

REPORT TO: SCRUTINY COMMITTEE - 13 JUNE 2012

**REPORT ON: SS PETER AND PAUL'S PRIMARY SCHOOL
EDUCATION SCOTLAND FOLLOW- THROUGH INSPECTION**

REPORT BY: DIRECTOR OF EDUCATION

REPORT NO: 229- 2012

1.0 PURPOSE OF REPORT

1.1 The purpose of this paper is to report on the findings of Education Scotland from a follow through inspection at SS Peter and Paul's Primary School in February 2012. The report was published in April 2012.

2.0 RECOMMENDATIONS

2.1 It is recommended that the Scrutiny Committee:

- i. notes the contents of this report; and
- ii. instructs the Director of Education to continue to support the school.

3.0 FINANCIAL IMPLICATIONS

3.1 There are no financial implications arising from this report.

4.0 MAIN TEXT

4.1 SS Peter and Paul's Primary School was originally inspected by HMIE in November 2010, and had published their findings in December 2010. The report was placed before the Scrutiny Committee April 2011 (report no. 211-2011 refers).

4.2 The findings from the 2010 inspection report indicated that a follow through inspection should be undertaken within one year. This would allow HMIE an opportunity to see how the school had addressed those areas for improvement which had been identified.

4.3 The follow through inspection was undertaken by an inspector from Education Scotland in February 2012.

4.4 Quality Indicators

4.4.1 HMIE uses a six-point scale for reporting performance:

excellent	outstanding, sector leading
very good	major strengths
good	important strengths with some areas for improvement
satisfactory	strengths just outweigh weaknesses
weak	important weaknesses
unsatisfactory	major weaknesses

4.5 The 2010 inspection

4.5.1 The 2010 inspection had identified the following strengths of the school:

- Confident, friendly children who respect and care for each other
- Staff teamwork and their commitment to the care and well-being of all children
- Positive links with the local community to enhance children's citizenship skills.

4.5.2 The following areas for improvement had been agreed with the school and education authority:

- Improve the curriculum by using *Curriculum for Excellence*
- Improve learning by increasing challenge and giving children better opportunities to take responsibility for their own learning
- Improve self-evaluation so that it has a more effective impact on children's learning and achievement
- Review the remits of the senior management team to focus directly on improving learning and achievement.

4.5.3 The following quality evaluations were given at the 2010 inspection:

Quality Indicator	
Improvements in performance	Satisfactory
Learners' experiences	Satisfactory
Meeting learning needs	Satisfactory
The curriculum	Weak
Improvement through self-evaluation	Weak

4.5.4 Following the inspection in 2010 the headteacher and staff worked collaboratively with local authority personnel to make appropriate changes which ensured that all pupils would receive an improved level of educational experience. The headteacher retired from the school in August 2011 when a new headteacher took up post.

4.6 The 2012 follow through inspection

4.6.1 The February 2012 follow through inspection found that the school had made considerable progress since the original inspection. The follow through report focussed on three specific areas:

- How well do children learn and achieve?
- How well does the school support children to develop and learn?
- How well does the school improve the quality of its work?

4.6.2 Education Scotland does not report their findings using the six-point scale at follow through inspections. However, key text in the report demonstrates improvements achieved by the school since the 2010 inspection. These include:

- Children now learn and achieve well.
- The quality of children's extended writing has improved.
- The school works well with the local community and has made several productive links.
- Children now have a much clearer understanding of what teachers expect of them.

- Class teachers work more closely in partnership with support for learning staff to identify and support children who benefit from additional help, including more able children.
- Staff, parents and children are very positive about improvements being made under the leadership of the new senior management team.
- The new headteacher has introduced a number of successful approaches to involving staff in developing and evaluating the work of the school.
- Staff now have a clear vision of how the school should continue to improve.

5.0 POLICY IMPLICATIONS

- 5.1 This report has been screened for any implications in respect of sustainability, strategic environment assessment, anti-poverty and equality impact assessment and risk management. There are no major issues.

6.0 CONSULTATION

- 6.1 This report has been subject to consultation with the Chief Executive, the Director of Corporate Services and the Head of Democratic and Legal Services.

7.0 BACKGROUND PAPERS

- 7.1 The following Background Paper was relied upon in preparation of this report:
- A Report by Her Majesty's Inspectorate of Education of SS Peter and Paul's Primary School
 - The follow through report by Education Scotland on SS Peter and Paul's Primary School.

Michael Wood
Director of Education

28 May 2012

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24 April 2012

Dear Parent/Carer

SS Peter and Paul's RC Primary School Dundee City Council

In December 2010, HM Inspectors published a letter on your child's school. Recently, as you may know, we visited the school again. During our visit, we talked to children and worked closely with the headteacher and staff. We heard from the headteacher and other staff how the school has continued to improve. We looked at particular areas that had been identified in November 2010 and at aspects of the school's work, as proposed by the headteacher. As a result, we were able to find out how well children are now learning and achieving and how the school is continuing to support them to do their best. This letter sets out what we found.

How well do children learn and achieve?

Children now learn and achieve well. The school environment has improved and is now calmer and more purposeful. Children are enthusiastic learners and are keen to do well. Teachers now plan lessons which are interesting and challenging, and meet the needs of children better. Through learning walls, teachers share with children an outline of what they will learn over a term. Children are developing skills in working together on tasks and in sharing responsibilities within the group. Children are attaining well in English language and mathematics. They are developing appropriate skills in listening and talking. Most enjoy reading and write well for a range of purposes. The quality of children's extended writing has improved. In mathematics, most children show confidence in mental and written calculations. They use computers well to create graphs in their mathematics and numeracy work. At all stages, children are proud of their wider achievements which are celebrated well in school. They are developing a good awareness of enterprise. For example, children in P4/5 have raised funds and worked successfully with a budget to make hampers. Members of the school choir are developing good skills in performance. They raised money for charity through singing in a shopping centre. Children continue to learn about Scottish culture through finding out about Robert Burns and taking part in the Scottish Country Dance Festival. Across the school, children benefit from a range of out-of-class activities such as football, hockey and judo. The school works well with the local community and has made several productive links. Children have a number of opportunities to take on responsibility through, for example, being buddies or through the house system and well-organised pupil council.

¹ This is a service for deaf users. Please do not use this number for voice calls as this will not connect.

How well does the school support children to develop and learn?

The school continues to develop more effective approaches to meeting the needs of all children. Children now have a much clearer understanding of what their teachers expect of them. This has resulted in improvements in their learning and behaviour. The pace of learning has improved. Through setting targets and reviewing their own progress, children have a better understanding of their own progress and of themselves as learners. Class teachers work more closely in partnership with support for learning staff to identify and

support children who benefit from additional help, including more able children. The school should continue with plans to develop personal learning planning for children. Staff provide a very high level of pastoral care and support the range of learning, emotional and behavioural needs of children in their classes well. Arrangements for school lunches are managed better, resulting in a calmer lunchtime experience for children. Communication within the school and with parents has improved. This is appreciated by staff and parents. Staff have continued to deepen their understanding of Curriculum for Excellence and provide children with a broad and balanced curriculum. They are now planning successfully in line with Curriculum for Excellence. Staff are aware that they now need to continue with plans to develop the curriculum further. Parents are very supportive of the school and contribute in a range of ways such as making book bags for children at P1.

How well does the school improve the quality of its work?

Staff, parents and children are very positive about improvements being made under the leadership of the new senior management team. The new headteacher has introduced a number of successful approaches to involving staff in developing and evaluating the work of the school. As a result, staff now work very well as a team. They have taken on aspects of leadership through participating in working parties designed to develop the curriculum. They have observed one another teaching and learned from this. Staff feel well supported now. They are confident that under the direction of the headteacher, they will work together to continue to deliver positive learning experiences for children. The headteacher and depute headteacher monitor the work of the school effectively and give very useful feedback to staff. The school is monitoring children's progress more successfully. The headteacher and staff are aware that they now need to ensure that these approaches to school improvement become fully embedded in their work.

What happens next?

The school has made considerable progress since the original inspection. Staff now have a clear vision of how the school should continue to improve. Teachers have improved how they meet the needs of children, improved the curriculum and how the school improves its work. We are confident that with the strong leadership of the headteacher, the teamwork of staff and continuing support from the education authority, the school will improve further. As a result, we will make no further visits in relation to this inspection.

Alan Urquhart
HM Inspector

Please contact us if you want to know how to get the report in a different format, for example, in a translation. You can contact us at enquiries@educationscotland.gsi.gov.uk or write to us at BMCT, Education Scotland, Denholm House, Almondvale Business Park, Almondvale Way, Livingston EH54 6GA.

If you want to give us feedback or make a complaint about our work, please contact 01506 600200, or write to us at the above address or e-mail:

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