

Sub-Committee on Standards for Children and Families

10.00am Wednesday 25th September, 2019

St Cuthbert's RC Primary School Follow Through

Item number
Executive/routine
Wards
Council Commitments

1. Recommendations

- 1.1 The Sub-Committee on Standards for Children and Families is asked to:
 - 1.1.1 note the findings of the follow through report including the areas where the education authority and the school should continue to improve the school.

Alistair Gaw

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St Cuthbert's RC Primary Follow Through

2. Executive Summary

- 2.1 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.
- 2.2 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. City of Edinburgh Council visited St Cuthbert's two years after the inspection to write a follow through report based on the progress and improvements made since the inspection.
- 2.3 Education Scotland letter and evaluations (Appendix 1) and the Summary of Inspection Findings (Appendix 2) advises the Sub-committee on the outcomes of the initial inspection.
- 2.4 CEC Follow Through (Appendix 3) advises the Sub-committee on the progress and improvements made since the inspection.

3. Background

- 3.1 In May 2019, a team of Quality Improvement Education Officers, representing the primary sector visited St Cuthbert's RC Primary School and Language Class. During their visit they engaged with focus groups of staff and children and they worked closely with the Head Teacher, her senior management team and all staff to evidence the progress and improvements which the school had made.

4. Main report

- 4.1 The senior leadership team has worked hard to lead the development and improvement in areas highlighted in the inspection report.
- 4.2 The school recognises the need to further develop learning, teaching and assessment across the school and to continue to consult meaningfully with all stakeholders.
- 4.3 **Develop a framework of assessment to support teacher's professional judgements**

- 4.4. The school has worked hard to develop a whole school framework for assessment, particularly in numeracy. This has been based on the needs of learners, developed collaboratively and grounded in professional dialogue around pedagogy.
- 4.5 Feedback to learners has been a focus for the school and this approach has been used to ensure learners feel challenged. Learners have been part of this development and their voice has been integral to this approach.
- 4.6 The school has led and worked collaboratively with its cluster to develop confidence in assessment and moderation. Staff are clear that achieving consistency and clarity around progress and achievement within and at the end a level is their priority.
- 4.7. **Continue to develop the rigour in the schools' approaches to self-evaluation leading to raising attainment further**
- 4.8 All teachers are involved in practitioner enquiry. This collaborative approach to self-evaluation and improvement has allowed them to focus on specific aspects of pedagogy they identify as requiring improvement. Staff talk confidently about the impact of this work on learners.
- 4.9 Since the inspection, attainment has been improved or maintained in P1,4 and 7 in both literacy and numeracy. The school is confident that the focus on developing numeracy is already showing further signs of improvement.
- 4.10 The school is committed to focusing on the progress made by each individual learner. The Language and Communication classes have been fully involved in this work. This inclusive approach is benefitting learners across the whole school.
- 4.11 The ethos of the school is very strong, and it clearly values the contribution of all stakeholders which provides an ideal environment for continual improvement. The school should continue to nurture this and the focus it has on improving pedagogy.
- 4.10 The Quality Improvement Education team found that St Cuthbert's RC Primary had made good progress in all the four areas highlighted by Education Scotland in June 2017. The QIEO for the school will continue to work with the Head teacher to support and challenge progress across the school and this will continue to be reported to parents through the Standards and Quality report at the end of each session.

5. Next Steps

- 5.1 City of Edinburgh Education Officers will continue to support and challenge progress across the school.
- 5.2 The Head teacher will continue to be part of the Professional Learning Partnership with groups of HTs across the City to ensure robust analysis of learning and teaching across the school.

6. Financial impact

- 6.1 There are no financial implications contained in the Follow Through report.

7. Stakeholder/Community Impact

- 7.1 CEC team engaged with focus groups of teaching staff, support staff and pupils during the follow through process.
- 7.2 There are considered to be no infringements on the right of the child.
- 7.3 Tracking of pupil performance by gender and Black Minority Ethnic (BME) is undertaken at school level and there are no adverse impacts.

8. Background reading/external references

- 8.1 None

9. Appendices

- 9.1 Appendix 1 Education Scotland letter
- 9.2 Appendix 2 Summary of Inspection Findings
- 9.3 Appendix 3 Follow Through Report on progress and improvements made since the inspection



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*¹? 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:

| | |
|---|------------------|
| Leadership of Change | very good |
| Learning, teaching and assessment | good |
| Raising attainment and achievement | very good |
| Ensuring wellbeing, equality and inclusion | very good |

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

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

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Summarised inspection findings

St Cuthbert's RC Primary School

The City of Edinburgh Council

SEED No: 5529328

27 June 2017

1.3 Leadership of change

very good

This indicator focuses on collaborative leadership at all levels to develop a shared vision for change and improvement which is meaningful and relevant to the context of the school within its community. Planning for continuous improvement should be evidence-based and linked to effective self-evaluation. Senior leaders should ensure the need for change is well understood and that the pace of change is appropriate to ensure the desired positive impact for learners. The themes are:

- *Developing a shared vision, values and aims relevant to the school and its community*
- *Strategic planning for continuous improvement*
- *Implementing improvement and change*

- Overall, leadership of change is a major strength in ensuring the school's continuous improvement. The strengths in leadership have a significant, positive impact on the school's supportive ethos and what it wants to achieve for children. The headteacher is effective and confident in her role in leading change and school improvement. She is clear about her vision for the school and sets high standards. Staff contribute generously to the achievements, wellbeing and inclusion of children.
- The school's values are based on the Catholic faith. This is a strong feature of the school which is valued by parents and the wider community. The headteacher and promoted staff are committed in their roles and ensure continuous improvement is sustained. They know the school and its community well and have fostered positive links over a period of several years. The headteacher continues to be responsive to the changing demographics of the local population and has a strong focus on achieving the best for all children. This leads to a vision that is continually evolving and building on the strengths of the school while also recognising the challenges to be overcome and the identified next steps taken forward. The headteacher has judged the pace of change well and has started the process of refreshing the school's vision to more accurately reflect its now diverse and multi-cultural context. The school is widening its approaches to consult with parents and community partners in developing its strategic vision and sharing this more widely. This links well to the school's developments in its rationale for the curriculum and as a 'Rights Respecting' school.
- The leadership team, including the recently appointed acting DHT and PT have clearly defined roles and remits and work effectively together in motivating staff in self-evaluation. The impact on improvement is evident in high levels of attendance and the strong emphasis placed on inclusion. The leadership team is becoming systematic in gathering evidence about the school and changes leading to improvement. Children are increasingly aware of what they need to do to be successful, have a voice in improving the school and take pride in their achievements. Very good progress is being made in raising awareness of children's rights and the school's values. Children are actively involved in making decisions about their school and are successful in leading a growing range of responsibilities.
- Improvement planning and priorities are evaluated regularly and progress tracked systematically. Self-evaluation is based on a growing range of robust evidence. The headteacher regularly reviews learning and teaching and curriculum plans. This has led to positive professional relationships founded on mutual respect and a staff team committed

to self-improvement. The headteacher and staff should continue to develop rigorous self-evaluation using national benchmarks across curriculum areas and continue to look outwards to learn from and share good practice. Staff take active leadership roles that have led to improvements in the wide range of clubs children participate in, children's awareness as global citizens and the use of digital technologies to support learning. Staff and partners in the community promote and support innovation. Collaborations have been particularly successful through the Pope Francis Awards supported by the Parish Priest, John Muir and JASS Awards supported through Forest Schools and creation of new clubs such as Parkour led by parents and the Active School's Coordinator. Staff should continue to take forward the school's plans for excellence and equity and evaluate the impact of teacher led initiatives on outcomes for children through developing professional enquiry. The headteacher and staff have a well-established cycle of improvement planning and evaluation of standards which is well placed to be aligned to the National Improvement Framework and to involve children and parents in this.

2.3 Learning, teaching and assessment

good

This indicator focuses on ensuring high-quality learning experiences for all children and young people. It highlights the importance of highly-skilled staff who work with children, young people and others to ensure learning is motivating and meaningful. Effective use of assessment by staff and learners ensures children and young people maximise their successes and achievements. The themes are:

- *Learning and engagement*
- *Quality of teaching*
- *Effective use of assessment*
- *Planning, tracking and monitoring*

- The school has a very positive ethos for learning. This is supported by a nurturing and caring environment where all staff show a clear commitment to children's welfare and development. This is underpinned by values of the Catholic faith. Almost all children enjoy learning at school and feel their teachers are supporting them well in their learning. They are happy in class and show confidence in themselves. Children are highly-motivated and readily participate in their learning experiences. They work well individually, as pairs and in groups and enjoy their tasks. In most classes, lessons are well matched to learners' needs. There is scope however to further develop the level of challenge experienced by children in numeracy and mathematics. Children, who require additional help with their learning, including those with English as an additional language, are very well supported in their learning.
- Children's views are sought through a range of planned activities, including the pupil council, eco committee and the Rights Respecting Schools group. Most children say that the school listens to their views and takes them into account.
- Overall, the quality of teaching is good, and in the best lessons very good. Staff know the children very well and have achieved an inclusive and supportive learning environment founded on their strong values. All staff manage classes well and use a range of positive strategies to support the wide-range of learners' needs. In all lessons, teachers consistently share the purpose of learning with children and discuss with them how they know when they have been successful. Children are actively involved in developing the success criteria for lessons. Almost all lessons observed were well organised and the content of tasks relevant for learners. In almost all classes, a wide variety of teaching approaches are used including active learning, outdoor learning, group tasks and the use of games. Good use is made of digital technology to enhance learners' experiences at all stages across the curriculum. Children make skilled use of tablets for research and to strengthen their understanding of key concepts in numeracy at all stages in the school. All staff provide clear explanations and instructions. There is scope for staff to develop their questioning techniques to promote higher-order thinking skills and to increase challenge in problem solving activities.
- Children talk confidently about their learning and are well involved in assessing their own progress through regularly setting targets to improve aspects of their learning. There is scope to develop this so that children are fully involved planning their learning, making choices and leading their learning. Staff provide helpful oral feedback to children on their performance. Overall the effectiveness of written feedback to children could be more consistent across all classes to help inform them of their next steps.

- Most teachers use a range of assessment strategies, including peer and self-assessment, to monitor children's progress. In addition, the school uses a variety of assessment information, including standardised tests, to provide summative assessment of children achieving a level. However, the school's approaches to assessment need further development. Staff should develop consistency in using assessment data when planning the next steps for learning and teaching. The staff are aware of the need to develop a framework of assessment.
- Staff plan key aspects of the curriculum effectively and make good use of national advice and local progression frameworks when planning learning. The school should continue to develop collaborative approaches to planning across and within levels. Children's progress is monitored regularly and the headteacher and staff engage in professional dialogue about children's progress. The main focus of tracking and monitoring approaches is attainment in literacy and numeracy. The school is aware of the need to have clear information on children's attainment for all aspects of the curriculum.

Quality of provision of the language and communication classes (contributes to school evaluations)

Context

The school has a specialist unit of two classes for children identified by The City of Edinburgh Council as having additional language and communication support needs.

Leadership of change

- Staff are committed to ensuring success for all learners and provide opportunities for success across the whole school community. Staff should develop further and share the vision for change and improvement linked to its context as part of the whole school.
- Staff value and engage in regular professional dialogue, collegiate learning and self-evaluation and contribute to plans for continuous improvement. This has a positive impact on approaches to learning, teaching and assessment.
- Staff have identified next steps for improvement and should now gather robust evidence to measure progress.

Learning, teaching and assessment

- There is a positive ethos and culture that reflects a commitment to children's rights and positive relationships. Each class has clear routines that support children to feel secure, be independent and exercise choice. Staff explanations and instructions are clear and are well supported by the use of visual timetables and prompts. Staff use skilled questioning that engages children and promotes their thinking. The views of children are valued and acted upon and this is having a positive impact on their engagement in learning.
- Staff use a range of methods to differentiate learning and support a brisk pace to routines and learning. Almost all children show a consistent interest in their learning and most are able to discuss what they are learning with others.
- All children work independently on tasks supported by a high level of direct staff intervention. Children should build on a growing range of opportunities that help them to take an increasing responsibility for leading their own learning. Staff should develop children's resilience within a wider range of contexts and increase the focus on developing children's skills for learning, life and work. More opportunities for learners to apply particular skills across a wider range of settings will help ensure children's skills are built upon systematically.
- Staff make good use of digital technology and specialist resources to support literacy and help children to understand and manage their emotions. They use a range of assessment approaches that allow children to demonstrate learning and support decisions about next steps.
- Staff know all of the children very well and monitor and evaluate children's individual progress. They use the wellbeing indicators to evidence children's achievement and there is scope to use this to involve children further in reviewing their progress. Systems to track learner's progress should be developed further.

Ensuring wellbeing, equality and inclusion

- There is clear evidence that approaches used to promote wellbeing are resulting in positive outcomes for children. Staff work closely as a team and communicate well together. Children demonstrate respect for each other and an awareness of each other's needs. Staff work collaboratively to create an environment where children feel listened to and able to discuss personal and sensitive aspects of their lives because they feel cared about. Staff use outdoors to provide additional space for learning and this helps to maintain positive relationships and wellbeing.
- The school has appropriate arrangements in place to meet its statutory requirements
- Children share the dining hall and playground with children in mainstream classes. Opportunities for inclusion are relevant and successful. There are examples of children achieving success in swimming and art. There is scope for staff to develop these opportunities further as part of planned learning.

Raising attainment and achievement

- Most children make good progress from their prior levels of attainment in literacy and numeracy. Support for learning is clearly outlined in individual profiles. Achievements are linked appropriately to wellbeing indicators. Staff should now introduce increased aspirations to some learning targets.
- Staff use assessments effectively to make confident professional judgements about how well children are learning and progressing. A more robust tracking system will help to ensure all children make continuous progress.
- Staff have systems in place to promote equity of success and achievement for children. Inclusion opportunities are carefully planned and children have the opportunity to build on these based on individual strengths and needs. Staff should continue to develop this further to ensure the best level of challenge for each learner.
- Children are becoming confident in taking responsibility for their learning tasks. Staff should now focus on developing children's awareness of themselves as learners and their learning journey.

Other information

- The school selected QI 2.4, Personalised Support, as its focus for the inspection team.
- Staff in the unit identify children's needs well and focus on supporting children to establish positive relationships as the basis for all learning. Children benefit from this universal support that helps them to restore positive interactions and to feel safe and ready to learn. Staff's use of assessment and in-depth knowledge of children helps them to identify relevant strategies that are specific and support children to engage in and enjoy learning.
- Targeted support builds on the strong ethos and climate of mutual respect and is timely and relevant. Children have appropriate long and short-term targets in literacy, numeracy and health and wellbeing. Overall, targeted support is having a positive impact on engagement with learning, and personal and social development. Staff know children's needs very well and barriers to learning such as communication, low self-esteem and resilience are tackled in a proactive manner to ensure they are minimised.

- Staff work effectively in partnership with parents and partners in meeting the needs of children with additional support needs. Parents and partners speak very positively about the language and communication classes.

2.2 Curriculum: theme 2: Learning Pathways

- Staff are effective in developing literacy, health and wellbeing and digital literacy across the curriculum.
- Staff refer to and make good use of the experiences and outcomes when planning across all areas of the curriculum. They make very good use of The City of Edinburgh Council progression framework for literacy which is supporting continuity in the development of children's reading skills.
- There are very good examples of children developing and applying their literacy skills across their learning. In the best examples, these are developed in real-life and meaningful contexts. There are fewer examples of numeracy and mathematics being developed across the curriculum. However, children are regularly experiencing quality learning in numeracy and mathematics outdoors. Children have many opportunities to apply their skills in the four capacities through participation in a wide range of clubs. This is clearly demonstrated through their success in wider achievements.
- Staff are aware of the importance of children applying their learning in different contexts. There is scope to give children a stronger voice in informing and shaping the direction of this learning through interdisciplinary learning.
- The school provides two hours of physical education and two and a half hours of religious education each week.
- Staff should implement fully the recently devised progression framework for mathematics and numeracy and simplify the planning process to ensure progression pathways development key skills while also reducing unnecessary bureaucracy.

2.7 Partnerships: theme 3: Impact on learners – Parental Engagement

- Overall parents are very happy with the communication from the school and the ways in which they are involved. Staff communicate with parents in a range of ways to ensure they are informed of school news and events. Information of what and how children are learning is available on the website, through social media and by regular newsletters. The school, together with the Parent Council, should continue with its plans to further develop ways of engaging parents in their children's learning.
- Parents are very positive about the range of after-school clubs available for their children. Parents, staff and partners lead the clubs and all are very well attended. The strong links the school has fostered with parents and partners in the community have a positive impact on children's achievement and awareness of skills for work and life.
- In most classes parents are invited to comment on children's progress towards their learning targets. The school should take forward ways to involve all parents more in setting and reviewing these targets with the children.

2.1: Safeguarding

- The school submitted self-evaluation information related to child protection and safeguarding. Inspectors discussed this information with relevant staff and where appropriate, children. In addition, inspectors examined a sample of safeguarding documentation. Areas for development have been agreed with the school and the education authority

3.1 Ensuring wellbeing, equality and inclusion

very good

This indicator focuses on the impact of the school's approach to wellbeing which underpins children and young people's ability to achieve success. It highlights the need for policies and practices to be well grounded in current legislation and a shared understanding of the value of every individual. A clear focus on ensuring wellbeing entitlements and protected characteristics supports all learners to maximise their successes and achievements. The themes are:

- *Wellbeing*
 - *Fulfilment of statutory duties*
 - *Inclusion and equality*
- Ensuring children's wellbeing is a major strength of the school's provision. In recent times, the focus on initiatives such as restorative practices and 'Rights Respecting Schools' are impacting positively on children's wellbeing overall. The school places high importance on shared understanding of the value of every individual. Generosity underpins the school's approaches to pastoral care and contributes to a very warm and welcoming environment where children feel valued, respected and included. Staff and children understand and use wellbeing indicators with confidence. The strong positive ethos founded on Gospel values is a key feature of the school and it is held in high esteem within its community. Children are actively involved in the life and work of the school. Staff set high standards of care and respect and are proactive in promoting positive relationships in classrooms, the playground and in wider learning activities. They should consider ways in which they can build on the very positive partnerships and continue to find creative ways to consult with and engage parents in their children's learning.
 - The emphasis placed on health and wellbeing leads to the clear understanding children have of fitness and healthy lifestyles. They are developing leadership skills and contribute confidently to the leadership of the school through their involvement in a variety of committees. Children enjoy the range of experiences they have to learn outdoors which has developed as a result of their views being sought and acted upon. The school makes very good use of the local environment to make learning relevant and motivating and linked to wellbeing. Children are proud of their development of the school grounds which offer a stimulating environment for learning.
 - The school has effective strategies in place to help children overcome any barriers to their learning. Those who have additional support needs are supported effectively through meaningful individualised learning plans. All staff promote positive relationships and know the children and their families very well. The individual needs of learners are identified early and support and interventions targeted effectively. Systems to monitor, track and plan for individual learners are managed thoroughly and sensitively.
 - A strong emphasis is placed upon inclusion and support for pupils. Children with English as an additional language are included well and making good progress overall. Children are supportive of one another and understand the needs of those who have additional learning needs. They understand well that the school aims to involve all children equally in the life of the school. They value their involvement in committees and the influence they have. The staff and children have a very clear understanding of equalities and what this means in terms of relationships, race, disability and gender. They are very

welcoming and inclusive towards new children and families. They have a good awareness of diversity and other cultures. The school provides children and young people with opportunities to explore diversity and multi-faith issues. The school runs events to celebrate different cultures and these are well attended by parents and children. The school's well implemented policy on equalities is regularly updated.

3.2 Raising attainment and achievement

very good

This indicator focuses on the school's success in achieving the best possible outcomes for all learners. Success is measured in attainment across all areas of the curriculum and through the school's ability to demonstrate learners' achievements in relation to skills and attributes. Continuous improvement or sustained high standards over time is a key feature of this indicator. The themes are:

- *Attainment in literacy and numeracy*
- *Attainment over time*
- *Overall quality of learners' achievement*
- *Equity for all learners*

Overall attainment in literacy and numeracy:

- Assessment data provided by the school is based on teachers' professional judgements and on-going school assessments. This is supported by standardised testing and by regular professional dialogue with the school leadership team (SLT). Most children achieve expected levels in literacy across the school with some exceeding these expectations. Overall, most children achieve appropriate levels of attainment in numeracy and mathematics. Teachers are developing confidence in making robust professional judgements.

Attainment in literacy and English:

- Overall, attainment in literacy and English is very good. Most children across the school are making very good progress in literacy. Almost all children at P1 and P4 achieve expected national levels. Most children across the school achieve expected levels in listening and talking, reading and writing. The school's attainment data correctly identifies that almost all children at P2 and P3 are making very good progress towards achieving first level. Most children in P5 and P6 are expected to achieve the second level by the end of P7 or before.

Listening and Talking:

- Across the school children identify the skills required for effective listening and talking. Most children listen attentively to adults and one another. They work effectively in pairs and groups. They present their ideas confidently and share learning with others. At the Curriculum for Excellence early level, children politely take turns to talk about their feelings and experiences and listen respectfully to others. They are developing skills in listening to stories and re-telling them in sequence. Most children working towards achieving first level, select texts and talk clearly about their preferences. They demonstrate the attributes of a good audience. Almost all children at second level work well in collaborative situations showing respect and patience for others. They contribute well to class discussions and are developing skills in persuasive debate. They discuss features of effective speaking such as use of language, facial expression and tone.

Reading:

- Most children read well with fluency and expression. At Curriculum for Excellence early level, almost all children are aware of environmental print and correctly identify initial sounds and recall and repeat parts of a story or song. Most children working towards achieving first level distinguish between fiction and non-fiction texts and accurately explain the difference. They confidently discuss their favourite books and authors. At second level, almost all children know the features of different genres. They make informed

choices about what they read and give reasons. They are developing the skills of skimming and predicting texts.

Writing:

- At the early level, most children are developing early writing skills and form letters legibly. They identify initial sounds and use their understanding of phonics to write simple sentences. At first level, almost all children use story maps well to plan their writing. They retell and write simple stories in sequence. They are developing grammatical structures and use vocabulary well to enhance extended writing. Children working at second level, make effective use of digital and visual media to support their writing. They are developing skills in editing and re-drafting to refine and improve their writing.

Attainment in numeracy and mathematics:

- Overall children's attainment in mathematics and numeracy is good. By the end of P1 and P4, most children achieve the expected level of attainment. The majority achieve second level by the end of P7 in 2016 and most should achieve this during the current session. The school is focused appropriately on improving attainment from P5 to P7. The school's attainment data correctly identifies that most children at P2 and P3 are making good progress towards achieving first level. Most children in P5 and P6 are expected to achieve the second level by the end of P7 or before.

Number, money, measure:

- Across the school most children show strength in number. Most children working at P1 work with confidence on addition skills within 20. They are developing their understanding of doubling. Most children at P4 round numbers to the nearest 10 with confidence and partition numbers to aid addition. Most children in P7 accurately find fractions of an amount and identify factors and square numbers.
- Almost all children in P1 recognise most coins. By P4, children use a variety of coins to create simple amounts. By P7, most children plan a range of activities to find costs using a variety of sources including digital technologies.
- Children in P1 accurately show o'clock times on an analogue clock face. Children in P7 convert decimals of metres to centimetres and kilograms to grams. They convert 12 hour times to 24 hour digital time with confidence. There is scope to develop children's understanding of rounding numbers to a given number of decimal places.

Shape, position and movement:

- Children across the school identify a range of 3D objects. Children in P4 identify lines of symmetry with confidence. Children in P6 are confident in using perimeter and area in real life contexts. By P7, children have a secure knowledge of angles.

Information handling:

- Children at all stages regularly explore a range of statistical diagrams. At P4, children understand probability and chance appropriately. However, they are not yet familiar with the language relating to probability and chance. By P7, a few children are confident in finding simple probabilities of an event occurring. This is an aspect which could be developed further for all children.

Attainment over time:

- There is an improving pattern of attainment in literacy and numeracy over time. Staff participate in moderation activities within the school and at cluster level. There is scope to build on the very good outcomes in literacy and English to ensure children make similarly improved progress in numeracy and mathematics.
- The school tracks pupils' attainment over time in literacy and numeracy. Staff engage in termly tracking meetings with senior managers and at regular, informal intervals throughout the year. These have a focus on individual children's progress and build on data from standardised tests and teacher judgements from both formative and summative assessments. Children identified as having barriers to their learning are making appropriate progress.

Overall quality of learners' achievement:

- Children's wider achievements are a major strength. Across the school children are skilled in the four capacities of Curriculum for Excellence. Their achievements are valued and shared well through assemblies, wall displays and awards. Children are proud of their school and their successes. They are very enthusiastic about gaining the Green Eco flag and developing the school grounds. P6 children are working towards the Pope Francis Award and learning about caring for others. The wide range of extra-curricular opportunities are well attended. Many children continue to build on their skills in sporting and cultural activities as they move on to St Augustine's High School. The school monitors participation to ensure that any barriers to participation are minimised.

Equity:

- The school has a very good focus on promoting equality and achieving equity of success for all learners. All staff are aware of the demographic context of the school and how to support children and their families. As a result, staff know the children very well and are aware of any potential barriers to learning. They actively intervene to ensure that they minimise any issues related to equity through a supportive and nurturing ethos. They provide a range of support to children and their families to help them actively engage with their learning. There is no identifiable pattern to underachievement attributed to disadvantage. The headteacher is at an early stage of targeting the use of the recently allocated Pupil Equity Funds.

2.4 Personalised support

- **Theme 1- Universal support**
- **Theme 2- Targeted support**
- **Theme 3- Removal of barriers to learning**

- The school provides high quality support that enables all children to achieve success. Staff encourage children to do their best and provide quality learning experiences overall. In most lessons, teachers plan tasks and activities that meet the needs of most children well. Staff work effectively together to plan for groups and individuals. They should now look at ways to raise expectations for those individuals and groups who are capable of increased challenge in their learning. Most children talk confidently about their learning and know what they need to do to be successful. Children are at the centre of planning and staff talk regularly with them about their progress. Staff know and respond well to individual needs and promote and support their wellbeing. There is scope to build upon the established personal learning plans and increase opportunities for children across the school to be more actively involved in setting targets and evaluating their progress. All staff place a high value on support for children's wellbeing and are committed to professional learning to increase their skills to meet the significantly diverse needs of children. Professional knowledge is augmented through effective partnership working with a range of specialist resources.
- The provision of targeted support is a key feature of the school's provision. Targeted intervention is well planned and delivered effectively within the authority's pathways of intervention framework. Across the various stages of intervention, concerns raised by class teachers are shared and acted upon timeously. Targets within individualised plans are clear and address children's main barriers to learning. These are reviewed regularly with input from parents and partners. The school works well with a range of partners to deliver very well targeted support. Class teachers seek out and follow advice provided by specialist support staff in respect of individual children. The skilled learning assistants work effectively alongside class teachers to support individuals and groups. They liaise closely with class teachers to focus their input and maximise their impact on learning. Relevant information is recorded and shared appropriately.
- The staff team works effectively to ensure barriers to learning are minimised. All staff take great pride in their work to support all children and are unrelenting in their quest for children to be successful. The strong inclusive environment is a hallmark of the school's success.

Particular strengths of the school

- 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 all to succeed.

Agreed areas for improvement for the school

- 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.

What happens at the end of the inspection?

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. 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.

Explanation of terms of quantity

The following standard Education Scotland terms of quantity are used in this report:

| | |
|-------------------------|---------------|
| All | 100% |
| Almost all | 91% – 99% |
| Most | 75% – 90% |
| Majority | 50% – 74% |
| Minority/Less than half | 15 – 49% |
| A few | less than 15% |

Other quantitative terms used in this report are to be understood as in common English usage.

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Appendix 3

St Cuthbert's RC Primary School Follow Through Report

In June 2017, Education Scotland published a letter following the inspection visit to St Cuthbert's RC Primary School. The letter set out two areas for improvement which were agreed with the school and City of Edinburgh Council. Recently, an Education Authority Team 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.

This report tells you about the quality of education provided by the school since the inspection. It also comments on the progress made in the agreed areas for improvement.

During the follow through we talked to children and worked closely with the headteacher and staff. 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 follow through sets out what we found.

Develop a framework of assessment to support teacher's professional judgements

The school has worked hard to develop a robust framework for assessment, particularly in numeracy. A whole school approach to developing clear progression pathways and assessment approaches across numeracy and mathematics has been developed. The approach used has been very collaborative, with staff across stages working together and sharing, through professional dialogue discussions around pedagogy, assessment approaches and resources best suited to meet the needs of learners. Staff are ambitious for all their learners and see it as vital that the pathways will support them in this endeavor. Learners feel they are being challenged appropriately in class and receive helpful verbal feedback. They have also been consulted meaningfully as part of this process and their feedback is further shaping this work. Staff talked very positively about the approach used in developing this work and the importance placed on their part in the process. The Head Teacher has provided time for this to be developed which has led to the work being valued and truly collaborative.

Cluster moderation work has been crucial in developing staff confidence in relation to supporting teacher's professional judgement. The school has successfully led this work across the cluster in literacy. The focus for this year is numeracy. Staff are clear that achieving consistency and clarity around progress and achievement within and at the end a level is their priority.

The school should continue to develop staff confidence in using the benchmarks across other curricular areas. In addition, they should provide more differentiated learning across all curricular areas.

Continue to develop the rigour in the schools' approaches to self-evaluation leading to raising attainment further

All teachers are involved in practitioner enquiry through their improvement cycle work. This collaborative approach to self-evaluation and improvement has allowed them to focus on specific aspects of pedagogy they identify as requiring improvement. Professional dialogue is key to this process and staff talk confidently about the impact of this work on learners. The school has been proactive in looking outwards across the cluster and beyond to support this improvement agenda.

Since the inspection, attainment has been improved or maintained in P1,4 and 7 in both literacy and numeracy. The school is confident that the focus on developing numeracy is already showing further signs of improvement. This improvement is also due to the shift in focus to the progress made by each individual learner which has been supported by their work on visible learning. The Language and Communication classes have been fully involved in this work. This inclusive approach is benefitting learners across the whole school and compliments the Social Communication Emotional Regulation Transactional Support training undertaken by this team.

The ethos of the school is very strong and it clearly values the contribution of all stakeholders which provides an ideal environment for continual improvement. The school should continue to nurture this and the focus it has on improving pedagogy.

St Cuthbert's RC Primary school has made good progress in both areas highlighted by Education Scotland in April 2017. The QIEO for the school will continue to work with the Head Teacher to support and challenge progress across the school and this will continue to be reported to parents through the Standards and Quality report at the end of each session.