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**Report to Education Sport & Leisure Committee**

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**Date of Meeting: 28 April 2016**

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**Subject: Inspection of Coalsnaughton Primary School & Nursery Class  
Publication of Education Scotland's Report**

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**Report by: Head of Education**

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**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 Coalsnaughton Primary School and Nursery Class.

**2.0 Recommendations**

It is recommended that the Education, Sport & Leisure Committee agrees:-

- 2.1 To note the outcome of the Education Scotland Inspection of Coalsnaughton Primary School and Nursery Class.

**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. Coalsnaughton Primary School and Nursery Class was inspected in the week beginning 26 October 2015. The inspection report was published on 19 January 2016.
- 3.2 School inspections focus on how well children and young people are learning and achieving, and how well the school supports their development.
- 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.

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

- Improvements in performance (NPF)
- Learners' experiences (NPF)
- Meeting learning needs (NPF)
- The curriculum
- Improvement through self-evaluation.

3.5 The inspection report was published on 19 January 2016 (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 Coalsnaughton Primary School and Nursery Class identified the following key strengths:

- Children who are proud of their school and show care and concern towards each other.
- The leadership of the headteacher in creating the strong, caring ethos across the nursery class and school.
- The work with parents and partners to develop the positive environment for learning across the nursery class and school.

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

- Improve children's progress and attainment in English and literacy and in numeracy and mathematics.
- Ensure the learning needs of all children are effectively met.
- Develop the curriculum to ensure children build on their knowledge and skills as they progress through the school.
- Ensure approaches to self-evaluation lead to year on year improvement in children's learning and progress.

3.9 The evaluations from Education Scotland’s inspection for Coalsnaughton Primary School are:

Improvements in performance	weak
Learners’ experiences	satisfactory
Meeting learning needs	weak

The evaluations from Education Scotland’s inspection for the Nursery Class are:

Improvements in performance	weak
Children’s experiences	satisfactory
Meeting learning needs	satisfactory

The evaluations from Education Scotland’s inspection for Coalsnaughton Primary School and Nursery Class are:

The curriculum	weak
Improvement through self-evaluation satisfactory	

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

As a result of the inspection findings, Education Scotland highlighted that the school needs additional support and more time to make necessary improvements. Their Area Lead Officer will work with Clackmannanshire Council to build capacity for improvement and to monitor progress. Within a year of publication of the report, Education Scotland will carry out a further inspection and issue another letter to parents on the extent to which the school has improved.

The Education Service will support the school to address the areas for improvement and a number of actions have already been taken.

Officers have been working with the school to develop a clear and detailed action plan to guide the school’s work throughout 2016 (Appendix 4). 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 for the remainder of this session and she will act as a model practitioner and also lead areas of school improvement. A Principal Teacher of Support for Learning is now working with the school to provide their 1-day allocation, with an additional half day per month allocation. Also, actions have been taken to secure stability in staffing across all three classes.

The school is involved in the Scottish Attainment Challenge in Clackmannanshire and is benefitting from a range of universal and targeted supports and interventions.

Staff have been, and will continue to be, provided with a range of professional learning opportunities to support the key areas for improvement.

The Education Service is satisfied that improvements will be secured.

#### 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

10.1 Appendix 1 – Education Scotland Inspection Findings – Coalsnaughton Primary School and Nursery Class

- 10.2 Appendix 2 – Education Scotland Quality Indicators – Coalsnaughton Primary School and Nursery Class
- 10.3 Appendix 3 – Education Scotland – Questionnaire Analysis – Coalsnaughton Primary School
- 10.4 Appendix 4 – Coalsnaughton Primary School – Action Plan – January – December 2016


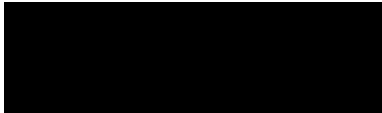
## 11.0 Background Papers

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	



19 January 2016

Dear Parent/Carer

**Coalsnaughton Primary School and Nursery Class  
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 the ethos and culture of the school and partnership working. 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 in the nursery enjoy their learning and are developing an awareness of themselves and others as they learn to take turns and share. As a result of improvements to the learning environment, they are now beginning to access their own activities independently. Children respond well when given some responsibility for aspects of their learning, such as organising their snack. We have asked staff to be clearer about what children are expected to learn at particular activities and how they will assess children's progress. At the primary stages, the school ethos is now based on mutual respect and is creating a more positive learning environment for children. We found that children contribute well to the life of the school through a range of groups, for example, the sports committee and the Pupil Council. Children are proud of their 'secret garden' and achieving their Sport Scotland Silver Award. They enjoy the range of sporting opportunities available to them such as skiing lessons and visits to The Peak for climbing. Older children are beginning to develop their leadership skills through, for example, taking on roles as buddies and peer mediators. The school should continue with its plans to develop and implement learning journals to help children better understand and talk about their learning and progress. We have asked the school to improve the quality and consistency of learning and teaching across the school. For example, staff need to involve children more in making better choices about their learning and consistently ask what they are learning from their experiences.

Across the nursery class and primary stages, children respond well to having their achievements celebrated in a range of ways such as through assemblies and the 'star jar'. In the nursery, children are becoming more confident in talking about their own interests and enjoy stories and looking at books. We have asked staff to ensure there is a clearer focus placed on developing all children's early language and literacy. For

example, children need increased opportunities in different areas of the nursery to develop their early writing skills. A few children show interest in numbers. Early numeracy skills now need to be introduced more frequently through play and daily routines. Across the primary stages, children's attainment in literacy and numeracy requires improvement. Staff now need to increase their expectations of what children can achieve so that they are consistently high and ambitious enough to develop children's skills better. Children now need to be taught early literacy skills with greater rigour to ensure the pace of learning is appropriate. The majority of children are able to discuss books they enjoy reading and older children are developing their research skills appropriately. We have asked staff to help children to develop a wider range of reading skills. Across the primary stages there is considerable scope to encourage children to write more frequently and at greater length. In numeracy and mathematics, most children do not yet have a sound enough knowledge of important mathematical concepts and ideas. As a result, they have difficulty applying their learning to solve problems. Across the school, children are gaining confidence in completing written calculations. However, they are not able to talk confidently about their mathematical thinking or answer oral questions quickly. A few older children are beginning to apply their learning in real life contexts, such as their organisation of the stationery shop. Across the nursery class and primary stages, children are learning to appreciate what constitutes a healthy lifestyle. They can talk about keeping themselves safe in a variety of situations and are becoming more confident in discussing their feelings and emotions.

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

In the nursery class and across the primary stages, staff show high levels of care and consideration for children. Relationships between staff and children are positive and staff are aware of individual family circumstances. There is an inclusive ethos where everyone is made to feel welcome and staff are responsive to individual children's emotional needs. The school works well with a range partners to help support children and their families. The chill out zone provides a safe space for children to talk about their feelings with a member of staff. However, there are some important weaknesses in the school's arrangements to meeting children's learning needs across the primary stages. Tasks, activities and resources are not matched well enough to children's learning needs. Teachers need to use assessment evidence better to plan learning experiences which build on children's existing skills and knowledge. Learning plans are in place for the children who require them, but there is not always evidence of these being used effectively enough in helping children to improve. Staff now need to work better together to fully meet the range of children's learning needs in their classes.

Across the nursery class and primary stages, staff are now beginning to develop a common understanding of Curriculum for Excellence. In the nursery class, the curriculum is delivered through play and relevant use is made of the local community to support learning. Staff are beginning to change their planning to respond better to children's interests. They now need to develop their approaches to assessing and recording children's progress through individual learning journals. At the primary stages, teachers have adopted curricular programmes to plan learning which are beginning to ensure a more progressive experience for children over time. In English and literacy and numeracy and mathematics, teachers have worked together to create



new programmes of work to help children build on their previous learning. Positive steps are being made to improve the health and wellbeing curriculum to support the emotional wellbeing and resilience of children. Overall, however, the implementation of Curriculum for Excellence is significantly behind national expectations. In a few curriculum areas, there are not yet programmes of learning in place. As a result, there are significant gaps in children's learning. The school needs to ensure that all children are able to make suitable progress across all curriculum areas and receive the support and challenge to which they are entitled.

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

Coalsnaughton Primary School and Nursery Class have experienced a number of staffing issues in recent years. This has had an impact on the overall progress of improvement and the attainment and achievement of children. At all stages, there are important weaknesses in the quality of children's achievement and attainment over time. Since the appointment of the new headteacher in January 2014, she has worked very hard to develop relationships within the local community. She has gained the support and respect of parents, children and staff. Through partnership with you, she has made significant improvements to the behaviour across the school and has created a caring and supportive ethos. Children now show care and respect towards all staff and each other. Staff value the support and leadership provided by the headteacher and are now working more effectively as a team to make the necessary improvements for your children. The headteacher has a more appropriate range of ways now in place to monitor the work of the school. Much work remains to be done, particularly in the overall quality of children's learning experiences and raising their attainment to ensure the recent positive start is bringing about improvements which can be built upon and sustained. Staff now take part in relevant professional learning activities and these are now more focussed on planned improvements to help improve learning and teaching and delivering the curriculum.

During the previous Care Inspectorate inspection, the school had no requirements and ten recommendations. From these, seven recommendations have been met/or partially addressed. Outstanding issues relating to children's learning journals and audit systems are carried forward in this inspection. As a result of this inspection, there are no requirements and three recommendations.

This inspection found the following key strengths.

- Children who are proud of their school and show care and concern towards each other.
- The leadership of the headteacher in creating the strong, caring ethos across the nursery class and school.
- The work with parents and partners to develop the positive environment for learning across the nursery class and school.

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

- Improve children's progress and attainment in English and literacy and in numeracy and mathematics.

- Ensure the learning needs of all children are effectively met.
- Develop the curriculum to ensure children build on their knowledge and skills as they progress through the school.
- Ensure approaches to self-evaluation lead to year on year improvement in children's learning and progress.

### **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 work with Clackmannanshire Council 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.

Louise Turnbull  
HM Inspector

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

[http://www.educationscotland.gov.uk/inspectionandreview/reports/school/primsec/Coal  
snaughtonPrimarySchoolClackmannanshire.asp](http://www.educationscotland.gov.uk/inspectionandreview/reports/school/primsec/Coal%20snaughtonPrimarySchoolClackmannanshire.asp)

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

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

Quality indicators help schools, education authorities and inspectors to judge what is good and what needs to be improved in the work of the school. You can find these quality indicators in the publication *How good is our school?*<sup>1</sup>. Quality indicators for the nursery class can be found in the publication *Child at the Centre*<sup>2</sup>. Following the inspection of each school, the Scottish Government gathers evaluations of three important quality indicators to keep track of how well all Scottish schools are doing.

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

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

<b>Improvements in performance</b>	<b>weak</b>
<b>Learners' experiences</b>	<b>satisfactory</b>
<b>Meeting learning needs</b>	<b>weak</b>

Nursery class

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

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

<b>The curriculum</b>	<b>weak</b>
<b>Improvement through self-evaluation</b>	<b>satisfactory</b>

Here are the Care Inspectorate's gradings for the nursery class.

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

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

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

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

## Nursery class

At the last inspection that was conducted by the Care Inspectorate, there were ten recommendations and no requirements. Seven recommendations have since been addressed. Outstanding issues relating to children's learning journals and audit systems are carried forward in this inspection.

1. Staff need to improve how children and parents are involved in agreeing areas for children's learning within the learning journals. They should be able to demonstrate:

- children's and parents' input into learning plans
- evidence of progress in all aspects of children's development
- clearly identified next steps
- where children's interests are being supported and
- that plans are reviewed at least 6 monthly.

National Care Standards - Early Education and Childcare up to the age of 16:  
Standards 4.4 - Engaging with Children and 5.6 - Quality of Experience.

2. Staff need to further develop how they evaluate the training and learning they undertake. They should be able to more fully demonstrate how they:-

- use their learning to improve their practice
- evaluate the impact on the service.

National Care Standards Early Education and Childcare up to the age of 16:  
Standards 13-Improving the service.

3. Consideration should be given to recording how audits that show how the work of the service and staff are monitored. These could include audit systems for the:

- completion of accident records
- completion of medication forms
- written feedback to staff about information in learning journals and
- completion of curriculum plans.

National Care Standards Early Education and Childcare up to the age of 16:  
Standards 13 - Improving the Service and 14.7 - Well Managed Service.

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

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

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

and

<http://www.scswis.com/>