
Report to: **Scrutiny Committee**

Date of Meeting: 18 August 2016

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

Report by: **Chief Education Officer**

1.0 Purpose

- 1.1 The purpose of this paper is to report to the Committee the outcome of the published report by Education Scotland on their inspection of Coalsnaughton Primary School and Nursery Class.

2.0 Recommendations

It is recommended that the Scrutiny Committee agrees:-

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

3.0 Considerations

- 3.1 Each year Education Scotland inspects and reports on the quality of education in a sample of pre-school centres, primary schools, secondary schools and other education services, including Community Learning and Development. Coalsnaughton Primary School and Nursery Class was inspected in the week beginning 26 October 2015. The inspection report was published on 19 January 2016.
- 3.2 School inspections focus on how well children and young people are learning and achieving, and how well the school supports their development.
- 3.3 The inspection team evaluates the school's capacity to improve and seeks answers to the following questions:
- How well do children learn and achieve?
 - How well does the school support children to develop and learn?
 - How well does the school improve the quality of its work?

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

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

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

- 3.5 The inspection report was published on 19 January 2016 (Appendix 1). The report takes the form of a letter to parents, which provides a response to the questions highlighted in section 3.3. Appendix 2 provides an overview of the evaluations made.

- 3.6 A sample of parents, children and young people and members of staff were invited to give their views of the school using a pre-inspection questionnaire. Their views and opinions informed the inspection process. Appendix 3 provides the statistical detail from the questionnaires.

- 3.7 The inspection report on Coalsnaughton Primary School and Nursery Class identified the following key strengths:

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

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

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

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

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

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

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

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

The curriculum	weak
Improvement through self-evaluation	satisfactory

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

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

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

Officers have been working with the school to develop a clear and detailed action plan to guide the school's work throughout 2016 (Appendix 4). Officers will support the school with the implementation of the action plan and will undertake regular quality assurance visits to monitor progress.

An Acting Principal Teacher has been appointed for the remainder of this session and she will act as a model practitioner and also lead areas of school improvement. A Principal Teacher of Support for Learning is now working with the school to provide their 1-day allocation, with an additional half day per month allocation. Also, actions have been taken to secure stability in staffing across all three classes.

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

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

The Education Service is satisfied that improvements will be secured.

4.0 Sustainability Implications

4.1 The paper has no sustainability implications.

5.0 Resource Implications

5.1 The paper has no resource implications.

6.0 Exempt Reports

6.1 Is the report exempt? No

7.0 Declarations

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

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

(2) Council Policies (Please detail)

Not applicable

8.0 Equalities Impact

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

Yes

9.0 Legality

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

10.0 Appendices

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

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

11.0 Background Papers

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

Author(s)

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Approved by

NAME	DESIGNATION	SIGNATURE
Anne M Pearson	Chief Education Officer	Signed: A Pearson
Garry Dallas	Executive Director	Signed: G Dallas

19 January 2016

Dear Parent/Carer

**Coalsnaughton Primary School and Nursery Class
Clackmannanshire Council**

Recently, as you may know, my colleagues and I inspected your child's school. During our visit, we talked to parents and children and worked closely with the headteacher and staff. We wanted to find out how well children are learning and achieving and how well the school supports children to do their best. The headteacher shared with us the school's successes and priorities for improvement. We looked at some particular aspects of the school's recent work, including the ethos and culture of the school and partnership working. As a result, we were able to find out how good the school is at improving children's education.

How well do children learn and achieve?

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

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

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

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

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

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

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

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

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

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

This inspection found the following key strengths.

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

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

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

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

What happens at the end of the inspection?

As a result of our inspection findings we think that the school needs additional support and more time to make necessary improvements. Our Area Lead Officer will work with Clackmannanshire Council to build capacity for improvement, and will maintain contact to monitor progress. We will return to carry out a further inspection within one year of publication of this letter. We will then issue another letter to parents on the extent to which the school has improved.

Louise Turnbull
HM Inspector

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

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

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

If you want to give us feedback or make a complaint about our work, please contact us by telephone on 0141 282 5000, or e-mail: complaints@educationscotland.gsi.gov.uk 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 Coalsnaughton Primary School.

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

Nursery class

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

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	adequate
Quality of environment	good
Quality of staffing	adequate
Quality of management and leadership	adequate

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

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

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

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

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

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

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

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

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

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

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

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

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

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

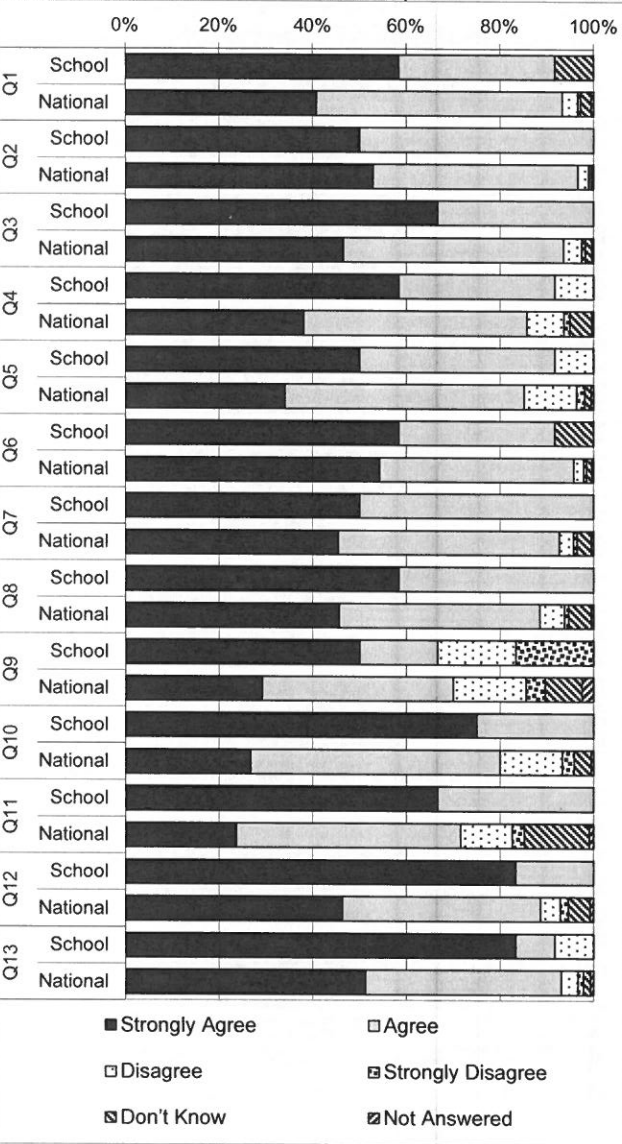
and

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

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. **Appendix 3**

Parent Questionnaire Summary

Centre Name Coalsnaughton Primary School
 SEED Number 5701023
 Quest. Issued 46
 Quest. Input 12
 Response Rate 26% National response 39%

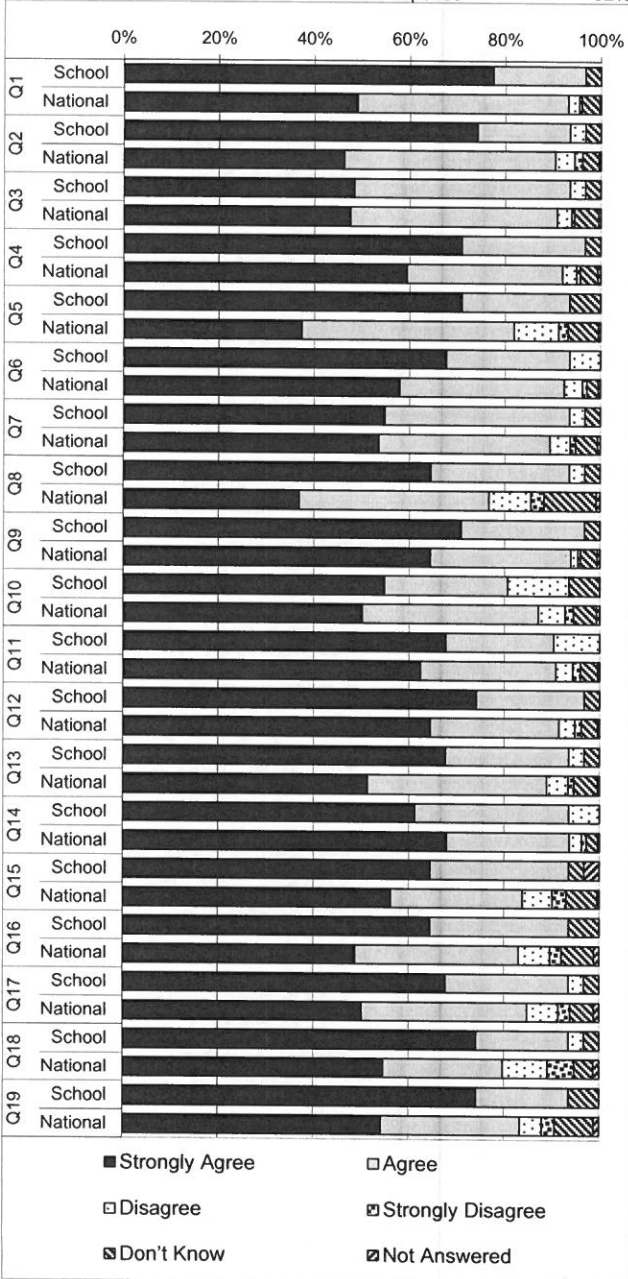


		Percentage %								
		Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Not Answered	Strongly Agree & Agree	Disagree & Strongly Disagree	
Q1	The school helps my child to be more confident.	58%	33%	0%	0%	8%	0%	92%	0%	
Q2	My child enjoys learning at school.	50%	50%	0%	0%	0%	0%	100%	0%	
Q3	My child's learning is progressing well.	67%	33%	0%	0%	0%	0%	100%	0%	
Q4	My child is encouraged and stretched to work to the best of their ability.	58%	33%	8%	0%	0%	0%	92%	8%	
Q5	The school keeps me well informed about my child's progress.	50%	42%	8%	0%	0%	0%	92%	8%	
Q6	My child feels safe at school.	58%	33%	0%	0%	8%	0%	92%	0%	
Q7	My child is treated fairly at school.	50%	50%	0%	0%	0%	0%	100%	0%	
Q8	I feel staff really know my child as an individual and support them well.	58%	42%	0%	0%	0%	0%	100%	0%	
Q9	My child benefits from school clubs and activities provided outside the classroom.	50%	17%	17%	17%	0%	0%	67%	33%	
Q10	The school asks for my views.	75%	25%	0%	0%	0%	0%	100%	0%	
Q11	The school takes my views into account.	67%	33%	0%	0%	0%	0%	100%	0%	
Q12	The school is well led.	83%	17%	0%	0%	0%	0%	100%	0%	
Q13	Overall, I am happy with the school.	83%	8%	8%	0%	0%	0%	92%	8%	

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

Pupil Questionnaire Summary

Centre Name Coalsnaughton Primary School
 SEED Number 5701023
 Quest. Issued 32
 Quest. Input 31
 Response Rate 97% National response 92%



- Q1 The school is helping me to become more confident.
- Q2 I enjoy learning at school.
- Q3 I am getting along well with my school work.
- Q4 Staff encourage me to do the best I can.
- Q5 Staff talk to me regularly about how to improve my learning.
- Q6 I get help when I need it.
- Q7 Staff listen to me and pay attention to what I say.
- Q8 I have a say in making the way we learn in school better.
- Q9 Staff expect me to take responsibility for my own work in class.
- Q10 Staff and pupils treat me fairly and with respect.
- Q11 I feel safe and cared for in school.
- Q12 I have adults in school I can speak to if I am upset or worried about something.
- Q13 I find it easy to talk to staff and they set a good example.
- Q14 Staff make sure that pupils behave well.
- Q15 Staff are good at dealing with bullying behaviour.
- Q16 The pupil council is good at getting improvements made in the school.
- Q17 The school encourages me to make healthy-food choices.
- Q18 I take part in out-of-class activities and school clubs.
- Q19 I know what out-of-school activities and youth groups are available in my local area.

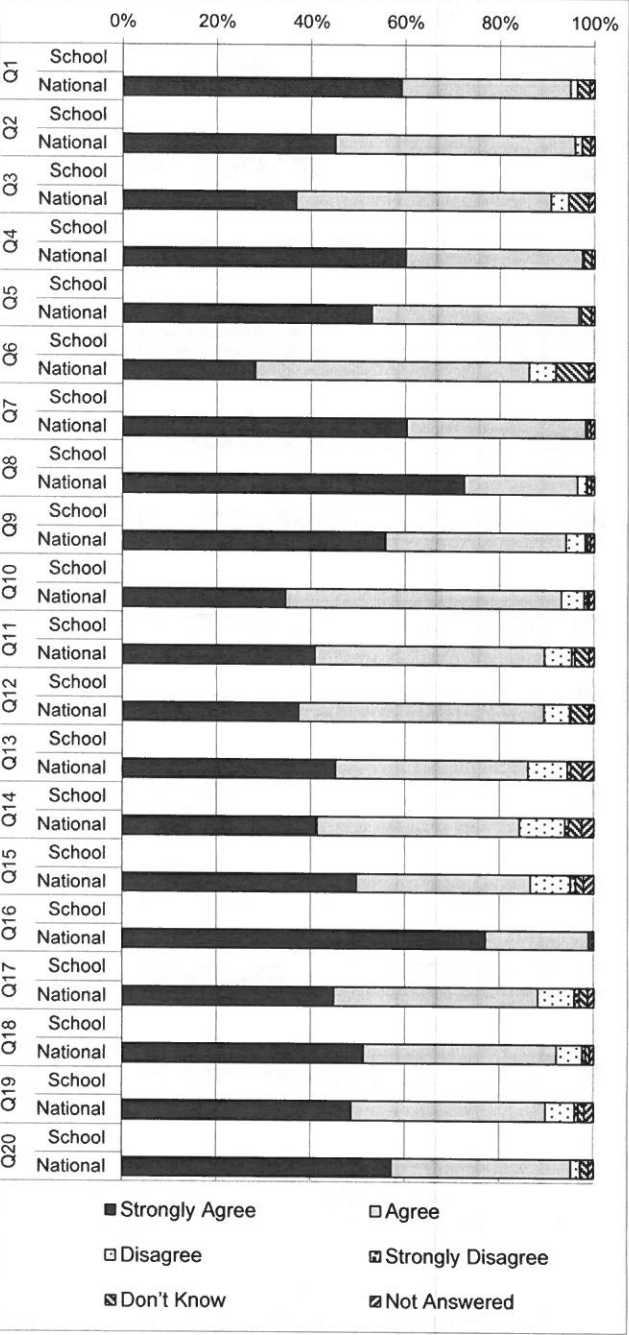
	Percentage %						Strongly Agree & Agree	Disagree & Strongly Disagree
	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Not Answered		
Q1	77%	19%	0%	0%	3%	0%	97%	0%
Q2	74%	19%	3%	0%	3%	0%	94%	3%
Q3	48%	45%	3%	0%	3%	0%	94%	3%
Q4	71%	26%	0%	0%	3%	0%	97%	0%
Q5	71%	23%	0%	0%	6%	0%	94%	0%
Q6	68%	26%	6%	0%	0%	0%	94%	6%
Q7	55%	39%	3%	0%	3%	0%	94%	3%
Q8	65%	29%	3%	0%	3%	0%	94%	3%
Q9	71%	26%	0%	0%	3%	0%	97%	0%
Q10	55%	26%	13%	0%	6%	0%	81%	13%
Q11	68%	23%	10%	0%	0%	0%	90%	10%
Q12	74%	23%	0%	0%	3%	0%	97%	0%
Q13	68%	26%	3%	0%	3%	0%	94%	3%
Q14	61%	32%	6%	0%	0%	0%	94%	6%
Q15	65%	29%	0%	0%	3%	3%	94%	0%
Q16	65%	29%	0%	0%	6%	0%	94%	0%
Q17	68%	26%	3%	0%	3%	0%	94%	3%
Q18	74%	19%	3%	0%	3%	0%	94%	3%
Q19	74%	19%	0%	0%	6%	0%	94%	0%

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

Teacher Questionnaire Summary

Centre Name Coalsnaughton Primary School
 SEED Number 5701023
 Quest. Issued 7
 Quest. Input 5
 Response Rate 71% National response 74%

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



		Percentage %								
		Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Not Answered	Strongly Agree & Agree	Disagree & Strongly Disagree	
Q1	Staff regularly discuss how to improve achievement for all pupils at both stage and whole-school level.	0%	0%	0%	0%	0%	0%	0%	0%	
Q2	All pupils are given activities which meet their learning needs.	0%	0%	0%	0%	0%	0%	0%	0%	
Q3	Pupils are involved in setting learning targets.	0%	0%	0%	0%	0%	0%	0%	0%	
Q4	Pupils are provided with regular feedback on what they need to do to improve.	0%	0%	0%	0%	0%	0%	0%	0%	
Q5	Pupils are provided with opportunities to evaluate their own work and that of others.	0%	0%	0%	0%	0%	0%	0%	0%	
Q6	Staff regularly ask for pupils' views on how their learning experiences could be improved.	0%	0%	0%	0%	0%	0%	0%	0%	
Q7	Pupils take an active part in their learning.	0%	0%	0%	0%	0%	0%	0%	0%	
Q8	Staff treat all pupils equally.	0%	0%	0%	0%	0%	0%	0%	0%	
Q9	Staff and pupils respect each other.	0%	0%	0%	0%	0%	0%	0%	0%	
Q10	The pupils are well behaved.	0%	0%	0%	0%	0%	0%	0%	0%	
Q11	Support for pupils with additional support needs is effective.	0%	0%	0%	0%	0%	0%	0%	0%	
Q12	Parents are fully involved in the school and their children's learning.	0%	0%	0%	0%	0%	0%	0%	0%	
Q13	I have been actively involved in developing the school's vision and values.	0%	0%	0%	0%	0%	0%	0%	0%	
Q14	I am actively involved in setting priorities to improve the school.	0%	0%	0%	0%	0%	0%	0%	0%	
Q15	I have regular opportunities to help shape the curriculum by having staff discussions and working groups.	0%	0%	0%	0%	0%	0%	0%	0%	
Q16	I am aware of the school's procedures for protecting children.	0%	0%	0%	0%	0%	0%	0%	0%	
Q17	Leadership at all levels is effective.	0%	0%	0%	0%	0%	0%	0%	0%	
Q18	Staff communicate effectively with each other.	0%	0%	0%	0%	0%	0%	0%	0%	
Q19	I have good opportunities to take part in continuing professional development.	0%	0%	0%	0%	0%	0%	0%	0%	
Q20	Staff across the school share good practice.	0%	0%	0%	0%	0%	0%	0%	0%	

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

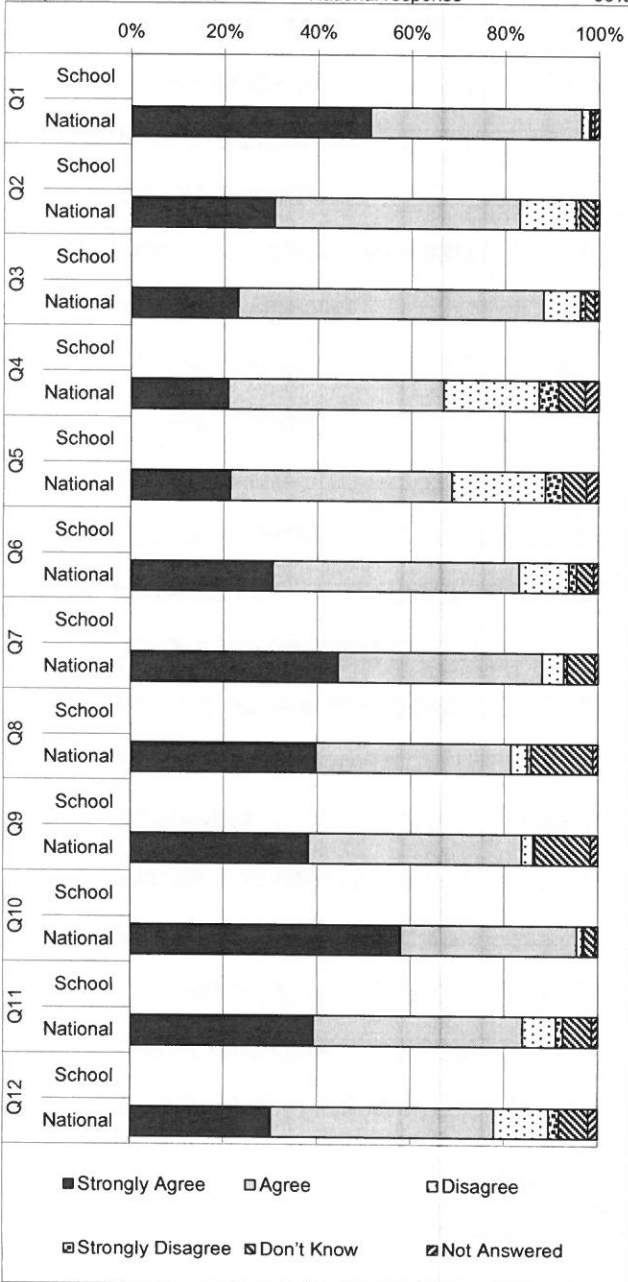
DISCLOSURE CONTROL APPLIED

Non-Teaching Questionnaire Summary

Centre Name Coalsnaughton Primary School
 SEED Number 5701023
 Quest. Issued 5
 Quest. Input 4
 Response Rate 80%

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

National response 66%



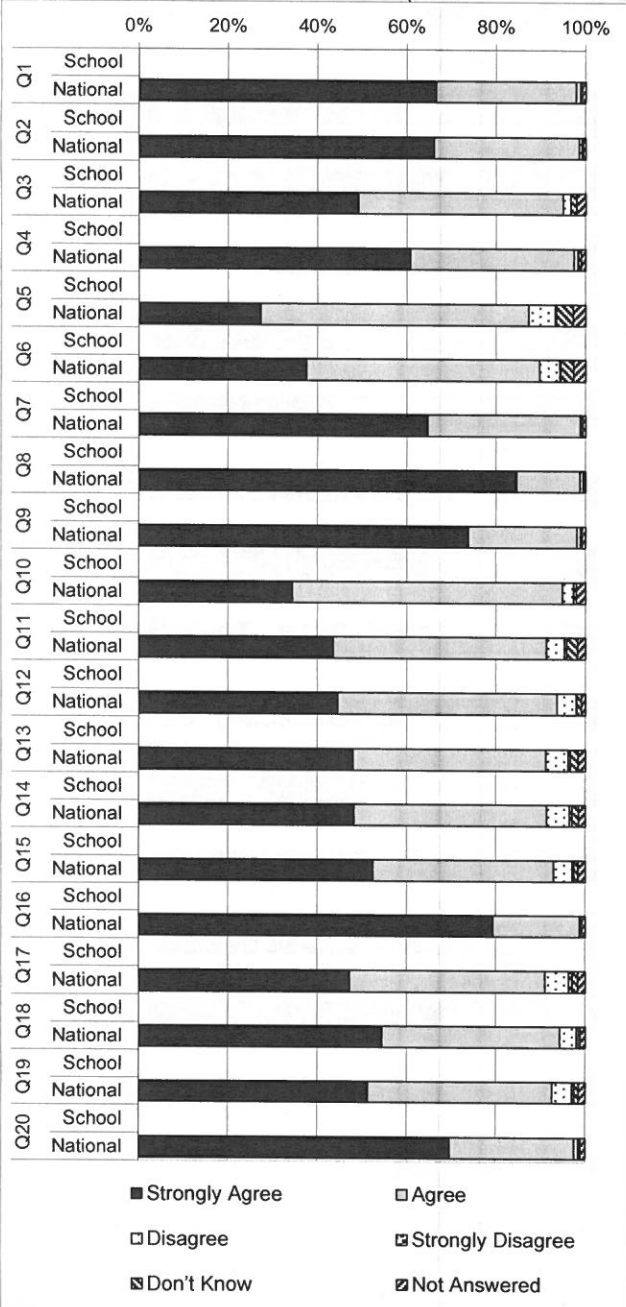
		Percentage %							
		Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Not Answered	Strongly Agree & Agree	Disagree & Strongly Disagree
Q1	I have access to the information I need to carry out my work.	0%	0%	0%	0%	0%	0%	0%	0%
Q2	All staff and pupils respect each other.	0%	0%	0%	0%	0%	0%	0%	0%
Q3	Pupils are well behaved.	0%	0%	0%	0%	0%	0%	0%	0%
Q4	I am involved in staff discussions about how to achieve school priorities.	0%	0%	0%	0%	0%	0%	0%	0%
Q5	I have good opportunities to be involved in making decisions.	0%	0%	0%	0%	0%	0%	0%	0%
Q6	Staff communicate effectively with each other.	0%	0%	0%	0%	0%	0%	0%	0%
Q7	Staff treat all pupils equally.	0%	0%	0%	0%	0%	0%	0%	0%
Q8	Support for pupils with additional support needs is effective.	0%	0%	0%	0%	0%	0%	0%	0%
Q9	Parents are fully involved in the school and their children's learning.	0%	0%	0%	0%	0%	0%	0%	0%
Q10	I am aware of the school's procedures for protecting children.	0%	0%	0%	0%	0%	0%	0%	0%
Q11	Leadership at all levels is effective.	0%	0%	0%	0%	0%	0%	0%	0%
Q12	I have good opportunities to take part in training activities.	0%	0%	0%	0%	0%	0%	0%	0%

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

Nursery Staff Questionnaire Summary

Centre Name Coalsnaughton Primary School
 SEED Number 5701023
 Quest. Issued 3
 Quest. Input 2
 Response Rate 67% National response 62%

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

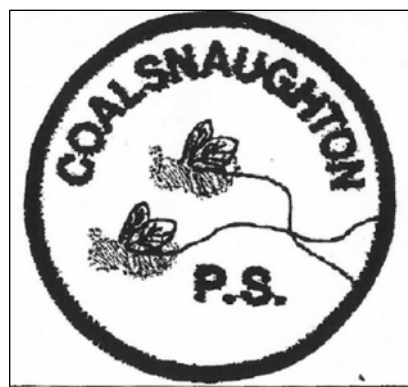


		Percentage %							
		Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Not Answered	Strongly Agree & Agree	Disagree & Strongly Disagree
Q1	Staff discuss regularly how to improve the achievement of all children.	0%	0%	0%	0%	0%	0%	0%	0%
Q2	Staff provide activities which meet the learning needs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

Coalsnaughton Primary School

Clackmannanshire



Education Scotland Action Plan

January – December 2016

Introduction

In January 2016, Education Scotland (ES) published a report on standards and quality in Coalsnaughton Primary School following their inspection in October 2015.

The inspection found the key strengths of the school:

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

The inspection identified several areas for improvement:

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

Working with the education authority, the school has prepared this action plan to identify how it will address the main points for action outlined in the inspection report. To do this, the school has considered carefully the findings and recommendations made by Education Scotland and also undertaken some self-evaluation with staff and pupils to consider strengths and key areas for development. The Headteacher has also consulted with the Parent Council.

The education authority will work with the school to support and monitor progress. A review will take place in May 2016. Education Scotland have informed the school they will return to carry out a further inspection within one year of the original report. They will then issue another letter to parents on the extent to which the school has improved.

ES Recommendation Improve children's progress and attainment in literacy and English and in numeracy and mathematics.			
Expected Outcomes Pupils will make very good progress from prior levels of attainment in English and literacy and numeracy and mathematics.			
Key Actions/Tasks	Personnel Responsible	Timescale	Success Criteria
<p>Raise attainment in reading.</p> <ul style="list-style-type: none"> Implement range of assessments in reading to identify attainment and progress. Develop use of AifL to enhance pupils' ability to self and peer assess reading. Deliver range of interventions for reading to identified pupils. Joint planning with SfL and AST to ensure cohesive targets and support. Staff participate in Attainment Challenge literacy training. 	All CCB	Jan 16 – Oct 16	<p>Pupils are making very good progress from their prior levels of attainment in reading.</p> <p>Most pupils are attaining levels in reading which are appropriate to their age.</p>
<p>Raise attainment in writing.</p> <ul style="list-style-type: none"> Assess writing termly using Scottish Criterion scale. Moderate writing assessments to ensure clear understanding of standards. Develop use of AifL to enhance pupils' ability to self and peer assess writing. 	All CCB	Mar 16 – Nov 16	<p>Pupils are making very good progress from their prior levels of attainment in writing.</p> <p>Most pupils are attaining levels in writing which are appropriate to their age.</p>
<p>Raise attainment in numeracy.</p> <ul style="list-style-type: none"> Implement range of assessments in numeracy & mathematics to identify attainment and progress. Moderate numeracy assessments to ensure clear understanding of standards. Deliver maths recovery programme to identified children. Staff participate in local authority numeracy training. Joint planning with SfL to ensure cohesive targets and support. 	All CS	Mar 16 – Nov 16	<p>Pupils are making very good progress from their prior levels of attainment in numeracy.</p> <p>Most pupils are attaining levels in numeracy and mathematics which are appropriate to their age.</p>
<p>Review and develop forward planning formats and assessment approaches.</p> <ul style="list-style-type: none"> Develop and implement forward and weekly planning format to be used across the curriculum. Provide professional learning for teachers to deepen knowledge and understanding of planning/ teaching/ assessment cycle. 	CCB CS	Jan 16 – June 16	<p>Staff have a clear understanding of the link between the learning intentions, success criteria, learning experience and the best assessment activity to demonstrate learning.</p> <p>Staff are making increasing use of significant aspects of learning and progression frameworks.</p>

<p>Promote equity of success and achievement for all children</p> <ul style="list-style-type: none"> • Develop and embed Learning Journals from nursery – P7. • Develop the use of Twitter and refresh school website. • Continue to monitor and support positive attendance rates. • Implement Attainment Challenge PEPAS Programme working with the Sports Committee and Active Schools Team. 	CCB	Nov 15 – Oct 16	<p>Pupils and parents are recognising achievements in and out of school and these are being recorded and celebrated regularly.</p> <p>Attendance levels are improving. Exclusion rates are reducing.</p>
<p>Professional Learning/ Resource Needs Professional Learning – Building the Curriculum (BtC5); AifL; Attainment Challenge literacy training; peer teacher visits, Assessing Progress and Achievement (2015) Education Scotland PT Support for Learning – Support and guidance Attainment Challenge Attainment Support Teacher (0.2 FTE); Attainment Challenge PEPAS Programme HT involvement in School Improvement Partnership</p>			

ES Recommendation Ensure the learning needs of all children are effectively met.			
Expected Outcomes Pupils will feel safe and happy at school ensuring they are supported in their learning and development. Procedures and processes will be in place to identify and support the learning needs of all pupils.			
Key Actions/Tasks	Personnel Responsible	Timescale	Progress
Develop a Meeting Learning Needs' best practice approach focusing on universal support. <ul style="list-style-type: none"> Implement approach consistently across all classes. 	CCB JMc	Nov 15 – June 16	Universal and targeted learning and support is embedded and having a positive impact on pupils' progression with their learning.
Ensure all staff have knowledge and skills to meet the needs of all pupils in all classes. <ul style="list-style-type: none"> Schedule collegiate time for professional dialogue to establish expectations for high quality learning and teaching including embedding AifL strategies. Explore BtC2 to look at appropriate methods of ensuring learning is active, engaging, supportive and challenging. Create a timetable for teaching and support staff to engage in peer visits to see best practice. 	CCB JMc	Feb 16 – Oct 17	Teachers have a shared understanding of what effective learning and teaching looks like. Pupils are experiencing high quality universal support which focuses on effective learning and teaching. Tasks, activities and resources are effectively differentiated and provide appropriate pace and challenge for all pupils. Staff are reflecting on their practice and work collaboratively with others to build their capacity to meet the needs of all pupils.
Ensure Staged Intervention procedures are embedded nursery - P7. <ul style="list-style-type: none"> Provide professional learning for all staff on GIRFEC, Staged Intervention and Children's Planning, roles within school. Further involve pupils and parents in planning and evaluating as part of the staged intervention process. Introduce monthly collaborative meeting for class teachers, support staff and support for learning teacher to review and plan meeting the needs of all pupils. 	CCB JMc	Jan 16 – June 16	All staff are make effective use of the staged intervention framework to ensure pupils' needs are met. Pupils requiring additional support have high quality individualised plans. Pupils and their parents are involved in decisions about how their needs will be met.
Develop staff knowledge and understanding of assessment tools to identify and support children with learning needs. <ul style="list-style-type: none"> Provide professional learning to raise awareness of assessment tools – Boxhall, Attachment Screener, SWST, Miscue Analysis of 	CCB JMc	Jan 16 – Oct 16	Pupils' learning needs are identified through robust assessment information, including specialist input where required.

<p>running reading records.</p> <ul style="list-style-type: none"> Track impact of interventions through SI procedures. 			Well planned interventions are leading to positive outcomes for pupils with additional support needs, including those affected by financial hardship.
<p>Further develop the positive and supportive ethos within the school to meet the needs of each and every child.</p> <ul style="list-style-type: none"> Transform learning environments from nursery – P7. Update Promoting Positive Behaviour approaches. Embed pupils' involvement in life and work of school within school groups. 	All	Nov 15 – June 16	<p>There is an inclusive ethos across the school which contributes to minimising the impact of potential barriers to learning.</p> <p>Pupils are active participants and have a strong voice in the life and work of the school.</p>
<p>Explore and develop approaches which promote children's independent learning skills and ownership of learning.</p> <ul style="list-style-type: none"> Pupils will set targets in literacy and numeracy regularly and these will be shared with home. Pupils will be given planned opportunities to follow their own interests in line with the principle of personalisation and choice through contexts for learning. 	All	Jan 16 – Dec 16	<p>Children are more independent in their learning and more able to discuss and identify next steps in their learning.</p> <p>Pupils are developing their leadership and team skills through working in groups.</p> <p>Pupils are increasingly motivated and engaged in their learning.</p>
<p>Professional Learning/ Resource Needs Professional Learning – Building the Curriculum 2 (BtC2); GIRFEC; Children's Plans; peer teacher visits PT Support for Learning – Consultation & collaboration with class teachers & support staff; Drop In Sessions HT involvement in School Improvement Partnership</p>			

ES Recommendation Develop the curriculum to ensure children build on their knowledge and skills through the school.			
Expected Outcomes Pupils will experience a relevant, coherent and progressive curriculum which develops their skills for learning, life and work. Teachers will be confident in planning, delivering and assessing quality learning experiences for pupils' in all curricular areas.			
Key Actions/Tasks	Personnel Responsible	Timescale	Progress
Develop a curriculum rationale. <ul style="list-style-type: none"> • Undertake consultation with pupils/ staff/ parents and the wider school community. • Devise and produce a visual and a written curriculum rationale. • Share rationale with all stakeholders. • Use the rationale to create a curriculum that reflects our local context. 	CCB	Oct 15 – Jan 16	The curriculum has a clear rationale shaped by the shared values of the school and its community. Pupils, staff, parents and the school community understand what the school is aiming to achieve through its curriculum.
Design a curricular framework. <ul style="list-style-type: none"> • Develop a 3-year strategic IDL curriculum overview which sets out whole school and class foci for learning. • Produce social studies pathways and planners. 	CCB All	Dec 15 – Feb 16	There is a strategic overview which reflects the curriculum rationale and takes account of the views of all stakeholders. IDL contexts for learning will be mostly taught through literacy and will focus on a significant aspect of learning.
Develop and implement a clear and progressive framework for reading. <ul style="list-style-type: none"> • Produce a learning pathway. • Refine planners and teacher guidance for teaching of reading. • Schedule of assessments in reading to ensure progression is developed across whole school. • Assess and moderate reading evidence termly. 	CCB	April 16 – Sept 16	Pupils' learning in reading follows a clear progression and builds on prior learning. Pupils' are developing a range of reading skills & read a wider range of texts, including novel studies. Pupils read for enjoyment and learning activities are active and engaging.
Develop and implement a clear and progressive framework for writing. <ul style="list-style-type: none"> • Produce a learning pathway. • Refine planners and teacher guidance for teaching writing. • Assess and moderate writing termly using the Scottish Criterion Scale. 	CCB	April 16 – Nov 16	There is a whole school approach to the teaching of writing that ensures coherence and progression. Pupils write for a variety of purposes and across all areas of the curriculum.

<p>Develop and implement a clear and progressive framework for spelling, handwriting and knowledge about language.</p> <ul style="list-style-type: none"> • Develop a spelling progression and guideline for nursery - P7. • Provide professional learning on effective learning and teaching of spelling. • Ensure a consistent approach to the teaching of phonics • Develop teachers' knowledge and understanding about progression in grammar skills • Develop guidance for handwriting nursery – P7. 	CCB	Feb 16 - Sept 16	<p>Pupils are developing a range of spelling strategies and are able to use these within literacy and across their learning.</p> <p>Pupils are developing a cursive handwriting style that is accurate and legible.</p>
<p>Develop a clear progressive framework for listening and talking.</p> <ul style="list-style-type: none"> • Produce a learning pathway • Develop guidance for talking and listening. 	CCB	Sept 16 – Nov 16	<p>Pupils' are develop confidence in talking and listening across their learning.</p> <p>Pupils are able to apply their listening and talking skills in a variety contexts</p>
<p>Review and refresh programme and pathways for numeracy and mathematics.</p> <ul style="list-style-type: none"> • Use planners that for early to second level numeracy that build on prior learning and develop a progression of skills. • Develop learning pathway for mental maths nursery - P7. • Implement active maths and mental agility approaches to teaching mental maths skills. • Produce a guideline for numeracy and mathematics including approaches to assessment. 	CS	Feb 16 – Apr 16	<p>Pupils are developing quick recall of mental maths skills and are beginning to apply these across their learning and in real life contexts.</p> <p>Pupils are beginning to transfer knowledge and skills and apply these to problem-solving situations.</p> <p>Teachers have extended their knowledge of teaching methodologies and learning is more enjoyable, engaging, challenging and has pace.</p> <p>Pupils' learning is assessed and tracked regularly and teachers use this to support planning pupils' next steps.</p>
<p>Develop and implement a clear and progressive framework for health & wellbeing.</p> <ul style="list-style-type: none"> • Develop and implement learning pathways for health and wellbeing from nursery - P7. • Identify and build an overview of health & wellbeing development across the school. 	CCB IW	Aug 16 – Dec 16	<p>Pupils' learning in health and wellbeing follows a clear progression and there is continuity and coherence from P1-P7. The progression covers learning in class and at a whole school level.</p>
<p>Develop a teaching and learning file to inform planning, learning and teaching and assessment.</p> <ul style="list-style-type: none"> • Set up a file to be accessed electronically and provide paper copies. 	CCB CS	Ongoing	<p>Teachers are able to access clear guidance and documentation for all areas of the curriculum.</p>

Professional Learning/ Resource Needs

Professional Learning – Big Maths; phonics/ spelling; reading strategies; FLAME training; Attainment Challenge literacy; Education Scotland website; peer visits, visits to other schools

Clackmannanshire Numeracy and Mathematics Pack; Big Maths

Training and support from Curriculum Development Officer – Literacy & Numeracy & Social Studies

Attainment Challenge Literacy Leader and Hub Leader

Training and support from ES - Numeracy

ES Recommendation Ensure approaches to self-evaluation lead to year on year improvement in children’s learning and progress.			
Expected Outcomes Through rigorous and robust self-evaluation the school will be able to recognise its strengths and areas for improvement. The school will carefully plan and regularly monitor its progress to ensure continuous improvements in children’s learning and attainment.			
Key Actions/Tasks	Personnel Responsible	Timescale	Progress
Consult with all stakeholders to develop, implement and review aspects of the action plan. <ul style="list-style-type: none"> Engage teaching and support staff, pupils, parents, partners in development and review of action plan. 	CCB CS	Dec 15 – Dec 16	Parents, pupils, staff and partners will be involved in evaluating the work of the school. Impact of consultations and feedback is clearly shared and displayed for school community to see – ‘You said... We did’.
Develop skills of staff in approaches to self-evaluation and reflection on practice. <ul style="list-style-type: none"> Establish programme of peer teacher visits within school partnerships Ensure opportunities for staff to moderate assessments. 	All	April 16– Dec 16	Staff are increasingly reflecting on own practice and school practice and identifying strengths and areas for development.
Embed PRD Scheme, Professional Update and Career Long Professional Learning (CLPL). <ul style="list-style-type: none"> Implement calendar of PRD with all teaching and support staff. Collegiate sessions to include, as standing items, staff feedback on PL undertaken and report on initiatives implemented in class. 	All	April 16 – Oct 16	Staff identify areas for own professional learning which will improve their practice. Staff are confident in sharing practice and in participating in dialogue about their craft. Staff learn together and have built their capacity for improvement as a team.
Further develop Quality Assurance. <ul style="list-style-type: none"> Review current Quality Assurance Calendar - develop classroom visits, learning walks, sampling pupil work, pupil dialogue and feedback ensuring there is impact on learning. SMT to participate in coaching and mentoring training 	CCB	Jan 16 – Sept 16	School leadership is aware of the quality of learning and teaching across the school and provides support and challenge. Pupils will experience improved quality and consistency of learning experiences.

<p>Further develop and implement procedures and practices for tracking and monitoring.</p> <ul style="list-style-type: none"> • Develop tool for tracking and monitoring for use by all staff as part of Attainment Challenge. • Appropriate interventions and impact discussed at tracking meetings. 	CCB	Jan 16 – Nov 16	<p>School leadership is better equipped to benchmark practice of school.</p> <p>Staff will be able to identify and address learners' needs through dialogue and tracking.</p>
<p>Engagement in School Improvement Partnership to further develop skills in self-evaluation for self-improvement.</p>	CCB	Ongoing	<p>Approaches to self-evaluation for self-improvement are more effective and have a greater impact on learning</p>
<p>Professional Learning/ Resource Needs Professional Learning – GTC Website/resources; HGIOS4 HT involvement in School Improvement Partnership</p>			

