

EAST RENFREWSHIRE COUNCIL

EDUCATION COMMITTEE

4 October 2018

Report by Director of Education

EDUCATION SCOTLAND REPORT ON ST MARK'S PRIMARY SCHOOL

**PURPOSE OF REPORT**

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

**RECOMMENDATIONS**

2. Elected members are asked to:

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

**BACKGROUND**

3. St Mark's Primary School was inspected by a team from Education Scotland in June 2018. 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 September 2018 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 school places much importance on the professional learning of staff. This includes providing staff with leadership opportunities to enable them to contribute fully to the life of the school. This is beginning to lead to improved experiences and outcomes for children.

- The school has been successful in using a wide range of strategies to encourage parental engagement and to support the needs of families sensitively.
- Children are achieving well in the school and are benefitting from the many varied experiences which staff and partners are providing for them.

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, '*The headteacher and other senior leaders, in collaboration with partners, have established and developed a strong and caring community of learning and faith*'.

8. The inspection team identified three areas for improvement:

- Improve the consistency of high-quality learning and teaching to ensure that all children are given the best opportunity to achieve;
- Extend the range of approaches for assessment so that children can apply and demonstrate their learning more effectively; and,
- Use self-evaluation evidence more systematically throughout the school to drive forward improvement which leads to better outcomes, including raised attainment, for children.

9. Appendix 2 of this paper includes the school's action plan to address the agreed areas for improvement. The Quality Improvement Service will work closely with the school and leadership team to support its implementation.

10. The letter to parents/carers and more detailed summarised inspection findings are available on the Education Scotland website.

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

12. 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 and elected members.

## **FINANCE AND EFFICIENCY**

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

## **RECOMMENDATIONS**

14. Elected members are asked to:

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

Mhairi Shaw  
Director of Education  
4 October 2018

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 Mark's Primary School, September 2018
2. St Mark's Primary School Action Plan

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11 September 2018

Dear Parent/Carer

In June 2018, a team of inspectors from Education Scotland visited St. Mark's Primary School in East Renfrewshire Council. 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 headteacher and other senior leaders, in collaboration with partners, have established and developed a strong and caring community of learning and faith. This is supported by a clear vision, values and aims which are embedded into the life of the school and understood and articulated by children.
- The school places much importance on the professional learning of staff. This includes providing staff with leadership opportunities to enable them to contribute fully to the life of the school. This is beginning to lead to improved experiences and outcomes for children.
- The school has been successful in using a wide range of strategies to encourage parental engagement and to support the needs of families sensitively.
- Children are achieving well in the school and are benefitting from the many varied experiences which staff and partners are providing for them.

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

- Improve the consistency of high-quality learning and teaching to ensure that all children are given the best opportunity to achieve.
- Extend the range of approaches to assessment so that children can apply and demonstrate their learning more effectively.
- Use self-evaluation evidence more systematically throughout the school to drive forward improvement which leads to better outcomes, including raised attainment, for children.

We gathered evidence to enable us to evaluate the schools 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 Mark'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 [How good is our school? \(4<sup>th</sup> edition\)](#), [Appendix 3: The six-point scale](#).

A more detailed document called Summarised Inspection Findings will be available on the Education Scotland website at <https://education.gov.scot/inspection-reports/east-renfrewshire/8621225>.







### 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.

Celia McArthur  
HM Inspector

## St Mark's Primary School Action Plan following Education Inspection

Area for Improvement	Improve the consistency of high-quality learning and teaching to ensure that all children are given the best opportunity to achieve.				
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>✎ Introduce revised Quality Assurance arrangements</li> <li>✎ Introduce online forward planning including Cluster learning pathways</li> <li>✎ HGIOS 4 challenge questions used during Professional Dialogue meetings to ensure consistency and high expectations</li> </ul>	<p>HT PT 3</p> <p>LT &amp; CTs</p>	<p>In-service 1 Termly</p> <p>Termly</p>	<p>Quality Assurance Calendar OneNote Online Forward Plans Professional Dialogue paperwork</p>	<p>Professional dialogue Learning Visits Pupil dialogue Online forward plans</p>
<p><b>CLPL</b> An ethos of professional engagement and collegiate working leading to continuous improvement in learning and teaching and improved outcomes for learners.</p>	<ul style="list-style-type: none"> <li>✎ Continue with a weekly calendar of focussed CLPL and professional dialogue sessions for all staff</li> <li>✎ NCCT to be timetabled in order that stage partners have a double block at the same time allowing for professional dialogue and joint planning</li> <li>✎ Staff Website used by all staff to share practice re Online Forward Plans, Class Blogs and resources</li> </ul>	<p>LT/CTs &amp; other Professionals DHT</p> <p>PT 3</p>	<p>Weekly</p>	<p>Calendars: Assembly Focus, Staff/Stage Mtgs, Fortnightly Focus NCCT timetable Staff Website Online Forward Plans Class Blogs</p>	<p>Staff Evaluations Learning Visits Pupil Dialogue</p>
<p><b>Literacy and English: Reading</b> Improved teacher confidence and competence in teaching Literacy and English.</p> <p>All staff have high aspirations for all learners. Increased pace and challenge in children's learning impacts positively on attainment.</p> <p>An increase in the overall number of learners achieving targets in reading, writing and talking and listening.</p> <p>Approaches to skills development are consistent and effective.</p>	<ul style="list-style-type: none"> <li>✎ Share ERC Literacy Strategy and deliver CLPL on the teaching of reading. Staff to lead CLPL sessions.</li> <li>✎ Share and implement ERC's revised Literacy and English frameworks</li> <li>✎ Implement Early Years Tracking Database</li> <li>✎ Identify P1 pupils who are not able to start formal phonics teaching and provide appropriate targeted support</li> <li>✎ Enhance experiences by further developing approaches to learning and teaching using digital technologies, Learning Buddies and First News</li> <li>✎ Ensure that provocations used in P1 and P2 stimulate interest, curiosity and investigation</li> <li>✎ Support staff to develop a deeper understanding of how children learn and develop, including development of phonological awareness and reading recovery strategies</li> <li>✎ Continue to develop physical literacy opportunities to ensure literacy experiences are firmly embedded in children's play experiences both indoors and outdoors</li> <li>✎ Develop a progressive programme of skills to develop Knowledge About Language from Early to Third Level</li> </ul>	<p>PT 3</p> <p>PT 3</p> <p>DHT/P1 Staff DHT/ SfL</p> <p>ICT Coordinator PT3</p> <p>P1/2 CTs</p> <p>DHT/Early Years Literacy Team Playful Pedagogy WG Term 1</p> <p>PT 3</p>	<p>In-service 2</p> <p>In-service 2</p> <p>Term 1 August</p> <p>From September</p> <p>From August</p> <p>Term 1 Homework WG</p> <p>Term 1</p>	<p><a href="#">ERC Literacy Strategy</a></p> <p>Literacy &amp; English Frameworks</p> <p><a href="#">First News</a> Education City <a href="#">ERC Literacy Strategy</a> <a href="#">CLPL materials</a> <a href="#">Muddy Movers Into Reading – Phonological Awareness</a> Teacher's Toolkit</p> <p>Ed Pax</p>	<p>Professional dialogue Learning visits Pupil dialogue Work scrutiny Assessment data CfE judgements</p>
<p><b>Numeracy and Mathematics</b> Approaches to skills development are consistent and effective.</p> <p>All staff have high aspirations for all learners. Increased pace and challenge in children's learning impacts positively on attainment.</p>	<ul style="list-style-type: none"> <li>✎ Share ERC's Numeracy Strategy and deliver CLPL on the teaching of numeracy and mathematics. Staff to lead CLPL sessions</li> <li>✎ Share and implement ERC's revised numeracy and mathematics frameworks</li> <li>✎ Continue to develop physical literacy opportunities to ensure numeracy experiences are firmly embedded in children's play experiences both indoors and outdoors</li> <li>✎ Enhance experiences by further developing approaches to learning and teaching using digital technologies, Learning Buddies</li> </ul>	<p>PT 2</p> <p>PT 2 Maths Champion</p> <p>DHT/S Nelson</p> <p>ICT Coordinator</p>	<p>October In-service ERC</p> <p>Numeracy &amp; Maths CLPL Program</p> <p>From August</p> <p>From August</p>	<p>ERC Numeracy Strategy &amp; Framework ERC CLPL St Luke's Cluster Common Language and Methodology <a href="#">Making Maths Count</a> Teacher's Toolkit</p> <p>Education City</p>	<p>Professional dialogue Learning visits Pupil dialogue Online Forward Plans Assessment data CfE judgements Feedback from Parents/ Carers</p>

Increased attainment of 2% for learners in SIMD 1-4.	<p>and concrete materials</p> <ul style="list-style-type: none"> <li> Participate in Scottish Maths Week</li> <li> Provide additional support for identified P7 pupils from SLHS numeracy &amp; mathematics teacher</li> <li> Family Learning – provide a Pizza Maths event for every level</li> </ul>	P7 Class Teachers PT2 & SLHS PT 2, Maths Champ	September From Sept  From August		
'Playful pedagogy' approaches are underpinned by rigorous planning and moderation to ensure that the learning is focused and purposeful and that children can talk confidently about their learning.	<ul style="list-style-type: none"> <li> Ensure forward plans are detailed and lead to brisk pace, adequate differentiation and challenge for all learners</li> <li> Seek opportunities for staff to share and learn from good practice in playful pedagogy across the authority and with colleagues in West Partnership</li> <li> Create opportunities for P1/2 staff to collaborate and share learning and teaching strategies to better support pupils transitioning to P2</li> </ul>	Leadership Team/Class Teachers DHT/P1 & 2 Staff DHT/P1 & 2 Staff	Termly (3)  Term 1  Term 1	Online Forward Planners	Completed forward plans, Professional dialogue & Tracking Mtgs



Area for Improvement Impact and Outcomes	Extend the range of approaches to assessment so that children can apply and demonstrate their learning more effectively.				
	Action	Personnel	Timescale	Resources	Monitoring & Evaluation
<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.	Involve pupils more in planning and leading learning including: <ul style="list-style-type: none"> <li>✎ Big picture/ child led planning</li> <li>✎ Planning homework</li> <li>✎ Development of Golden Time, Lunch Time Clubs and House Afternoons</li> <li>✎ Participation in learning visits</li> <li>✎ Learning Buddies (Reading and Numeracy)</li> <li>✎ Pupil Committees</li> </ul>	PT 3  PT 3 PT2/LL/ House Captains Leadership Team PT 3 All	August Inservice T1 WG Term 1  Termly Term 1 Weekly Monthly	<a href="#">Learner Participation in Educational Settings 3-18</a>	Pupil dialogue Professional dialogue Parent/ Carer dialogue at Coffee and Chat events Pupil Committee displays
<b>Assessment</b> Ensure assessment is an integral part of learning and teaching.	Provide staff CLPL on: <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>✎ Effective Feedback</li> <li>✎ Formative Assessment</li> <li>✎ Self and Peer Assessment</li> </ul>	J Andrews CT CT CT CT CT	August Inservice Assembly Focus	<a href="#">ERC AifL Workshops</a>  <a href="#">Teaching and Learning Communities</a>	Learning visits Jotters/ Work scrutiny Pupil dialogue
<b>IDL and Pedagogical Developments</b> Improved approaches to inter-disciplinary learning. Enhanced learning experiences for children and young people.  Holistic assessments are an integral part of learning and teaching and allow children to demonstrate the breadth, challenge and application of their learning.	<ul style="list-style-type: none"> <li>✎ Provide staff CLPL on inter-disciplinary learning, including practical, progressive steps for successful implementation</li> <li>✎ Further CLPL through the use of Building the Learning Power (BLP) online tool</li> <li>✎ Create an IDL planning and assessment format</li> <li>✎ Staff work across stages to ensure progression of skills within IDL activities</li> <li>✎ Staff to further develop their understanding of National Benchmarks and use these to inform holistic assessment judgments.</li> </ul>	ERC EDO PT 3 LT  PT 1 PT1  PT1	Staff Mtg T1 Staff Mtg T1 Staff Mtg T1 Staff Mtg T1	<a href="#">BtC 3 CfE Briefing Document 4 and 11</a>  <a href="#">National Improvement Hub</a>	Monitoring of IDL planners Pupil dialogue Displays Work scrutiny Professional dialogue
<b>Assessment and Moderation</b> Further moderation work ensures consistency in teacher judgements of pupil progress.	<ul style="list-style-type: none"> <li>✎ Moderation Facilitators and DHT lead and participate in further moderation opportunities within school, cluster authority and West Partnership</li> <li>✎ Provide further CLPL for Moderation Facilitators</li> </ul>	DHT and MF Jaclyn Andrews (ERC)	Term 1 Nov & Jan February 2019	<a href="#">National Improvement Hub</a>  <a href="#">NAR and LAR</a>  <a href="#">Moderation Cycle</a>	Evaluation of planning Professional dialogue Staff feedback Tracking/Target setting meetings/minutes

