

EAST RENFREWSHIRE COUNCILEDUCATION COMMITTEE20 August 2020Report by Director of EducationEDUCATION SCOTLAND REPORT ON ST JOHN'S PRIMARY SCHOOL**PURPOSE OF REPORT**

1. To inform elected members of the report by Education Scotland on St John's Primary School.

**RECOMMENDATIONS**

2. Elected members are asked to:

- a) note and comment on the contents of the Education Scotland report on St John's Primary School; and,
- b) approve the school's action plan to address the agreed areas for improvement.

**BACKGROUND**

3. St John's Primary School was inspected by a team from Education Scotland in November 2019. The inspection covered key aspects of the work of the school and identified particular strengths and areas for improvement using the Education Scotland six-point scale and the self-evaluation framework *How Good is our School?* (4<sup>th</sup> edition).

4. Education Scotland evaluate four quality indicators and provide a short report which details the strengths and areas for improvement. The report was published in June 2020 and is attached as Appendix 1. It has been issued to staff, parents, local elected members and the Convener for Education and Equalities.

**REPORT**

5. In assessing the indicators of quality in the school Education Scotland found three aspects of the work to be good, i.e. leadership of change, learning, teaching and assessment and raising attainment and achievement; ensuring wellbeing, equality and inclusion was judged to be very good.

6. The particular strengths highlighted by the inspection team included:

- The leadership team has established strong relationships across the school community including with parents, a range of agencies, services and charities. This is providing extended experiences for all children and support to children and their families.

- Teachers' enthusiastic and collaborative approach to professional learning which is leading to improved outcomes for children.
- Effective approaches to digital learning which are enhancing and enriching learning across the curriculum. Children are responding well, are motivated and engaged as they use digital technology in their learning.

7. This is a good report on an East Renfrewshire school, with the evaluations made by Education Scotland reflecting the increased expectations nationally and the department's evaluation of the quality of provision. The department is pleased that the leadership of the headteacher was noted in the letter to parents/carers as one of the strengths *'Effectively led by the headteacher, staff create strong relationships and a sense of belonging where children feel happy. Children know they are valued.'*

8. The effective approaches to digital learning combined with teacher's commitment to professional learning have been crucial in supporting the home learning that took place from March to June 2020. As a result there have been high levels of engagement from pupils throughout this period.

9. The inspection team identified two areas for improvement:

- The newly established senior leadership team should continue to improve the monitoring and tracking of children's progress to ensure a clear focus on raising attainment across all curriculum areas; and,
- Continue to develop a cohesive and consistent approach to assessment across the school. In doing this, staff should develop assessment approaches which capture how children apply their learning in new contexts.

10. Appendix 2 of this paper includes the school's action plan to address the agreed areas for improvement. The areas for improvement are particularly important in the context of pupils returning to the school post COVID-19 and the school has incorporated these into its own recovery plan. The Quality Improvement Service will work closely with the school and leadership team to support its implementation.

11. The letter to parents/carers and more detailed summarised inspection findings are available on the [Education Scotland website](#).

12. Education Scotland will make no further reports in connection with the inspection of St John's Primary School.

13. The Quality Improvement Service will revisit the school within 2 years of the date of publication to review the impact of the school's improvement plan in addressing the agreed areas for improvement and to provide a progress report to parents/carers.

## **FINANCE AND EFFICIENCY**

14. There are no financial or efficiency implications related to this report.

## **RECOMMENDATIONS**

15. Elected members are asked to:

- a) note and comment on the contents of the Education Scotland report on St John's Primary School; and,
- b) approve the school's action plan to address the agreed areas for improvement.

Mhairi Shaw  
Director of Education  
20 August 2020

Convener Contact Details

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Local Government Access to Information Act 1985

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Appendix

1. Education Scotland report on St John's Primary School, June 2020
2. St John's Primary School Action Plan

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23 June 2020

Dear Parent/Carer

In November 2019, a team of inspectors from Education Scotland visited St John's Primary School. During our visit, we talked to parents/carers and children and worked closely with the headteacher and staff.

The inspection team found the following strengths in the school's work.

- The very positive, caring ethos across the school based on Catholic values. Effectively led by the headteacher, staff create strong relationships and a sense of belonging where children feel happy. Children know they are valued.
- The leadership team has established strong relationships across the school community including with parents, a range of agencies, services and charities. This is providing extended experiences for all children and support to children and their families.
- Teachers' enthusiastic and collaborative approach to professional learning which is leading to improved outcomes for children.
- Effective approaches to digital learning which are enhancing and enriching learning across the curriculum. Children are responding well, are motivated and engaged as they use digital technology in their learning.

The following areas for improvement were identified and discussed with the headteacher and a representative from East Renfrewshire Council.

- The newly established senior leadership team should continue to improve the monitoring and tracking of children's progress to ensure a clear focus on raising attainment across all curriculum areas.
- Continue to develop a cohesive and consistent approach to assessment across the school. In doing this, staff should develop assessment approaches which capture how children apply their learning in new contexts.

We gathered evidence to enable us to evaluate the school's work using four quality indicators from [How good is our school? \(4<sup>th</sup> edition\)](#). 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 our evaluations to keep track of how well Scottish schools are doing.

## Here are Education Scotland's evaluations for St John's Primary School

Quality indicators	Evaluation
<b>Leadership of change</b>	<b>good</b>
<b>Learning, teaching and assessment</b>	<b>good</b>
<b>Raising attainment and achievement</b>	<b>good</b>
<b>Ensuring wellbeing, equality and inclusion</b>	<b>very good</b>
Descriptions of the evaluations are available from: <a href="#">How good is our school? (4<sup>th</sup> edition), Appendix 3: The six-point scale</a>	

A more detailed document called Summarised Inspection Findings (SIF) will be available on the Education Scotland website at:  
<https://education.gov.scot/education-scotland/inspection-reports/reports-page/?id=4572>.

### 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. East Renfrewshire Council will inform parents/carers about the school's progress as part of its arrangements for reporting on the quality of its schools.

Sue Williams  
HM Inspector

Area for Improvement	Continue to develop a cohesive and consistent approach to assessment across the school. In doing this, staff should develop assessment approaches which capture how children apply their learning in new contexts.				
Impact and Outcomes	Action	Personnel	Timescale	Resources	Monitoring & Evaluation
<p><b>Assessment</b> Ensure assessment is an integral part of learning and teaching and allow children to demonstrate the breadth, challenge and application of their learning.</p> <p>Staff involve children more systematically in identifying strengths and what they need to do to improve</p>	<p>Provide staff CLPL on:</p> <ul style="list-style-type: none"> <li>✎ Moderation, Learning Intentions and Success Criteria</li> <li>✎ What is an AifL school?</li> <li>✎ Effective Questioning</li> <li>✎ Higher Order Thinking Skills (HOTS)</li> <li>✎ Effective Feedback</li> <li>✎ Formative Assessment</li> <li>✎ Self and Peer Assessment</li> <li>✎ Staff engagement in learning rounds with clear focus on the Four Levels of Feedback (Task level, Process Level, Self-Regulation, Self)</li> </ul>	<p>PT, Moderation facilitators All Staff</p>	<p>Aug 20- June 21</p>	<p>HOTS material Visible Learning materials</p> <p><a href="#">ERC AifL Workshops</a></p> <p><a href="#">Teaching and Learning Communities</a></p>	<p>Staff evaluations Learning visits Jotters/ Work scrutiny Pupil dialogue</p>
<p><b>Learner Voice</b> Pupils have more opportunities for leadership and involvement in planning learning, including planning how their skills can be developed over time.</p> <p>Pupils can articulate clearly what they are learning</p>	<p>Involve pupils more in planning and leading learning including:</p> <ul style="list-style-type: none"> <li>✎ More opportunities for open ended learning</li> <li>✎ Pupils to participate in learning walks to identify skills being developed across the school</li> <li>✎ Continuation with Dispositions, Learning Pit, WAGOLL etc.</li> </ul>	<p>Visible learning coaches</p>	<p>Oct 20- June 21</p>	<p>Visible learning materials</p>	<p>Pupil dialogue Professional dialogue Parent/ Carer dialogue Pupils to display and discuss what they have observed on learning walks at assembly</p>
<p><b>New Assessment Framework Developed</b> Staff use a wider range of assessment approaches which enable children to work at the correct level of challenge</p> <p>Assessment information is more valid, reliable and relevant</p> <p>Children have opportunities to apply their learning in new and unfamiliar contexts</p>	<ul style="list-style-type: none"> <li>✎ Review current systems in consultation with staff</li> <li>✎ Share good practice to shape revision of policy</li> <li>✎ Staff to further develop their understanding of National Benchmarks and use these to inform assessment judgments.</li> <li>✎ Develop a wider range of assessment approaches, including observations, that are more closely matched to planned outcomes and that include appropriate emphasis on application of learning</li> <li>✎ Mapping of what 'effective assessment' looks like both formative and summative to ensure consistency</li> </ul>	<p>HT, DHT All staff</p>	<p>Oct 20</p>	<p>Good practice from other establishments</p>	<p>New framework for assessment including online assessment to be in place by Oct 20</p>
<p><b>Assessment and Moderation</b> Further moderation work ensures consistency in teacher judgements of pupil progress.</p>	<ul style="list-style-type: none"> <li>✎ Moderation Facilitators and DHT lead and participate in further moderation opportunities within school, cluster and authority</li> <li>✎ Provide further CLPL for Moderation Facilitators</li> </ul>	<p>DHT and Moderation facilitators ERC EDO</p>	<p>Sept 20- June 21</p>	<p><a href="#">National Improvement Hub</a></p> <p><a href="#">NAR and LAR</a></p> <p><a href="#">Moderation Cycle</a></p>	<p>Evaluation of planning Professional dialogue Staff feedback Tracking/Target setting minutes</p>

Area for Improvement	The newly established senior leadership team should continue to improve the monitoring and tracking of children's progress to ensure a clear focus on raising attainment across all curriculum areas				
Impact and Outcomes	Action	Personnel	Timescale	Resources	Monitoring & Evaluation
<p><b>Quality Assurance</b> Improved consistency in quality assurance approaches to ensure all staff plan high quality learning experiences for all children.</p>	<ul style="list-style-type: none"> <li>✎ Audit current monitoring and tracking processes</li> <li>✎ Look outwards at examples of best practice</li> <li>✎ Introduce revised Quality Assurance arrangements</li> <li>✎ HGIOS 4 challenge questions used during Professional Dialogue meetings to ensure consistency and high expectations</li> </ul>	HT, DHT All staff	Aug 20 – June 21	HGIOS 4 (2015) ERC Tracking database ERC Engagement tool	Professional dialogue Pupil dialogue Learning visits Revised Quality Assurance Calendar Challenge questions documentation
<p><b>Analysis and evaluation of intelligence and data</b> All staff analyse and use evidence in a structured way to ensure a clear focus on those priorities which will have greatest impact, in line with improvement plan priorities.  All staff engage in career-long professional learning (CLPL) and develop enquiring and coherent approaches which build and sustain practice.</p>	<ul style="list-style-type: none"> <li>✎ Provide staff workshop on use of ERC Tracking Database and Data Analysis</li> <li>✎ Class Teachers will use the Tracking database to further develop and enhance their analysis of all performance data to ensure impact on learners (giving full consideration to ethnicity, EAL, ASN and SIMD)</li> <li>✎ Undertake scheduled professional dialogue to support Teachers in class specific data analysis</li> <li>✎ Practitioners use current research to consider, implement and evaluate interventions to support targeted learners</li> <li>✎ Seek opportunities for staff to share and learn from good practice in raising attainment across the authority and with colleagues in West Partnership</li> <li>✎ Continue to develop Learning Partnerships to improve outcomes for key equity groups</li> <li>✎ Pupil Equity Fund Team to work together with teaching staff and PSAs to jointly plan interventions for individuals</li> <li>✎ Pupil Equity Fund Team to share all planned interventions, and analysis of impact of all interventions, with all staff to inform next steps</li> </ul>	DHT All staff	Aug 20- June 21	Formative & Summative Assessment information ERC Tracking Database SSNA Data BGE Dashboard SEEMIS information Education Endowment Foundation Sutton Trust Regional Improvement Collaborative	Professional dialogue Learning Visits Pupil dialogue  Pre and post Staff survey on confidence in analysing data
<p><b>Moderation and Tracking</b> Staff have a shared understanding of descriptors making progress, working towards, and progressing well</p>	<ul style="list-style-type: none"> <li>✎ Revisit terminology in light of revised system (Joe McCaig) for tracking</li> <li>✎ Trial the new tracking tool on SEEMiS</li> <li>✎ Class teachers use the Tracking database to further develop and enhance their analysis of data (giving full consideration to ethnicity, EAL, ASN, and SIMD)</li> <li>✎ Seek opportunities to share and learn from good practice in raising attainment across the authority and with colleagues in the West Partnership</li> </ul>	DHT, ICT Co-ordinator All staff QIO	Sept 20	ERC Tracking database QIO Staff presentation	Increased confidence in staff accessing data base and more detailed discussions at target setting meetings.
Children's progress is tracked across all curricular areas	<ul style="list-style-type: none"> <li>✎ Careful consideration of curriculum delivery depending on balance between home and school learning</li> <li>✎ Reintroduce online forward planning using OneNote</li> <li>✎ Trial online assessment tool</li> </ul>	DHT	Aug 20 -21	Microsoft/ Google	Termly planning meeting Professional dialogue



				Examples from other establishments  Cluster Learning Pathways  ERC Pathways	
<p><b>Impact of Pupil Equity Fund</b> PEF Interventions are sustainable over time and result in improved outcomes for pupils</p>	<ul style="list-style-type: none"> <li>✎ Review of allocation of Pupil Equity Fund – update rationale file for inclusion of pupils based on combination of FSM, SIMD and knowledge of families (not tick box or ‘automatic’ intervention without requirement)</li> <li>✎ Increase outdoor learning opportunities and ensure spread across all stages</li> <li>✎ Continue to implement procedures for tracking pupil attendance and late-coming and ensuring specific interventions depending on unique circumstances of families</li> <li>✎ Journey of targets outlined and mapped over time – SMART → Long-term outcome (chronology)</li> <li>✎ Further engage with research pertaining to successful longer term interventions which have proven successful in similar contexts and incorporate into CLPL programme</li> <li>✎ Extend family engagement to ensure continuity of support between school and home (sustainable for child, not only within school)</li> </ul>	DHT, PT Outdoor learning team	Aug – June 21	PEF Funding Outdoor learning area	Identify 2 additional staff members to lead in outdoor learning.

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