

Education, Children and Families Committee Sub-committee on Standards for Children and Families

2pm, Monday, 5 September 2016

Primary School Follow Through at James Gillespie's Primary School

Item number	5.3
Report number	
Executive/routine	
Wards	Southside/Newington, Meadows/Morningside

Executive Summary

Education Scotland (ES) follow-through arrangements are 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. The City of Edinburgh Council undertook the responsibility for this follow-through and produced this report (Appendix 1).

Links

Coalition Pledges	P05
Council Priorities	C02
Single Outcome Agreement	S03

Primary School Follow Through at James Gillespie's Primary School

Recommendations

The Sub-committee is requested to:

- 1.1 Note the progress made to date from the original inspection in March 2014.
- 1.2 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

- 2.1 James Gillespie's Primary School provided a good standard of education for its pupils.

Financial impact

- 3.1 There are no financial implications contained in the ES report.

Equalities impact

- 4.1 There are considered to be no infringements of the rights of the child.
- 4.2 Tracking of pupil performance by gender and Black Minority Ethnic (BME) is undertaken at school level and there are no adverse impacts.

Sustainability impact

- 5.1 None.

Consultation and engagement

- 6.1 Parents, pupils and staff completed an ES questionnaire prior to the inspection.

Background reading/external references

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

Alistair Gaw

Acting Director Communities and Families

Contact: Janice MacInnes, Quality Improvement Manager

E-mail: Janice.MacInnes@edinburgh.gov.uk | Tel: 0131 529 6268

Links

Coalition Pledges	P05 - Seek to ensure the smooth introduction of the Curriculum for excellence and that management structures within our schools support the new curriculum
Council Priorities	C02 - Our children and young people are successful learners, confident individuals and responsible citizens making a positive contribution to their communities
Single Outcome Agreement	S03 - Edinburgh's children and young people enjoy their childhood and fulfil their potential
Appendices	<ol style="list-style-type: none">1. Follow through report – James Gillespie’s Primary School dated August 20162. Overall evaluations from 2014 report



JAMES GILLESPIE'S PRIMARY SCHOOL

FOLLOW THROUGH REPORT

1. The inspection

HM Inspectors of Education (HMIE) published a report on the quality of education in James Gillespie's Primary School in March 2014. 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 developing the curriculum improving the management of information and communication systems and improving the learning experiences of children in the nursery.

2. Improvements in the quality of education provided

2.1 Developing the curriculum

The appointment in April 2016 of a new headteacher and more recently of the second deputy headteacher (early years), establishes a permanent senior leadership team (SLT) across the school. Audit of existing improvement planning has since then engaged the whole school community in an extensive review of improvement planning with a current focus on meeting the recommendations of the inspection report and implementation of the national framework for improvement (NIF).

The children in James Gillespie's Primary School behave very well. They are articulate, polite and respectful of one another and have good relationships with the adults and staff working in the school. Almost all learners were engaged in their learning during the inspection visit to classes, however, while the school and community are ambitious with high levels of attainment expected in literacy and numeracy, the school has many able learners who require to be challenged more consistently across the school. Staff should now continue to make the best use of highly effective practice observed in some classes including independent self-directed learning and differentiation by outcome approaches.

Improvements identified for further development include the staff's understanding of approaches to the assessment of learning using organisational strategies such as carousels and collaborative group work. Progressing these areas of development are planned for within the schools continuing professional development (CPD) and collegiate working time programme.

Teachers have been developing their approaches to learning and teaching by making improved use of the four-part lesson to engage children in discussions about their learning and where broader skills are being applied. Children talked openly about the roles of collaborative learning, made good use of learning partners, demonstrated good listening skills and in more senior classes were developing their understanding of Higher Order thinking skills. During discussions around 'keeping myself safe' children were encouraged to think about drugs education in a very mature and measured way. Learning was observed considering the health and wellbeing indicators, Blooms taxonomy, collaborative learning and discreet digital literacy skills.

Children were developing their skills as learners through more active approaches to learning such as through stages of early arithmetical learning (SEAL) and active mathematics and in applying these skills to interdisciplinary learning (IDL). In some classes very good practice was observed with children providing good quality peer assessment in listening and talking activities and in most classes children were being asked to consider themselves as learners through use of learning intentions and in some classes through the effective use of success criteria and individual literacy targets.

The staff had engaged well in producing curriculum maps for each level and the new curriculum architecture is being developed further with staff, parents and children during the remainder of this session. Pupils have participated in the development of the refreshed curriculum rationale through the imaginative use of 'Post-cards from the future' exercises and through focus groups. Planned revision of learning pathways will see opportunities for lifelong learning, sustainability and broader skills embedded further.

At the P3 stage, teachers and pupils are taking part in professional study looking at responsive planning and across the first level looking at collaborative approaches to planning for IDL which has led to more consistent approaches to increasing pupil voice.

Through observation and discussion with pupil groups, learners were aware of the extensive wider opportunities being provided by the school. Classes were observed speaking French, Italian and Spanish. Senior pupils took pride in a guided tour of the school and spoke warmly of the pre-school day breakfast activities / club and the quality of the school meals provided. They were also eagerly awaiting the completion of the new playground development which was nearing completion. Other pupils were departing for skiing lessons or had recently returned from a visit to the Sky News Academy and keen to show their on-line news broadcasting skills.

Pupils were observed taking part in high quality physical education (PE) provided by the specialist teacher and had previously been observed making good use of the Links Park to meet the requirements of two hours weekly PE.

A very good programme of transition had been developed at pre-school level between a number of partner providers and the school's own nursery class. Opportunities for transition at P7 were enhanced with pupils easily accessing the shared campus with James' Gillespie's High School. A small number of pupils were transitioning to other schools and were benefitting from the leadership opportunities being offered to senior pupils such as Pupil Council, buddies, house systems etc.

2.2 *Improving the management of information and communication systems*

The senior leadership team has reviewed its approach to how the school and individual teachers gather and use information which support learning and teaching across the school. There are high expectations in the use of universal and targeted interventions to support the inclusion of a number of pupils with identified additional needs in order to remove barriers to learning.

Pupils with additional needs, were observed in most classes making good use of individual work stations, work baskets, targeted support from adults, visual timetables and differentiated activities

for early numeracy and literacy. Pupils with audited 1:1 support were well supported by a range of pupil support assistants (PSAs) in the open plan shared area of the school and parent helpers supported a number of reading groups and extra-curricular activity.

Support from Additional Support for Language services was observed prior to the follow-through visit by the schools improvement officer where teaching staff were being supported in adapting the environment for learning for individual children and parental engagement through their involvement in supporting a differentiated curriculum.

Improved management of school budgets has enabled the support for learning staff to extend their use of the five roles of support in order to provide support for colleagues, developing resources, liaison with pupil support assistants and in delivering intervention programmes such as Read-Write-Ink and Fresh Start. Interventions are clearly audited within the improvement plan with a focus on positive impact and meaningful progression for those with identified need.

The school has put in place revised expectations for assessment information to be gathered by staff and clear guidance has been given on information collection and retention by class teachers through formative, summative and diagnostic assessments with a focus on supporting high quality learning and teaching. Staff have access to school based tracking systems which support individual and group planning such as standardised scores and bell curve comparison charts.

Confidential information is collected using Getting it Right for Every Child (GIRFEC) processes and where appropriate recorded using pastoral notes by the SLT.

Pupils voice and in particular their expectation on how their views are taken in to account in decisions made about them are being taken forward more effectively through appropriate children planning processes (CPMs) and a review of Individual Education Programmes (IEPs) for those identified with appropriate levels of need is under way.

2.3 *Improving the learning experiences of children in the Nursery.*

In the nursery playroom and outdoor spaces children were engaging with learning in a positive and interactive way. Improved planning for learning across the play areas of the nursery and in group time activities was evident and was displayed and readily accessible to all staff. The children were keen to show their understanding of basic number through the resources and activities planned and recount experiences on their pirates theme although some children could have been challenged further in their learning following observation made by either assigned staff or through general recording processes.

Responsive planning sheets had been extended throughout the setting where children were discussing next steps and key questions and staff were developing these lines of enquiry along with their medium term and weekly planners. Children were evidencing their learning through wall displays, e-journal photographs and through big floor books. In one example an item of treasure brought in to share stimulated interest in pirates where staff extended learning in literacy and numeracy using City of Edinburgh Council Early Years toolkit planners.

Staff were continuing to develop their practice in recording observations to provide greater rigour in the evidencing of children's progress in learning and to identify both next steps for challenge, application or support. The use of electronic profiling tools and 'post-it notes' taken during observation is still at the early stages of development but will help staff ensure that information keeping is both manageable and purposeful.

Parents are further encouraged to engage with their child's learning through informative and easy to read displays of the 'sign' of the week' now including both story and rhyme.

Children's experiences are enhanced with staff development on 'the magic of music'. Children were observed making musical instruments related to the pirate study for a performance to their peers later in the term and in future to their parents.

Children were being well supported in the outdoor areas on a sunny morning where freshly picked herbs were being used on freshly baked focaccia bread for shared snack.

A recent Care Inspectorate report (May 2016) found the quality of education and care provided to be very good across all areas.

3. Conclusion

With support from the education authority James Gillespie's Primary School provided a good standard of education for its pupils. With the appointment of a new SLT and more permanent staffing, the school had made good progress across all three areas of the inspection report recommendations. Further improvements planned to meet any additional areas identified through HMIE in the record of findings summary are now well underway..

The education authority will not publish further reports in connection with the 2014 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.

Michael Urquhart
Quality Improvement Officer
June 2016

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 James Gillespie's Primary School.

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

Nursery class

Improvements in performance	satisfactory
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	good
Improvement through self-evaluation	good

Here are the Care Inspectorate's gradings.

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".