

Report to Resources and Audit Committee

Date: 4 October 2012

**Subject: Education Scotland - Her Majesty's Inspectorate of Education
Inspection Performance Update:**

**Menstrie Primary School and Nursery Class
St. John's Primary School and Nursery Class**

1.0 Purpose

- 1.1. The purpose of this report is to provide the Resources and Audit Committee with an update on the inspection performance of establishments (April to June 2012) and to inform the committee of the involvement of heads of establishments in reporting future inspection performance to the committee.

2.0 Recommendations

- 2.1. To note the inspection performance of establishments inspected in the first quarter of 2012/2013.
- 2.2. To note the future involvement of heads of establishments in reporting on inspection performance to committee.

3.0 Considerations

- 3.1. Education Scotland provides assurance on the quality of Scottish education and promotes improvement and innovation to enhance learners' experiences securing better outcomes for children and young people.
- 3.2. Her Majesty's Inspectors of Education report on the quality of children and young people's learning and achievement. There is a particular focus on the development of children and young people's skills and understanding in literacy, numeracy, health and wellbeing.
- 3.3. Her Majesty's Inspectors of Education report on the performance of establishments against a number of key questions and quality indicators (QIs) – see appendix 1. Three Quality Indicators are required for measuring success within the Single Outcome Agreement. These are the core Quality Indicators that are outcomes focused:

- 1.1 Improvements in performance

- 2.1 Learners' experiences
- 5.3 Meeting learning needs

- 3.4. The national measure of a positive inspection is to achieve evaluations of satisfactory or better in the three core Quality Indicators.
- 3.5. A nursery within a primary school is inspected as part of the school. The evidence from the nursery class and the school is taken together and used to evaluate two QIs, Curriculum and Improvement through self-evaluation. The three core QIs are evaluated separately for the nursery class and the school for the purpose of reporting performance within the Single Outcome Agreement.
- 3.6. Overall performance is positive with all establishments achieving evaluations of satisfactory or better. There is no follow through inspection of these establishments. Appendix 2 and Appendix 3 provides the detail of each inspection.
- 3.7. The performance of establishments is subject to ongoing challenge and support from the Education Service. Establishments will continue to take forward a programme of improvement through improvement planning.
- 3.8. The table below provides an overview of inspection performance April to June 2012:

Establishment/Quality Indicator	1.1	2.1	5.3	5.1	5.9
Menstrie Primary School	Good	Good	Good	Satisfactory	Good
Menstrie Nursery Class	Satisfactory	Satisfactory	Satisfactory	Satisfactory	Good
St John's Primary School	Very good	Very good	Very good	Good	Very good
St John's Nursery Class	Very good	Very good	Very good	Good	Very good

- 3.9. The involvement of heads of establishment in future reporting to committee would provide an opportunity for elected members to engage directly with heads of establishments on performance. It is planned to involve heads of establishment in future reporting to this committee.

4.0 Sustainability Implications

- 4.1. The paper has no sustainability implications.

5.0 Resource Implications

5.1. Financial Details

- 5.2. There are no financial implications.

Yes

5.3 Finance have been consulted and have agreed the financial implications as set out in the report.

N/A

Yes

5.4 *Staffing*

There are no staffing implications.

6.0 Exempt Reports

6.1. Is this report exempt? Yes (please detail the reasons for exemption below) No
N/A

7.0 Declarations

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

(1) **Our Priorities** (Please tick ())

The area has a positive image and attracts people and businesses	<input checked="" 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 checked="" type="checkbox"/>

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

8.0 Equalities Impact

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

9.0 Legality

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

10.0 Appendices

10.1 Appendix 1: Education Scotland - Key questions/Quality Indicators (QIs)

Appendix 2: Education Scotland Inspection St John's Primary and Nursery Class

Appendix 3: Education Scotland Inspection Menstrie Primary and Nursery Class


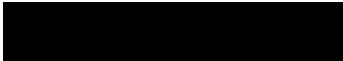
11.0 Background Papers

11.1 None

Author(s)

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Approved by

NAME	DESIGNATION	SIGNATURE
Belinda Greer	Head of Education	
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Education Scotland - Key questions and Quality Indicators (QIs)

Her Majesty's Inspectorate of Education use the undernoted questions to evaluate the performance of an establishment. These key questions help to evaluate the establishment's performance against key linked indicators that feature as part of all inspections.

Key questions	Linked Quality Indicators *
How well do children and young people learn and achieve?	1.1 Improvements in performance 2.1 Learners' experiences
How well does the school support children and young people to develop and learn?	5.1 Curriculum 5.3 Meeting learning needs
How well does the school improve the quality of its work?	5.9 Improvement through self-evaluation

* Indicators are taken from the How Good is Our School framework.

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24 April 2012

Dear Parent/Carer

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

Recently, as you may know, my colleagues and I visited and inspected your child's school. Throughout our visit, we talked to many parents and children and we worked closely with the headteacher and staff. We wanted to find out how well children were learning and achieving and how well the school supported 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 impact of improvements it had been making to health and wellbeing, writing, active and outdoor learning in the early years and transitions from nursery to P1. As a result, we were able to find out how good the school was at improving children's education. I would now like to tell you what we found.

How well do children learn and achieve?

We found that children are learning well, are happy and engage well in their learning. In the nursery, children are forming positive relationships with staff and one another. Most are enthusiastic about their learning. Staff now need to consult more with children and give them opportunities to make decisions in their learning. Across the primary stages, almost all children are well behaved and motivated in their learning. In most lessons, children have opportunities to be active and plan aspects of their learning. At most stages, staff use learning logs and homework walls successfully to involve children more with their learning. There is scope to extend all of these approaches further and to all classes. Children participate well in a range of sporting activities. They achieve success with partners in the local community. At all stages, children have a very good awareness of eco issues. Children talk enthusiastically about the work of the Rights Respecting School group. Staff celebrate children's achievements well. They should now continue with plans to track children's achievements more closely.

Many children are achieving well but across the nursery and school progress in some areas of learning needs to be stepped up. Most children are developing their literacy and numeracy skills well. In the nursery, children speak confidently and can make their needs known. Most are developing their ability to listen to adults and other children. Children are becoming familiar with labels displayed around the playroom. The majority of older children in the nursery recognise their name in print. Children enjoy using early numbers in their play. Across the primary classes, children are developing their reading skills steadily but some could be challenged more. By the upper stages, most children are able to summarise content and identify key questions for discussion. Children write for a growing range of purposes.

¹ This is a service for deaf users. Please do not use this number for voice calls as this will not connect.

Although there are recent signs of improvement, children's achievement in writing remains too low and they need to write more often. Most children are motivated by their mathematics and numeracy work and are making suitable progress. In most classes, children are developing their numeracy skills well across the curriculum. Across the school, children have a very good awareness of health and wellbeing. This is a strong feature of the school. Children know what they need to do to have a healthy lifestyle. At all stages, children's skills in art and design are developing very well. Children achieve well through a range of out-of-class activities.

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

Staff know children very well and provide a high level of pastoral care and support. They address the emotional and mental wellbeing of children very effectively. In the nursery, children experience a broad range of activities. The majority of activities and resources address children's interests and meet their needs. However, not all children are sufficiently challenged in their learning. In the school, tasks and activities are set at an appropriate level of difficulty for children in most lessons. However, this is not consistent in all lessons. At times, the pace of lessons could be increased to create more challenge for all children. Children requiring additional support with their learning are clearly identified. A very effective system of intervention helps staff target meaningful support in partnership with a wide range of specialists. Individual support plans are in place for identified children. Staff provide children with a broad curriculum which is improving as teachers gain confidence in using Curriculum for Excellence. Staff have identified that more meaningful links need to be made across children's learning so that children can practise important skills for learning, life and work. Children would benefit from increased opportunities to extend their literacy and numeracy skills in real-life contexts. Staff use the outdoors well to enhance the curriculum. Parents give valuable support to the school and help in a range of ways. Transition arrangements into P1 and into secondary school support children very well.

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

We are confident that the school has effective approaches to improving the quality of its work. The recently-appointed headteacher, supported by two principal teachers, has a very clear vision for the school. She has worked hard to create a very strong ethos for learning. Staff are keen to improve children's learning and work well as a team. They ask children and parents for their views to help them evaluate the work of the school. The headteacher and staff now use a range of successful strategies to monitor the work of the school. As a result, noticeable improvements have taken place since these approaches were introduced. All staff now need to embed these strategies fully. Because of the highly-effective leadership of the headteacher, the teamwork of all staff and the continuing support from the education authority, the school is in a very strong position to improve further.

This inspection of your school and nursery class found the following key strengths.

- Happy, confident children who engage well in their learning.
- Children's skills in art and design.
- Partnership working with a range of agencies to support children's learning.
- Promotion of mental, emotional, social and physical health and wellbeing.
- Teamwork of staff, and the inspirational leadership of the headteacher, in securing school improvement.

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

- Continue to develop Curriculum for Excellence and increase opportunities for children to develop their literacy and numeracy skills in real-life contexts.
- Ensure the pace and challenge in lessons meets the needs of all children.
- Continue to improve attainment, particularly in writing.

We are satisfied with the overall quality of provision. We are confident that the school's self-evaluation processes are leading to improvements. As a result, we will make no further visits in connection with this inspection. The local authority will inform parents about the school's progress as part of the authority's arrangements for reporting to parents on the quality of its schools.

Alan Urquhart
HM Inspector

Additional inspection evidence, such as details of the quality indicator evaluations, for your school can be found on the Education Scotland website at <http://www.hmie.gov.uk/ViewEstablishment.aspx?id=7980&type=2>.

Please contact us if you want to know how to get the report in a different format, for example, in a translation. You can contact us at enquiries@educationscotland.gsi.gov.uk or write to us at BMCT, Education Scotland, Denholm House, Almondvale Business Park, Almondvale Way, Livingston EH54 6GA.

If you want to give us feedback or make a complaint about our work, please contact 01506 600200, or write to us at the above address or e-mail: feedback@educationscotland.gsi.gov.uk.

19 June 2012

Dear Parent/Carer

**St John's Primary School and Nursery Class
Clackmannanshire Council**

Recently, as you may know, my colleagues and I visited and inspected your child's school. Throughout our visit, we talked to many parents and children and we worked closely with the headteacher and staff. We wanted to find out how well children were learning and achieving and how well the school supported 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 developments in writing and how children learn cooperatively. As a result, we were able to find out how good the school was at improving children's education. I would now like to tell you what we found.

How well do children learn and achieve?

Across the school and nursery class, children learn and achieve very well. They are confident and participate enthusiastically in their learning. The calm and purposeful atmosphere promotes a very positive environment for learning. Children are clearly proud of their school. In the nursery class, children are becoming successful learners and are learning to work independently and in small groups. They are developing confidence through taking part in activities within their local community, for example visits to the local park. Children are regularly consulted by staff and make decisions about what they want to learn. They are capable of taking on even further responsibilities and develop greater independence. In the primary classes, children work well individually and cooperatively in groups. Increasingly, they show confidence in sharing and discussing their learning with adults and each other. They plan and assess aspects of their own learning successfully. Children enjoy being at school and actively contributing to making it an even better place. They do this very well through, for example, the eco committee, pupil council and being buddies.

In the nursery, children are making very good progress in their learning. They listen very well to adults and increasingly to one another. They enjoy looking at books and sharing stories with adults. In the primary classes, almost all children are making very good progress with their skills in literacy and numeracy. Children listen and talk well in groups. They are enthusiastic about reading. At the early stages, they enjoy stories around their Fairyland topic. The quality of children's writing is particularly strong. There are many examples of very good pieces of writing around the school. Children's understanding and application of numeracy skills is very sound. They benefit from practical activities that apply what they have learned about numbers,

measuring or shapes. Children achieve very well in the expressive arts and enjoy participating in a range of musical activities including a popular singing club. They achieve well in a wide range of sporting activities. Children are very aware of environmental issues and can discuss what they need to do to keep healthy.

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

Across the school and nursery, staff support children very well. There is a very inclusive ethos with pastoral care of a very high quality. In the nursery class, staff plan stimulating activities to meet children's individual needs and interests. Children's profiles clearly show children's next steps in learning. At the primary stages, tasks and activities in classes meet the needs of children appropriately. Staff are now tracking children's progress more effectively. They should continue with plans to develop this further. Children requiring additional help with their learning are supported very well. Their needs are identified early and focussed individual plans put in place. The school ensures that parents are fully involved. Support staff and visiting professionals make a valuable contribution to supporting children's learning. This is all coordinated very well indeed and is a strong feature of the school and nursery. Staff provide children with a broad and balanced curriculum. They are using the experiences and outcomes of Curriculum for Excellence with growing confidence. They now need to continue to develop a clearer pathway through the experiences and outcomes and make more meaningful links across children's learning. A range of visiting specialist teachers support children's learning very well. Very effective arrangements are in place to ensure that transitions are smooth for pre-school children moving to primary school, and for P7 children to Alloa Academy.

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

We are confident the school and nursery will continue to improve their work. Staff have developed as a strong team who work very well together to make improvements. They are very reflective practitioners. The headteacher is highly regarded by the school community, knows children and families very well and shows a passionate commitment to the school. As such, the school has a very clear sense of direction. Children are increasingly influencing decisions which affect them, including aspects of their learning. Partnership working with parents and others involved in the life of the school is very strong. The senior management team and staff use an effective range of approaches to monitor and evaluate the work of the school and nursery. These include class visits and discussions with children. Staff have an accurate picture of what the school does well and areas that could be improved. All of this, together with the very effective leadership of the senior management team, and the continued support from the local authority, places the school in a very strong position to improve further.

This inspection of your school and nursery class found the following key strengths.

- Confident and happy children who are proud of their school.
- Very welcoming and highly-inclusive ethos in the nursery and school.
- The commitment of staff in continuous improvement.
- High level of pastoral care and support for children led by the highly-respected leadership of the headteacher.

- Children's achievements in the expressive arts.
- Partnership working with parents and all who contribute to the life of the school.

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

- Continue to develop the curriculum taking account of Curriculum for Excellence.
- Increase opportunities for children to make effective links across their learning.

What happens at the end of the inspection?

We are satisfied with the overall quality of provision. We are confident that the school's self-evaluation processes are leading to improvements. As a result, we will make no further visits in connection with this inspection. The local authority will inform parents about the school's progress as part of the authority's arrangements for reporting to parents on the quality of its schools.

Alan Urquhart
HM Inspector

Additional inspection evidence, such as details of the quality indicator evaluations, for your school can be found on the Education Scotland website at www.educationscotland.gov.uk/inspectionandreview/reports/school/primsec/StJohnsPrimarySchoolClackmannanshire.asp

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