

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 Mark's RC Primary School

Item number	5.2
Report number	
Wards	Ward 8: Colinton/Fairmilehead

Links

Coalition pledges	PO5
Council outcomes	CO2
Single Outcome Agreement	SO3

Gillian Tee

Director of Children and Families

Contact: Karen Prophet, Senior Education Manager (Schools, Quality and Curriculum)

E-mail: Karen.prophet@edinburgh.gov.uk | Tel: 0131 469 3048

Executive summary

Primary School Inspection Follow Through – St Mark’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 May 2010.
- Note the education authority will not publish further reports in connection with the 2010 HMIE report.

Measures of success

- St Mark’s RC Primary School provided a satisfactory standard of education for its pupils.

Financial impact

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

Equalities impact

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

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

Sustainability impact

None.

Consultation and engagement

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

Background reading / external references

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

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

Gillian Tee

Director of Children and Families

Links

Coalition pledges	PO5
Council outcomes	CO2
Single Outcome Agreement	SO3
Appendices	<ol style="list-style-type: none">1. Follow through report – St Mark’s RC Primary School dated October 20132. Overall evaluations from 2010 report



ST MARK'S RC PRIMARY SCHOOL

FOLLOW THROUGH REPORT

1. The inspection

HM Inspectors published a report on the quality of education in St Mark's RC Primary School in June 2010. Further progress reports were published by HM Inspectors in August 2011 and September 2012. The school with support from the education authority amended the school improvement plan to take account of the findings of the inspections.

An education authority team 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 how well young people are now learning and achieving and how the school is continuing to support them to do their best.

2. How well do young people learn and achieve?

Areas for improvement from original report:

1.1 Improvements in performance

The improvement plan had a focus on a range of appropriate priorities. The development of pupil writing skills was evidenced across a number of classes. Big Writing was providing a structure to support learners in improving the quality of their writing. Very good practice was observed where children were involved in sharing their writing with peers and developing self and peer assessment skills. There has been an increased emphasis on number and mental strategies. At the middle stages there is strong performance in standardised assessments in mathematics. There needs to be continued focus on this to ensure that pupils in the upper school have increased confidence and expertise in the use of mental strategies.

In the nursery parents and carers were able to further contribute to supporting their children's learning following "Stay and Play" sessions. These were positively evaluated by those who attended.

2.1 Learners' experiences

In almost all classes appropriate active approaches to learning were in evidence. Children were confident in carrying out group activities, they were ably supported by pupil learning assistants. Pupils talked positively about the school feeling that their views were taken on board and they had a role within the school eg in leading developments on Fairtrade and in improving the playground environment.

The school should look at increasing opportunities for learning from and through the range of Information Communication Technologies (ICT).

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

Areas for improvement from original report:

5.1 *The Curriculum (using Updated Expectations August 2013)*

Staff have been involved in developing the curriculum with a focus on challenge, enjoyment and relevance. This was an ongoing development. Pupils were provided opportunities across the four contexts of the curriculum with a recent success being the production of “HONK” which received positive feedback from parents.

The nursery experience provided a rich curriculum with extensive grounds and areas for outdoor learning. An effective link had been developed with the local Tesco to support improvements to the outdoor area. A range of opportunities were available for children to develop early literacy and numeracy skills.

5.3 *Meeting learning needs*

Children were well supported by adults with targeted support for individuals and groups. In the early stages a variety of learning activities were in place to provide children with opportunities to develop understanding of letter sounds and understanding of shape. Staff should continue to evaluate learning to ensure that the needs of learners are met, in particular the most able learners.

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

Areas for improvement from original report:

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

Staff were motivated, enthusiastic and had a highly positive approach to improving the work of the school. Staff worked collegiately across the cluster to develop understanding of cooperative learning approaches. Within the school there was increasing opportunities for professional dialogue, this being well received by staff. Individual members of staff also had been opportunities to lead initiatives. This provides a strong foundation for continued school improvement.

3 Conclusion

With support from the education authority, St Mark’s RC Primary School provided a satisfactory standard of education for its young people. The school had progressed well 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 2010 HMIE report.

Peter Gorrie
Quality Improvement Officer
October 2013

At the last Care Commission inspection of the nursery class there was one requirement, which had been addressed. In addition, three recommendations were made, all had been addressed.

Quality indicators help schools and nursery classes, education authorities and inspectors to judge what is good and what needs to be improved in the work of a school and a nursery class. You can find these quality indicators in the HMIE publications *How good is our school?* and *The Child at the Centre*. 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 and nursery classes are doing.

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

Primary school

Improvements in performance	Good
Learners' experiences	Satisfactory
Meeting learning needs	Weak

Nursery class

Improvements in performance	Weak
Children's experiences	Satisfactory
Meeting learning needs	Weak

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

The curriculum	Weak
Improvement through self-evaluation	Satisfactory

HM Inspector: Jacqueline Horsburgh

29 June 2010