

EAST RENFREWSHIRE COUNCILEDUCATION COMMITTEEThursday 30 March 2017Report by Director of EducationEDUCATION SCOTLAND REPORT ON SPRINGHILL AND AUCHENBACK PRIMARY SCHOOL**PURPOSE OF REPORT**

1. To inform elected members of the report by Education Scotland on Springhill and Auchenback Primary School.

RECOMMENDATIONS

2. Elected members are asked to:
- a) note and comment on the contents of the Education Scotland report on Springhill and Auchenback Primary School; and,
 - b) approve the school's action plan to address the agreed areas for improvement and instruct the Director of Education to bring a report on the school's progress in March 2018.

BACKGROUND

3. Springhill and Auchenback Primary School was inspected by a team from Education Scotland in December 2016. 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 new self-evaluation framework *How Good is our School?* (4th edition).

4. This is the first East Renfrewshire establishment to be inspected under the new self-evaluation framework; under the new arrangements Education Scotland evaluate four quality indicators and provide a short report which details the strengths and areas for improvement.

5. The report was published in February 2017 and is attached as Appendix 1. It has been issued to staff, parents, local elected members and the Convener for Education and Equalities.

REPORT

6. In assessing the indicators of quality in the school Education Scotland found three aspects of the work to be satisfactory, i.e. Leadership of change, Learning, teaching and assessment and Raising attainment and achievement. Ensuring wellbeing, equality and inclusion was judged to be good. The evaluations are included in Appendix 1.

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

- Staff maintaining a strong caring atmosphere across the school during a period of instability.
- Staff have strong positive relationships with children and as a result children are happy and feel safe in school. Staff are responsive to children's social and emotional needs and all children are included fully in the life of the school.
- Staff provided a range of experiences to improve children's wellbeing. They provide a variety of out of school learning and opportunities for all children to participate in school life.

8. The evaluations made by Education Scotland reflect the increased expectations nationally. The department is pleased that the leadership of the fairly recently appointed Head Teacher was noted as one of the school's strengths in the letter to parents/carers, "*The current headteacher has now provided stability and is well placed to bring about change and improvement*".

9. The inspection team agreed with the school and Education Department three areas for improvement:

- Staff should work together to share effective practice across the school to ensure high quality learning and teaching in all lessons.
- Raise attainment of all learners.
- Provide clearer leadership and direction to ensure rigorous and robust approaches to tracking and monitoring the work of the school. Given that the school now has a more stable leadership team, the time is now right to increase the pace of change.

10. 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.

11. The letter to parents/carers and the 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 Springhill and Auchenback Primary School.

13. The Quality Improvement Service will revisit the school within 12 months of the date of publication to review the impact of the school's action plan in addressing the agreed areas for improvement and to provide a progress report to parents and elected members.

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 Springhill and Auchenback Primary School; and,
 - b) approve the school's action plan to address the agreed areas for improvement and instruct the Director of Education to bring a report on the school's progress in March 2018.

Mhairi Shaw
Director of Education
30 March 2017

Convener Contact Details

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Background Papers

1. Education Scotland report on Springhill and Auchenback Primary School, February 2017

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7 February 2017

Dear Parent/Carer

In December a team of inspectors from Education Scotland visited Springhill and Auchenback Primary School. During our visit, we talked to parents/carers and young people 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:

- Staff have maintained a strong caring atmosphere across the school during a period of instability over a number of years where leadership of the school has been subject to a number of changes. The current headteacher has now provided stability and is well placed to bring about change and improvement.
- Staff have strong positive relationships with children and as a result children are happy and feel safe in school. Staff are responsive to children's social and emotional needs and all children are included fully in the life of the school.
- Staff provided a range of experiences to improve children's wellbeing. They provide a variety of out-of-school learning and opportunities for all children to participate in school life.

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

- Staff should work together to share effective practice across the school to ensure high quality learning and teaching in all lessons.
- Raise attainment of all learners.
- Provide clearer leadership and direction to ensure rigorous and robust approaches to tracking and monitoring the work of the school. Given that the school now has a more stable leadership team, the time is now right to increase the pace of change.

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 Springhill and Auchenback Primary School

Leadership of change	Satisfactory
Learning, teaching and assessment	Satisfactory
Raising attainment and achievement	Satisfactory
Ensuring wellbeing, equality and inclusion	Good

The letter and a more detailed summarised inspection findings will be available on the Education Scotland website at <https://education.gov.scot/reports/east-renfrewshire/8621322>.

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.

Sadie Cushley
HM Inspector

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

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<p>Children will be able to talk about their learning and the skills they are developing</p> <p>Children will develop their skills progressively, building on prior learning</p> <p>An increase in partnership working to develop employability skills</p>	<p>QI 2.2 Learning Pathways/ QI 2.3 Effective Use of Assessment/ QI 3.2 Attainment over time</p> <ul style="list-style-type: none"> • Staff will work with Cluster colleagues to create skills progression pathways for Literacy and English initially and then other curricular areas • Staff will complete Curriculum Maps for all curricular subjects at Early, First and Second levels • Provide more opportunities including e-portfolios for children to develop skills for learning, life and work 	<p>Barrhead Cluster Teaching staff (PS) Cluster HTs (PS)</p>	<p>Feb inset Session 2017/2018</p> <p>Term 4</p> <p>May Collegiate session</p> <p>Sessions 2017/2018 2018/2019</p>	<p>CfE Benchmarks (L&E) Skills Pathway template ERC Skills framework Meetings with St Luke's Cluster HTs</p> <p>Audit of reading resources/ approaches Big Writing CLPL</p>	<p>Evaluation by Cluster HTs and teaching staff Tracking Meetings/ Tracking database</p> <p>Cluster teaching staff</p> <p>ERC Schools/ St Blane's PS Glasgow</p> <p>SLT class visits Pupil dialogue</p> <p>Pupil/ Teacher dialogue</p> <p>Staff Meeting Minutes</p> <p>Audit results Guidance for consistent approaches in all classes P1-P7</p>
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Area for Improvement	Raise attainment for all learners.				
Impact & Outcomes	Action	Personnel	Timescale	Resources	Monitoring & Evaluation
<p>Improvement in monitoring, target setting and tracking ensures learning and teaching supports pupils' progress</p> <p>Learning experiences are more challenging and differentiated to meet learners' needs</p> <p>Children can clearly articulate their strengths and development needs as individual learners</p> <p>Children will make very good progress from their prior levels of attainment</p> <p>High expectations and ambition for all pupils</p> <p>Staff are confident in their professional judgements about how well children are attaining</p> <p>Assessment information is more valid, reliable and relevant</p> <p>Assessment will be an integral element to planning of learning and teaching</p> <p>Staff make greater use of assessment information</p> <p>All staff have a clear understanding of the attainment gap in the school and take forward strategies to</p>	<p>QI 3.2 Attainment in literacy and numeracy/ attainment over time/ Equity for all learners</p> <ul style="list-style-type: none"> Ensure a consistent approach to target setting and tracking Analyse and track attainment and set demanding targets through monitoring arrangements and professional dialogue with staff on pace, challenge and pupil progress Include pace, challenge and differentiation on agenda for all peer visits and self-evaluation activities <p>QI 2.3 Quality of teaching/ Effective use of assessment/ Planning, tracking and monitoring</p> <ul style="list-style-type: none"> Develop a manageable whole school approach to assessment which takes account of teacher workload Provide professional learning for staff on integrated approaches to planning and assessment Staff will increase their knowledge of CfE benchmarks and use these along with the ERC skills frameworks and cluster curriculum pathways to assess and inform progress Provide regular opportunities for staff to take part in moderation in and outwith school 	<p>SLT (with QIO support)</p> <p>SLT & Teaching staff</p> <p>SLT</p> <p>Staff team</p> <p>SLT</p> <p>All teaching staff</p> <p>SLT & teaching staff</p> <p>SLT</p>	<p>Feb 2017 onwards</p> <p>Feb 2017 onwards</p> <p>Feb 2017 onwards</p> <p>March 2017 onwards</p> <p>From Feb 17</p> <p>From Feb 17</p> <p>ERC Inset 10.2.17 On-going from April 17</p> <p>From March 2017</p>	<p>Tracking database</p> <p>Assessment evidence</p> <p>EMIS data</p> <p>Collegiate time</p> <p>Collegiate time, CPD budget, cover as required</p> <p>Collegiate time 35 hours' professional development time</p> <p>Collegiate time Cluster calendar</p> <p>EMIS data Tracking database</p>	<p>Teacher judgements</p> <p>Professional dialogue</p> <p>Peer visit feedback – updated formats</p> <p>Assessment data and evidence.</p> <p>Planning & Assessment formats</p> <p>Impact of moderation activity</p>

<p>address this for identified groups</p> <p>Staff use data to inform their planning and ensure they provide a range of activities which meet the identified needs of pupils</p> <p>Staff are engaged with the process of change and improvement and regularly reflect and plan for career long professional learning and continual improvement of their pedagogical practice</p> <p>An improvement in standardised tests scores at P3, P5 and P7</p> <p>Attainment in period 2015-18 exceeds the school's 3-year target for pupils in P1, P4, P7: Reading:70% Writing: 70% Maths: 72%</p>	<ul style="list-style-type: none"> Support staff to analyse performance data including standardised test results and teacher judgements with a focus on identifying areas for improvement Provide professional learning with a focus on improving children's skills in reading, writing and mathematics Support staff to engage with relevant research and professional reading to improve outcomes in literacy and numeracy Provide children with access to school library at home Audit children's home/ school reading experiences to identify gaps in provision to begin home/ school link programme with identified parent 	<p>SLT</p> <p>SLT</p> <p>SLT & teaching staff</p> <p>SLT</p>	<p>From April 2017</p> <p>From April 2017</p> <p>From April 2017</p> <p>From February 2017</p>	<p>Collegiate time CPD Budget CLPL Calendar Big Writing Purchase of books CLPL on Professional Enquiry Library books & bags</p> <p>Survey/ focus groups</p>	<p>Children's experiences</p> <p>Attainment data</p> <p>Impact of library – children's views, family learning</p> <p>Standardised test data</p> <p>CFE judgements</p>
<p>Children's skills are tracked, recognised, celebrated and developed</p> <p>Pupils will have more opportunities to increase their achievements through active participation in the school and local community</p>	<p>3.2 Overall quality of learners' achievement</p> <ul style="list-style-type: none"> Provide more opportunities for children and parents to share achievements Office staff will input data of pupils' achievements electronically Analyse achievement data twice a year (increasing to 3 times) and identify pupils to target for support SLT, Active Schools Coordinator and teaching staff will investigate ways to increase participation and skills pathways for achievements through studying a whole school tiered approach 	<p>All staff</p> <p>Admin staff</p> <p>Parental Involvement Co-ordinator</p> <p>SLT & Active schools co-ordinator and teaching staff</p>	<p>Ongoing</p> <p>On-going</p> <p>Twice a year 2017-2018 3x year 2018-2019</p>	<p>Click & Go</p> <p>Management time</p> <p>Visit/liaise with St Michael's PS, Dumfries</p>	<p>Analysis of wider achievement data.</p>

Area for Improvement	Provide clear leadership and direction to ensure rigorous and robust approaches to tracking and monitoring the work of the school. Given that the school now has a more stable leadership team, the time is now right to increase the pace of change.				
Impact & Outcomes	Action	Personnel	Timescale	Resources	Monitoring & Evaluation
<p>Quality assurance practices will be robust and provide more accurate evidence of the schools strengths and areas of development</p> <p>Improved outcomes for learners</p> <p>An increase in the pace of change</p> <p>All staff are committed to and involved in the process of change and improving outcomes for learners</p> <p>Children demonstrate increased leadership skills</p> <p>All stakeholders are involved in school improvement</p>	<p>QI 1.3 Developing a shared vision, values and aims relevant to the school and its community/ QI 2.3 Effective use of assessment</p> <ul style="list-style-type: none"> Revise and improve quality assurance activities and implement a regular monitoring system to ensure high quality learning experiences for all HT and SLT monitor progress of school improvement plans and manage the pace change effectively Negotiate the current and future working time agreement with Union Representatives and staff to ensure that appropriate time is given to essential areas of development outlined by Education Scotland Ensure that the actions for school improvements are implemented consistently throughout the school; are given time to embed; and are monitored and evaluated Ensure that all staff have clear and consistent understanding of the standards from HGIOS 4 Provide opportunities for distributed leadership in taking forward improvement Provide children with more leadership and decision making opportunities Involve parents, children and staff in evaluating progress and in determining future school improvement priorities 	<p>SLT</p> <p>HT/SLT</p> <p>Teaching staff/ Union Rep</p> <p>SLT All staff</p> <p>SLT All staff</p> <p>SLT All staff</p> <p>SLT All staff</p> <p>HT/SLT</p>	<p>Jan – June '17 2017-2018 2018-2019</p> <p>Jan 2017 June 2017</p> <p>Jan – June '17 2017-2018 2018-2019</p> <p>Ongoing</p> <p>Jan- June 2017</p> <p>2016/17 & 2017/2018 ongoing</p>	<p>Management time Collegiate time</p> <p>Union Meeting and meetings with Union rep and HT</p> <p>Management time Collegiate time</p> <p>SLT Meetings</p>	<p>Records form Working parties</p> <p>Minutes form SLT Meetings</p> <p>Working time agreements for session 2016/17, 2017/18 and 2018/19</p> <p>CLPL records PRD records</p> <p>Working group minutes Teachers comments Teacher questionnaire QA – Learning and teaching visits</p> <p>Children's views</p> <p>Parental surveys and focus groups</p>

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