

Education, Children and Families Committee

Sub-committee on Standards for Children and Families

2 pm, Monday, 10 February 2014

Primary School Inspection Follow Through – St Catherine’s RC Primary School

Item number	5.1
Report number	
Wards	Ward 16: Liberton/Gilmerton

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Coalition pledges	PO5
Council outcomes	CO2
Single Outcome Agreement	SO3

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Executive summary

Primary School Inspection Follow Through – St Catherine’s RC Primary School

Summary

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

Recommendations

- Note the progress made to date from the original inspection in September 2011.
- Note the education authority will not publish further reports in connection with the 2011 HMIE report.

Measures of success

- Overall, St Catherine’s RC Primary School provided a good standard of education for its pupils.

Financial impact

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

Equalities impact

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

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

Sustainability impact

None.

Consultation and engagement

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

Background reading / external references

[http://www.edinburgh.gov.uk/info/905/schools-management-and-inspection/1090/school follow through and review reports](http://www.edinburgh.gov.uk/info/905/schools-management-and-inspection/1090/school-follow-through-and-review-reports)

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

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Links

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Appendices	1.	Follow through report – St Catherine’s RC Primary School dated October 2013
	2.	Overall evaluations from 2011 report



ST CATHERINE'S RC PRIMARY SCHOOL
FOLLOW THROUGH REPORT

1. The inspection

HM Inspectors of Education (HMIE) published a report on the quality of education in St Catherine's RC Primary School in August 2011. 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 are on learning and achievement, meeting the learning needs of the pupils and leadership to help the school achieve its aims.

2. How well do young people learn and achieve?

1.1 Improvements in performance

2.1 Learners' experiences

There was a calm purposeful ethos for learning throughout the school from Nursery to Primary 7. Pupils were well mannered and are proud their school. Children spoke very positively about the well established behaviour rewards and sanctions system which has improved expectations and behaviour for all. Children were given many opportunities for Leadership roles including pupil council, fair-trade, eco, and health and well being initiatives. Primary 7 pupils spoke highly of the increased responsibilities they were encouraged to apply for eg nursery helpers, assembly technicians. Across the nursery and school, all pupils worked well independently and in pairs and were actively involved and engaged in their learning. The nursery staff provided a wide range of high quality activities to support pupils in literacy and numeracy eg. they had undertaken a walk in the local environment to recognise numbers both indoors and outdoors.

The majority of learners continued to make satisfactory progress in Literacy and Numeracy. Attainment in mathematics and language was being strengthened through a focused whole school approach to mathematics and language progression and tracking. This approach is ensuring a more consistent quality in learning and teaching. The focus on professional dialogue with staff and the senior management team (SMT) in relation to planning and tracking ensured that all staff are clearer about the pupils' progression through the *Curriculum for Excellence* levels.

Children felt that the feedback they receive from staff on their work, together with their identified Personal Learning targets, made them more aware of their progress and strengths as learners and allowed them to identify their next steps. Pupils felt that their views were sought and acted upon and they say they felt safe, healthy, happy and well educated at St Catherine's RC Primary School. Commendably, the school has attained Healthy Accreditation Stage 3, Eco second green flag and a City of Edinburgh highly commended award for their Fair Trade work.

The school is now well placed to ensure that pace and challenge continues to have a high profile throughout the school.

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

5.1 The Curriculum (using Updated Expectations August 2013)

The whole school focus on developing children's skills in writing is having a very positive impact on the engagement and motivation of the pupils leading to increased levels of attainment. Within their planning, teachers identified a range of genre, they ensured that there are real and relevant contexts for writing and pupils were given opportunities for child led writing activities.

Reading conferencing materials have been developed for first and second levels to develop skills in key areas of reading which includes analysing texts, summarising, skimming and scanning.

The SMT had produced a detailed teaching points and assessment tool for all mathematical concepts including a Mental Maths and Problem Solving progression. Teachers now felt more confident in delivering a range of numeracy strategies and the learning in mathematics was more appropriately matched to the learning needs of the pupils. The children had been given opportunities to apply their numeracy strategies during a whole school focused Financial Education week. Children's progress in mathematics needs to be continually monitored to ensure concepts are embedded.

In some classes information communications technology (ICT) was being used effectively to enhance the teaching and learning.

Health and well being curriculum and initiatives, alongside the assessment and tracking tool, ensures that the emotional, mental and physical health and well being remains a high focus within the school community.

The school's three year plan shows a clear rationale based on the schools values and learners' entitlements.

In line with the school improvement plan staff are further developing the curriculum to improve planning through the broad general education.

5.3 Meeting learning needs

In all classes there was evidence of a wide range of formative strategies being used to support pupils in evaluating their own performance, identifying their strengths and setting targets for improvement. Staff consistently shared What are we learning today? (WALT) and What am I looking for? (WILF) with the pupils to ensure that pupils fully understood what was being asked of them.

Literacy and numeracy early year's trackers were ensuring a smoother transition from nursery to P1. Other adults including the support for learning teacher and learning assistants have been deployed effectively to support progress in literacy and numeracy.

Partnership working was a key strength at St Catherine's RC Primary School and the school benefits from valuable input from *Place2Be* which provides one to one play therapy and counselling for a number of pupils. *Place2Be* works well in this school because it complements the work of the school and is seen as a real partnership between the school and *Place2Be*. The drop-in session for pupils at lunchtime is heavily oversubscribed. *Place2Be* has been expanded to include Place4 Parents and supports parents who wish to use the service. Place2 Think is used by staff.

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

5.9 Improvement through self-evaluation (using Updated Expectations August 2013)

Self-evaluation continues to be a strength in the school and all staff, parents and pupils have the opportunity to be involved in auditing the work of the school and in agreeing and implementing strategies for improvement. The headteacher, depute headteacher and principal teacher are committed to developing leadership at all levels. Through the schools annually reviewed "Shared and Distributed Leadership Policy", remits and responsibilities for leadership and development work are clearly outlined. Pupils were able to discuss the areas of School Improvement and the positive impact the new initiatives were having on their learning.

3. Conclusion

With support from the education authority, St Catherine's RC Primary School provided a good standard of education for its young people. The school had made very good progress since the inspection and had made the necessary improvements in light of the inspection findings. The education authority will not publish further reports in connection with the 2011 HMIE report.

Therese Laing
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October 2013

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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?*². Following the inspection of each school, the Scottish Government gathers evaluations of three important quality indicators to keep track of how well all Scottish schools are doing.

Here are the evaluations for St Catherine's RC Primary School.

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

Nursery class

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

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

The curriculum	good
Improvement through self-evaluation	very good

A copy of the full letter is available on the Education Scotland website www.educationscotland.gov.uk or by clicking this link

<http://www.hmie.gov.uk/ViewEstablishment.aspx?id=7127&type=2>

¹ This is a service for deaf users. Please do not use this number for voice calls as this will not connect.

² *How good is our school? The Journey to Excellence: part 3*, HM Inspectorate of Education, 2003, <http://www.hmie.gov.uk/Publications.aspx>.