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**Report to Resource and Audit Committee**

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**Date of Meeting: 24<sup>th</sup> September 2015**

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**Subject: Inspection of Sunnyside Primary School and Nursery Class  
Publication of Education Scotland's Report**

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**Report by: Director of Children, Young People and 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 Sunnyside Primary School and Nursery Class

**2.0 Recommendations**

2.1 It is recommended that the Resource and Audit Committee notes the outcome of the Education Scotland Inspection of Sunnyside Primary School and Nursery Class and the plan for improvement.

**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. Sunnyside Primary School and Nursery Class was inspected in the week beginning 16 February 2015. The inspection report was published on 12 May 2015. The school was last inspected in March 2004.

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

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

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

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

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

1.1 Improvements in performance (NPF)

2.1 Learners' experiences (NPF)

5.3 Meeting learning needs (NPF)

5.1 The curriculum

5.9 Improvement through self-evaluation.

3.5 The inspection report was published on 12 May 2015 (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 Sunnyside Primary School and Nursery Class identified the following **key strengths**:

- Confident, polite and friendly children who are very proud of their school.
- Improvement in children's progress in reading and writing.
- The commitment of staff to improving children's experiences and achievements

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

- Continue to improve the curriculum to ensure all children can make suitable progress across all aspects of their learning.
- All staff should be involved in developing robust approaches to evaluating the work of the school to ensure consistently high-quality experiences for all children.
- Continue to develop effective whole school approaches to meeting children’s needs.

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

Improvements in performance	satisfactory
Learners’ experiences	satisfactory
Meeting learning needs	satisfactory
The curriculum	weak
Improvement through self-evaluation	satisfactory

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

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

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

3.10.1 As a result of the inspection findings, Education Scotland are satisfied with the overall quality of provision. Education Scotland are confident that most of the school’s self-evaluation processes are leading to improvements. The Area Lead Officer will work with Clackmannanshire Council to build capacity for improvement and will maintain contact to monitor progress. Parents will be informed of the extent to which the school has improved.

3.10.2 The Education Service has already undertaken a number of actions to support the school to improve.

3.10.3 An Education Officer and an experienced headteacher have worked in partnership with the management team and supported them in drawing an action plan to ensure improvement. The implementation of the action plan will be monitored by Education Officers.

3.10.4 Staff have been, and will continue to be, provided with professional development opportunities that support the key areas for improvement.

3.10.5 The Education Service is confident that significant improvements will be secured.

#### **4.0 Sustainability Implications**

4.1 N/A

#### **5.0 Resource Implications**

5.1 This report has no resource implications for the Service

#### **6.0 Exempt Reports**

6.1 Is this report exempt? No

#### **7.0 Declarations**

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

##### **(1) Our Priorities**

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

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

Not applicable

## 8.0 Equalities Impact

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

Yes  No

## 9.0 Legality

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

## 10.0 Appendices

- Appendix 1 – Education Scotland inspection findings – Sunnyside Primary School and Nursery Class
- Appendix 2 – Education Scotland quality indicators – Sunnyside Primary School and Nursery Class
- Appendix 3 – Education Scotland – Questionnaire analysis – Sunnyside Primary School
- Appendix 4 – Action Plan



## 11.0 Background Papers

None

### Author(s)

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Aileen Ferguson	Acting Quality Improvement Officer	01786 233204

### Approved by

NAME	DESIGNATION	SIGNATURE
David Leng	Director of Children, Young People and Families	
Garry Dallas	Executive Director	



12 May 2015

Dear Parent/Carer

**Sunnyside 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 school's engagement with parents, and the on-going work of staff in involving children in designing the curriculum. 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?**

Across the nursery and primary stages, children are interested and keen to learn. They are very proud of their school and eager to talk about school life. Children in the nursery class play well together, share toys and are developing their knowledge of daily routines. They readily choose activities from a selection across the playroom and in the easily accessed outside area. They are also happy to join key workers for regular, planned group activities. This includes singing and 'welcome' discussions. At times, children are asked to sit for too long, and some become distracted and disengaged. Staff recognise that children need to take more responsibility and make more choices during each session. In the primary classes, most children come to school ready to learn and behave well. They respond well when they are actively involved in working with others. For example, younger children enjoyed working in groups to design and construct imaginary cities. However, in too many lessons, activities are overly teacher-directed and lack variety and challenge. As a result, children do not always remain focussed on their work. Across the school, staff share what is to be learned during lessons. However, in some classes, they need to use language which is more easily understood by children. A wide range of partnerships within the local community enrich children's learning. This includes visits to the new library at the Speirs Centre and outdoor learning activities with the Countryside Ranger Service. Across all stages, teachers need to ensure that all children are more consistently engaged in high-quality learning experiences.

Children across the school have access to a wide range of out-of-class clubs and activities including several ball games, chess, book club and young leaders. These are led by teachers, pupils and also in partnership with active schools. Many children

develop their sporting skills in Clackmannanshire Council festivals and competitions and the school has achieved success in cross country running events. Children across the school feel a sense of community and have an awareness of the needs of others. The pupil council leads fund-raising activities for charities chosen in consultation with all classes. Older children build their skills as citizens during their regular visits to Ludgate Day Centre. Across the school, children gain confidence performing at assemblies and in musical performances. Staff now need to develop more robust approaches to monitoring and tracking children's achievements. This will help children to become more aware of the important skills they develop from these activities in and out of school, and ensure all children achieve as highly as possible.

The majority of children in the nursery are making appropriate progress in developing their language and literacy skills. They engage well in conversations, listen well and enjoy looking at books. Children show an interest in early writing and a few are making the link between the written and spoken word. To support improvement in children's learning staff in the nursery need to extend literacy activities and offer more focussed writing opportunities across the playroom. Children in the nursery are developing their understanding of mathematics through play, for example in counting games and when building with junk items. At the primary stages, children are confident and articulate. Most children listen well and can follow instructions. They would benefit from more planned opportunities to develop listening and talking skills in groups. Children are making good progress in reading and writing. At the early stages, they are developing their reading skills well. By P7, children can talk about their favourite authors and types of books they enjoy reading at home and in school. Attainment in writing has improved with the introduction of consistent teaching approaches across the school and regular opportunities for children to write for a range of purposes. At the middle stages, this includes imaginative writing about being 'Lost in the City' and recording information about the water cycle in detailed science reports. Older children practised letter-writing in their communication with staff at Alloa Academy. Children in the primary classes use information and communication technology (ICT) well to support their writing. Children across the school are making satisfactory progress across most aspects of mathematics and numeracy. The recent whole-school focus on mental calculation is beginning to have a positive impact on children's confidence to tackle numeracy challenges. At P5, children described surveys they had carried out and graphs they had constructed and, by P7, the majority of children are confident in calculating the perimeter of shapes. However, across the school, children's attainment in mathematics needs to improve. In the nursery class and at the primary stages, children understand some aspects of a healthy lifestyle. For example, at the early stages, children learned about the importance of hand washing to prevent the spread of germs, and across the school children are becoming comfortable in recognising and describing their own feelings and emotions. Children are less clear when discussing staying safe on the internet.

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

Across the primary stages and the nursery class, staff provide a warm and welcoming learning environment. In the nursery, parents have good opportunities to discuss their child's progress including daily contact with keyworkers. As children move through the primary stages, parents would like more regular information about their child's progress and learning. Nursery staff plan a range of relevant activities and provide a



high level of care. However, children need increased opportunities to develop independence skills. At the primary stages, in the majority of lessons, teachers plan tasks and activities well to meet the needs of individual learners, but this is not yet consistent across the school. We have asked the school to ensure that learning is suitably challenging for all children, including those who are progressing well, and that the pace of learning is increased across all stages. The support for learning teacher works very closely with staff, parents and partners to identify learning needs and to ensure that appropriate support is accessed for children who need it. The school has effective approaches to working in partnership with most other agencies to support children. They are aware that links with Social Work could be improved to ensure children's plans have shared targets and outcomes. This will ensure children get appropriate help when most needed. We have asked the school to review the deployment of support staff to ensure plans to support children's learning are implemented as effectively as possible, without disruption. The school has recently established a nurture room 'The Pod'. Children visiting 'The Pod' enjoy opportunities to develop a range of skills in a calm environment. However, the school community does not yet have a shared understanding of the aims, purpose and nature of this provision. This is leading to misunderstandings about how children are supported. We have asked the school to ensure that all teachers understand their responsibilities with regard to meeting the needs of all children.

Children in the nursery experience a broad curriculum with a clear focus on literacy, numeracy and health and wellbeing. At the primary stages, progress in developing Curriculum for Excellence has been too slow and we have asked staff to make prompt improvements. We recognise that teachers have made significant improvements to learning approaches for literacy and numeracy and that they have begun to plan experiences that are more relevant to the needs and interests of children. For example, older children have enjoyed creating a model new railway station and town centre for Alloa and have made good use of ICT in their design work. However, while various topics interest some children, they do not develop their skills across all curriculum areas in sufficient depth. Children's experiences in music and religious and moral education need to be improved. The school has a range of activities in place to support children moving from nursery to P1. This includes nursery children visiting primary classes and P6 children acting as buddies to support children as they start school. The older children enjoy regular contact with Alloa Academy and particularly enjoyed recent links with the technology and home economics departments.

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

The school has experienced a number of staff changes and this has slowed the pace of change and improvement across the school. The headteacher and her depute have a clear understanding of the action required to provide children with consistently high-quality experiences at all stages. They visit the nursery class and primary stages regularly to monitor learning and are increasing in confidence in providing staff with helpful feedback to help them improve their practice. These visits now need to focus consistently on the agreed priorities for improvement. We have asked them to review the roles and responsibilities of the senior team to build on strengths and interests and to enable a closer focus on improving children's progress across the curriculum from nursery to P7. Staff increasingly take on leadership roles to improve children's learning experiences, including leading curricular developments. All staff are

committed to their own professional learning. Attention should now be given to supporting staff in developing the key areas of curriculum, learning and teaching and, in doing so, continue to cut down on paperwork. The school gathers information through consultation with staff, children and parents. Overall, parents are satisfied with the work of the school. A few expressed concern about the behaviour of a few children and welcomed more opportunities to talk with teachers about their child's progress. The school should continue to work with parents to improve communication. With the support of Clackmannanshire Council, the headteacher and her staff are well placed to lead the school and raise standards further.

This inspection found the following key strengths.

- Confident, polite and friendly children who are very proud of their school.
- Improvement in children's progress in reading and writing.
- The commitment of staff to improving children's experiences and achievements.

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.

- Continue to improve the curriculum to ensure all children can make suitable progress across in all aspects of their learning.
- All staff should be involved in developing robust approaches to evaluating the work of the school to ensure consistently high-quality experiences for all children.
- Continue to develop effective whole-school approaches to meeting children's needs.

### **What happens at the end of the inspection?**

We are satisfied with the overall quality of provision. We are confident that most of the school's self-evaluation processes are leading to improvements. Our Area Lead Officer will work with Clackmannanshire Council to build capacity for improvement and will maintain contact to monitor progress. Parents will be informed of the extent to which the school has improved.

Susan Duff  
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/Sun\\_nysidePrimarySchoolClackmannanshire.asp](http://www.educationscotland.gov.uk/inspectionandreview/reports/school/primsec/Sun_nysidePrimarySchoolClackmannanshire.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.

Here are the evaluations for Sunnyside Primary School.

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

Nursery class.

<b>Improvements in performance</b>	<b>good</b>
<b>Children's experiences</b>	<b>good</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>

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

<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)

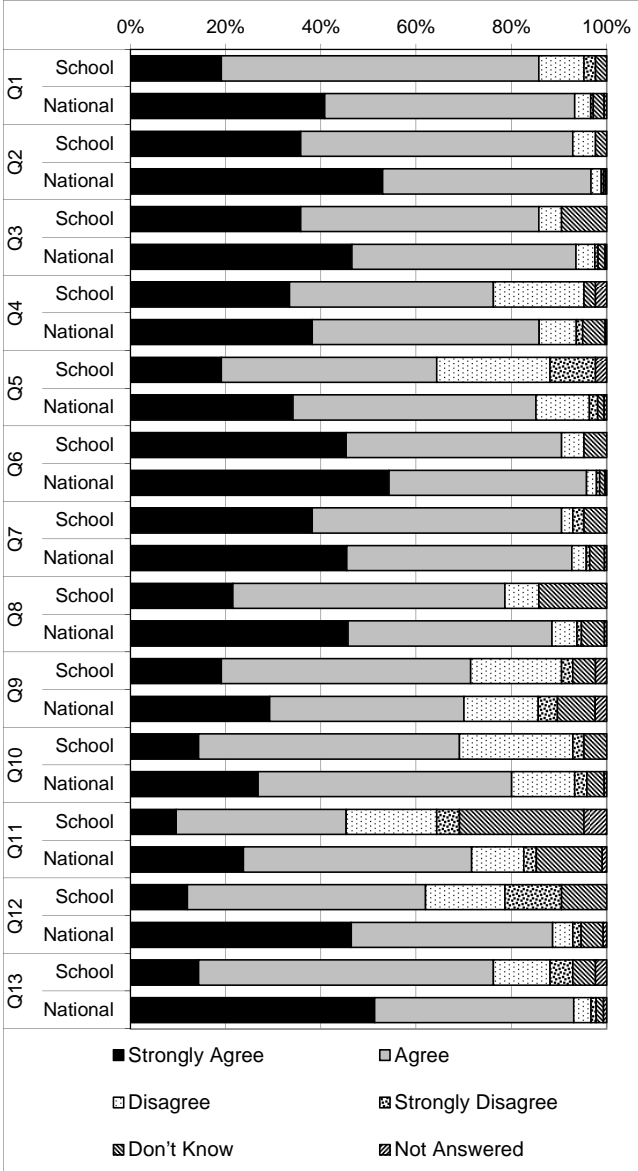
Please note that the term "adequate" in these documents has been replaced with "satisfactory".



## Parent Questionnaire Summary

Centre Name Sunnyside Primary School  
 SEED Number 5700728  
 Quest. Issued 175  
 Quest. Input 42  
 Response Rate 24% National response rate 39%

## Appendix 3

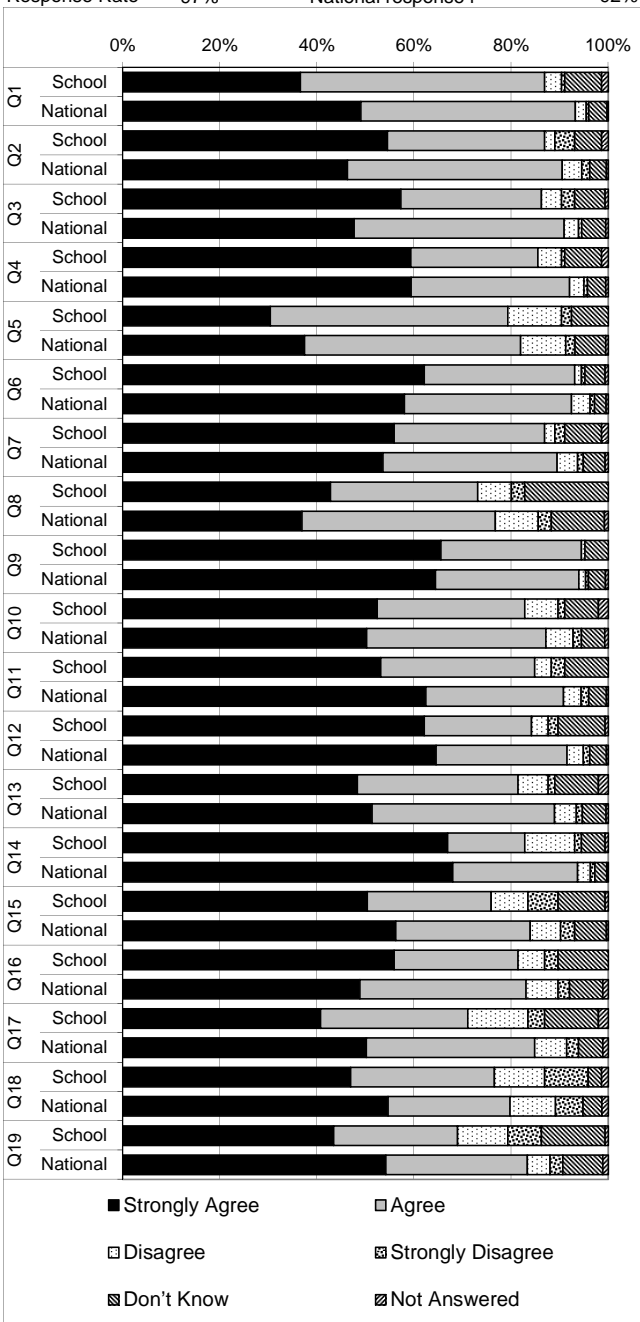


		Percentage %							
		Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Not Answered	Strongly Agree & Agree	Disagree & Strongly Disagree
Q1	School	19%	67%	10%	2%	2%	0%	86%	12%
Q1	National	36%	57%	5%	0%	2%	0%	93%	5%
Q2	School	36%	50%	5%	0%	10%	0%	86%	5%
Q2	National	33%	43%	19%	0%	2%	2%	76%	19%
Q3	School	19%	45%	24%	10%	0%	2%	64%	33%
Q3	National	45%	45%	5%	0%	5%	0%	90%	5%
Q4	School	38%	52%	2%	2%	5%	0%	90%	5%
Q4	National	21%	57%	7%	0%	14%	0%	79%	7%
Q5	School	19%	52%	19%	2%	5%	2%	71%	21%
Q5	National	19%	52%	19%	2%	5%	2%	64%	33%
Q6	School	14%	55%	24%	2%	5%	0%	69%	26%
Q6	National	10%	36%	19%	5%	26%	5%	45%	24%
Q7	School	12%	50%	17%	12%	10%	0%	62%	29%
Q7	National	14%	62%	12%	5%	5%	2%	76%	17%
Q8	School								
Q8	National								
Q9	School								
Q9	National								
Q10	School								
Q10	National								
Q11	School								
Q11	National								
Q12	School								
Q12	National								
Q13	School								
Q13	National								

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

# Pupil Questionnaire Summary

Centre Name Sunnyside Primary School  
 SEED Number 5700728  
 Quest. Issued 150  
 Quest. Input 145  
 Response Rate 97% National response rate 92%

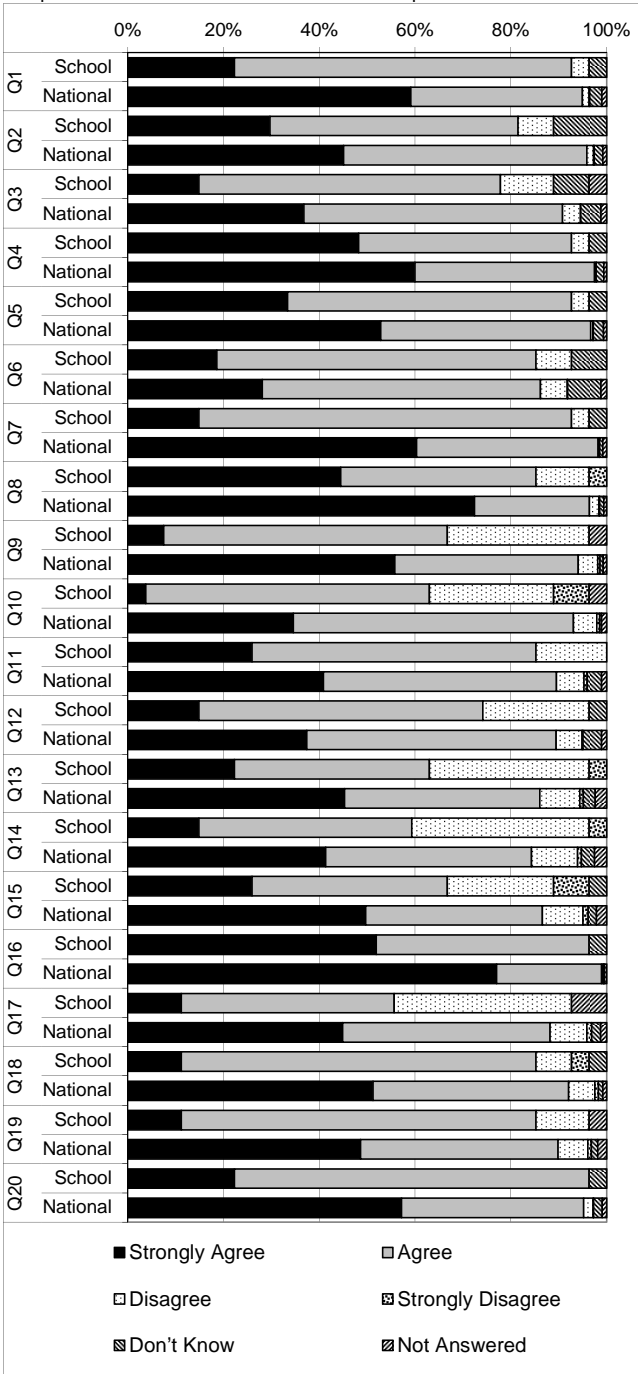


		Percentage %								
		Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Not Answered	Strongly Agree & Agree	Disagree & Strongly Disagree	
Q1	School	37%	50%	3%	1%	8%	1%	87%	4%	
	National	54%	32%	2%	4%	6%	1%	87%	6%	
Q2	School	57%	29%	4%	3%	6%	1%	86%	7%	
	National	59%	26%	5%	1%	8%	1%	86%	6%	
Q3	School	30%	49%	11%	2%	8%	0%	79%	13%	
	National	62%	31%	1%	1%	4%	1%	93%	2%	
Q4	School	56%	31%	2%	2%	8%	1%	87%	4%	
	National	43%	30%	7%	3%	17%	0%	73%	10%	
Q5	School	66%	29%	1%	0%	5%	0%	94%	1%	
	National	52%	30%	7%	1%	7%	2%	83%	8%	
Q6	School	53%	32%	3%	3%	9%	0%	85%	6%	
	National	62%	22%	3%	2%	10%	1%	84%	6%	
Q7	School	48%	33%	6%	1%	9%	2%	81%	8%	
	National	67%	16%	10%	1%	5%	1%	83%	12%	
Q8	School	50%	26%	8%	6%	10%	1%	76%	14%	
	National	56%	26%	6%	3%	10%	0%	81%	8%	
Q9	School	41%	30%	12%	3%	11%	2%	71%	16%	
	National	47%	30%	10%	9%	3%	1%	77%	19%	
Q10	School	43%	26%	10%	7%	13%	1%	69%	17%	
	National									
Q11	School									
	National									
Q12	School									
	National									
Q13	School									
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Q14	School									
	National									
Q15	School									
	National									
Q16	School									
	National									
Q17	School									
	National									
Q18	School									
	National									
Q19	School									
	National									

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

# Questionnaire Summary

Centre Name Sunnyside Primary School  
 SEED Number 5700728  
 Quest. Issued 40  
 Quest. Input 27  
 Response Rate 68% National response rate 74%



		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.	22%	70%	4%	0%	4%	0%	93%	4%
Q2	All pupils are given activities which meet their learning needs.	30%	52%	7%	0%	11%	0%	81%	7%
Q3	Pupils are involved in setting learning targets.	15%	63%	11%	0%	7%	4%	78%	11%
Q4	Pupils are provided with regular feedback on what they need to do to improve.	48%	44%	4%	0%	4%	0%	93%	4%
Q5	Pupils are provided with opportunities to evaluate their own work and that of others.	33%	59%	4%	0%	4%	0%	93%	4%
Q6	Staff regularly ask for pupils' views on how their learning experiences could be improved.	19%	67%	7%	0%	7%	0%	85%	7%
Q7	Pupils take an active part in their learning.	15%	78%	4%	0%	4%	0%	93%	4%
Q8	Staff treat all pupils equally.	44%	41%	11%	4%	0%	0%	85%	15%
Q9	Staff and pupils respect each other.	7%	59%	30%	0%	0%	4%	67%	30%
Q10	The pupils are well behaved.	4%	59%	26%	7%	0%	4%	63%	33%
Q11	Support for pupils with additional support needs is effective.	26%	59%	15%	0%	0%	0%	85%	15%
Q12	Parents are fully involved in the school and their children's learning.	15%	59%	22%	0%	4%	0%	74%	22%
Q13	I have been actively involved in developing the school's vision and values.	22%	41%	33%	4%	0%	0%	63%	37%
Q14	I am actively involved in setting priorities to improve the school.	15%	44%	37%	4%	0%	0%	59%	41%
Q15	I have regular opportunities to help shape the curriculum by having staff discussions and working groups.	26%	41%	22%	7%	4%	0%	67%	30%
Q16	I am aware of the school's procedures for protecting children.	52%	44%	0%	0%	4%	0%	96%	0%
Q17	Leadership at all levels is effective.	11%	44%	37%	0%	0%	7%	56%	37%
Q18	Staff communicate effectively with each other.	11%	74%	7%	4%	4%	0%	85%	11%
Q19	I have good opportunities to take part in continuing professional development.	11%	74%	11%	0%	0%	4%	85%	11%
Q20	Staff across the school share good practice.	22%	74%	0%	0%	4%	0%	96%	0%

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

# Non-Teaching Questionnaire Summary

Centre Name Sunnyside Primary School

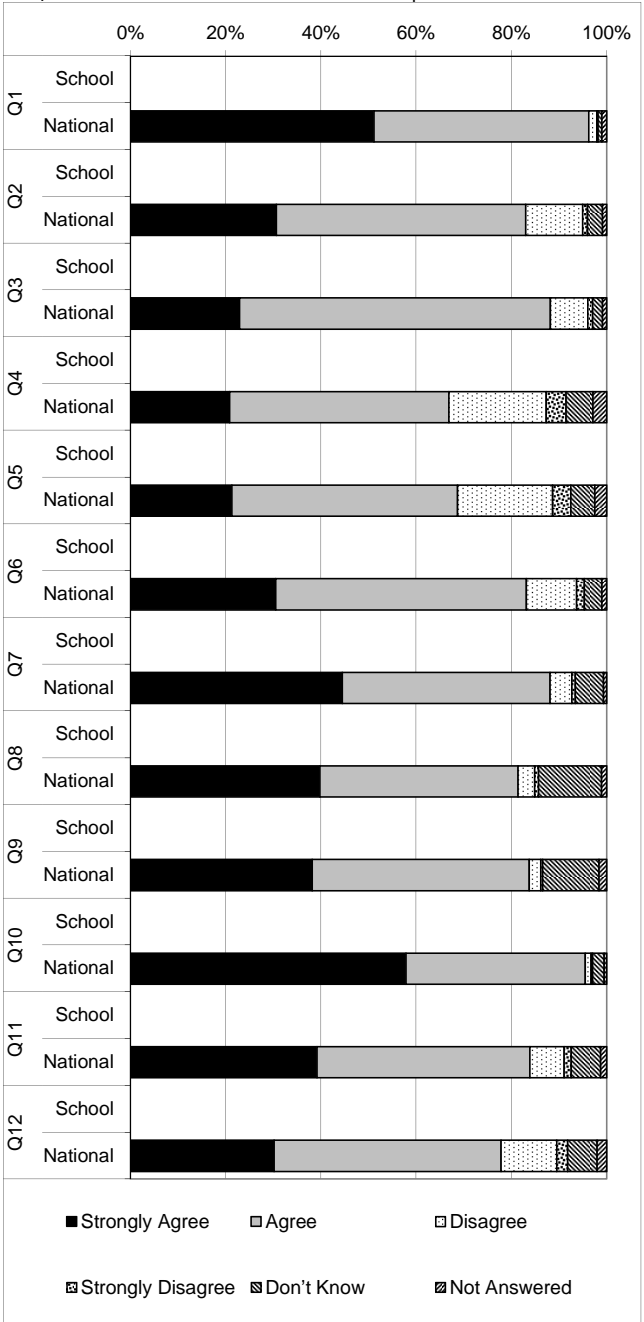
SEED Number 5700728

Quest. Issued 5

Quest. Input 2

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

Response Rate 40% National response rate 66%



		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**

**DISCLOSURE CONTROL APPLIED**



# Nursery Staff Questionnaire Summary

Centre Name Sunnyside Primary School

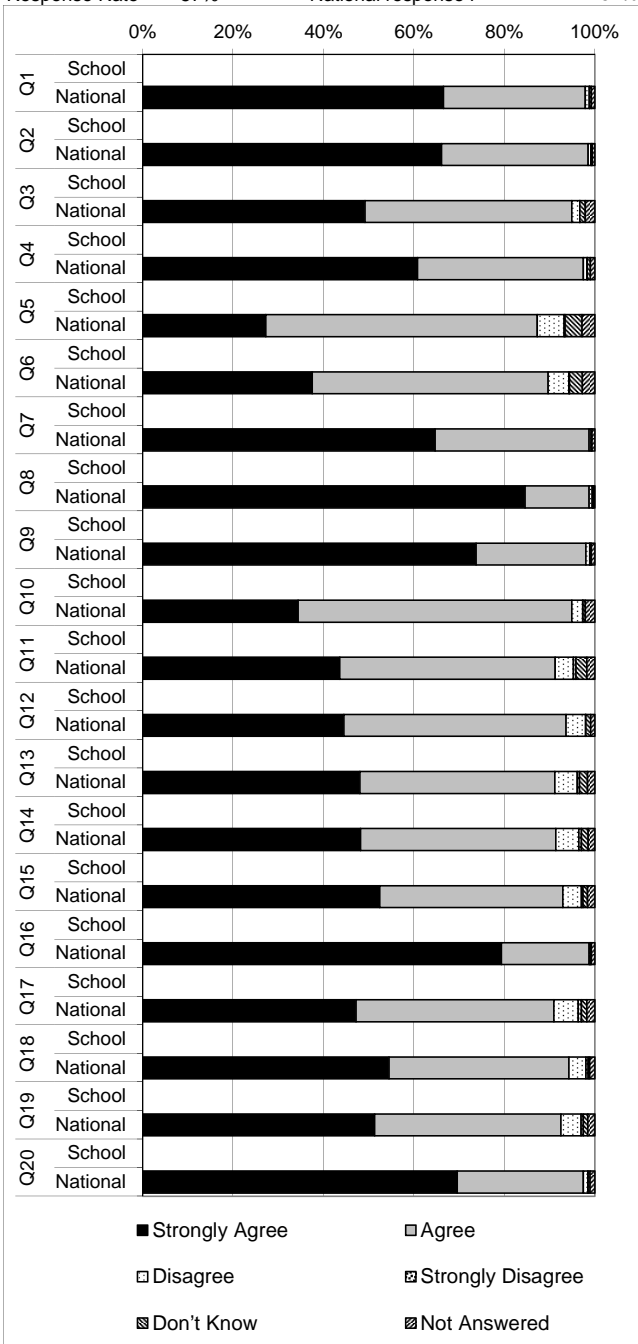
SEED Number 5700728

Quest. Issued 7

Quest. Input 4

Response Rate 57% National response rate 62%

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

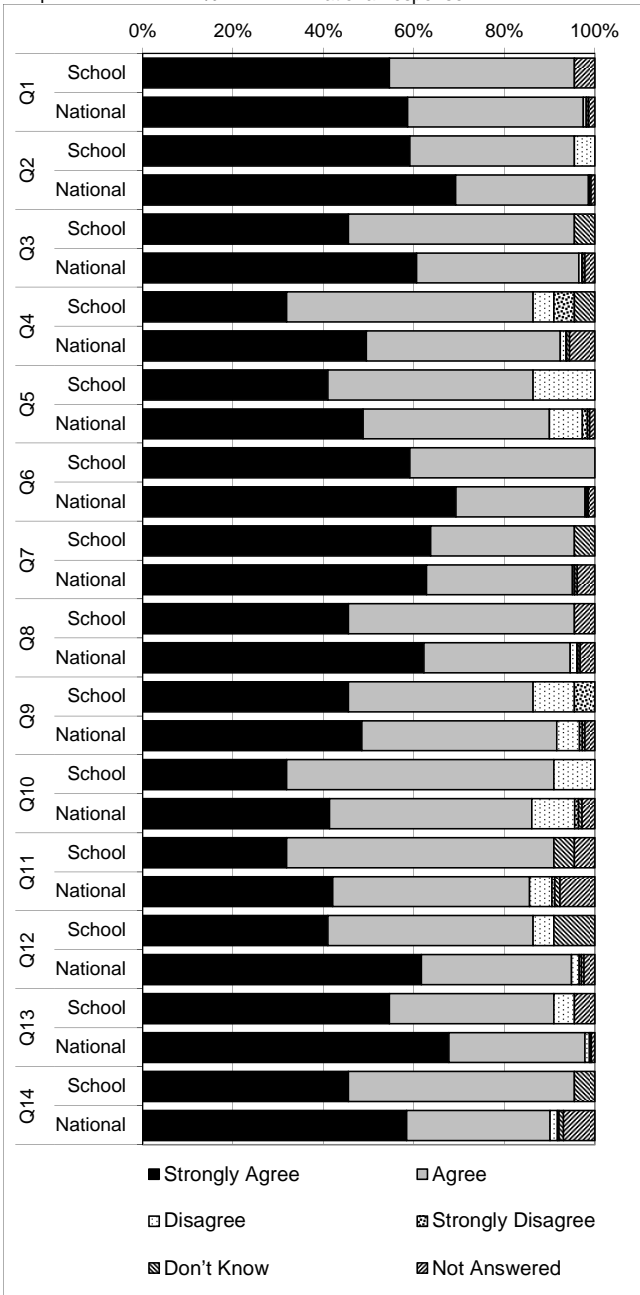


		Percentage %							
		Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Not Answered	Strongly Agree & Agree	Disagree & Strongly Disagree
Q1	Staff discuss regularly how to improve the achievement of all children.	0%	0%	0%	0%	0%	0%	0%	0%
Q2	Staff provide activities which meet the learning needs of all children.	0%	0%	0%	0%	0%	0%	0%	0%
Q3	Children are involved in talking about what they will learn.	0%	0%	0%	0%	0%	0%	0%	0%
Q4	Staff give children regular feedback and encouragement on their learning.	0%	0%	0%	0%	0%	0%	0%	0%
Q5	Children have opportunities to evaluate their own and other children's work.	0%	0%	0%	0%	0%	0%	0%	0%
Q6	Staff regularly ask for children's views on how play activities can be improved.	0%	0%	0%	0%	0%	0%	0%	0%
Q7	Children are motivated and engaged in their learning.	0%	0%	0%	0%	0%	0%	0%	0%
Q8	Staff treat all children equally.	0%	0%	0%	0%	0%	0%	0%	0%
Q9	Staff and children respect each other.	0%	0%	0%	0%	0%	0%	0%	0%
Q10	The children are well behaved.	0%	0%	0%	0%	0%	0%	0%	0%
Q11	Support for children with additional support needs, including behaviour problems, is effective.	0%	0%	0%	0%	0%	0%	0%	0%
Q12	Parents are fully involved in the nursery and their children's learning.	0%	0%	0%	0%	0%	0%	0%	0%
Q13	I have been actively involved in developing the nursery's vision and values.	0%	0%	0%	0%	0%	0%	0%	0%
Q14	I am actively involved in setting priorities for improving the nursery.	0%	0%	0%	0%	0%	0%	0%	0%
Q15	I have regular opportunities to help shape the curriculum and children's experiences by having discussions with staff and working groups.	0%	0%	0%	0%	0%	0%	0%	0%
Q16	I am aware of the nursery's procedures relating to child protection.	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 nursery share good practice.	0%	0%	0%	0%	0%	0%	0%	0%

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

# Nursery Parent Questionnaire Summary

Centre Name Sunnyside Primary School  
 SEED Number 5700728  
 Quest. Issued 99  
 Quest. Input 22  
 Response Rate 22% 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.	55%	41%	0%	0%	0%	5%	95%	0%
Q2	My child enjoys the learning experiences at the nursery.	59%	36%	5%	0%	0%	0%	95%	5%
Q3	My child's learning is progressing well.	45%	50%	0%	0%	5%	0%	95%	0%
Q4	My child finds most learning activities stimulating and challenging.	32%	55%	5%	5%	5%	0%	86%	9%
Q5	The nursery keeps me well informed about my child's progress.	41%	45%	14%	0%	0%	0%	86%	14%
Q6	My child feels safe in the nursery.	59%	41%	0%	0%	0%	0%	100%	0%
Q7	My child is treated fairly in the nursery.	64%	32%	0%	0%	5%	0%	95%	0%
Q8	I feel staff really know my child as an individual and support him or her well.	45%	50%	0%	0%	0%	5%	95%	0%
Q9	Staff work in partnership with me to care for and educate my child.	45%	41%	9%	5%	0%	0%	86%	14%
Q10	The nursery asks for my views.	32%	59%	9%	0%	0%	0%	91%	9%
Q11	The nursery takes my views into account.	32%	59%	0%	0%	5%	5%	91%	0%
Q12	The nursery is well led.	41%	45%	5%	0%	9%	0%	86%	5%
Q13	Overall, I am happy with the care and education my child gets in the nursery.	55%	36%	5%	0%	0%	5%	91%	5%
Q14	The nursery has good arrangements for children starting nursery, moving between stages and starting school.	45%	50%	0%	0%	5%	0%	95%	0%

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

**Sunnyside Primary School  
Clackmannanshire**



**Education Scotland Action Plan  
2015 – 2016**

## Introduction

In May 2015, Education Scotland (ES) published a report on standards and quality in Sunnyside Primary School following their inspection in February 2015.

The inspection found the key strengths of the school:

- Confident, polite and friendly children who are very proud of their school.
- Improvement in children's progress in reading and writing.
- The commitment of staff to improving children's experiences and achievements.

The inspection identified several areas for improvement:

- Continue to improve the curriculum to ensure all children can make suitable progress across all aspects of their learning.
- All staff should be involved in developing robust approaches to evaluating the work of the school to ensure consistently high-quality experiences for all children.
- Continue to develop effective whole-school approaches to meeting children's needs.

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 the Care Inspectorate and also undertaken some self-evaluation with staff and pupils to consider strengths and key areas for development. The school has also consulted with the Chairperson of the Parent Council.

The education authority will work with the school to support and monitor progress.

## Sunnyside Primary School: Education Scotland Follow-Up Action Plan

<b>ES Recommendation</b> Continue to improve the curriculum to ensure all children can make suitable progress across all aspects of their learning.			
<b>Expected Outcomes</b> Staff will have a shared understanding of the curriculum and what planning with children should involve. Children will have access to a bespoke curricular experience and high quality learning. Children will make good progress across all aspects of their learning.			
Key Actions/Tasks	Personnel Responsible	Timescale	Success Criteria
Collate curriculum design of EOs as agreed by staff into class/ stage overview planners.	HF MMcC	August 15	All staff are using clear and comprehensive overviews to plan a curriculum that allows good progress across all aspects of learning. SMT and teachers will discuss pace of progress through overview planners at impact meetings.
Collate class/ stage overview planners into curricular overview from Nursery -P7 for each curricular area.	HF MMcC	Aug 15 – June 16	Learners will experience a broad, balanced and deep curriculum consistently throughout the school. Learners will make good progress across all aspects of their learning from Nursery -7.
Ensure all staff are familiar with and use Significant Aspects of Learning.	HF	August 15	All staff has access to SAOL and use this to plan assessment and curriculum design.
Identify curriculum driver staff for each curricular area to collate skills and understanding information into curriculum pathways.	Drivers and leaders	September 15	Driver staff are clear on remits and focus areas for development within the curriculum. Curriculum pathways will be developed for most areas of the curriculum.
Curriculum drivers to meet as a team to devise action plan for forthcoming session. Identify link schools, CLPL opportunities for staff.	HF	Oct 15	Clear and concise action plan for each area – driven by the rationale.
Consult with staff, children and parents to develop a curriculum rationale.	Management team	Feb 16	A bespoke curriculum rationale for Sunnyside will be shared with the whole school community.
Revise Health and Wellbeing progression to ensure it is central to our curriculum.	SMT	June 15	Pupils' learning in health and wellbeing will follow a clear progression and there will be continuity and coherence from Nursery-P7. The progression will cover learning in class and at a whole school level.

Develop termly planning showing the skills and knowledge for each curricular area within stage overview planners.	Teaching staff	Throughout the year	The development of pupils' knowledge and skills will be carefully planned to ensure progression.
Collate termly planning into school planning format that is grown organically over the year thereby developing Sunnyside curriculum progression.	SMT and Teaching staff	June 16	Curriculum Progression document 2015-16 will provide a record of learner experience. A Curriculum Progression document will be developed for use in Session 2016-17.
Provide opportunities for staff to engage in a range of CLPL to deepen knowledge and understanding of IDL and Health and Wellbeing.	HF HA CF	March 16	A strategic CLPL plan will be in place with clear links to SIP priorities.

## Sunnyside Primary School: Education Scotland Follow-Up Action Plan

<b>ES Recommendation</b> Continue to develop effective whole-school approaches to meeting children's needs.			
<b>Expected Outcomes</b> All children will be supported in their learning and development to ensure they make good progress in attainment and achievement. Teachers will be confident in planning, delivering and assessing quality learning experiences for children ensuring all needs are met.			
Key Actions/Tasks	Personnel Responsible	Timescale	Success Criteria
Ensure universal and targeted needs are supported – clear understanding and familiarity with SHANARRI indicators.	All staff	Nov 15	Children's needs will be identified and supported using a clear and consistent planning framework.
Organise comprehensive CLPL to support staff in practical organisation and planning for differentiation.	HF Drivers	Throughout the year	Pupils' needs will be identified and supported appropriately and tasks and activities will be matched to learners' needs. Differentiation will be evident in classes.
Develop systematic process for sharing information of prior attainment and achievement of children – use of existing assessment folder information.	HF MMcC EC	Feb 16	Attainment and achievement information will be shared effectively to ensure learners' needs are met and good progress is made.
Develop assessment overview – clarify what, how, when and why of assessment practice and what evidence will be gathered of progress in learning.	HF	Oct 15	Assessment is consistently used to identify to identify needs, plan next steps and promote achievement. Robust recording system in place to evidence assessment and progress.
Develop use of summative, formative and diagnostic assessment to inform numeracy and mathematics planning, learning and teaching.	All	Oct 15 INCAS Nov 15 PIM and Group reading	Pupils' learning will be assessed and tracked regularly in numeracy and mathematics and teachers will use this to support planning pupils' next steps.
Identify areas of literacy, numeracy and mathematics where targeted support to raise attainment is required.	HF MMc YG EC	Aug 15 – Oct 15	Pupils' needs will be identified and supported appropriately in numeracy and mathematics and literacy. Effective programmes of support will be in place.
Further develop and implement procedures and practices for tracking and monitoring.	SMT	Aug 16	Staff will be able to identify and address learners' needs through dialogue and tracking. Records and procedures for transferring information are operating effectively.

Undertake regular impact meetings – agree and share clear structure - focus on meeting needs and raising attainment.	HF MMcC	Throughout the year	Staff consistently reflect and discuss learner’s needs and act upon this appropriately. Impact meeting records summarise professional dialogue and agreed actions.
Use HNIOS to further develop staff understanding of nurturing school - purpose of The Pod and their responsibility to nurture in their classroom.	All Staff TG	Throughout the year	All stakeholders have a shared understanding of nurture and its principles. Children are valued and nurtured throughout the school.
Develop Promoting Positive Behaviour Policy and Anti Bullying Policy. Collaborate and consult with parents, agencies, staff and children.	SMT	Nov 15	Ensure clear principles and structure for responding to challenging behaviour and low level disruptions. A reduction in behaviour conversations on a weekly basis between teachers, pupils, SMT and parents.
Adopt whole school adopt a Growth Mindset approach – staff, parents and pupils involved.	All staff, pupils and parents	June 16	An increase in resilience throughout the school, improving performance and achievement.
Establish regular support staff meetings (fortnightly) and develop opportunities for support staff to take responsibility for areas of school life.	MMc Support staff	Aug 15 - Oct 15	Support staff will feel more informed of the activities and developments of the school. Support staff will have greater autonomy over areas of the school and will be aware of their roles and responsibilities. Support staff evaluations will demonstrate improved practice.
Devise a support staff training calendar – nurture, cartoon conversations, sensory training	MMcC Support Staff	Dec 15	All staff will have skills to meet learners’ needs fully and consistently throughout the school.
Establish professional reading groups as part of collegiate working.	All	Dec15	Teachers will extend their knowledge of teaching methodologies and learning will be enjoyable, engaging, challenging and have pace. Differentiation will be evident in planning and classroom practice.



## Sunnyside Primary School: Education Scotland Follow-Up Action Plan

<p><b>ES Recommendation</b> All staff should be involved in developing robust approaches to evaluating the work of the school to ensure consistently high-quality experiences for all children.</p>			
<p><b>Expected Outcomes</b> 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.</p>			
Key Actions/Tasks	Personnel Responsible	Timescale	Success Criteria
Consult with all stakeholders to develop, implement and review aspects of the action plan. Evaluation at all levels – learner, staff, teaching and learning, leadership, school, community.	HF MMc	Sep 15	Parents, pupils, staff and partners will be involved in evaluating the work of the school such as homework survey and Positive Behaviour Policy.
Provide CLPL to develop skills of staff in approaches to self-evaluation.	All	Feb 16	Staff will begin to reflect on own practice and school practice and identify strengths and areas for development. Staff will plan for improvements based on self-evaluation.
Ensure PRD Scheme, Professional Update and Career Long Professional Learning (CLPL) are planned in line with action plan.	All	Oct 15	Staff will identify areas for own professional learning which will improve their practice.
Engage pupils in evaluating the school through house groups, year group reps, Pupil Council and use to inform SIP.	YG HR CF	Aug 16	Pupils will have a strong voice and greater responsibility for contributing to the life and work of the school. Pupils will be able to talk confidently about changes/ actions that have taken place linked to their contributions and ideas.
Further develop Quality Assurance to include classroom visits, sampling pupil work, pupil dialogue and feedback ensuring there is impact on learning.	HF MMc	Throughout the year	School leadership will be aware of the quality of learning and teaching across the school and will provide support and challenge. Staff will have a clear understanding of the focus and practice of quality assurance activities is discussed at impact meetings.
Continue to engage with School Improvement Partnership and Nursery Improvement partnerships to support improvements.	HF	Throughout the year	Improvements in performance throughout the school.

