and areas where staff development may be necessary • Children being regularly tracked and supports identified early • Majority children in P7 and most in P4 and P1 will achieve appropriate levels in reading
Raise attainment in writing.	NW	Oct	<ul style="list-style-type: none"> • Carry out systematic assessment of writing 	<ul style="list-style-type: none"> • Progression of knowledge, skills and understanding

	JR	2015 – June 2016	<p>across the year.</p> <ul style="list-style-type: none"> Moderate writing assessments to identify next steps in teaching Plan interventions around peer support for teaching of writing Use planning format to further develop sharing of targets with children Use AifL techniques to enhance children’s ability to self and peer assess writing Joint planning with SfL and EAL to ensure cohesive support and targets. Quality Assurance visits focus on writing 	<p>used to plan appropriate pace and challenge</p> <ul style="list-style-type: none"> High quality learning experiences being taught High quality feedback given to children Children more aware of own strengths and areas for development Regular moderation happening between class teachers Quality Assurance visits identify good practice to share and areas where staff development may be necessary Children being regularly tracked and supports identified early Majority children in P7 and most in P4 and P1 will achieve appropriate levels in writing
Raise attainment in numeracy.	NW FB	Sept 2015 – June 2016	<ul style="list-style-type: none"> Carry out systematic assessment of numeracy Moderate numeracy assessments to identify next steps in teaching Deliver Maths Recovery programme to identified children. Use planning format to further develop sharing of targets with children Engage with Local Authority numeracy training Identify member of staff to participate in Numeracy Masters Module – FB Use AifL techniques to enhance children’s ability to self and peer assess numeracy Joint planning with SfL and EAL to ensure cohesive support and targets. Quality Assurance visits focus on numeracy 	<ul style="list-style-type: none"> Progression of knowledge, skills and understanding used to plan appropriate pace and challenge High quality learning experiences being taught Active Learning taking place Children more aware of own strengths and areas for development Quality Assurance visits identify good practice to share and areas where staff development may be necessary Children being regularly tracked and supports identified early Majority children in P7 and most in P4 and P1 will achieve appropriate levels in numeracy
Develop the use of profiling.	NW All staff	Sept – May 2016	<ul style="list-style-type: none"> Engage in professional reading and learning around the principles and purpose of profiling Establish procedures within school to support profiling Share purpose and procedure for profiling with school community Moderate pupils’ profiles Share pupil profiles with parents 	<ul style="list-style-type: none"> Children will have begun to identify personal targets Children will be able to identify their latest and best work and explain why it is so Children developing their use of evaluative language when describing their learning Staff will be confident in evaluating progress and setting new targets with the children New profiling format/practice will be developed
Establish effective links with homes in order to support and enhance learning and teaching.	NW Parent Group	Oct – May 2016	<ul style="list-style-type: none"> Establish purpose of Parent Group Establish parent group to facilitate engagement Establish themes with which families would be 	<ul style="list-style-type: none"> The completion of homework will have increased Parental volunteers in school will have increased Sharing the learning events will be well attended

			willing to engage <ul style="list-style-type: none"> • Deliver/provide materials and resources so parents can support children in learning • Plan and deliver Sharing the Learning afternoons to share learning with community • Engage with Parent Council in Gathered Together training to support engagement of Ethnic minorities. 	<ul style="list-style-type: none"> • Parent workshops will be well attended • Parent feedback will be regularly gathered and clearly acted upon • Families feel more confident to support and enhance their child's learning
Further improve quality of learning and teaching consistently across the school	NW All staff		<ul style="list-style-type: none"> • Staff to engage in CLPL focus; pace, challenge, differentiation and active learning • Revisit AfL strategies and techniques • Moderation of planning numeracy and literacy focus on differentiation and active learning 	<ul style="list-style-type: none"> • Quality Assurance format updated • High quality learning experience being taught • Active learning taking place • AfL strategies embedded in classroom practice

ES Recommendation				
Improve the quality and consistency of children's learning experiences through focused self-evaluation.				
Expected Outcomes				
Through rigorous and robust self-evaluation the school community will be more able to recognise and plan for strengths and areas for development in order to improve children's learning experiences.				
Key Actions/Tasks	Who	When	Actions Required	Success Criteria
Continue to consult with all stakeholders.	NW, JR	Oct – June 2016	<ul style="list-style-type: none"> • Share Education Scotland Report with staff – Support Staff • Share Education Scotland Report with parents • Consult with staff as to next steps CAT and Support Staff Meeting • Share planning with Parent body • Monthly (First Tuesday) update of Action Plan on 	<ul style="list-style-type: none"> • Parents, pupils, staff and partners involved in evaluating the work of the school • Impact of consultations/feedback clearly shared/displayed for community to see –“you said...we did” • Community voice encompassed in areas of the action plan to develop, plan and implement

			School Website to inform all of progress	<p>improvements</p> <ul style="list-style-type: none"> • Pupil voice gathered through House Group and Pupil Council • Pupil voice given strong focus and children feel valued as they see how they have contributed to the life and work of the school
Further develop Quality Assurance procedures.	NW, JR	Oct - June 2016	<ul style="list-style-type: none"> • Implement monitoring calendar • Create joint overview tracking pro forma and share with staff • Engage in coaching and mentoring feedback meetings 	<ul style="list-style-type: none"> • School leadership have a robust understanding of the quality of learning and teaching across the school • School leadership provide support and challenge • Quality Assurance procedures include classroom visits, sampling pupil work, pupil dialogue and feedback ensuring impact on learning is a direct result
Develop practice and procedures to encourage and support staff with Learning Visits	JR	Jan – June 2016	<ul style="list-style-type: none"> • Consult staff on format for peer observation • Establish timetable for peer observation • Plan opportunities for staff to engage in peer support through moderation of planning • Ensure opportunities for staff to moderate assessment 	<ul style="list-style-type: none"> • Staff charter developed ensuring staff needs during a peer to peer learning visit are agreed and followed • Staff will be confident in sharing practice and engaging in professional dialogue about their craft • Staff will regularly visit each other’s classrooms • Consistency of experience for children will have developed
HT will engage in CLPL to further develop skills to support all staff, including providing feedback and challenge.	NW	Aug – May 2016	<ul style="list-style-type: none"> • Engage with School Improvement Partnership • Engage with CLPL around Curriculum development and self-evaluation • Work with peer head to support work of Action Plan 	<ul style="list-style-type: none"> • Leadership plan devised and taken forward • School leadership will be more skilled in providing support and challenge to staff