

Education, Children and Families Committee

Sub-committee on Standards for Children and Families

2.30 pm, Monday, 9 March 2015

Primary School Inspection Follow Through – Fox Covert RC Primary School

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| Item number | 6.2 |
| Report number | |
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Executive summary

Primary School Inspection Follow Through – Fox Covert RC Primary School

Summary

- Her Majesty's Inspectorate of Education (HMIE), now known as Education Scotland (ES) changed the procedures for inspecting educational establishments as from August 2008. These new procedures also include changes to the follow-through arrangements carried out one or two years after the publication of the inspection report. ES will only return to schools where the inspection report was less than satisfactory. Inspectors will carry out this return visit within one year of the original inspection and will publish a follow-through report.
- In all other instances the responsibility for following up the original inspection will lie with the local authority and authority officers will produce the follow-through report.
- The purpose of the follow-through report is to provide information to parents on the continuous improvement in the school including any area identified for improvement.
- This report advises the Sub-committee of the outcomes of the follow-through visit. ES delegated the responsibility for this follow-through to the education authority and its officers have produced the report (Appendix 1).

Recommendations

- Note the progress made to date from the original inspection in April 2012.
- Note the education authority will not publish further reports in connection with the 2012 HMIE report.

Measures of success

- Fox Covert RC Primary School provided a good standard of education for its pupils.

Financial impact

There are no financial implications contained in the follow through report.

Equalities impact

There are considered to be no infringements of the rights of the child.

Tracking of pupil performance by gender and Black Minority Ethnic (BME) is undertaken at school level and there are no adverse impacts.

Sustainability impact

None.

Consultation and engagement

Parent, staff and pupil discussions took place during the follow through.

Background reading / external references

http://www.edinburgh.gov.uk/info/905/schools-management_and_inspection/1090/school_follow_through_and_review_reports

<http://www.educationscotland.gov.uk/>

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| Appendices | <ol style="list-style-type: none">1. Follow through report – Fox Covert RC Primary School dated October 20142. Overall evaluations from 2012 report |

**CHILDREN AND FAMILIES****FOX COVERT RC PRIMARY SCHOOL
FOLLOW THROUGH REPORT****1. The inspection**

HM Inspectors of Education (HMIE) published a report on the quality of education in Fox Covert RC Primary School in June 2012. This was followed up by a further letter in June 2013.

An education authority team visited the school in October 2014 to identify the extent to which the school was continuing to develop the quality of its education including the areas identified for improvement and produced a progress report for parents.

This report tells you about the quality of education provided by the school. It comments on the progress made in the agreed areas for improvement. The main areas of focus are on learning and achievement, meeting the learning needs of the pupils and leadership to help the school achieve its aims.

This report tells you how well young people are now learning and achieving and how the school is continuing to support them to do their best.

2. How well do young people learn and achieve?

There was a highly positive and welcoming ethos in the school. Staff cared passionately about the social, emotional and academic development of the learners.

Very good practice, in involving children in directing their learning, was evident through the use of floor books and 3d objects / artefacts. Pupils were extremely enthusiastic when discussing this. Children had ownership of their learning, they identified how they were able to plan and decide how they were to learn. Staff talked enthusiastically about this approach and its role in identifying prior knowledge and planning next steps. Teachers were providing motivating learning experiences for children eg P7 pupils were displaying very good information communication technology (ICT) skills in producing an a multimedia animation on the Scottish Parliament. Skills in technology were also reflected in floor books.

The review and improvement of the pupil records of achievement continues to develop. Targets are now more accessible to pupils to use. Commendably these provided a focus for three way discussion with parents, teachers and child. Primary 5/6 learners were developing good skills in peer assessment of reading. Pupils should continue to develop the language of reflection, including more regular opportunity on daily basis. The school had identified the need for increased consistency in its approaches to Assessment is for Learning (AfL). Regular 'checking in' on learning would enhance pupil understanding of key learning intentions, written feedback should reflect the learning intentions and success criteria. This focus would also improve children's ability to reflect on their learning.

3. How well does the school support young people to develop and learn?

Good progress continues to be made in reviewing aspects of differentiation to meet children's different needs. For example, well-structured literacy learning experiences were provided for children in P1 and P3. The children were sensitively and confidently supported by pupil support assistants and volunteers. Pupil learning was enhanced by this input and support.

The recently appointed support for learning teacher had identified areas for future development which would facilitate further opportunities for targeted support for groups and individuals.

Modern languages were being developed through cluster involvement in the 1+2 modern languages pilot. French was being taught from P5-P7. Spanish was being introduced from P1-P7 with an initial focus on P1-P4. Children, for whom English was an additional language, were benefitting from being able to identify similarities and differences between languages.

There had been significant progress in the development and implementation of curriculum programmes. Teaching staff had taken a lead in this. There was a clear overview of social studies, science and technologies contexts. These had suggested topics which were linked to experiences and outcomes. There was also flexibility for personalisation and choice within this framework, and to also respond to current real life contexts. An electronic planning tool was beginning to be used to monitor curriculum coverage.

Useful initial guidance had been put together on supporting staff in identifying opportunities for learners to contribute to the ethos and the wider life of the school. Pupil groups met on a monthly basis - many of these have a focus on school developments such as Eco, Rights Respecting School, Health and Outdoor Learning. The school has introduced the Junior Award Scheme Scotland (JASS). Children at P6 have been successful in achieving the bronze award with P7 pupils achieving silver. Opportunities for wider achievement recognition had been provided through involvement in local and national competitions. Children were significant contributors to community writing publications – Tesco and local churches.

Mathematics and English language continue to have high priority. In mathematics a programme for problem solving had been put in place and financial education was having an increasingly higher profile. A finance week involved a 'grow a pound challenge' and a Fairtrade rice challenge. The school were in the process of setting up a credit union to encourage understanding of saving. Children were to be involved in interviews with parents for positions of responsibility in the credit union.

The school should continue with this good progress and investigate approaches that provide further challenge to all children. For example learners would benefit from greater opportunities to apply their learning in new and unfamiliar situations. The school had identified the need to provide further opportunities for mathematics across the curriculum; utilising the wider achievement pupil groups to provide meaningful challenges and building on the opportunities provided through interdisciplinary learning.

There had been investment in additional ICT hardware and staff training. Tablet devices were being piloted. Pupils were enthusiastic when using these devices. An ICT skills programme had been developed. In classes there was some evidence of ICT being used to support and enhance learning and teaching, this needs to be further developed for ICT to be embedded as part of the learning and teaching process.

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

The school had made considerable progress with regards to self evaluation. Crucially the pupil, parents / carers and staff had played key roles in this. This was evidenced through the documentation provided. For example, the regularly updated record of self-evaluation activity undertaken, with its findings, the action to be taken and the resulting outcomes and next steps.

The headteacher used a range of suitable evidence to evaluate the quality of the work of the school. She met formally with staff to discuss learners' progress. This progress was tracked, with intervention identified when appropriate. Further validation of progress in learning came from discussion with pupils and from their written classwork. Data from formal assessments was analysed to support the identification of strengths and areas of improvement. The commitment to self-evaluation and continuous improvement was evident when discussing with staff their roles in leading initiatives. Teachers had been involved in learning from each other through sharing practice and the subsequent professional dialogue. This was being extended to involve schools from across the cluster.

Pupils had been involved in identifying what made effective lessons which had been incorporated into good practice guidance. They were enthusiastic and confident participants in their learning and were developing their own reflection skills through learning talks with staff, setting their own targets and creating their own records of achievement.

3 Conclusion

With support from the education authority, Fox Covert RC Primary School provided a good standard of education for its young people. The school had progressed well since the inspection and had made the necessary improvements in light of the inspection findings. The education authority will not publish further reports in connection with the 2012 HMIE report.

Peter Gorrie
Quality Improvement Officer
October 2014



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.

Here are the evaluations for Fox Covert RC Primary School.

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

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

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| The curriculum | satisfactory |
| Improvement through self-evaluation | weak |

A copy of the full letter is available on the Education Scotland website www.educationscotland.gov.uk or by clicking this link <http://www.educationscotland.gov.uk/inspectionandreview/reports/school/primsec/FoxCovertRCPrimarySchoolEdinburghCity.asp>