

**REPORT TO: CHILDREN AND YOUNG PEOPLE'S SERVICES COMMITTEE ON
2 DECEMBER 2009**

**SUBJECT: INTERIM FOLLOW THROUGH REPORT ON CLUNY PRIMARY
SCHOOL AND ST PETER'S RC PRIMARY SCHOOL**

BY: DIRECTOR OF EDUCATIONAL SERVICES

1. REASON FOR REPORT

- 1.1 The purpose to this report is to notify Committee of the progress made by Cluny Primary School (**Appendix 1**) and St Peter's RC Primary School (**Appendix 2**) in responding to the action points in Her Majesty's Inspectorate of Education (HMIE) report on the school.
- 1.2 This report is submitted to the Committee in terms of Section D (1) of the Council's Administrative Scheme relating to exercising all the functions of the Council as Education Authority.

2. RECOMMENDATION

- 2.1 It is recommended that Committee scrutinises and notes the information contained in Appendices 1 and 2.**

3. BACKGROUND

- 3.1 HMIE published a report on St Peter's RC Primary School in October 2008 and on Cluny Primary School in November 2008.
- 3.2 Educational Services Officers have visited the schools over the past year in order to monitor the schools' progress in addressing the main points for action identified in the HMIE report and evaluate the impact of developments.

4. SUMMARY OF IMPLICATIONS

(a) Single Outcome Agreement/Service Improvement Plan

- (i) The report provides Committee with information relevant to Local Priority 5 within the Single Outcome Agreement – Attainment and Achievement (Children and Young People), and
- (ii) Within the Service Improvement Plan, Key Priority Area – Attainment and Achievement

(b) Policy and Legal

HMIE inspect and report on a sample of Scottish schools every year. Their reports are intended to provide parents, local authorities and Scottish Ministers with information about how well schools and nursery classes are performing against the National Performance Framework.

(c) Resources (Financial, Risks, Staffing and Property)

There are no immediate Financial, Risks, Staffing, or Property implications arising from this report.

(d) Consultations

This report has been circulated to Senior Officers in Educational Services and to the Head Teacher at Cluny Primary School and the Acting Head Teacher at St Peter's RC Primary School who are in agreement with the contents.

5. CONCLUSION

5.1 That the Committee scrutinises and notes the contents of this report.

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Background Papers:	
Ref:	DMD/JR/Reports/Children and Young People's Services Committee/2 December 2009/Interim Follow Through Report on Cluny Primary School and St Peter's RC Primary School

Appendix 1**The Moray Council Educational Services****HMIE Inspection Follow-Through****Report on Cluny Primary School****November 2009****1. Introduction**

HM Inspectorate of Education (HMIE) published a report on the inspection of Cluny Primary School in November 2008. Officers visited the school to ascertain the extent to which the school was continuing to improve the quality of its work, and to evaluate progress made in responding to the main points for action in the initial report. The following paragraphs provide a summary of progress.

2. Continuous Improvement

There have been several changes in staff since the original inspection with some experienced teachers being replaced by newly qualified staff. Pupils' awareness of environmental issues have been enhanced by The Eco Schools project and the school has achieved a silver award for its work in improving learner's awareness of environmental issues. International links with India have continued through sponsorship of two children from Goodwill Homes. Collections had been made to support villages in Africa to gain access to clean water. These activities have helped pupils to become more aware of global issues. The school has continued to be active in the community, for example P7 pupils supporting and fundraising for the RNLI. P6 pupils have continued to take responsibility for ensuring that pupils from the Nursery have a smooth transition to P1. The school has continued to work towards two hours of quality PE with improved access to gym facilities. The reduction in pupil numbers meant that there was a classroom which could be used for music and other activities. Active learning is developing in the early years. The school has improved facilities for Information and Communications Technology (ICT) and, as a result, pupils have better access to improve their knowledge and skills in this area.

3. Progress with the Main Points for Action.***3.1 Provide staff with better opportunities to be fully involved in leading and developing whole-school developments*****Action to Date**

Steps have been taken to improve communication whereby staff get more comprehensive information from within and outwith the school. Staff meetings are programmed for Monday evenings with a clear focus on school improvement. The Headteacher has introduced Thursday meetings to allow staff to meet and plan together across stages. Although these are not compulsory the majority of staff have made use of this opportunity. Senior management are using coaching techniques with staff during one to one conversations to encourage staff to become more involved in dealing with situations, particularly those related to behaviour management. Two members of staff are leading a project to develop formative assessment practices within the school and to set up learning and teaching

communities which encourage distributive leadership across the school. Principal teachers, the depute and the headteacher have planned the learning walk where they are looking for good practice in formative assessment around the school. Many staff have been trained in Critical Skills techniques and are sharing their knowledge with their peers. The Principal Teachers have taken on additional responsibility from the time of the original inspection and many of these related to whole school improvements. One member of staff has taken on responsibility as a Glow mentor in order to help with the implementation of the Scottish Schools Digital Network.

Outcomes and Impact

The senior management team report improved collegiality with staff taking collective responsibility for school improvement. There have been improvements with more open discussion. Staff are beginning to take more responsibility by leading initiatives which interest them or as a result of continued professional development (CPD) activities. The May in-service day resulted in very good professional dialogue and feedback with four working groups led by individual staff members.

Future Action

The school will:

- Continue to encourage staff to undertake devolved leadership responsibilities
- Continue to share good practice with staff at every opportunity
- Evaluate the range and use of formative assessment practices across the school
- Evaluate the progress and impact of the formative assessment project on learning and teaching across the school
- Evaluate the effectiveness of joint planning meetings via school plans and consistency across stages
- Consider extending responsibility of staff by making more use of individual strengths

3.2 Provide all pupils with appropriate challenge in their learning

Action to Date

The senior management team report a decline in the use of worksheets across the school. The use of classroom assistants is better planned to ensure targeted support to pupils. During their work they are more directly involved in supporting learning and teaching across the school. The Depute Headteacher has taken steps to monitor attainment data more rigorously with regular meetings with staff. Discussion regarding individual pupils has improved with evidence of pupils being moved on in their work when teachers are confident that they are ready to do so. Forward plans have become more of a working document with the senior management team being involved in regular and detailed discussion with staff regarding their plans. Senior management take the opportunity at these meetings to challenge staff on work plans and to set targets for pupils and the class as a whole. Classroom monitoring has focussed on the use of formative assessment practices. Very helpful parental leaflets have been produced so that parents are fully aware of developments across the school and how they could support their children in their learning.

Outcomes and Impact

The senior management team are confident that staff are more aware of appropriate pace for individual pupils. Jotter and attainment monitoring showed that pupils were moving on in their learning more quickly than before. Formative assessment practices were improving in the school. In all classes, teachers shared learning intentions with pupils and almost all pupils were aware of what they had to do to succeed. Senior managers have reported good use of verbal feedback to pupils so that they know the next steps in their learning. There is particularly good practice in the upper stages with written feedback to pupils on how they can improve their work. There is evidence of individual challenge where a P7 pupil is working towards level E in mathematics. Almost all pupils are achieving national levels in reading, writing and mathematics. There is evidence that some pupils are achieving levels earlier than would normally be expected. In the main, early gains are sustained. There is evidence of greater pace in learning and pupils taking more responsibility for their own learning.

Future Action

- Ensure that pupils' needs are met by considering discussion with Buckie High School and the Learning and Teaching Officer in instances where pupils need to be stretched
- Continue to make staff aware of the use of data in setting targets for pupils
- Continue to share good practice in formative assessment practices to ensure consistency with all staff
- Make use of the formative assessment project to share good practice amongst staff
- Consider input from the Early Years Team to enhance active learning in the early years and continue to develop partnership working with the local nurseries and playgroups

3.3 Further develop self-evaluation to share good practice in learning and teaching and to raise attainment

Action to Date

Across the school there has been a more rigorous approach to monitoring the work of the school as a whole. The school now has a Quality Assurance calendar in place with classroom observation visits planned for the session. The schedule of self-evaluation and monitoring activity is now closely adhered to. Staff now use their forward plans as a working document which is discussed in greater detail with senior managers. Regular meetings take place to discuss pupil progress using all data available. The senior management team has implemented a new approach to monitoring and evaluating learning and teaching which was agreed with staff. Regular walk-throughs give them a clear indication of practice across the school with the focus agreed with staff. The school is actively involved in identifying emerging practice and examples of good practice and sharing these across the school. Follow on discussion with staff will identify areas of good practice. As a result of on-going consultation with parents, leaflets have been produced so that they can better support their children in their learning. The headteacher has attended a number of authority-organised events about self-evaluation.

Outcomes and Impact

Staff now have greater awareness of their roles and responsibilities in self-evaluation. There are agreed systematic approaches to more rigorous self-evaluation. Staff are more willing to be involved in planned self-evaluation practices with the understanding of the benefits for all.

Future Action

- Ensure that findings from planned and informal observations are shared with staff
- Continue to involve staff in the monitoring of the school as a whole
- Continue to develop partnership with parents and consider their role in any working groups

Conclusion

The education authority is satisfied that the school is taking effective steps to address the main points for action contained in the original report and that there is evidence to indicate improvements in the pupils' experiences as a result.

Appendix 2**The Moray Council Educational Services****HMIE Inspection Follow-Through****Report on St Peter's RC Primary School****November 2009****1. Introduction**

HM Inspectorate of Education (HMIE) published a report on the inspection of St Peter's RC Primary School in October 2008. Officers visited the school to ascertain the extent to which the school was continuing to improve the quality of its work, and to evaluate progress made in responding to the main points for action in the initial report. The following paragraphs provide a summary of progress.

2. Continuous Improvement

Since the original inspection, the roll of the primary school has increased from 25 to 34. It is expected that the roll will increase further with this year's enrolment. There are 55 pupils in the nursery class and this will rise further in January 2010. The school has improved resources for Mathematics, English Language. The school has developed its curriculum with improvements in Science, French and Information and Communications Technology. Staff have attended a number of staff development events and this was impacting positively on practice in the school and benefiting pupils. There is a strong focus on health education, physical activity and developing pupils' enterprise skills. Pupils enjoy a wide range of activities and artwork from the school has been displayed on a national website. The Head Teacher retired in October 2009 and an Acting Headteacher has been appointed. She has been a teacher at the school and this has meant that school developments have not been disrupted unduly.

3. Progress with the Main Points for Action.***3.1 Continue to integrate the nursery into all aspects of school practice and clarify the role of the nursery teacher and senior nursery nurse in leading learning.*****Action to Date**

The school has been very successful in involving the nursery school in the work and life of the school. Priorities for improvement for the school focus on meeting the needs of all the pupils in the school, including the nursery. Staff across the school have very close links with staff from the nursery and regularly visit the nursery and work with the children there. Staff from the nursery also visit the primary school and support staff from the nursery have supported pupils there when time is available.

Outcomes and Impact

Roles in the nursery have been clarified and, as a result, working arrangements have improved. Nursery and early years continue to work more closely to discuss and plan the implementation of the Early Stage of Curriculum for Excellence. A transition programme was developed for nursery into P1. This has proved popular with parents and successful with children. As a result staff know the pupils entering P1 very well

and are able to better meet their needs. Nursery pupils have been involved in a school show along with all the primary pupils. As a result, pupils entering P1 are very familiar both with the primary school and also with staff and pupils already there.

Future Action

The school will:

- Continue to involve the nursery in the life and work of the school.
- Continue with the current practice of staff involvement in both nursery and primary school.
- Review and improve the nursery to P1 transition programme.

3.3 Raise pupils' attainment in English language and mathematics

Action to Date

Attainment in mathematics and reading have improved and the majority of pupils attain standards in line with appropriate national levels. Attainment in writing has not improved sufficiently. The school has introduced new approaches to the teaching of spelling. Materials to support the teaching of writing developed by the Learning and Teaching Officer (Literacy) are being used in order to improve pupil performance in writing. The school is working at identifying the barriers to learning for some pupils in writing in particular and then addressing these. Pupils have been given more opportunities in listening and talking across the curriculum and new resources have been introduced for listening and talking.

Outcomes and Impact

The work the school did with the Learning and Teaching Officer in mathematics has seen improvements in pupils' performance in mathematics, particularly noticeable in their confidence and accuracy in mental calculations. Staff have attended staff development events in learning and teaching, Critical Skills in particular, and this has brought about improvements in the pace and challenge for pupils. Pupils in the nursery and early years have more opportunities for active play. Pupils are now more motivated and take more responsibility for their own learning. The school's work in listening and talking has brought about improvements in pupils' confidence in talking and they listen more intently.

Future Action

- Continue to improve attainment in all areas but with a special focus on writing.
- Continue to develop the curriculum in line with Curriculum for Excellence.
- Develop planning in order to meet the needs of all learners.

3.4 *Develop the school's approaches to reviewing practice in order to ensure further improvement.*

Action to Date

The school is very collegiate with all staff keen to take responsibility for school improvement. Staff have led specific improvements in active play, enterprise and writing. Teamwork in the school is very good and staff are very caring towards all the children at the school. Staff are eager to ensure that all pupils achieve their potential.

Outcomes and Impact

The school is very clear of its strengths and its areas for improvement. Parents have been kept informed about the school's progress over the past year through the publishing of a very full, informative and readable report on standards at the school. They have also been kept informed about the areas for improvement. A robust calendar of self-evaluation activity is in place and has been adhered to. The school has improved its approaches to reviewing practice.

Future Action

- Continue to develop approaches to reviewing practice.
- Continue to adhere to the self-evaluation calendar in order to be clear about the school's strengths and areas for improvement.

Conclusion

The education authority was satisfied that the school was taking effective steps to address the main points for action contained in the original report and that there was evidence to indicate improvements in the pupils' experiences as a result. The education authority will continue to engage closely with the acting headteacher at the school.