
Report to Resources and Audit Committee

Date of Meeting: 26 February 2015

Subject: Progress Following Inspection of St Mungo's RC Primary School Education Scotland's Report

Report by: Head of Education

1.0 Purpose

- 1.1. The purpose of this paper is to provide an update to Resources and Audit Committee on the progress made following the report by Education Scotland of their inspection of St Mungo's RC Primary School.

2.0 Recommendations

Resources and Audit Committee is asked:

- 2.1. To note the progress made against the Action Plan to address the necessary improvements of St Mungo's Primary School following the Education Scotland Inspection.
- 2.2. To comment and challenge the plans made by the Education Service to secure continuous improvement of the school's performance.

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. The Inspection findings and the school's action plan were presented to Education, Sport and Leisure Committee on 20th November 2014.

The inspection report is detailed in Appendix 1.

3.3. The inspection report on St Mungo's RC primary School identified the following **key strengths**:

- Children are beginning to take pride in their achievements.
- Involvement of parents and children in securing improvements to the outdoor learning space.
- The promising start made by the Head Teacher to involving parents, pupils and staff in improving the school.

3.4. The following **areas for improvement** were agreed in discussion with the Head Teacher and the education authority:

- Further develop curriculum and approaches to assessment to raise children's attainment.
- Review approaches to meeting the social, emotional and learning needs of all children.
- 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.

3.5. Responding to the Inspection and Building Capacity for Improvement

3.5.1. Working with Education Officers, an experienced Head Teacher and the new Principal Teacher, the Head Teacher developed an Action Plan to address the areas for improvement identified.

Appendix 3 provides details of this action plan and evaluations of progress to date.

3.5.2. Two quality assurance visits have been carried out, involving Education Officers in class visits, focused dialogues with staff and pupils and a presentation from the Head Teacher and Principal Teacher. These visits focused on the first two Education Scotland recommendations above. Progress was identified following the development of a Health and Wellbeing programme and an update of the school Positive Behaviour Policy following full consultation. More children who require additional support also have individualised plans in place.

3.5.3. A programme of quality assurance visits is now planned, with four further visits between January and July 2015. The focus of the next visit will be the third Education Scotland area for improvement – 'Improve the quality and consistency of children's learning experiences through focused self-evaluation'.

3.5.4. The school has arranged regular meetings with specialist partner teams to develop practice in supporting learning and social and emotional needs. This group met on the 3rd December and identified the next steps for collaborative work and a programme for further meetings.

- 3.5.5. An Education Scotland advisor met with the Head Teacher and Principal Teacher to support their work to improve skills and understanding of Curriculum for Excellence. Further support from Education Scotland is planned for January and February 2015 to develop Curriculum for Excellence and self-evaluation.
- 3.5.6. ICT equipment has been renewed and refurbished, which will further support progress with active learning approaches and standardised testing.
- 3.5.7. The Parent Council and church representatives are fully involved in the improvement agenda, and receive regular and full update reports on progress at each Parent Council Meeting. Feedback from Parent Council on this partnership approach has been positive.
- 3.5.8. Education Scotland will conduct a follow up review within 1 year of the inspection report publication.

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? Yes (please detail the reasons for exemption below) 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 | <input checked="" type="checkbox"/> |
| Our communities are more cohesive and inclusive | <input checked="" type="checkbox"/> |
| People are better skilled, trained and ready for learning and employment | <input checked="" type="checkbox"/> |
| Our communities are safer | <input checked="" type="checkbox"/> |
| Vulnerable people and families are supported | <input checked="" type="checkbox"/> |
| Substance misuse and its effects are reduced | <input checked="" type="checkbox"/> |
| Health is improving and health inequalities are reducing | <input checked="" type="checkbox"/> |
| The environment is protected and enhanced for all | <input checked="" type="checkbox"/> |
| The Council is effective, efficient and recognised for excellence | <input checked="" type="checkbox"/> |

(2) Council Policies

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 It has been confirmed that in adopting the recommendations contained in this report, the Council is acting within its legal powers. Yes

10.0 Appendices

10.1 Appendix 1 Inspection Report for St Mungo's RC Primary School

Appendix 2 Evaluation for St Mungo's RC Primary School

Appendix 3 Evaluated Action Plan for St Mungo's RC Primary School

11.0 Background Papers

11.1 Have you used other documents to compile your report?

Yes No

Author(s)

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Approved by

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

23 September 2014

Dear Parent/Carer

**St Mungo'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 the development of health and wellbeing, community partnerships and approaches to engaging children with reading and writing. 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?

In a few lessons, children learn well and take responsibility for their learning. They are learning to assess what they do well and identify what they need to do to improve. Children are not always sufficiently aware of how to improve their own learning. More specific feedback from teachers would assist children in making more effective progress in their learning. We have asked the school to ensure that children's learning experiences are of a consistently high standard in all classes. While the majority of children have positive relationships with each other, a significant minority do not always behave well. This is having a detrimental impact on other children's learning. The school now needs to help children to cooperate with and respect each other. A significant minority of children told us that they do not always feel safe in school. Children are responding positively to taking responsibility and leading aspects of school improvement. For example, they are working hard to achieve a green flag from Eco-Schools Scotland and have made improvements to their outdoor space. Across the school, children develop their independence and team-building skills through participation in a range of out-of-school activities such as 'Jump 2 It'. Children's achievements are celebrated well through newsletters, house-points and assemblies. Children take pride in their achievements and share their successes from within and outwith school.

The school has begun to improve its overview of children's progress over time. The headteacher has been addressing this in recent months by developing teachers' understanding of assessment. The majority of children make satisfactory progress in English and literacy. As a result of recent improvement to reading and writing programmes, children are beginning to develop reading skills appropriate to their stage. Children are now writing more frequently and older children are beginning to

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Transforming lives through learning

write at greater length. Overall, children's spelling and use of grammar are not well enough developed. Across the school, children's skills in listening and talking to each other in groups are not well enough developed. Children have a good understanding of measurement and aspects of shape. Their skills in mental and written calculations and solving mathematical problems need to be improved. Overall, most children are not making appropriate progress in mathematics and numeracy. In other curricular areas, such as science, health and wellbeing and the expressive arts, children enjoy their learning and the school should now ensure they are making suitable progress.

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

In a few lessons children enjoy well-paced and suitably challenging activities. In most lessons, learning tasks and activities are not well matched to children's needs. Staff across the school would benefit from more advice on strategies and approaches to meet the learning and emotional needs of all children. As part of a Learning Community plan the headteacher has already taken action to begin to address this development need. We have asked the school to improve how they identify children requiring additional support needs to ensure they make the required progress. The educational psychologist has been involved in supporting staff, parents and children. She attends regular review meetings, advises staff and has presented professional development activities.

The curriculum provides children with a range of opportunities to learn and achieve. However, there are important weaknesses in the quality of the curriculum overall. Since taking up post, the headteacher has given staff helpful guidance to assist them in planning more effective experiences for children so that they can develop their skills and progress in literacy and numeracy in relevant contexts. The school should plan learning experiences for children that reflect their interests and aim to make planning and procedures simpler. Children also need better opportunities to make meaningful links in learning through their motivating topics and projects. The school should continue to engage children and their parents and partners in the development of the curriculum. Children are well supported by the local catholic church in delivering a catholic ethos across the school.

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

The headteacher has worked hard to establish positive relationships with children, staff, parents and partners. Parents have worked well together to raise funds to enhance children's learning through improving the outdoor area. Children have taken an active role in this, and would welcome a greater role in school improvement. The headteacher has established an agenda for improvement and has effected a number of changes including developing systems to monitor the work of the school. She has an understanding of the school's strengths and areas for development and is accurate in her findings that children's experiences and achievements need to improve significantly. Teachers are keen to work together to help ensure consistently high-quality learning across the school and to enable children to make more effective progress. Overall, the school would benefit from a stronger belief in its vision that everyone can succeed at St Mungo's RC Primary, with the aim of bringing about

improvements to learning. We have asked Clackmannanshire Council to continue to support the school to improve the quality of its work and to increase its pace of

2

change. Taken together, these approaches will help ensure that children make suitable progress and have much better learning experiences.

This inspection found the following key strengths.

- Children are beginning to take pride in their achievements.
- Involvement of parents and children in securing improvements to the outdoor learning space.
- The promising start made by the headteacher to involving parents, pupils and staff in improving the school.

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

- Further develop curriculum and approaches to assessment to raise children's attainment.
- Review approaches to meeting the social, emotional and learning needs of all children.
- 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.

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.

Guch Dhillon
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/StMungosRCPPrimarySchoolClackmannanshire.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. Quality indicators for the nursery class can be found in the publication *Child at the Centre*².

Here are the evaluations for St Mungo's RC Primary School.

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

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

The curriculum	weak
Improvement through self-evaluation	satisfactory

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

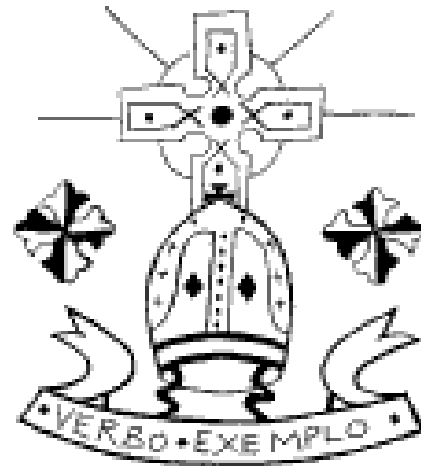
¹ *How good is our school? The Journey to Excellence: part 3*, HM Inspectorate of Education, 2007, http://www.educationscotland.gov.uk/Images/HowgoodisourschoolJtEpart3_tcm4-684258.pdf.

² *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.

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

St. Mungo's R.C. Primary School

Clackmannanshire



Action Plan Update Report

November 2014

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.

The inspection found the key strengths of the school:

- Children are beginning to take pride in their achievements.
- Involvement of parents and children in securing improvements to the outdoor learning space.
- The promising start made by the headteacher to involving parents, pupils and staff in improving the school.

The inspection identified several areas for improvement:

- Further develop curriculum and approaches to assessment to raise children's attainment.
- Review approaches to meeting the social, emotional and learning needs of all children.
- 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.

Working with the education authority, the school has prepared this action plan to identify how it will address the main points for action outlined in the inspection report. To do this, 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. In addition to this action plan, the school has also produced a more detailed School Improvement Plan to guide its work.

The education authority will work with the school to monitor progress and undertake a review in February 2015. Education Scotland have informed the school they will return to carry out a further inspection within one year of the original 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 and happy at school ensuring they are supported in their learning and development. Procedures and processes will be in place to identify and support the social, emotional and learning needs of children.			
Key Actions/Tasks	Personnel Responsible	Timescale	Evaluation
Develop a clear and progressive programme for Health and Wellbeing.	MD NW DW	Aug 14 - Nov 14	A progression for Health and Wellbeing has been developed and a whole school approach to implementation of this progression has been adopted.
Identify children who require targeted support for social and emotional needs and ensure children's plans in place.	NW	Aug 14 – Oct 14	Children's Plans are in place for children who require targeted support for social and emotional needs. Partnership working between class teachers and Clackmannanshire Support Service staff, is supporting the development of strategies and behaviour management planning.
Identify children who require targeted support for learning needs and ensure children's plans in place.	NW MS	Aug 14 – Nov 14	Working with Support for Learning colleagues, assessments have resulted in new plans for 11 children. Plans are being supported by Class Teachers, Support for Learning Teacher and Learning Assistants. Appropriate referrals have been made to health partners.
Revisit policy and practice for Staged Intervention, use of IAF and supporting learning.	NW	Nov 14 - Dec 14	A team are working with the school to revisit policy and practice for Staged Intervention.
Consult with pupils, parents and staff to revisit Promoting Positive Behaviour Policy to ensure consistent and effective practice.	DW LH CS	Oct 14 – Nov 14	A Positive Behaviour Policy has been developed with involvement from all staff, pupils and parents. Classes now follow a new positive behaviour system and pupils are enthusiastic about its use.
Provide opportunities for staff to engage in a range of CLPL to deepen knowledge and understanding of restorative and nurturing approaches.	NW DW SA	Aug 14 - Nov 14	All staff engaged in training for Restorative and Nurturing Approaches. This is impacting positively on school ethos and staff morale.
Explore BtC2 to look at appropriate methods of ensuring learning is active and engaging.	All	Nov 14 - March 15	Staff have looked again at Building the Curriculum 2 in preparation for this development in January and February. Some Active Learning approaches were evident at recent Sharing the Learning Afternoon in November. The Active Learning area in the infant department has been developed to enhance learning in the classroom.
Explore and develop approaches which promote children's independent learning skills and ownership of learning.	All	Aug 14 - March 15	Children have been involved in two Focus Weeks where they presented their learning to parents.
Training /Resource Needs Staged Intervention, Integrated Assessment Framework (IAF), How Nurturing Is Our School? (HNIOS) Capacity building support from Educational Psychologist and Primary School Support Service (PSSS) CLPL – Building the Curriculum 2 (BtC2), peer teacher visits Support from experienced headteacher & Team Around the School (TAS)			

ES Recommendation Further develop curriculum and approaches to assessment to raise children's attainment.			
Expected Outcomes Teachers will be confident in planning, delivering and assessing quality learning experiences for children ensuring a progression of skills and knowledge. Children will make very good progress from prior levels of attainment.			
Key Actions/Tasks	Personnel Responsible	Timescale	Evaluation
Review numeracy and mathematics in line with Curriculum for Excellence and update school policy.	NW DW	Aug 14 - Nov 14	A new policy has been developed in conjunction with staff; a statement has been included to support implementation of Big Maths.
Adapt Clackmannanshire numeracy and mathematics pathways and use to support broad forward planning.	NW DW	Aug 14 - Oct 14	Teachers are using Clackmannanshire numeracy pathways which has been adapted to include aspects of 'Big Maths'
Implement Big Maths approaches to teaching mental maths skills.	All	Aug 14 - Oct 14 (from term 3 P1)	Positive feedback at a recent Quality Assurance visit stated that, 'Lessons were well planned and structured and that Big Maths was being implemented.'
Develop maths teaching methodologies to include active learning approaches, quality questioning, differentiation, real life contexts, maths across learning.	All	Oct 14 - Feb 15	Classroom observations identified increased use of Active Learning approaches. This development will be a focus during inset training days in February.
Develop use of summative, formative and diagnostic assessment to inform mathematics planning, learning and teaching.	All	Oct 14 Summative Dec 15 Incas	Summative assessments were completed in order to support planning and identify next steps in learning. Recent upgrade to IT will allow INCAS standardised testing to take place in January. This is an area for continuing development.
Identify areas of numeracy and mathematics where targeted support is required by individuals or groups of children.	All JMc	Aug 14 - Nov 14	Task folders developed with Support for Learning Teacher are in place to support those who need targeted support.
Evaluate impact of numeracy and mathematics pathways, approaches to learning and teaching and assessment strategies.	NW DW	On-going Quality Assurance Calendar Feb 15 focus	Teachers have begun to plan for assessment using Clackmannanshire numeracy pathways. Work to develop this and to begin to evaluate the impact will be undertaken in February.

Audit the teaching of reading in line with Curriculum for Excellence.	NW CD	Aug 14 - Nov 14	An audit of current practice has been undertaken.
Adapt Education Scotland progress frameworks to support broad forward planning in reading.	NW DW	Nov 14 - Feb 15	Education Scotland personnel to meet with HT in January.
Implement active literacy approaches to teaching of early literacy skills (P1-3).	NW	Aug 14 – March 15	New resources have been sourced to support teaching of Active Literacy.
Implement a range of activities to develop children's understanding and development of higher order reading skills.	All	Feb 15 – March 15	Plans are in place to take this development forward in January/February
Identify areas of literacy where targeted support is required by individuals or groups of children.	All MS	Aug 14 – Nov 14	Task folders developed with Support for Learning Teacher are in place to support those who need targeted support.
Evaluate impact of reading pathways, approaches to learning and teaching and assessment strategies.	NW DW	Nov 15 – March 15	Upon completion of INCAS standardised testing next steps will be identified
Implement active spelling approaches to teaching spelling.	NW	Aug 14 – Feb 15	New resources have been sourced to support teaching of Active Literacy.
Revisit planning and assessment of writing using criterion scale in order to inform plans for developing writing.	All	Nov 14 - Feb 15	Plans are in place to take this development forward in January/February
Audit learning and teaching in writing, identify strengths and areas to develop.	NW DW CD	Apr 15 - June 15	This development will take place in the final term.
Training/ Resource Needs Clackmannanshire Numeracy and Mathematics Pack; Big Maths Training from Curriculum Development Officer – Literacy & Numeracy Training from Support for Learning Principal Teacher Support from experienced headteacher & Team Around the School (TAS)			

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	Personnel Responsible	Timescale	Success Criteria
Consult with all stakeholders to develop, implement and review aspects of the action plan.	NW	Sept 14 – June 15	Pupils, staff and parents have been consulted and informed on all aspects of plan implemented thus far. This plan has been presented at a parent council meeting on the 11 th November and the updates are being made available to all parents.
Develop skills of staff in approaches to self-evaluation.	All	Jan 15 – March 15	Plans are in place to take this development forward in January/February supported by Education Scotland personnel
Introduce new PRD Scheme, Professional Update and Career Long Professional Learning (CLPL).	All	Feb 15 – June 15	Plans are in place to take this development forward in January/February
Engage pupils in evaluating the school through house groups and Pupil Council and use to inform SIP.	NW, DW	Nov 14 - May 15	Pupils' voice is evident in updated Positive Behaviour Policy. Monthly house group meetings will support self-evaluation of school's vision and aims statement.
Further develop Quality Assurance to include classroom visits, sampling pupil work, pupil dialogue and feedback ensuring there is impact on learning.	NW	Oct 14 - June 15	A full programme of focussed Quality Assurance is in place supported by Local Authority. The first visit on 9 th December focussed on Health and Wellbeing and supporting learning and behaviour and areas of progress were identified. However, QA needs to be developed at school level.
HT will engage in CLPL to further develop skills to support all staff, including providing feedback and challenge.	NW	Aug 14 – May 15	HT is working with mentor HT to develop these skills.
Further develop and implement procedures and practices for tracking and monitoring.	NW	Sept 14 - May 15	A monitoring calendar is in development.
Training /Resource Needs CSP Programme, GTCS, PRD Training from Service Manager Education Scotland Website Support from experienced headteacher & Team Around the School (TAS)			

ES Recommendation Develop stronger teamwork across the school and its partners to improve learning.			
Expected Outcomes The school community will work in partnership to improve learning experiences for all.			
Key Actions/Tasks	Personnel Responsible	Timescale	Success Criteria
Identify areas of action plan which teaching staff will lead on.	All	Aug 14 - Oct 14	Identified teachers have taken a lead on aspects of the Action Plan, namely Health and Wellbeing and Literacy.
Provide support for staff taking leadership opportunities.	NW	Oct 14 – May 15	Task Briefs were developed to support staff in leadership roles. Ongoing support is available through team working which is developing in the school.
Establish regular support staff meetings (weekly) and develop opportunities for support staff to take responsibility for areas of school life.	NW MS	Sept 14 – June 15	Regular meetings with a set agenda allow support staff to discuss ideas and strategies being implemented across the school. Dialogue also allows for identification of children requiring targeted support.
Consult and inform Pupil Council on life and work of the school.	All MT	Twice termly	Pupil council formed part of the consultation on the Positive Behaviour Policy and use of Golden Time. A display in the school foyer informs pupils and parents of termly focus and progress made.
Extend range of opportunities to celebrate attainment and achievement.	All	Aug 14 – June 15	A Headteacher Award designed by children and presented at assemblies. Golden time and in class reward systems support celebration of pupils achievement.
Develop work with partner agencies to support and enhance life and work of the school.	All	Sept 14 – May 15	Action Plan Support Group meetings are timetabled to plan partner agency involvement in school developments. Children have visited Parklands Nursing Home and have participated in St. Modan's Christmas Concert. Plans have been established for work with RSPB.
HT will engage with Team Around the School to deepen knowledge and understanding and skills and abilities of leadership.	NW	Aug 14 – June 15	HT is engaging with Team Around School to implement and evaluate plan. HT will carry out next Quality Assurance Visit in partnership with TAS.
Training /Resource Needs Partnership agencies Support from experienced headteacher & Team Around the School (TAS)			

