

Education, Children and Families Committee

Sub-committee on Standards for Children and Families

2.30 pm, Monday 13 June 2016

Primary School Follow Through at St Peter's RC Primary School

Item number	6.2
Report number	
Wards	Ward 8: Colinton/Fairmilehead Ward 9: Fountainbridge/Craiglockhart Ward 10: Meadows/Morningside Ward 11: City Centre Ward 15: Southside/Newington Ward 16: Liberton/Gilmerton

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Coalition pledges	PO5
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Executive summary

Primary School Follow Through – St Peter’s 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 undertook the responsibility for this follow-through and produced this report (Appendix 1).

Recommendations

- Note the progress made to date from the original inspection in September 2013.
- Note the education authority will not publish further reports in connection with the 2013 HMIE report but will continue to work with the headteacher to ensure the school’s self evaluation and monitoring approaches lead to continuous improvement.

Measures of success

- St Peter’s 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 – St Peter’s RC Primary School dated November 20152. Overall evaluations from 2013 report



ST PETER'S RC PRIMARY SCHOOL

FOLLOW THROUGH REPORT

1. The inspection

HM Inspectors of Education (HMIE) published a report on the quality of education in St Peter's RC Primary School in October 2013. Subsequently the school with support from the education authority ensured the school improvement plan took account of the findings of the inspection.

The education authority recently visited the school to assess 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 since the original inspection. It also comments on the progress made in the agreed areas for improvement.

The main areas of focus from the inspection are on learning and achievement, meeting the learning needs of the pupils and leadership to help the school achieve its aims.

2. Improvements in the quality of education provided

2.1 *Learning and achievement*

The children in St Peter's RC Primary School behave very well, are well motivated and engaged in their learning. There was a strong sense of respect from everyone in the school and for its values and aims and the right of everyone to learn. Very good relationships were evident between the staff and the pupils and how the pupils interacted with each other.

Throughout the school, displays and learning walls were of a very high standard. Many were supported by pupils' comments and explanations of skills used or learning achieved. This made for a stimulating and reflective environment with high quality arts work and examples of global citizenship or parental English as an Additional Language (EAL) partnerships.

Through observation and discussion with pupil groups, learners were aware of the rich wider opportunities being provided. These ranged from whole school approaches to the world of work, making use of the school garden for health and nutrition and the extensive range of after school sporting and cultural activities.

Pupils were observed taking part in high quality physical education (PE) using the schools athletics programme and met the requirements of two hours weekly PE. Opportunities for active play have recently been developed with the installation of a trim trail in the playground and peddle bikes in the nursery.

Almost all learners were engaged in their learning. The school had many able learners who were beginning to be challenged more consistently through differentiated activity. All staff shared learning intentions at the start of each lesson and made use of the four contexts of learning grids provided but learners would benefit from a more thorough revisiting of pupil generated success criteria to support learning.

The school should consider how to capture learning outwith the school environment and to use more effectively in planning.

Pupils had benefitted from a robust programme of curricular development at school and cluster level. Good programmes and courses being developed by staff in science, religious and moral education through 'God's loving place', PE and now with a focus on mathematics. Staff had been encouraged to participate in curricular development using collegiate activity time and through continuing professional development.

A very good programme of transition has been developed at pre-school level between both RC and non-denominational providers. Children across the schools geographical location participated in a shared activity based on the Lighthouse Keepers lunch book. A shared programme of activities and events supported learners moving on to St Thomas of Aquin's RC High School.

2.2 *Meeting pupils' learning needs*

The headteacher and the support for learning (SfL) teacher met frequently to discuss pupils with identified additional need. A good system was in place for monitoring progress and impact of support on learning. However following an audit a more regular planned additional support for learning (ASL) team meeting was being considered. A range of agencies were observed working in the school and pupil support assistants were well deployed in supporting individuals and groups.

A number of interventions in literacy and in mathematics were supporting the wide range of pupils with both learning and physical additional needs.

The need for staff to be identified to develop challenge for more able pupils in mathematics had been recognised. The school priority of formative assessment is beginning to show evidence of being embedded across the school and further work with staff and learners was planned in this area. This will be done by developing the successful initiative of shared lesson planning and observation, learning rounds and through sharing of the very good practice observed in some classes.

The SfL teacher was providing a good level of support across the five roles and will continue to work with the authority's support co-ordinator in developing the skills of staff to meet the increasing range of need across the school. Under the guidance of the ASL team the schools vision of inclusiveness was evident with some challenging behaviours being well supported.

Staff were beginning to use a range of questioning to assess learning and plan next steps and to plan appropriately for individuals and groups. This should be more consistently applied across the school.

Most classes made use of interactive whiteboards but digital learning was yet to be fully embedded in supporting learning.

In the nursery, children were benefitting from a wide range of play and learning opportunities. Children self selected from a very well organised and thoughtfully resources range of planned activities matched to responsive planning assessments. These were shared with parents through display and personal folios.

2.3 *Leadership and direction using self evaluation approaches to improve the quality of children's learning*

The headteacher and the senior leadership team were highly committed to the school and to the community which they serve. The collegiate approach to both professional and curricular development was recognised by staff.

The school was successfully developing leadership at all levels with pupils taking greater responsibility through groups such as junior road safety officer and staff in leading curricular development at school and cluster level.

Staff were committed to continued school improvement and in taking an active role through audit and planning sessions.

Through the performance review and development process and the good use of continuing professional development and collegiate time, staff were engaging well with professional development. This will be enhanced further through the planned developments of shared learning opportunities and in applying more consistent high quality learning experiences.

3 **Conclusion**

With support from the education authority, St Peter's RC Primary School provided a good standard of education for its pupils. In some areas the school had made very good progress since the inspection and continued to make improvements in all areas of the inspection findings. The leadership and teamwork in the school provided a very good basis for continued improvement.

The education authority will not publish further reports in connection with the 2013 HMIE report but will continue to work with the headteacher to ensure the school's self evaluation and monitoring approaches lead to continuous improvement.

The school and early years quality improvement officer will continue to work with the school on their nursery improvement plans

Janice MacInnes
Quality Improvement Manager (Primary)
November 2105

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.

Here are the evaluations for St Peter's RC Primary School and Nursery Class.

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

Nursery class

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

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

The curriculum	good
Improvement through self-evaluation	good

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

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/catcseeey_tcm4-712692.pdf. Please note that the term "adequate" in these documents has been replaced with "satisfactory".