

# Notice of Meeting and Agenda

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

**2.00pm, Tuesday 5 December 2017**

Dunedin Room, City Chambers, High Street, Edinburgh

This is a public meeting and members of the public are welcome to attend.

### **Contact:**

Lesley Birrell – Committee Services

Email: [lesley.birrell@edinburgh.gov.uk](mailto:lesley.birrell@edinburgh.gov.uk)

Tel: 0131 529 4240

## **1. Order of business**

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- 1.1 Including any notices of motion and any other items of business submitted as urgent for consideration at the meeting.

## **2. Declaration of interests**

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- 2.1 Members should declare any financial and non-financial interests they have in the items of business for consideration, identifying the nature of their interest.

## **3. Protocols**

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- 3.1 Protocols for the Conduct of the Sub-Committee on Standards for Children and Families (circulated)

## **4. Secondary School Reports**

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- 4.1 Secondary School Further Inspection at Trinity Academy - report by the Executive Director for Communities and Families (circulated)  
(Councillors Jim Campbell, Cammy Day and George Gordon invited for Ward interest)
- 4.2 Portobello High School – Inspection – report by the Executive Director for Communities and Families (circulated)  
(Councillor Kate Campbell invited for Ward interest)

## **5. Primary School Reports**

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- 5.1 Primary School Inspection at Blackhall Primary School – report by the Executive Director for Communities and Families (circulated)  
(Councillors Gavin Barrie, Max Mitchell, Hal Osler and Iain Whyte invited for Ward interest)
- 5.2 Primary School Inspection at Craigour Park Primary School – report by the Executive Director for Communities and Families (circulated)  
(Councillors Lezley Marion Cameron, Derek Howie, Lesley Macinnes and Stephanie Smith invited for Ward interest)
- 5.3 Primary School Inspection ReVisit at Newcraighall Primary School – report by the Executive Director for Communities and Families (circulated)  
(Councillor Kate Campbell invited for Ward interest)
- 5.4 Primary School Inspection at St Cuthbert’s RC Primary School – report by the Executive Director for Communities and Families (circulated)  
(Councillors Gavin Corbett, Andrew Johnston and David Key invited for Ward interest)

- 5.5 Primary School Inspection at St John Vianney RC Primary School – report by the Executive Director for Communities and Families (circulated)  
(Councillors Lezley Marion Cameron, Derek Howie, Lesley Macinnes and Stephanie Smith invited for Ward interest)

## **Laurence Rockey**

Head of Strategy and Insight

### **Committee Members**

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Councillors Perry (Convener), Bird, Mary Campbell, Child, Dickie, Laidlaw, Rust and Young; Rev Dr Rita Welsh (Religious Representative)

Members are reminded that they may appoint substitutes.

### **School and Learning Community Representatives Invited**

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#### **2.00pm – Trinity Academy**

Bryan Paterson, Head Teacher  
Parent Representative

#### **2.20pm – Portobello High School**

Ruth McKay, Head Teacher  
Parent Representative

#### **3.00pm – Blackhall Primary School**

Lesley Liddle, Head Teacher  
Parent Representative

#### **3.20pm – Craigour Park Primary School**

Carol Cameron, Head Teacher  
Parent Representative

#### **3.40pm – Newcraighall Primary School**

Jan Paterson, Head Teacher  
Parent Representative

#### **4.00pm – St Cuthbert's RC Primary School**

Lorraine Lawrie, Head Teacher  
Parent Representative

#### **4.20pm – St John Vianney RC Primary School**

Christopher Kelly, Head Teacher  
Parent Representative

## Information about the Sub-Committee on Standards for Children and Families

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The Sub-Committee on Standards for Children and Families consists of 8 Councillors and a religious representative of the Education, Children and Families Committee.

The Sub-Committee on Standards for Children and Families usually meets in the City Chambers on the High Street in Edinburgh. The meeting is open to members of the public.

### Further information

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If you have any questions about the agenda or meeting arrangements, please contact Lesley Birrell, Committee Services, City of Edinburgh Council, Business Centre 2.1, Waverley Court, East Market Street, Edinburgh; Tel 0131 529 4240; Email [lesley.birrell@edinburgh.gov.uk](mailto:lesley.birrell@edinburgh.gov.uk) .

A copy of the agenda and papers for this meeting will be available for inspection prior to the meeting at the main reception office, City Chambers, High Street, Edinburgh.

The agenda, minutes and public reports for this meeting and all the main Council committees can be viewed online by going to [www.edinburgh.gov.uk/cpol](http://www.edinburgh.gov.uk/cpol).

### **PROTOCOLS FOR THE CONDUCT OF THE SUB-COMMITTEE ON STANDARDS FOR CHILDREN AND FAMILIES**

Through its meetings, the aim of the Sub-Committee on Standards for Children and Families is to provide a high quality experience for staff, parents or carers, officers, members of the community and Sub-Committee members and to ensure that the work of the Sub-Committee is seen in the context of the wider support and challenge process.

- The Convener of the Sub-Committee will provide a high quality experience by ensuring that agenda items run to agreed times. That is, normally and unless agreed otherwise, 30 minutes for each agenda item (pre-school generally 20 minutes), where establishment staff, parents or carers, or members of management committees, voluntary organisations or members of the community have been invited to attend.
- There will be a maximum of three attendees for each agenda item.
- In the case of a school or pre-five establishment, the head teacher or manager and two others, at least one of whom should be a parent/carer representative will be invited to attend the Sub-Committee; also the Chair of the Parent Council where appropriate.
- In the case of a secure unit or a young people's centre, the manager and two others will be invited to attend.
- In the case of a community learning and development centre, the community learning and development worker will be invited along with two others, one of whom should be the chair of the management committee. In the case of community learning and development teams, the senior community learning and development worker and two others will be invited to attend.
- In the case of a voluntary organisation, up to three representatives will be invited to attend.
- Invitations to attend will be issued in good time.
- Meetings will be cancelled only in exceptional circumstances.
- Attendees will be invited as appropriate, and will be briefed on procedures, through written guidelines, and verbally as required.
- Requests for deputations must be referred for consideration to the Education, Children and Families Committee.

- On arrival, visitors will be met, shown to a suitable waiting area and given information on how long they can expect to wait.
- The setting of the Sub-Committee will be organised to ensure that it is as welcoming as possible.
- Following introduction, the council official will summarise the strengths and areas for development within the report. The invitees will be invited to speak briefly to the report, focusing on sharing their plans for improvement and also describing the experience of inspection/review. Any local elected member(s) in attendance will also be invited to express his or her own views.
- The Chair will then invite questions from members of the Sub-Committee, based on the contents of the report and the comments of invited guests. The aim throughout will be to maintain a focused and high quality dialogue about the process and the contents of the report being presented, carried out in the context of support and challenge.
- Any issues raised from the report during the meeting which require further action will be highlighted and action agreed.
- Finally, the chair will draw the item to a conclusion, provide an appropriate summing up, and thanks to all those involved in the process.
- Following the meeting, appropriate letters will be issued to head teachers or managers summarising the conclusions of the meeting and highlighting positive aspects of the report/review.
- The Sub-Committee may request additional follow-up reports.
- The Sub-Committee minutes will normally be submitted to the next scheduled Sub-Committee meeting for approval. A decision requiring a major change in policy, or the allocation of additional (unbudgeted) funding, will be referred to the Education, Children and Families Committee for approval.

## **Additional Information on Education Scotland/HMIE visits.**

HMIE is now part of Education Scotland. Education Scotland schedule a series of visits to schools and establishments each academic session. As schools continue to improve self-evaluation (ie. knowing themselves well and having greater capacity for improvement) the need for external review has been reduced. Education Scotland have therefore moved to a more proportionate approach. Previously schools were inspected as part of the generational cycle which for primary schools was every 7 years and for secondary schools every 6 years. This is no longer the case and the number of inspections being undertaken over an academic session has been reduced.

Currently, the City of Edinburgh Quality Improvement team undertake a follow through visit led by Quality Improvement staff which results in a report within 2 years of the initial Education Scotland inspection. If Education Scotland do not disengage from the school following inspection but plan to return either within 1 or 2 years, this would replace the follow through report by the local authority.

Local authority follow through reports are brought to the education, children and families standards sub-committee however the attendance of the Headteacher is not required unless an elected member wishes to specifically request the attendance of the Headteacher.

### **Education Scotland reports**

These are now in letter form and in parent friendly language. They are structured under 3 main questions;

- How well do children/young people learn and achieve?
- How well does the school support children/young people to develop and learn?
- How well does the school improve the quality of its work?

In addition, the school receive evaluation grades on a 6 point scale for **5 quality indicators**:

- 1.1 Improvements in performance
- 2.1 Learners' experiences
- 5.3 Meeting learners' needs
- 5.1 Curriculum
- 5.9 Self-evaluation

In primary schools where they have a nursery provision, there will be separate evaluations for nursery for 1.1, 2.1 and 5.3

The **6 point scale** is as follows:

<b>Grade</b>	<b>Evaluation</b>
6	Excellent
5	Very Good
4	Good
3	Satisfactory
2	Weak
1	Unsatisfactory

In the last paragraph of the report, Education Scotland will indicate if they will continue engagement with the school. This can be through a further visit with 1 or 2 years or further engagement through the Education Scotland Area Lead Officer who will work with the Quality Improvement Team to secure further improvements.

### **How well do children/young people learn and achieve?**

This question focuses on attainment and achievement, including comments regarding progress of learners' in literacy and numeracy, the quality of learning and teaching including the involvement of pupils as active participants in their learning, and how children and young people are involved in planning and discussing their own learning. It will also focus on how children and young people are supported to develop their leadership skills.

### **How well does the school support children/young people to develop and learn?**

This question focuses on meeting the needs of all children including those children and young people with additional support needs and on pastoral support. It also focuses on the curriculum; both curriculum planning at a strategic level and the quality of programmes and courses. It will also focus on how well learning and teaching approaches meet pupils' needs through eg. the pace and challenge of learning and how the planning of learning experiences allows learners to learn in different ways through different activities and approaches.

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

This question focuses on leadership, quality assurance and self-evaluation. It will focus on how well a school's self-evaluation is leading to improvement, the development of leadership of staff, the effective engagement with a range of partners including parents and the school's capacity to improve further.

February 2014

# Sub-Committee on Standards for Children and Families

2.00pm, Tuesday, 5 December 2017

## Secondary School Further Inspection at Trinity Academy

Item number	4.1
Report number	
Executive/routine	
Wards	
Council Commitments	

### Executive Summary

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Her Majesty's Inspectorate of Education (HMIE) undertake an annual sample of inspections across Scotland covering nursery, primary, special and secondary schools. A letter to parents/carers on each inspection is published approximately three months after the inspection. On the basis of this letter, the school, with the support of the authority, amends its improvement plan to take account of any agreed areas for improvement. Inspectors usually revisit a school within a year of the publication of the letter where weak or unsatisfactory practice has been identified.

In February 2014, HM inspectors published a letter for parents and carers on Trinity Academy. This letter set out a number of areas for improvement agreed with the school and City of Edinburgh Council. Inspectors subsequently returned to the school to look at how it had improved its work and published another letter in December 2015. They visited the school again in December 2016 to see how the school had continued to improve further.

The letter (Appendix 1) advises the Sub-committee on the outcomes of further inspection of Trinity Academy.

## Secondary School Inspection at Trinity Academy

### 1. Recommendations

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- 1.1 The Sub-Committee is requested to:
  - 1.1.1 The school has made good progress since the original inspection.
  - 1.1.2 Inspectors are confident the school has the capacity to improve and so will make no more visits in connection with the original 2014 inspection.

### 2. Background

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- 2.1 Following the initial Education Scotland inspection visit to Trinity Academy in February 2014, a follow through visit was agreed. This report details the findings of inspectors and the progress noted by the authority to date.

### 3. Main report

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- 3.1 In December 2016, a team of inspectors from Education Scotland made a further inspection visit to Trinity Academy. During this visit, inspectors talked to parents/carers and young people and worked closely with the headteacher and staff. They gathered evidence to enable them to evaluate the quality of leadership, learning and teaching and young people's achievements and wellbeing.

Since the inspection report was published, the school has made the following improvements:

  - 3.1.1 Appointing a third DHT with a specific remit to support raising attainment has provided stability across the Senior Leadership Team
  - 3.1.2 Tracking and monitoring across broad general education and senior phase has helped leaders and teachers to track progress and plan next steps
  - 3.1.3 The calendar of quality assurance now includes faculty reviews, including focused classroom observations. This enables Senior Leaders to offer appropriate targeted support and challenge
  - 3.1.4 There now exists a greater focus on pedagogy with a more collegiate approach to school improvement overall

## **4. Measures of success**

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- 4.1 The school's strong focus on raising the attainment of all young people.
  - 4.1.1 The examination results in 2015/16 showed important improvements in some key measures.
  - 4.1.2 Improved communication with parents
  - 4.1.3 The school has taken forward a number of approaches to better engage young people, parents and staff and seek their views.
  - 4.1.4 Across the school, work has been taken forward to improve learning and teaching.
  - 4.1.5 Staff have continued to develop the curriculum across S1 to S6 in line with national design principles.
  - 4.1.6 Staff have worked well with partners to provide courses and programmes to meet the needs of the young people of Trinity Academy.

## **5. Financial impact**

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- 5.1 There are no financial implications contained in the ES letter.

## **6. Risk, policy, compliance and governance impact**

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- 6.1 None.

## **7. Equalities impact**

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

## **8. Sustainability impact**

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- 8.1 None.

## **9. Consultation and engagement**

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

## 10. Background reading/external references

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- 10.1 <https://education.gov.scot/what-we-do/inspection-and-review>  
<https://education.gov.scot/improvement/frwk2hgios>

### **Alistair Gaw**

Executive Director for Communities and Families

Contact: Lorna Sweeney, Senior Manager Quality, Improvement & Curriculum

E-mail: [lorna.sweeney@edinburgh.gov.uk](mailto:lorna.sweeney@edinburgh.gov.uk) | Tel: 0131 469 3138

## 11. Appendices

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1. Outcomes of further inspection

# Sub-Committee on Standards for Children and Families

2.00pm, Tuesday, 5 December 2017

## Secondary School Inspection at Portobello High School

Item number	4.2
Report number	
Executive/routine	
Wards	
Council Commitments	

### Executive Summary

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Her Majesty's Inspectorate of Education (HMIE), now part of Education Scotland (ES), undertake an annual sample of inspections across Scotland covering nursery, primary, special and secondary schools. A letter to parents/carers on each inspection is published approximately three months after the inspection. On the basis of this letter the school, with the support of the authority, amends its improvement plan to take account of any agreed areas for improvement.

Inspectors usually revisit a school within a year of the publication of the letter where weak or unsatisfactory practice has been identified. For all other schools inspected the local authority will inform the parents about the progress made in improving the quality of education.

The letter (Appendix 1) advises the Sub-committee on the outcomes of the initial inspection of Portobello High School, based on the visit by inspectors in March 2017.

## Secondary School Inspection at Portobello High School

### 1. Recommendations

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- 1.1 The Sub-committee is requested to note the findings in the letter, including, where appropriate, the areas where the education authority and the school should continue to improve the school.

### 2. Background

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- 2.1 In March 2017, a team of inspectors from Education Scotland visited Portobello High School. During this visit, inspectors talked to parents/carers and young people and worked closely with the headteacher and staff. They gathered evidence to enable them to evaluate the quality of leadership, learning and teaching and young people's attainment and achievements and wellbeing.

### 3. Main report

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Since the report was published, officers have worked closely with the school senior leadership team to support and strengthen improvement activity and note the following progress:

- 3.1 Senior leaders and staff are continuing to show high levels of commitment to making improvements and there is a strong sense of the developing school community, however there is a need to continue to build relationships at all levels. Work has begun, to develop rights based learning through Rights Respecting Schools and to embed the Promoting Positive Behaviour Policy. The authority has identified partnership schools to support key staff in collaborative learning opportunities to develop this area of improvement. School plans to develop the capacity of middle leaders are in place. A shared vision of the vital role of middle leaders to support school improvement should be developed as part of all capacity building activities.

3.1.1 The culture of teacher leadership is also developing; a series of collegiate sessions to develop learning and teaching have been offered to all staff and will continue to be a key area for improvement, moving forward. Authority-led professional learning in learning and teaching approaches will also be made available and officers will support school senior managers in

self-evaluation activities to ensure progress in this vital area of school improvement. The authority will also support with the development of a culture of teacher-leadership through collaborative practitioner enquiry opportunities.

- 3.1.2 The authority will continue to work closely with the school to ensure that the agenda and pace of change result in improvements in learning for the young people of Portobello High School as detailed in the Inspection report.

## **4. Measures of success**

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- 4.1 The commitment of the headteacher and senior leadership team to planning and taking forward school improvement.
- 4.1.1 The school's approaches to supporting young people requiring additional help with their learning. Interventions and strong partnership working are leading to young people feeling included, supported and nurtured. They are progressing well in their learning as a result.
- 4.1.2 The school is beginning to develop a range of learning pathways in the senior phase to support young people in the development of skills for life, learning and work.
- 4.1.3 Young people are attaining well in National Qualifications. Almost all young people move to a positive destination on leaving school.

## **5. Financial impact**

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- 5.1 There are no financial implications contained in the ES letter.

## **6. Risk, policy, compliance and governance impact**

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- 6.1 None.

## **7. Equalities impact**

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

## **8. Sustainability impact**

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- 8.1 None.

## 9. Consultation and engagement

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

## 10. Background reading/external references

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10.1 <https://education.gov.scot/what-we-do/inspection-and-review>  
<https://education.gov.scot/improvement/frwk2hgios>

### **Alistair Gaw**

Executive Director for Communities and Families

Contact: Lorna Sweeney, Senior Manager Quality, Improvement & Curriculum

E-mail: [lorna.sweeney@edinburgh.gov.uk](mailto:lorna.sweeney@edinburgh.gov.uk) | Tel: 0131 469 3138

## 11. Appendices

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1. Portobello Inspection Letter June 2017

27 June 2017

Dear Parent/Carer

In March 2017 a team of inspectors from Education Scotland visited Portobello High School. During our visit, we talked to parents/carers and young people and worked closely with the headteacher and staff. We gathered evidence to enable us to evaluate the quality of leadership, learning and teaching and young people's achievements and wellbeing.

The inspection team found the following strengths in the school's work:

- The commitment of the headteacher and senior leadership team to planning and taking forward school improvement.
- The school's approaches to supporting young people requiring additional help with their learning. Interventions and strong partnership working are leading to young people feeling included, supported and nurtured. They are progressing well in their learning as a result.
- The school is beginning to develop a range of learning pathways in the senior phase to support young people in the development of skills for life, learning and work.
- Young people are attaining well in National Qualifications. Almost all young people move to a positive destination on leaving school.

The following areas for improvement were identified and discussed with the headteacher and a representative from The City of Edinburgh Council:

- All staff now need to work together to improve the quality and consistency of young people's learning experiences. Staff should build on existing strong practice to provide learning and assessment which supports young people at all stages to make the best possible progress in their learning.
- Continue to improve staff's understanding of their roles and responsibilities in supporting the wellbeing of all young people. A shared understanding of the importance of positive relationships, high expectations and wellbeing should underpin the school's work to improve young people's learning and achievement.
- Staff should take forward plans to review the curriculum taking into account national advice on the broad general education and the senior phase.

**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*<sup>1</sup>? Following the inspection of each school, the Scottish Government gathers evaluations of quality indicators to keep track of how well Scottish schools are doing.

Here are Education Scotland's evaluations for Portobello High School:

<b>Leadership of change</b>	<b>satisfactory</b>
<b>Learning, teaching and assessment</b>	<b>satisfactory</b>
<b>Raising attainment and achievement</b>	<b>good</b>
<b>Ensuring wellbeing, equality and inclusion</b>	<b>satisfactory</b>

The letter and more detailed summarised inspection findings will be available on the Education Scotland website at <https://education.gov.scot/inspection-reports/edinburgh-city/5533538>.

### What happens next?

As part of their ongoing support, officers from The City of Edinburgh Council will carry out a review of the school within 18 months of publication of this letter. Education Scotland will support the council's review of the school. A report will be published informing you of the progress being made by the school. Taking account of the progress report, Education Scotland will then decide whether further engagement with the school is required. This may involve another inspection visit.

Carol McDonald  
HM Inspector

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<sup>1</sup> How good is our school? (4<sup>th</sup> Edition) 2015 [How good is our school? \(fourth edition\)](#)

If you would like to receive this report in a different format, for example, in a translation please contact the administration team on the telephone number below and we will let you know what is available.

If you want to give us feedback or make a complaint about our work, please contact us by e-mail: [complaints@educationscotland.gsi.gov.uk](mailto:complaints@educationscotland.gsi.gov.uk), or telephone us on the number below, or write to us addressing your letter to

**The Complaints Manager  
Education Scotland**

Denholm House  
Almondvale Business Park  
Almondvale Way  
Livingston EH54 6GA

**T** +44 (0)131 244 4330  
**E** [enquiries@educationscotland.gsi.gov.uk](mailto:enquiries@educationscotland.gsi.gov.uk)

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# Sub-Committee on Standards for Children and Families

2.00pm, Tuesday, 5 December 2017

## Primary School Inspection at Blackhall Primary School

5.1

Item number	5.1
Report number	
Executive/routine	
Wards	
Council Commitments	

### Executive Summary

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Education Scotland (ES), undertake an annual sample of inspections across Scotland (approximately 240 per year) covering nursery, primary, special and secondary schools. A letter to parents/carers on each inspection is published approximately three months after the inspection. On the basis of this letter the school with the support of the authority amends its improvement plan to take account of any agreed areas for improvement.

Inspectors usually revisit a school within a year of the publication of the letter where weak or unsatisfactory practice has been identified. For all other schools inspected the local authority will inform the parents about the progress made in improving the quality of education.

This letter and evaluations (Appendix 1) and the Summary of Inspection Findings (Appendix 2) advises the Sub-committee on the outcomes of the initial inspection

## Primary School Inspection at Blackhall Primary School

### 1. Recommendations

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- 1.1 The Sub-Committee is requested to:
  - 1.1.1 Note the findings of the report including the areas where the education authority and the school should continue to improve the school; and
  - 1.1.2 Receive an authority inspection follow through report within two years of the publication of the inspection letter.

### 2. Background

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- 2.1 A team of Inspectors from Education Scotland made a visit to the school in August 2017. This report details their main findings and the progress of the school and authority to make improvements in line with the recommendations.

### 3. Main report

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Progress to date includes:

- 3.1 The Quality Improvement Education Officer (QIEO) continues to support the Acting Head Teacher, due to the secondment of the Head Teacher as a QIEO.
  - 3.1.1 The QIEO and Acting Head Teacher have created an action plan based on the inspection findings and are making good progress.

### 4. Measures of success

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- 4.1 Articulate, confident and happy children who thrive in the nurturing environment provided by staff. Children are enthusiastic, motivated and respond well to opportunities provided by the school.
  - 4.1.1 The effective leadership of the acting headteacher, together with the teamwork of the enthusiastic staff in securing school improvement and positive outcomes for children.

- 4.1.2 The strong partnerships with parents, partners and the wider community to create an enriching learning environment for children.
- 4.1.3 The inclusive approach in how the school promotes children's wellbeing, rights and resilience.
- 4.1.4 Recently-introduced approaches to the development of literacy skills.

## **5. Financial impact**

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- 5.1 There are no financial implications contained in the ES letter.

## **6. Risk, policy, compliance and governance impact**

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- 6.1 None.

## **7. Equalities impact**

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

## **8. Sustainability impact**

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- 8.1 None.

## **9. Consultation and engagement**

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

## **10. Background reading/external references**

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- 10.1 <https://education.gov.scot/what-we-do/inspection-and-review/reports>

### **Alistair Gaw**

Executive Director for Communities and Families

Contact: Lynn Paterson, Quality Improvement Education Manager

E-mail: [lynn.paterson@edinburgh.gov.uk](mailto:lynn.paterson@edinburgh.gov.uk) | Tel: 0131 469 3131

## 11. Appendices

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### 1. Summary of Inspection Findings

22 August 2017

Dear Parent/Carer

In May 2017 a team of inspectors from Education Scotland visited Blackhall Primary School. During our visit, we talked to parents/carers and young people and worked closely with the headteacher and staff. We gathered evidence to evaluate the quality of leadership and management, learning provision and children's successes and achievements.

The inspection team found the following strengths in the school's work:

- Articulate, confident and happy children who thrive in the nurturing environment provided by staff. Children are enthusiastic, motivated and respond well to opportunities provided by the school.
- The effective leadership of the acting headteacher, together with the teamwork of the enthusiastic staff in securing school improvement and positive outcomes for children.
- The strong partnerships with parents, partners and the wider community to create an enriching learning environment for children.
- The inclusive approach in how the school promotes children's wellbeing, rights and resilience.
- Recently-introduced approaches to the development of literacy skills.

The following areas for improvement were identified and discussed with the headteacher and a representative from The City of Edinburgh Council:

- As planned, the school should continue to develop a clear rationale for the curriculum based on the unique context of the school.
- Continue to develop approaches to assessing, monitoring and tracking of children's progress in order to improve pace and challenge in children's learning.

**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*<sup>1</sup>? 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 Education Scotland's evaluations for Blackhall Primary School

<b>Leadership of Change</b>	<b>very good</b>
<b>Learning, teaching and assessment</b>	<b>good</b>
<b>Raising attainment and achievement</b>	<b>very good</b>
<b>Ensuring wellbeing, equality and inclusion</b>	<b>very good</b>

The letter and more detailed summarised inspection findings will be available on the Education Scotland website at; <https://education.gov.scot/inspection-reports/edinburgh-city/5521122>

### What happens next?

We are confident that the school has the capacity to continue to improve and so we will make no more visits in connection with this inspection. The City of Edinburgh Council will inform parents/carers about the school's progress as part of its arrangements for reporting on the quality of its schools.

Alan Urquhart  
HM Inspector

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<sup>1</sup> How good is our school? (4<sup>th</sup> Edition) 2015 [How good is our school? \(fourth edition\)](#)

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Education Scotland**

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Livingston EH54 6GA

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# Sub-Committee on Standards for Children and Families

2.00pm, Tuesday, 5 December 2017

## Primary School Inspection at Craigour Park Primary School

Item number	5.2
Report number	
Executive/routine	
Wards	
Council Commitments	

### Executive Summary

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Education Scotland (ES), undertake an annual sample of inspections across Scotland (approximately 240 per year) covering nursery, primary, special and secondary schools. A letter to parents/carers on each inspection is published approximately three months after the inspection. On the basis of this letter the school with the support of the authority amends its improvement plan to take account of any agreed areas for improvement.

Inspectors usually revisit a school within a year of the publication of the letter where weak or unsatisfactory practice has been identified. For all other schools inspected the local authority will inform the parents about the progress made in improving the quality of education.

This letter and evaluations (Appendix 1) and the Summary of Inspection Findings (Appendix 2) advises the Sub-committee on the outcomes of the initial inspection.

## Primary School Inspection at Craighour Park Primary School

### 1. Recommendations

---

- 1.1 The Sub-Committee is requested to:
  - 1.1.1 Note the findings of the report including the areas where the education authority and the school should continue to improve the school; and
  - 1.1.2 Receive an authority inspection follow through report within two years of the publication of the inspection letter.

### 2. Background

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- 2.1 A team of Inspectors from Education Scotland made a visit to the school in May 2016. This report details their main findings and the progress of the school and authority to make improvements in line with the recommendations.

### 3. Main report

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Progress to date includes:

- 3.1 Quality Improvement Education Officer (QIEO) working with the school leadership team to create an action plan based on the inspection findings.
  - 3.1.1 School leadership team are visiting other establishments to see best practice and how it might work in their setting e.g. tracking and monitoring
  - 3.1.2 Depute Head Teacher (DHT) working alongside another senior leadership team to develop leadership capacity.
  - 3.1.3 QIEO working with the school to support and monitor the progress of their action plan, including attending appropriate professional learning opportunities.

## **4. Measures of success**

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The report identified the following key strengths:

- 4.1 Confident and well-behaved children who show a great pride in their school. Across the nursery and primary classes, children enjoy their learning in a calm and caring environment. They respond well to the increasing opportunities for their voice to be heard through, for example, the Pupil Parliament.
  - 4.1.1 The quality of pastoral care provided by staff. There is a unique ethos of wellbeing and inclusion within the school which has been developed very effectively over time by the leadership of the headteacher.
  - 4.1.2 Partnership working with parents. The school involves parents in their children's learning at every opportunity. Staff ensure that parents are aware of what children are learning at school through, for example, children's Learning Journals.

## **5. Financial impact**

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

## **6. Risk, policy, compliance and governance impact**

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- 6.1 None.

## **7. Equalities impact**

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

## **8. Sustainability impact**

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- 8.1 None.

## **9. Consultation and engagement**

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- 9.1 Parents, pupils and staff completed an Education Scotland questionnaire prior to the inspection.

## **10. Background reading/external references**

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10.1 <https://education.gov.scot/what-we-do/inspection-and-review/reports>

**Alistair Gaw**

Executive Director for Communities and Families

Contact: Lynn Paterson, Quality Improvement Education Manager

E-mail: [lynn.paterson@edinburgh.gov.uk](mailto:lynn.paterson@edinburgh.gov.uk) | Tel: 0131 469 3131

## **11. Appendices**

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1. Education Scotland letter to parents

28 March 2017

Dear Parent/Carer

In January a team of inspectors from Education Scotland visited Craigour Park Primary School and nursery class. During our visit, we talked to parents/carers and young people and worked closely with the headteacher and staff. We gathered evidence to evaluate the quality of leadership and management, learning provision and children's successes and achievements.

The inspection team found the following strengths in the school's work:

- Confident and well-behaved children who show a great pride in their school. Across the nursery and primary classes, children enjoy their learning in a calm and caring environment. They respond well to the increasing opportunities for their voice to be heard through, for example, the Pupil Parliament.
- The quality of pastoral care provided by staff. There is a unique ethos of wellbeing and inclusion within the school which has been developed very effectively over time by the leadership of the headteacher.
- Partnership working with parents. The school involves parents in their children's learning at every opportunity. Staff ensure that parents are aware of what children are learning at school through, for example, children's Learning Journals.

The following areas for improvement were identified and discussed with the headteacher and a representative from The City of Edinburgh Council:

- The headteacher is well-respected in the school community and her commitment to the school is clear. She has shown success in developing leadership at all levels with all staff being involved in school improvement. In order to maximise the potential of school development she should clarify the strategic remits of the leadership roles within the school.
- Building on best practice already in the school, staff should ensure a greater consistency to approaches to teaching and learning across all stages.
- Staff should further develop more effective approaches to tracking and monitoring children's progress to be clearer about how they raise children's attainment. The school currently has a wide range of data on children's progress and attainment and now needs to show more rigour in how it uses this data to close the attainment gap.
- The school is at the early stages of developing a clear vision for the curriculum. Staff should continue to improve the curriculum to ensure the learning needs and entitlements of all children are met.

**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? for the primary stages and for the nursery class, How good is our Early Learning and Childcare?*<sup>1</sup>. 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 Education Scotland’s evaluations for Craigour Park Primary School

### Primary stages

<b>Leadership of change</b>	<b>satisfactory</b>
<b>Learning, teaching and assessment</b>	<b>satisfactory</b>
<b>Raising attainment and achievement</b>	<b>satisfactory</b>
<b>Ensuring wellbeing, equality and inclusion</b>	<b>satisfactory</b>

### Nursery class

<b>Leadership of change</b>	<b>satisfactory</b>
<b>Learning, teaching and assessment</b>	<b>satisfactory</b>
<b>Securing children’s progress</b>	<b>satisfactory</b>
<b>Ensuring wellbeing, equality and inclusion</b>	<b>satisfactory</b>

The letter and more detailed summarised inspection findings will be available on the Education Scotland website at <https://education.gov.scot/reports/edinburgh-city/5520223>.

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<sup>1</sup> *How good is our school? (4<sup>th</sup> Edition) 2015; How good is our Early Learning and Childcare? 2016* – [How Good Is Our School?](#) [How good is our early learning and childcare?](#)

## What happens next?

We are confident that the school has the capacity to continue to improve and so we will make no more visits in connection with this inspection. The City of Edinburgh Council will inform parents/carers about the school's progress as part of its arrangements for reporting on the quality of its schools.

Alan Urquhart  
HM Inspector

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# Sub-Committee on Standards for Children and Families

**2.00pm, Tuesday, 5 December 2017**

## **Primary School Inspection revisit at Newcraighall Primary School**

**Item number**

**Report number**

**Executive/routine**

**Wards**

**Council Commitments**

### **Executive Summary**

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Education Scotland (ES), undertake an annual sample of inspections across Scotland (approximately 240 per year) covering nursery, primary, special and secondary schools. A letter to parents/carers on each inspection is published approximately three months after the inspection. On the basis of this letter the school with the support of the authority amends its improvement plan to take account of any agreed areas for improvement.

Inspectors usually revisit a school within a year of the publication of the letter where weak or unsatisfactory practice has been identified. For all other schools inspected the local authority will inform the parents about the progress made in improving the quality of education.

This letter and the Summary of Inspection Findings (Appendix 1) advises the Sub-committee on the outcomes of the re visit inspection.

## Primary School Inspection revisit at Newcraighall Primary School

### 1. Recommendations

---

- 1.1 The Sub-Committee is requested to:
  - 1.1.1 Note the findings of the report including the areas where the education authority and the school should continue to improve the school; and
  - 1.1.2 Receive an authority inspection follow through report within two years of the publication of the inspection letter.

### 2. Background

---

- 2.1 A team of Inspectors from Education Scotland made a visit to the school in May 2016. This report details their main findings and the progress of the school and authority to make improvements in line with the recommendations.

### 3. Main report

---

Progress to date includes:

- 3.1 The QIEO has supported the Head Teacher to create an action plan to reflect the recommendations of the initial inspection.
  - 3.1.1 Regular observations of Learning and Teaching were supported by the QIEO
  - 3.1.2 Weekly progress summaries were produced by the Head Teacher and shared with the QIEO
  - 3.1.3 Opportunities for professional learning were shared with staff, who, consequently worked with schools where there was identified best practice.
  - 3.1.4 Ongoing support and challenge visits by the QIEO are planned to ensure continuity of progression of the action plan.

### 4. Measures of success

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- 4.1 The commitment of staff to their continuing professional development and sharing of strengths effectively with one another.

- 4.1.1 The review of approaches to homework which is helping parents to be more engaged with their children's learning through interesting and varied activities.
- 4.1.2 The range of literacy skills children are developing and applying to other curriculum areas such as social studies.
- 4.1.3 Staff at the primary stages now planning more effectively for learning to ensure children make better progress.
- 4.1.4 In the nursery class, most children are confident and know their routine well.

## **5. Financial impact**

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- 5.1 There are no financial implications contained in the ES letter.

## **6. Risk, policy, compliance and governance impact**

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- 6.1 None.

## **7. Equalities impact**

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

## **8. Sustainability impact**

---

- 8.1 None.

## **9. Consultation and engagement**

---

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

## **10. Background reading/external references**

---

- 10.1 <http://www.educationscotland.gov.uk/inspectionandreview/reports>

**Alistair Gaw**

Executive Director for Communities and Families

Contact: Lynn Paterson, Quality Improvement Education Manager

E-mail: lynn.paterson@edinburgh.gov.uk | Tel: 0131 469 3131

## **11. Appendices**

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1. Outcomes of the re visit inspection Outcomes of the initial inspection

27 June 2017

Dear Parent/Carer

**Newcraighall Primary School and Nursery Class  
The City of Edinburgh Council**

In May 2016, HM Inspectors published a letter on your child's school. The letter set out a number of areas for improvement which we agreed with the school and The City of Edinburgh Council. Recently, as you may know, we visited the school again. During our visit, we talked to children and parents and worked closely with the headteacher and staff. We heard from the headteacher and other staff about the steps the school has taken to improve. We looked at particular areas that had been identified in the original inspection. As a result, we were able to find out about the progress the school has made and how well this is supporting children's learning and achievements. This letter sets out what we found. The Care Inspectorate inspected the nursery class at the same time and that report will be available at [www.careinspectorate.com](http://www.careinspectorate.com).

**How well are the school's approaches to self-evaluation leading to improvement and consistency in high quality learning and teaching across the school and nursery class?**

The headteacher has successfully revised the school values through collaboration with parents, staff and children and is at a stage of readiness to share the school's refreshed vision. She has developed strong teamwork amongst staff and improved partnership working with parents and local partners. Staff now take an increased role in leading the school's improvement priorities. This has successfully improved the consistency in teaching approaches and the school's curriculum for literacy, health and wellbeing and numeracy. All staff are committed to their continuing professional development and share their strengths effectively with one another. This has been especially successful at the primary stages, in improving the use of digital technologies to support children's learning and to enhance teaching. Staff are more reflective about their own practices and in evaluating the effectiveness of the school's work. In most lessons observed during the visit, teachers are providing effective support and challenge for almost all children. Challenge for the highest attaining children is achieved through well-judged group activities in most classes. Children requiring support are making better progress through individual and group learning in class. They are supported well by staff who work alongside class teachers. In a few lessons, children are encouraged to think about their learning. We have asked staff to continue to raise expectations through consistent use of higher order questioning to engage all learners effectively in their learning. At the primary stages children are increasingly taking responsibilities for their learning and have a strong say in how to improve the school. Their contribution to, and

leadership of a variety of initiatives, is developing well. P7 children have successfully developed achievements in dance and lead a variety of clubs during lunchtime. P5 children initiated 'Play Pal' roles to the playground which has led to positive relationships amongst children across all stages. The headteacher encourages professional dialogue with staff and is developing an increased emphasis on self-evaluation. We have asked that all staff, and particularly the nursery, continue to evidence improvements and systematically evaluate progress to ensure they demonstrate an increasing impact on raising attainment. The headteacher needs to ensure the positive approaches to self-evaluation leading to improvements in the primary stages is equally strong in the nursery class.

### **How well are curriculum developments improving children's progress in learning?**

The headteacher and staff have developed a clearer understanding of what they want children to achieve through Curriculum for Excellence. They have identified the features to include in the school's vision and values and are making relevant links to the school's local context. This is helping children feel more involved in the life of the school through having their ideas listened to and acted upon. The school recognises that they need to ensure the unique features of the school and its community are reflected in the rationale for the curriculum and that the vision and values should now be shared more widely with parents and partners. Parents value the regular newsletters that outline the ways children are involved in their learning. The review of approaches to homework is helping parents to be more engaged with their children's learning through interesting and varied activities. Within the nursery class, planning for children's learning is continuing to develop. Practitioners are becoming responsive to children's interests and ideas which is involving children more in their learning. A few children use floor books well to talk about their experiences and learning. At the primary stages, the ongoing development of curriculum planning, increased partnerships with parents and how children build on their skills over time is leading to better progress overall. This has been most noticeable in literacy and health and wellbeing. A strong feature is the range of literacy skills children are developing and applying to other curriculum areas such as social studies. Children across the school have increased their awareness of the importance of healthy lifestyles. We have asked staff to continue with the strong focus on numeracy and mathematics to ensure children make effective progress and have no gaps in their learning. Increased collaboration between nursery and P1 staff will help ensure that planning of skills development and learning experiences leads to better progress for nursery children. The school has strengthened its links with Castlebrae High School and its associated primary schools. This is supporting curriculum pathways and continuity in a range of curriculum areas.

### **How well is the school raising attainment and improving children's achievements?**

Overall, staff at the primary stages are now planning more effectively for learning to ensure children make better progress. They are developing a shared understanding of what to expect children to achieve. We are pleased with the strong progress most children are making in literacy and English and their progress across the broad curriculum. Overall, the standard of children's attainment has improved. The

improved focus on professional dialogue and children's progress, together with approaches to identify children with additional support needs, helps form appropriate learning groups. Improved learning targets for children and feedback from staff is helping children to understand their next steps in learning and what they need to do to be successful. In the nursery class, most children are confident and know their routine well. They particularly enjoy being outdoors, exploring and investigating everyday objects as they play. Practitioners record achievements in literacy and numeracy. However, this needs to be done more consistently and approaches to assessing children's progress in the nursery class needs to improve. We have asked that nursery assessment information is gathered more effectively to ensure it accurately informs children's next steps in learning and demonstrates clearly the progress children are making. At the primary stages, the emphasis in developing children's skills in writing and its assessment has led to children achieving very well overall. Staff are growing in confidence and developing knowledge and understanding in making accurate professional judgements about children's progress and achievements. All staff should continue to develop approaches to analysing assessment information in order to track all children's progress effectively.

### **What happens next?**

Overall, the inspection team is satisfied with the pace of change and the positive impacts evidenced through the professionalism of teachers, the improved curriculum and positive learning experiences for children. We are confident that the school has the capacity to continue to improve but more time is needed to evidence this more fully in the nursery class. The City of Edinburgh will continue to support the school and report progress to the Area Lead Officer in Education Scotland within 12 months of this inspection. This report will inform any decision made by Education Scotland on whether we will make a return visit. The City of Edinburgh Council will inform parents about the school's progress as part of its arrangements for reporting on the quality of its schools.

Susan Gow  
HM Inspector

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# Sub-committee on Standards for Children and Families

2.00pm, Tuesday, 5 December 2017

## Primary School Inspection at St Cuthbert's Primary School

Item number	5.4
Report number	
Executive/routine	
Wards	
Council Commitments	

### Executive Summary

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Education Scotland (ES), undertake an annual sample of inspections across Scotland (approximately 240 per year) covering nursery, primary, special and secondary schools. A letter to parents/carers on each inspection is published approximately three months after the inspection. On the basis of this letter the school with the support of the authority amends its improvement plan to take account of any agreed areas for improvement.

Inspectors usually revisit a school within a year of the publication of the letter where weak or unsatisfactory practice has been identified. For all other schools inspected the local authority will inform the parents about the progress made in improving the quality of education.

This letter and evaluations (Appendix 1) and the Summary of Inspection Findings (Appendix 2) advises the Sub-committee on the outcomes of the initial inspection.

## Primary School Inspection at St Cuthbert's Primary School

### 1. Recommendations

---

- 1.1 The Sub-Committee is requested to:
  - 1.1.1 Note the findings of the report including the areas where the education authority and the school should continue to improve the school; and
  - 1.1.2 receive an authority inspection follow through report within two years of the publication of the inspection letter.

### 2. Background

---

- 2.1 A team of Inspectors from Education Scotland made a visit to the school in June 2016. This report details their main findings and the progress of the school and authority to make improvements in line with the recommendations.

### 3. Main report

---

Progress to date includes:

- 3.1 Support and challenge meetings with the Head Teacher to create an action plan to reflect the inspection findings and monitor progress
  - 3.1.1 Regular observations of learning and teaching to sustain and monitor the quality of experiences for children.

### 4. Measures of success

---

- 4.1 The effectiveness of the headteacher's leadership and her success in continuously improving outcomes for children.
  - 4.1.1 Shared leadership amongst the staff team and their skills in motivating children in their learning. The children are enthusiastic, polite and confident and take pride in their achievements.
  - 4.1.2 The focus on inclusion and positive relationships founded on mutual respect and shared values.

The quality of children’s attainment in literacy and English and their wider achievements.

The personalised support provided to children enabling them to succeed.

## **5. Financial impact**

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5.1 There are no financial implications contained in the ES report.

## **6. Risk, policy, compliance and governance impact**

---

6.1 None.

## **7. Equalities impact**

---

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

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

## **8. Sustainability impact**

---

8.1 None.

## **9. Consultation and engagement**

---

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

## **10. Background reading/external references**

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10.1 <https://education.gov.scot/what-we-do/inspection-and-review/reports>

### **Alistair Gaw**

Executive Director for Communities and Families

Contact: Lynn Paterson, Quality Improvement Education Manager

E-mail: [lynn.paterson@edinburgh.gov.uk](mailto:lynn.paterson@edinburgh.gov.uk) | Tel: 0131 469 3131

## **11. Appendices**

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1. ES letter to parents

6 June 2017

Dear Parent/Carer

In April 2017, a team of inspectors from Education Scotland visited St Cuthbert's RC Primary School and Language and Communication Classes. During our visit, we talked to parents/carers and children and worked closely with the headteacher and staff. We gathered evidence to evaluate the quality of leadership and management, learning provision and children's successes and achievements.

The inspection team found the following strengths in the school's work:

- The effectiveness of the headteacher's leadership and her success in continuously improving outcomes for children.
- Shared leadership amongst the staff team and their skills in motivating children in their learning. The children are enthusiastic, polite and confident and take pride in their achievements.
- The focus on inclusion and positive relationships founded on mutual respect and shared values.
- The quality of children's attainment in literacy and English and their wider achievements.
- The personalised support provided to children enabling them to succeed.

The following areas for improvement were identified and discussed with the headteacher and a representative from The City of Edinburgh Council:

- Develop a framework of assessment to support teacher's professional judgements.
- Continue to develop the rigour in the school's approaches to self-evaluation leading to raising attainment further.

**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*<sup>1</sup>? 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 Education Scotland's evaluations for St Cuthbert's RC Primary School:

<b>Leadership of Change</b>	<b>very good</b>
<b>Learning, teaching and assessment</b>	<b>good</b>
<b>Raising attainment and achievement</b>	<b>very good</b>
<b>Ensuring wellbeing, equality and inclusion</b>	<b>very good</b>

The letter and more detailed summarised inspection findings will be available on the Education Scotland website at <https://education.gov.scot/inspection-reports/edinburgh-city/5529328>.

### What happens next?

We are confident that the school has the capacity to continue to improve and so we will make no more visits in connection with this inspection. The City of Edinburgh Council will inform parents/carers about the school's progress as part of its arrangements for reporting on the quality of its schools.

Susan Gow  
HM Inspector

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<sup>1</sup> How good is our school? (4<sup>th</sup> Edition) 2015 [How good is our school? \(fourth edition\)](#)

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# Sub-Committee on Standards for Children and Families

2.00pm, Tuesday, 5 December 2017

## Primary School Inspection at St John Vianney RC Primary School

Item number	5.5
Report number	
Executive/routine	
Wards	
Council Commitments	

### Executive Summary

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Education Scotland (ES), undertake an annual sample of inspections across Scotland (approximately 240 per year) covering nursery, primary, special and secondary schools. A letter to parents/carers on each inspection is published approximately three months after the inspection. On the basis of this letter the school with the support of the authority amends its improvement plan to take account of any agreed areas for improvement.

Inspectors usually revisit a school within a year of the publication of the letter where weak or unsatisfactory practice has been identified. For all other schools inspected the local authority will inform the parents about the progress made in improving the quality of education.

This letter and evaluations (Appendix 1) and the Summary of Inspection Findings (Appendix 2) advises the Sub-committee on the outcomes of the initial inspection

## Primary School Inspection at St John Vianney RC Primary School

### 1. Recommendations

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- 1.1 The Sub-Committee is requested to:
  - 1.1.1 Note the findings of the report including the areas where the education authority and the school should continue to improve the school; and
  - 1.1.2 Receive an authority inspection follow through report within two years of the publication of the inspection letter.

### 2. Background

---

- 2.1 A team of Inspectors from Education Scotland made a visit to the school in April 2017. This report details their main findings and the progress of the school and authority to make improvements in line with the recommendations.

### 3. Main report

---

Progress to date includes:

- 3.1 New Acting Head Teacher now in post
  - 3.1.1 Clear action plan in place to reflect the recommendations in the initial Inspection report
  - 3.1.2 Fortnightly meetings with QIEO and QIM to monitor progress and share next steps
  - 3.1.3 QIEO has shared learning and teaching observations with the Head Teacher and Depute Head Teacher
  - 3.1.4 QIEO has led professional learning sessions for staff
  - 3.1.5 Peer support has been arranged for the Acting Head Teacher

#### **4. Measures of success**

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The report identified the following key strengths:

- 4.1 The headteacher, depute headteacher and staff have fostered a positive school ethos in the school and nursery. Staff support the work of the school and are willing to take shared leadership roles.

The confident, happy and welcoming children who take pride in their learning.

The readiness of staff to develop their practices and improve experiences for children.

Children's achievements in expressive arts.

#### **5. Financial impact**

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- 5.1 There are no financial implications contained in the ES letter.

#### **6. Risk, policy, compliance and governance impact**

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- 6.1 None.

#### **7. Equalities impact**

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

#### **8. Sustainability impact**

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- 8.1 None.

#### **9. Consultation and engagement**

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

#### **10. Background reading/external references**

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- 10.1 <https://education.gov.scot/what-we-do/inspection-and-review/reports>

**Alistair Gaw**

Executive Director for Communities and Families

Contact: Lynn Paterson, Quality Improvement Education Manager

E-mail: [lynn.paterson@edinburgh.gov.uk](mailto:lynn.paterson@edinburgh.gov.uk) | Tel: 0131 469 3131

## **11. Appendices**

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### 1. Summary of Inspection Findings

18 April 2017

Dear Parent/Carer

In February a team of inspectors from Education Scotland visited St John Vianney RC Primary School and nursery class. During our visit, we talked to parents/carers and young people and worked closely with the headteacher and staff. We gathered evidence to evaluate the quality of leadership and management, learning provision and children's success and achievements.

The inspection team found the following strengths in the school's work:

- The headteacher, depute headteacher and staff have fostered a positive school ethos in the school and nursery. Staff support the work of the school and are willing to take shared leadership roles.
- The confident, happy and welcoming children who take pride in their learning.
- The readiness of staff to develop their practices and improve experiences for children.
- Children's achievements in expressive arts.

The following areas for improvement were identified and discussed with the headteacher and a representative from The City of Edinburgh Council:

- Improve the strategic leadership of continuous improvement and ensure staff, parents, partners and children are fully involved in evaluating the work of the school and nursery effectively.
- Improve consistency in high quality learning and teaching and the effectiveness of assessment leading to raising attainment and achievement for all children.
- Improve children's achievements in health and wellbeing and promote equalities.

**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? for the primary stages and for the nursery class, How good is our Early Learning and Childcare?*<sup>1</sup>. 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 Education Scotland's evaluations for St John Vianney RC Primary School

### Primary stages

<b>Leadership of change</b>	<b>weak</b>
<b>Learning, teaching and assessment</b>	<b>satisfactory</b>
<b>Raising attainment and achievement</b>	<b>satisfactory</b>
<b>Ensuring wellbeing, equality and inclusion</b>	<b>weak</b>

### Nursery class

<b>Leadership of change</b>	<b>weak</b>
<b>Learning, teaching and assessment</b>	<b>weak</b>
<b>Securing children's progress</b>	<b>satisfactory</b>
<b>Ensuring wellbeing, equality and inclusion</b>	<b>satisfactory</b>

The letter and more detailed summarised inspection findings will be available on the Education Scotland website at <https://education.gov.scot/reports/edinburgh-city/5529824>.

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<sup>1</sup> *How good is our school? (4<sup>th</sup> Edition) 2015; How good is our Early Learning and Childcare? 2016* – [How Good Is Our School?](#) [How good is our early learning and childcare?](#)

## What happens next?

We will liaise with The City of Edinburgh Council regarding the school's capacity to improve. We will return to carry out a further inspection of the school within 12 months of publication of this letter. We will discuss with The City of Edinburgh Council the details of this inspection. When we return to inspect the school we will write to you as parents/carers informing you of the progress the school has made.

Susan Gow  
HM Inspector

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**Education Scotland**

Denholm House  
Almondvale Business Park  
Almondvale Way  
Livingston EH54 6GA

**T** +44 (0)131 244 4330  
**E** [enquiries@educationscotland.gsi.gov.uk](mailto:enquiries@educationscotland.gsi.gov.uk)

[www.education.gov.scot](http://www.education.gov.scot)

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