

Sub-Committee on Standards for Children & Families

2.00pm, Tuesday 29 January, 2019

Primary School Inspection at Holy Cross RC Primary School

Item number	5.3
Report number	
Executive/routine	
Wards	
Council Commitments	

Executive Summary

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 Inspection of Holy Cross Primary School

1. Recommendations

- 1.1 The Sub-committee is asked 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 In September 2018, a team of inspectors from Education Scotland and Care Inspectorate visited Holy Cross RC Primary School and Nursery Class. During their visit, they talked to parents/carers and children and worked closely with the headteacher and staff.

3. Main report

- 3.1 During the Inspection, the team found the following strengths in the school's work.
- The leadership of the headteacher and depute headteacher in developing a positive ethos across the whole school community. The school's values which are underpinned by the Catholic faith and understood by all.
 - The school's success in developing and sharing its vision with children, parents and partners leading to an inclusive, nurturing environment where children are achieving well.
 - Interesting and motivating learning experiences supported by staff who listen to, and respond well to the views of children. Children's engagement in their learning and development of skills for learning, life and work.
 - Articulate and confident children who understand themselves as learners and show empathy for one another. The skills children have in talking and listening and their ability to express their knowledge and understanding of health and wellbeing.
 - A nursery environment where children develop creativity and curiosity through indoor and outdoor play opportunities.

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

- Continue to develop a framework for assessment and ensure systems for tracking and approaches to monitoring progress in learning, lead to raising attainment.
- Further develop self-evaluation to ensure robust evidence informs improvement planning and the impact of new initiatives.

More detailed Summarised Inspection Findings will be available from

<https://education.gov.scot/assets/inspectionreports/holycrossrcncsif301018.pdf>

4. Measures of success

- 4.1 Inspectors gathered evidence to enable them to evaluate the school's work using our quality indicators from How good is our school? (4th edition) and How good is our early learning and childcare? Quality indicators help schools, local authorities and inspectors to judge what is working well and what needs to be improved. Following the inspection of each school, the Scottish Government gathers details of these evaluations to keep track of how well Scottish schools are doing.
- 4.2 Descriptions of the evaluations are available from How good is our school? (4th edition), Appendix 3: The six-point scale and How good is our early learning and childcare? Appendix 1: The six-point scale
- 4.3 The school also engages in ongoing self-evaluation activity to gather evidence to support their judgements about what is working well and what needs to be improved.
- 4.4 Below are the school's gradings for the following quality indicators, together with Education Scotland's gradings.

Quality Indicator		Education Scotland Evaluation
1.3 Leadership of Change	4 Good	4 Good
2.3 Learning Teaching and Assessment	3 Satisfactory	4 Good
3.1 Ensuring wellbeing, equality and inclusion	4 Good	4 Good
3.2 Raising attainment and achievement	3 Satisfactory	5 Very Good

Nursery		
1.3 Leadership of Change	4 Good	4 Good
2.3 Learning, Teaching and Assessment	4 Good	3 Satisfactory
3.1 Ensuring wellbeing, equality and inclusion	4 Good	3 Satisfactory
3.2 Raising attainment and achievement	4 Good	4 Good

4.5 Progress to date

The school has continued to develop a framework for assessment by:

- Providing staff with increased opportunities work together to plan learning, teaching and assessment, both with stage partners and within Levels
- Moderation activities have taken place both within school and within the St Thomas' Cluster
- Purchased £6000 worth of books and arranged staff training for the Accelerated Reading programme, which includes assessment
- Nursery staff have used materials from Education Scotland to improve the quality of their observations, and using these to record significant learning and identify next steps in learning more effectively

4.6 The school has further developed self-evaluation by:

- Increasing the frequency of Shared Classroom Experience (SCE) visits and provided for some opportunities to share good practice within school
- Reviewing our Self Evaluation calendar to ensure more robust evidence is collected to inform improvement planning and monitor progress

4.7 There will be regular support visits to the school, by the Quality Improvement Team, with a follow-through visit undertaken within a year of the date of the Inspection.

5. Financial impact

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

6. Risk, policy, compliance and governance impact

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

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

7. Equalities impact

- 7.1 None

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

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11. Appendices

- 11.1 Letter to Parents and Carers
11.2 Summarised Inspection Findings