
Report to Resource and Audit Committee

Date of Meeting: 3 December 2015

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

Report by: Head of Education

1.0 Purpose

1.1 The purpose of this paper is to report to the Committee the outcome of the recently published report by Education Scotland on their inspection of Abercromby 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 Abercromby 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. Abercromby Primary School and Nursery Class was inspected in the week beginning 25 May 2015. The inspection report was published on 25 August 2015.

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):

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 25 August 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 Abercromby Primary School and Nursery Class identified the following **key strengths**:

- Children who are friendly and polite.
- Staff's commitment to developing a caring and nurturing school.
- Partnerships to support children's health and wellbeing.
- The range of activities in the nursery to engage children in their learning.

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

- Meet all children's learning needs in classes.
- Develop the leadership of the curriculum to raise attainment and ensure that all children make the suitable progress in all aspects of their learning.
- Ensure that self-evaluation is leading to well-paced change and consistency in children's experiences in classrooms.
- Ensure that all leaders have clear remits for improvement.

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

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

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

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

The evaluations from Education Scotland’s inspection for Abercromby 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 monitor progress. Within a year of the report, Education Scotland will ask Clackmannanshire Council for a progress report. Education Scotland will then decide if further inspection is required. Clackmannanshire Council will keep parents informed of the extent to which the school is improving.

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

A new headteacher has been appointed who took up post on 17 August 2015. The new headteacher is an experienced headteacher who has also worked with the Education Service supporting establishments with school improvement.

Officers have been working with the school to develop a clear and detailed action plan to guide the school’s work in 2015/16. Officers will support the school with the implementation of the action plan and will undertake regular quality assurance visits to monitor progress.

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

The Education Service is confident that significant 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
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

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 – Abercromby Primary School and Nursery Class
- Appendix 2 – Education Scotland quality indicators – Abercromby Primary School and Nursery Class
- Appendix 3 – Education Scotland – Questionnaire analysis – Abercromby Primary School
- Appendix 4 – Abercromby Primary School Action Plan - September 2015

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	Signed: D Leng
Elaine McPherson	Chief Executive	Signed: E McPherson

25 August 2015

Dear Parent/Carer

**Abercromby 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 acting 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 acting 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 activities and work with partners to support children's wellbeing. 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 class learn and achieve well. At the primary stages, while there are strengths in the way that children learn, there is scope to improve attainment. Across the school, children learn in a supportive, caring and nurturing environment. Children are pleasant and polite. Their views are listened to and acted upon mainly through their involvement in events such as the pupil council and eco-committee. In the nursery, children are motivated by a range of experiences. We have asked staff to ensure that children benefit more from playing outdoors. At the primary stages, children engage well when a range of approaches are used to encourage them to explore and discuss their learning. This needs to be a consistent feature across the school. Most staff set clear aims for lessons. It would now be helpful for children to be more involved in reviewing how well they are achieving. Children's knowledge and skills are extended further by activities outwith the class. School shows, such as 'Ye Ha!' and 'Mary's Knitting' help children to be confident in performing for an audience. The older children develop leadership skills through their roles as buddies and mediators whilst also contributing to the positive relationships within the school. Over time, children's efforts have been recognised with notable success in Eco-Schools Scotland awards. The school now needs to ensure that children are aware of the skills for learning, life and work that are being developed by this range of activities.

Children in the nursery are making good progress in their learning. They enjoy listening to stories and use puppets to retell stories. Children talk imaginatively during play and develop vocabulary connected to their interests. Almost all can sort, match and use mathematical language. They now need to be applying their skills and knowledge in early numeracy and mathematics in a wider range of situations.

Overall, at the primary stages, children could be making better progress in language and mathematics. Children listen well to adults and to each other when working in paired activities. They now need to be developing further their skills in talk in which the children are taking the lead. By P7, most children are analysing well the books that they have read. Children's skills in writing are improving with some good examples of writing noted at each stage. The majority of children are making appropriate progress in mathematics. By P7, most children are secure in solving problems and in their use of number, money and measure. The older children's role in the school's bank gives them a real-life situation in which to use their numeracy skills. We have advised the school of gaps in children's learning in numeracy and mathematics across stages. The children benefit from regular lessons in physical education in which they are confidently developing their skills in performance. They achieve success in a range of sporting activities, including football and athletics. Children learn to play musical instruments such as the chanter, violin and saxophone.

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

Staff have given a high priority to supporting children who need additional help with their personal, social and emotional needs. In so doing, the school has made significant links with a range of partners. For example, at the primary stages, this has involved working with the educational psychologist to develop children's skills for working successfully with others. In the nursery, staff have used the programme, 'Incredible Years' to support parents with their children. The school is now at a good point to place a much higher emphasis on supporting all children to meet their learning needs. The 'Rainbow Room' provides high-quality support for a few children who need an individual approach to their learning. In the majority of cases, tasks and activities are well-matched to children's needs and provide them with appropriate levels of challenge in their learning. Overall, staff need to be more aware of children's pace of learning and progress. It would be beneficial to review how well the skills of those who support learning are used.

There are important ways in which the curriculum needs to be improved. Across the stages, staff have had a focus on planning for literacy, numeracy and health and wellbeing. Children are more involved in planning learning. In the nursery, staff respond to children's interests. We have advised that clear leadership is needed to develop the curriculum. The pace of implementing Curriculum for Excellence has been too slow. The school needs to take action to show how children are developing their skills, knowledge and understanding across the curricular areas. As a next step, staff need to develop programmes of work in curricular areas and topics to ensure children can build on their previous learning and make appropriate progress. This needs to clarify for staff what is expected of children at each level and support children in knowing how to improve their learning. Children moving from nursery to P1 and from P7 to secondary school experience a wide range of activities to support them in moving to a new stage. For example, the children in the nursery join those at P1 to listen to stories in the Scots language. At P7, children experience a supportive residential trip to help them transfer to secondary school.

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

The acting headteacher and her team are enhancing the school's approaches to improving the quality of its work. The acting headteacher has put in place a number of systems to monitor and evaluate the quality of the school's work. These include checking children's progress. Senior leaders encourage staff to reflect on their own practice and learn from each other. They give staff effective feedback on their teaching. Staff are committed to ongoing professional learning to take forward changes. Overall, the changes to the leadership of the school over time have not always resulted in well-paced change. Clackmannanshire Council needs to continue to work with the school to ensure a strong and clear direction in improving the school.

During the previous Care Inspectorate inspection, the Abercromby Nursery Class had no requirements and no recommendations. As a result of this inspection, there are no requirements and no recommendations.

This inspection found the following key strengths.

- Children who are friendly and polite.
- Staff's commitment to developing a caring and nurturing school.
- Partnerships to support children's health and wellbeing.
- The range of activities in the nursery to engage children in their learning.

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.

- Meet all children's learning needs in classes.
- Develop the leadership of the curriculum to raise attainment and ensure that all children can make suitable progress in all aspects of their learning.
- Ensure that self-evaluation is leading to well-paced change and consistency in children's experiences in classrooms.
- Ensure that all leaders have clear remits for improvement.

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 monitor progress. Within a year of publication of this letter, we will ask Clackmannanshire Council for a progress report. We will then decide if further inspection is required. We have asked Clackmannanshire Council to keep parents informed of the extent to which the school is improving.

Joan C. Esson
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/AbercrombyPrimarySchoolClackmannanshire.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. 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 Abercromby Primary School.

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

Nursery class

Improvements in performance	good
Children's experiences	good
Meeting learning needs	good

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

The curriculum	weak
Improvement through self-evaluation	satisfactory

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

Quality of care and support	good
Quality of environment	very good
Quality of staffing	good
Quality of management and leadership	good

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".

Nursery class

During the previous Care Inspectorate inspection, the Abercromby Nursery Class had no requirements and no recommendations. As a result of this inspection, there are no requirements and no recommendations.

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.

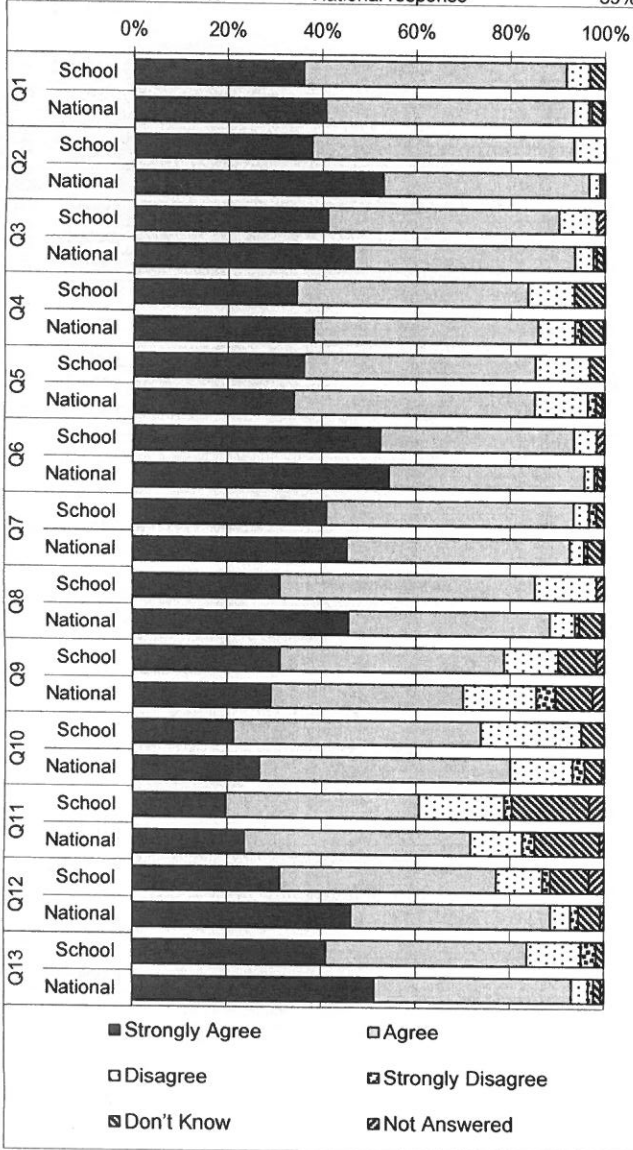
A copy of the full letter is available on the Education Scotland and Care Inspectorate websites at

<http://www.educationscotland.gov.uk/inspectionandreview/reports/school/primsec/AbercrombyPrimarySchoolClackmannanshire.asp> and
http://www.careinspectorate.com/index.php?option=com_content&view=article&id=7644&Itemid=489

A sample of parents, children and young people, and all members of staff were invited to give their views of the school using a pre-inspection questionnaire. Their views informed the inspection process, including the nature of discussions in a number of meetings. Strengths and issues identified were explored by the inspection team, and the findings are included in the inspection report. The following information gives the statistical detail from those that returned questionnaires.

Parent Questionnaire Summary

Centre Name Abercromby Primary School
 SEED Number 5701929
 Quest. Issued 200
 Quest. Input 61
 Response Rate 31% National response 39%

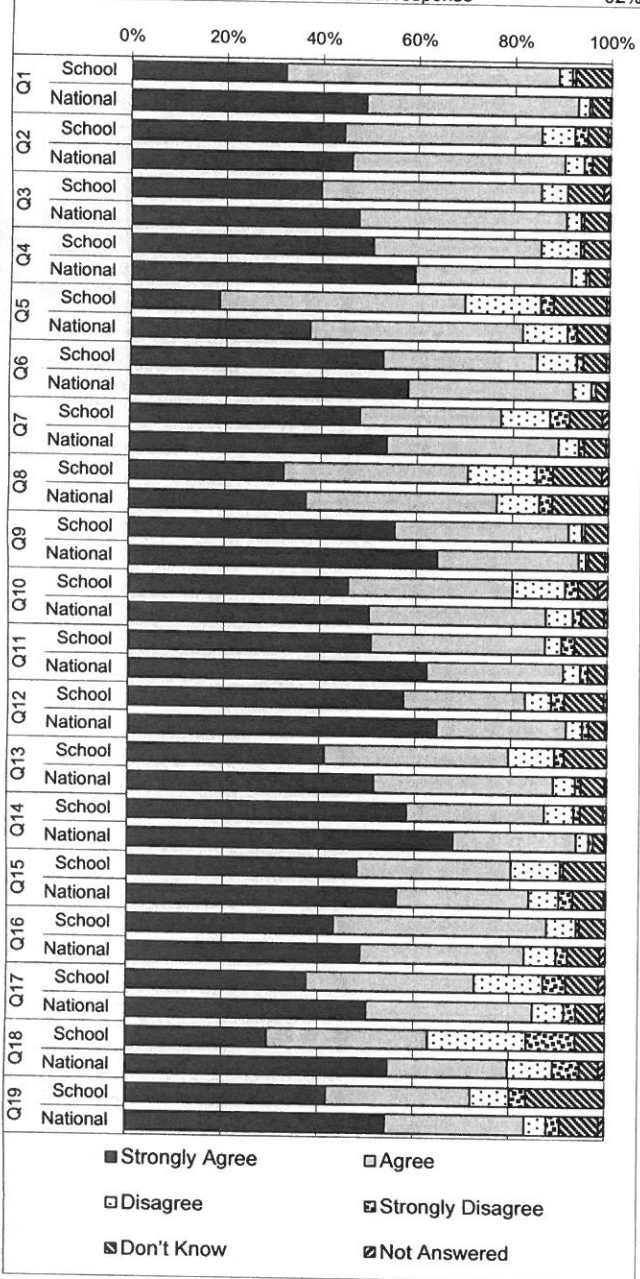


		Percentage %							
		Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Not Answered	Strongly Agree & Agree	Disagree & Strongly Disagree
Q1	The school helps my child to be more confident.	36%	56%	5%	0%	3%	0%	92%	5%
Q2	My child enjoys learning at school.	38%	56%	7%	0%	0%	0%	93%	7%
Q3	My child's learning is progressing well.	41%	49%	8%	0%	0%	2%	90%	8%
Q4	My child is encouraged and stretched to work to the best of their ability.	34%	49%	10%	0%	7%	0%	84%	10%
Q5	The school keeps me well informed about my child's progress.	36%	49%	11%	0%	3%	0%	85%	11%
Q6	My child feels safe at school.	52%	41%	5%	0%	0%	2%	93%	5%
Q7	My child is treated fairly at school.	41%	52%	3%	2%	2%	0%	93%	5%
Q8	I feel staff really know my child as an individual and support them well.	31%	54%	13%	0%	0%	2%	85%	13%
Q9	My child benefits from school clubs and activities provided outside the classroom.	31%	48%	11%	0%	8%	2%	79%	11%
Q10	The school asks for my views.	21%	52%	21%	0%	5%	0%	74%	21%
Q11	The school takes my views into account.	20%	41%	18%	2%	16%	3%	61%	20%
Q12	The school is well led.	31%	46%	10%	2%	8%	3%	77%	11%
Q13	Overall, I am happy with the school.	41%	43%	11%	3%	2%	0%	84%	15%

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

Pupil Questionnaire Summary

Centre Name Abercromby Primary School
 SEED Number 5701929
 Quest. Issued 150
 Quest. Input 146
 Response Rate 97% National response 92%

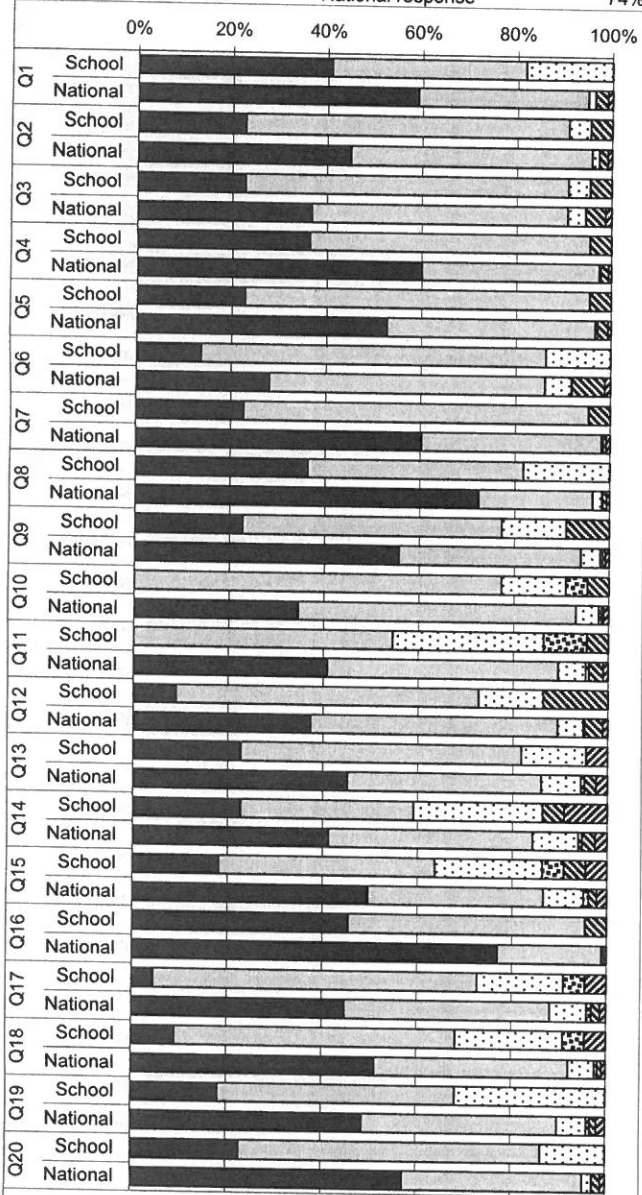


	Percentage %							
	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Not Answered	Strongly Agree & Agree	Disagree & Strongly Disagree
Q1 The school is helping me to become more confident.	32%	57%	3%	1%	8%	0%	89%	3%
Q2 I enjoy learning at school.	45%	41%	7%	3%	4%	1%	86%	10%
Q3 I am getting along well with my school work.	40%	46%	5%	0%	8%	1%	86%	5%
Q4 Staff encourage me to do the best I can.	51%	35%	8%	1%	5%	0%	86%	9%
Q5 Staff talk to me regularly about how to improve my learning.	18%	51%	16%	3%	11%	1%	70%	18%
Q6 I get help when I need it.	53%	32%	8%	1%	5%	1%	85%	10%
Q7 Staff listen to me and pay attention to what I say.	48%	29%	10%	4%	7%	1%	77%	14%
Q8 I have a say in making the way we learn in school better.	32%	38%	14%	3%	10%	1%	71%	18%
Q9 Staff expect me to take responsibility for my own work in class.	55%	36%	3%	1%	5%	0%	92%	3%
Q10 Staff and pupils treat me fairly and with respect.	46%	34%	11%	3%	4%	2%	80%	14%
Q11 I feel safe and cared for in school.	51%	36%	3%	3%	7%	0%	87%	6%
Q12 I have adults in school I can speak to if I am upset or worried about something.	58%	25%	5%	3%	8%	1%	83%	8%
Q13 I find it easy to talk to staff and they set a good example.	41%	38%	10%	2%	9%	0%	79%	12%
Q14 Staff make sure that pupils behave well.	58%	29%	6%	1%	5%	1%	87%	8%
Q15 Staff are good at dealing with bullying behaviour.	48%	32%	10%	1%	9%	0%	80%	11%
Q16 The pupil council is good at getting improvements made in the school.	43%	45%	6%	1%	5%	0%	88%	7%
Q17 The school encourages me to make healthy-food choices.	38%	35%	14%	5%	7%	1%	73%	19%
Q18 I take part in out-of-class activities and school clubs.	29%	34%	21%	10%	6%	0%	63%	31%
Q19 I know what out-of-school activities and youth groups are available in my local area.	42%	30%	8%	3%	16%	0%	72%	12%

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

Teacher Questionnaire Summary

Centre Name Abercromby Primary School
 SEED Number 5701929
 Quest. Issued 30
 Quest. Input 22
 Response Rate 73% National response 74%



Strongly Agree Agree
 Disagree Strongly Disagree
 Don't Know Not Answered

		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.	41%	41%	18%	0%	0%	0%	82%	18%
Q2	All pupils are given activities which meet their learning needs.	23%	68%	5%	0%	5%	0%	91%	5%
Q3	Pupils are involved in setting learning targets.	23%	68%	5%	0%	5%	0%	91%	5%
Q4	Pupils are provided with regular feedback on what they need to do to improve.	36%	59%	0%	0%	5%	0%	95%	0%
Q5	Pupils are provided with opportunities to evaluate their own work and that of others.	23%	73%	0%	0%	5%	0%	95%	0%
Q6	Staff regularly ask for pupils' views on how their learning experiences could be improved.	14%	73%	14%	0%	0%	0%	86%	14%
Q7	Pupils take an active part in their learning.	23%	73%	0%	0%	5%	0%	95%	0%
Q8	Staff treat all pupils equally.	36%	45%	18%	0%	0%	0%	82%	18%
Q9	Staff and pupils respect each other.	23%	55%	14%	0%	9%	0%	77%	14%
Q10	The pupils are well behaved.	0%	77%	14%	5%	5%	0%	77%	18%
Q11	Support for pupils with additional support needs is effective.	0%	55%	32%	9%	5%	0%	55%	41%
Q12	Parents are fully involved in the school and their children's learning.	9%	64%	14%	0%	14%	0%	73%	14%
Q13	I have been actively involved in developing the school's vision and values.	23%	59%	14%	0%	0%	5%	82%	14%
Q14	I am actively involved in setting priorities to improve the school.	23%	36%	27%	0%	5%	9%	59%	27%
Q15	I have regular opportunities to help shape the curriculum by having staff discussions and working groups.	18%	45%	23%	5%	5%	5%	64%	27%
Q16	I am aware of the school's procedures for protecting children.	45%	50%	0%	0%	5%	0%	95%	0%
Q17	Leadership at all levels is effective.	5%	68%	18%	5%	0%	5%	73%	23%
Q18	Staff communicate effectively with each other.	9%	59%	23%	5%	0%	5%	68%	27%
Q19	I have good opportunities to take part in continuing professional development.	18%	50%	32%	0%	0%	0%	68%	32%
Q20	Staff across the school share good practice.	23%	64%	14%	0%	0%	0%	86%	14%

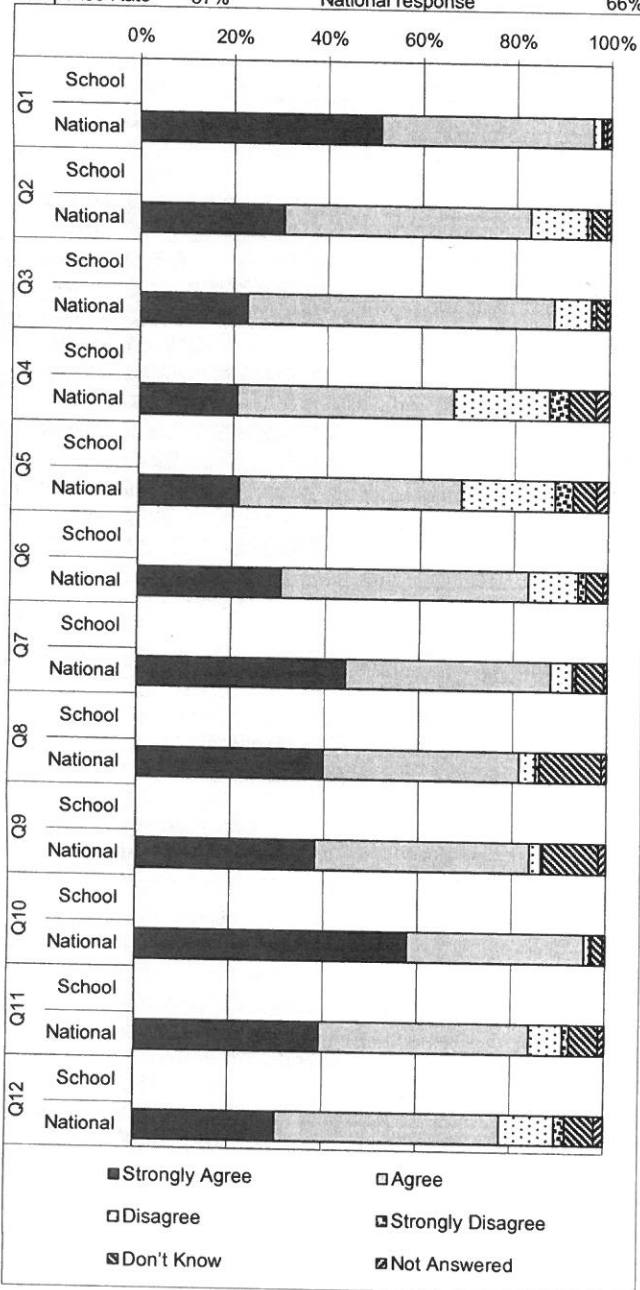
Note: Will not always sum to 100% due to rounding

DISCLOSURE CONTROL APPLIED

Non-Teaching Questionnaire Summary

Centre Name Abercromby Primary School
 SEED Number 5701929
 Quest. Issued 14
 Quest. Input 8
 Response Rate 57%

Fewer than 10 responses received therefore the data has not been published.
 National response 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%	0%
Q2	All staff and pupils respect each other.	0%	0%	0%	0%	0%	0%	0%	0%	0%
Q3	Pupils are well behaved.	0%	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%	0%
Q5	I have good opportunities to be involved in making decisions.	0%	0%	0%	0%	0%	0%	0%	0%	0%
Q6	Staff communicate effectively with each other.	0%	0%	0%	0%	0%	0%	0%	0%	0%
Q7	Staff treat all pupils equally.	0%	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%	0%
Q9	Parents are fully involved in the school and their children's learning.	0%	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%	0%
Q11	Leadership at all levels is effective.	0%	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%	0%

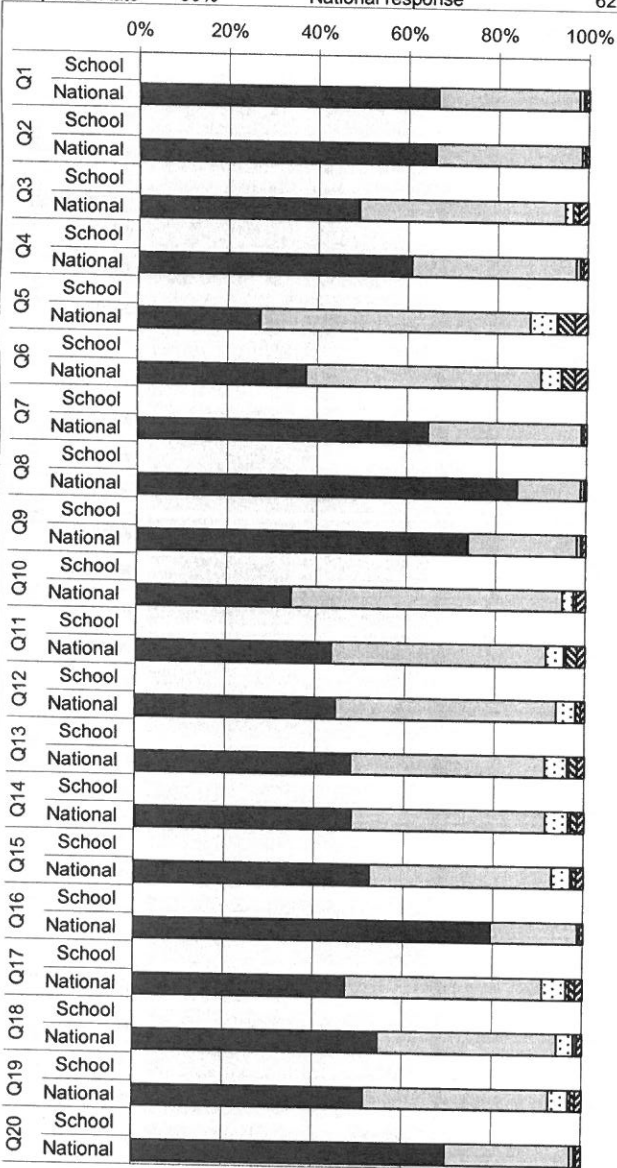
Note: Will not always sum to 100% due to rounding

DISCLOSURE CONTROL APPLIED

Nursery Staff Questionnaire Summary

Centre Name Abercromby Primary School
 SEED Number 5701929
 Quest. Issued 10
 Quest. Input 9
 Response Rate 90% National response 62%

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



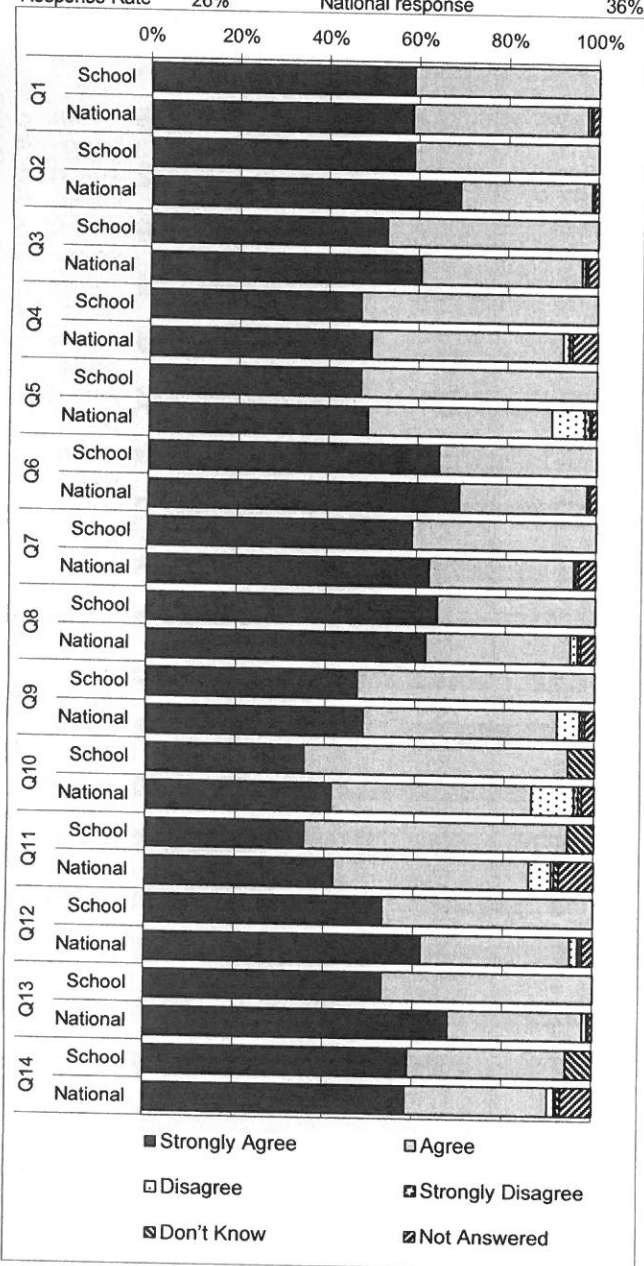
	Percentage %							
	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Not Answered	Strongly Agree & Agree	Disagree & Strongly Disagree
Q1 Staff discuss regularly how to improve the achievement of all children.	0%	0%	0%	0%	0%	0%	0%	0%
Q2 Staff provide activities which meet the learning needs 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

DISCLOSURE CONTROL APPLIED

Nursery Parent Questionnaire Summary

Centre Name Abercromby Primary School
 SEED Number 5701929
 Quest. Issued 65
 Quest. Input 17
 Response Rate 26% National response 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.								
Q2	My child enjoys the learning experiences at the nursery.	59%	41%	0%	0%	0%	0%	100%	0%
Q3	My child's learning is progressing well.	53%	47%	0%	0%	0%	0%	100%	0%
Q4	My child finds most learning activities stimulating and challenging.	47%	53%	0%	0%	0%	0%	100%	0%
Q5	The nursery keeps me well informed about my child's progress.	47%	53%	0%	0%	0%	0%	100%	0%
Q6	My child feels safe in the nursery.	65%	35%	0%	0%	0%	0%	100%	0%
Q7	My child is treated fairly in the nursery.	59%	41%	0%	0%	0%	0%	100%	0%
Q8	I feel staff really know my child as an individual and support him or her well.	65%	35%	0%	0%	0%	0%	100%	0%
Q9	Staff work in partnership with me to care for and educate my child.	47%	53%	0%	0%	0%	0%	100%	0%
Q10	The nursery asks for my views.	35%	59%	0%	0%	6%	0%	94%	0%
Q11	The nursery takes my views into account.	35%	59%	0%	0%	6%	0%	94%	0%
Q12	The nursery is well led.	53%	47%	0%	0%	0%	0%	100%	0%
Q13	Overall, I am happy with the care and education my child gets in the nursery.	53%	47%	0%	0%	0%	0%	100%	0%
Q14	The nursery has good arrangements for children starting nursery, moving between stages and starting school.	59%	35%	0%	0%	6%	0%	94%	0%

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

Abercromby Primary School



Education Scotland Action Plan

September 2015



Introduction

In August 2015, Education Scotland (ES) AND THE Care Inspectorate (CI) published a report on standards and quality in Abercromby Primary School following their inspection in May 2015.

The inspection found the key strengths of the school:

- Children who are friendly and polite.
- Staff's commitment to developing a caring and nurturing school.
- Partnerships to support children's health and wellbeing.
- The range of activities in the nursery to engage children in their learning.

The inspection identified several areas for improvement:

- Meet all children's learning needs in classes.
- Develop the leadership of the curriculum to raise attainment and ensure that all children can make suitable progress in all aspects of their learning.
- Ensure that self-evaluation is leading to well-paced change and consistency in children's experiences in classrooms.
- Ensure that all leaders have clear remits for improvement.

Working with the education authority, the school has prepared this action plan to identify how we will address the main points for action outlined in the inspection report. To do this we have considered carefully the findings and recommendations made by Education Scotland.

The education authority will work with the school to monitor the progress we are making. Education Scotland have informed us that the school needs additional support and more time to make necessary improvements. Within a year of publication of this letter, they will ask Clackmannanshire Council for a progress report. They will then decide if further inspection is required. Clackmannanshire Council will keep parents informed of the extent to which the school is improving.



Abercromby Primary School: Education Scotland Follow-up Action Plan

<p>ES Recommendation Meet all children's learning needs in classes</p>			
<p>Expected Outcomes That every learner will have the opportunity to reach his or her potential through the provision of high quality learning and teaching. That we will strive to ensure we 'get it right for every child' and that all our learners are Safe, Healthy, Achieving, Nurtured, Active, Respected, Responsible, and Included. Learners will consistently work at a brisk and challenging pace and also be given sufficient time to develop and make sense of their learning. Teaching approaches will be flexible and carefully matched to the needs of all learners. Robust and seamless Transitions will ensure continuity and progression for each learner.</p>			
Key Actions	Personnel Responsible	Timescale	Impact
<p>Rigorous Quality Assurance procedures will be further developed to monitor and evaluate the quality of learning and teaching, learning environment and planning.</p> <p>Establish Professional Discussion Groups where staff have regular opportunities to engage in dialogue about quality learning and teaching, planning, pace, challenge and differentiation, sharing good practice.</p> <p>Regular opportunities for staff to take learning walks and peer observations in own school and other establishments.</p>	<p>HT DHTs Senior EYP</p> <p>HT, DHTs, PTs Staff</p> <p>HT, DHTs Staff</p>	<p>Sept 15 ongoing</p> <p>Oct 15 ongoing</p>	<p>Teachers/EYPs will provide learning experiences which are appropriate to the learning needs of all learners. There will be clear evidence of pace, challenge and differentiation, with a focus on skills as well as knowledge.</p> <p>Staff and pupils will have a clear understanding of what is meant by 'quality learning and teaching'.</p> <p>Staff will develop capacity through increased professional engagement with others.</p>
<p>Review and update procedures for planning. Establish Professional moderation of planning groups to ensure that plans are not over-lengthy and focus on quality learning experiences, 'quality over quantity'. Consider the purpose of</p>	<p>HT, DHTs Senior EYP</p>	<p>Oct 15 ongoing</p>	<p>Lessons and activities will be well planned, well organised and set in meaningful contexts, demonstrating appropriate balance.</p>



<p>long term and weekly plans.</p> <p>Develop a team approach to planning.</p> <p>Ensure that children are more involved in planning.</p> <p>Staff will ensure that active learning features regularly in planning and that more use is made of the outdoors space, local and wider environment to enhance learning and teaching experiences.</p>		Oct 15 onwards	<p>Planned activities will motivate, challenge and support learners. Activities and resources to support learning will be age and stage appropriate.</p> <p>Clear evidence of learners' involvement in planning through contexts and individual and collaborative working across curricular areas.</p> <p>Relevant and meaningful learning experiences which support and enhance learning within the classroom and nursery.</p>
<p>Devise and implement guidance on Classroom Organisation and Display .</p>	HT	Sept 15	<p>A consistent approach to high quality display across all learning environments and open areas.</p> <p>High quality work will be recognised and celebrated in attractive displays which will motivate and inspire others.</p> <p>The Learning environment will be conducive to high quality learning and teaching.</p>
<p>Make more use of information from InCAS and other assessment by increasing staff's awareness, understanding and use of this information and engaging in dialogue.</p> <p>Administer the Suffolk Reading Test as part of the Clackmannanshire Challenge.</p>	DHT	Oct 15 Ongoing	<p>Staff will make effective use of all assessment data, formative and summative ensuring the needs of all learners are met and next steps to support and improve learning.</p> <p>Raised attainment.</p>
<p>Review Achievement Logs/Learning Journals to ensure they are being used effectively.</p>	DHT Senior EYP	Feb 16 Ongoing	<p>There will be a shared understanding by staff, pupils and parents of the</p>



			purpose. Progress and continuity of learning will be tracked.
Devise and implement Transition Policy and Guidance	HT DHTs Senior EYP	May 16	Seamless transition in curricular areas ensuring all children are building on prior learning and there is continuity and progression from stage to stage from Nursery – S1
<p>Training/Resource Needs</p> <p>Staff will engage in a range of professional learning to support pedagogy and build confidence. Sharing Practice, Peer Learning Visits, Learning Walks, Dialogue in trios Opportunities to observe/visit other establishments. School Improvement Partnership – working together, sharing ideas. Moderation of planning Ongoing curriculum development. CLPL - InCAS</p>			



Abercromby Primary School: Education Scotland Follow-up Action Plan

<p>ES Recommendation Develop the leadership of the curriculum to raise attainment and ensure that all children make suitable progress in all aspects of learning.</p>			
<p>Expected Outcomes Our curriculum will have a clear rationale, based on shared values, learners' entitlements and the four capacities. We will have structure and clear Progression Pathways for the following Curricular Areas: Literacy, Numeracy, Contexts for Learning, French, ICT and Science. Staff will have a good understanding of significant aspects of learning, design principles and expectations through engaging with key Curriculum Documents, national guidance and CLPL Staff will have a clear understanding of what children are learning within and across curriculum areas. A learner's curriculum journey at Abercromby Primary and Nursery class will be clearly understood by all. Our curriculum will be designed to raise the attainment of all learners.</p>			
Key Actions	Personnel Responsible	Timescale	Impact
<p>Develop a Numeracy Policy and Numeracy Progression Framework in line with guidance from authority and national advice. Working Group to support this.</p>	<p>HT/PT Working Group</p>	<p>December 15</p>	<p>Guidance and clear Progression Pathway will ensure a shared understanding and consistent approach in teaching numeracy.</p> <p>This will close gaps, raise standards and ensure progression from early level onwards.</p>
<p>Staff will attend all Authority Numeracy Training Sessions throughout the year.</p>	<p>HT/PT</p>	<p>September 15 Onwards</p>	<p>Staff will have increased confidence in teaching numeracy/strategies. There will be a consistent pedagogical approach from early level onwards.</p> <p>Positive impact on attainment in numeracy.</p>



<p>Purchase resources to support practical numeracy activities.</p>		<p>January 2016</p>	<p>Practical resources to support numeracy will enhance learning and teaching experiences for learners.</p>
<p>Develop a Literacy Policy and Literacy Progression Framework in line with current good practice, guidance from the authority and national advice. Working Group to support this.</p> <p>Purchase resources to support Handwriting, Spelling and Grammar.</p> <p>Literacy Leader to attend Clackmannanshire Challenge CLPL. Staff to attend all Authority CLPL linked to challenge + literacy training and support in school.</p>	<p>DHT/Literacy Leader</p>	<p>Dec 15</p> <p>Sept 15</p> <p>Sept 15 Ongoing</p>	<p>Guidance and clear Progression Pathway will ensure a shared understanding and consistent approach in teaching all aspects of literacy.</p> <p>Literacy resources will support and enhance the teaching of core literacy skills.</p> <p>Raised attainment in reading.</p>
<p>Develop our Curriculum Rationale.</p> <p>Consult with parents on the Open Evening and gather responses re: Key Questions related to Knowledge, Skills and Attributes, Opportunities. Vision, Aims and Mission Statement</p> <p>Staff will review current practice, engage with the Curriculum Rationale Toolkit and evaluate and update our 'Contexts for Learning' Curriculum.</p> <p>Develop a Contexts for Learning Programme P1 – P7</p>	<p>HT Staff, Pupils and Parents</p> <p>DHTs</p> <p>Senior ECE</p> <p>HT Staff Group</p>	<p>March 2016</p> <p>September 2015</p> <p>September 2015</p> <p>March 2016</p>	<p>We will have a curriculum which equips our learners for life and work in the 21st century.</p> <p>Our curriculum will support the entitlements and reflect our local context, shared values and national advice.</p> <p>There will be a clear balance between Contexts for Learning and discreet subjects.</p> <p>Our Contexts for Learning Programme will provide structure, while allowing for</p>



<p>Staff, Pupils and Parents will review and update our school values to ensure we are ambitious for our learners.</p>	<p>HT DHTs Staff</p>	<p>May 2016</p>	<p>flexibility. Our programme will support learner's development of skills and knowledge across all areas, including learning outdoors, local and wider environment.</p> <p>Values are agreed and adhered to by all. We will develop a culture where success in its widest sense is recognised and celebrated.</p>
<p>The ICT working group will reconvene to review progress to date and develop an ICT Skills Progression Framework. This will include internet safety in line with latest use of, and trends in technology.</p> <p>Set up Twitter</p> <p>Establish a new school website</p>	<p>PT Working Group</p> <p>PT</p> <p>PT</p>	<p>April 2016</p> <p>September 15</p> <p>November 16</p>	<p>ICT Skills Progression Framework will ensure a shared understanding and consistent approach across the school</p> <p>Learners will develop an interest, confidence and enjoyment in ICT skills that can be transferred and applied in different learning contexts.</p> <p>Learners will demonstrate an understanding of internet safety when using ICT to research, interact and share experiences, ideas and information with others.</p>
<p>The Science working group will reconvene to review progress to date, building on best practice and in line with the school context and national advice, develop guidance and Science Progression Framework.</p>		<p>May 2016</p>	<p>Science Progression Framework will ensure a shared understanding and consistent approach to teaching science across the school.</p>



<p>An audit will be carried out to review staff expertise, practice, resources and progress towards implementing 1+2 French. Short Term Working Group will be set up.</p> <p>Guidance will be drawn up to support learning and teaching in French from Nursery to P7</p>	<p>HT Working Group</p>	<p>January 16</p>	<p>Clear guidance will ensure progression from Early Level. All learners will develop their knowledge of the French Language.</p>
<p>Training/Resource Needs</p> <p>Literacy Leader to attend Train the Trainer CLPL linked to the Clackmannanshire Attainment Challenge.</p> <p>Literacy Leader to support and deliver CLPL in school.</p> <p>All staff to attend in house and authority CLPL in numeracy and literacy throughout the session.</p> <p>P1 Teachers to attend POLAAR Training</p> <p>Staff will engage in professional dialogue</p> <p>Make links with Fiona Moffat re: supporting teachers and nursery staff.</p> <p>HT to liaise with Fiona re QA French Guidance</p> <p>Additional French resources to support the programme will be available on Staff share.</p>			



Abercromby Primary School: Education Scotland Follow-up Action Plan

<p>ES Recommendation Ensure that all leaders have clear remits for improvement</p>			
<p>Expected Outcomes Staff will have a clear understanding of roles and responsibilities at strategic level and within the classroom and learning environment. We will promote a culture where a collective vision for development and improvement is shared and understood by all members of the school community, where there are opportunities for leadership at all levels. Individuals, teams and working groups will channel initiatives into actions which then impact positively on learners. Class teachers will lead learning with a clear focus on improving outcomes for all (pedagogical leadership) Teachers will further develop their capacity to lead colleagues to achieve change through leading working groups and professional learning.</p>			
To review and update strategic roles and responsibilities of SMT, PTs and Senior EYP.	HT	August 2015	There will be a clear understanding of roles, responsibilities and accountability.
Identify a Numeracy Leader who will take a lead role in developing numeracy across the school and nursery class through leading a working group, building capacity within staff through support and CLPL.	HT	August 2015	Teachers and ECEs will develop pedagogy and improve the quality of numeracy teaching.
The Numeracy Leader will also work with the HT to develop a Numeracy Policy and Numeracy Progression Framework.	HT/PT Working Group	December 2015	Clear Numeracy progression pathway will be in place which is understood by all. Shared understanding and consistent approach to teaching will improve outcomes for learners by ensuring that they are equipped with strong numeracy skills.
A P1 Class Teacher and Early Years Teacher and an EYP will undertake the Supporting Numeracy Module at Strathclyde. (Masters Accredited) Following this CLPL, they will lead CLPL in Early Level Numeracy in the school and nursery class.	HT	Oct 15 – Jan 16	Improved pedagogy and clearer understanding of teaching numeracy and the importance of introducing the 4 operations at early level.



<p>This will also be shared with other practitioners in the school.</p>			<p>This will have a positive impact on learners and give them a secure foundation in numeracy. This should be reflected in PIPS in Sept 16.</p>
<p>Identify a Literacy Leader who will take a lead role in developing literacy across the school and nursery class through leading a short term working group, attending Literacy CLPL (train the trainer) linked to the Clackmannanshire Challenge, build the capacity of others through support and delivering CLPL.</p> <p>The Literacy Leader will work with the DHT to develop a Literacy Policy and Literacy Progression Framework.</p>	<p>DHT</p> <p>DHT Working Group Literacy Leader</p>	<p>August 2015</p>	<p>Teachers and EYPs will develop pedagogy and improve learning outcomes for learners. Raise attainment in literacy.</p> <p>Clear Literacy Progression Pathway will be in place which will be understood by all. This shared understanding and consistent approach to teaching literacy will improve outcomes for all learners.</p>
<p>Identify a Leader to take forward a Growth Mindset approach across the school and nursery class.</p> <p>This class teacher will lead a working group which will be tasked with drawing up a plan to develop this approach with learners, staff and parents.</p>	<p>DHT</p> <p>Growth Mindset Leader</p>	<p>August 2015 Ongoing</p>	<p>Higher levels of motivation, resilience and ambition for whole school community.</p> <p>Learners will have an age appropriate understanding of how their brain works and their ability to control it.</p> <p>To develop a community built on aspiration.</p>
<p>Staff and pupils will review and update pupil forums in the school with a view to developing a programme where pupils engage in activities on Friday afternoons where learners are supported in developing their leadership skills through various forums including developing skills for enterprise, life and work.</p>	<p>HT</p>	<p>Oct 2015</p>	<p>Pupil involvement in decision making and driving forward improvement will be increased.</p>



<p>New forums will be set up to replace the Eco Group and Pupil Council. The Eco Team will have sub groups with a specific focus. There will be a whole school wide approach.</p> <p>There will be a new pupil strategic forum which will have a number of sub groups with specific responsibilities.</p> <p>Staff will lead the various forums and work alongside pupils.</p>	HT	November/Dec 2015	Teachers and other members of staff will develop their leadership skills. Teachers and pupils will be working in close partnership to effect change and ensure positive outcomes.
<p>Create further opportunities for Pupil leadership and collaborative working through setting up a new House system.</p>	PT	September 2015	Senior pupils will develop leadership skills through their various roles and responsibilities.
<p>Introduce class assemblies, where pupils take the lead role in planning and presenting their assembly.</p>	Pupils	Oct 15 – June 16	Confident pupils, leading and sharing learning. Increased pupil voice.
<p>Training/Resource Needs</p> <p>Literacy Leader to attend Clackmannanshire Challenge Train the Trainer events. Clackmannanshire Attainment Challenge.</p> <p>Numeracy Leader to attend Numeracy Train The Trainer events.</p> <p>2 Teachers to undertake the Masters Supporting Numeracy Module at Strathclyde University</p> <p>Collaborative working in teams.</p> <p>Growth Mindset Training and support from Sonia Grant</p>			



Abercromby Primary School: Education Scotland Follow-up Action Plan

<p>ES Recommendation Ensure that self-evaluation is leading to well-paced change and consistency in children's experiences in classrooms.</p>			
<p>Expected Outcomes Develop a culture where staff, pupils, parents and partners are proactive and productive in securing well-paced improvements. Rigorous and robust monitoring and tracking will secure improvements in learning and teaching and ensure that there is a consistent approach across the school. Staff and pupils will be skilled at self-evaluation and able to articulate next steps.</p>			
Key Actions	Personnel Responsible	Timescale	Impact
Establish a Professional Focus Group of nursery staff to engage in dialogue about the key messages of Building the Ambition and agree a shared vision for quality provision.	Senior EYP DHT	August 15 Ongoing	Nursery staff will engage in meaningful professional dialogue and practice to ensure all EYPs are providing high quality early learning and childcare.
Rigorous QA Calendar will be further developed to include regular learning visits, sampling work, learning walks, peer observations and pupils focus groups. Targets set following learning visits will be followed up rigorously.	HT	Sept 15 Ongoing	Staff will be given quality and timeous feedback which will have a positive impact on learning. Learning experiences across the school will be consistent.
Staff Training – Revisit Assessment is for Learning + Quality Learning Intentions and Success Criteria.	DHT	Dec 15 Ongoing	Staff will be confident when making professional judgements about children's work. They will be able to articulate achievement and progress



			<p>in learning accurately.</p> <p>Staff and pupils will be clear about next steps to improve learning.</p> <p>We will have a common language which is understood by all.</p> <p>Pupils will be more skilled in assessing their own work and the work of peers.</p>
<p>Devise and implement an Assessment Policy/Framework</p> <p>Establish a Tracking System in line with authority guidance and national advice to assess and track learners' progress in literacy and numeracy.</p>	<p>DHT</p> <p>HT DHT</p>	<p>Nov 15</p> <p>Oct 15 Ongoing</p>	<p>There will be a shared understanding and consistent approach to assessment across the school – how, what and when to assess.</p> <p>Consistent and rigorous use of arrangements for collecting and analysing data will be in place to secure sustained improvement. Rigorous monitoring and tracking of progress and achievement will help to raise attainment.</p>
<p>Training/Resource Needs</p> <p>CLPL – Revisit AiFL, Revisit: Quality and relevant Learning Intentions and Success Criteria</p> <p>Support from Curriculum Officer</p>			