

REPORT TO: SCRUTINY COMMITTEE – WEDNESDAY 14 FEBRUARY 2018

REPORT ON: EDUCATION SCOTLAND (HMI) INSPECTION OF OUR LADY’S RC PRIMARY SCHOOL

REPORT BY: EXECUTIVE DIRECTOR OF CHILDREN AND FAMILIES SERVICE

REPORT NO: 53-2018

1.0 PURPOSE OF REPORT

1.1 The purpose of this paper is to report on the findings of Education Scotland (HMI) following an inspection at Our Lady’s RC Primary School.

2.0 RECOMMENDATIONS

2.1 It is recommended that the Scrutiny Committee:

- i) notes the contents of this report; and
- ii) instructs the Chief Education Officer to monitor progress towards meeting the areas for improvement contained in the report.

3.0 FINANCIAL IMPLICATIONS

3.1 None.

4.0 MAIN TEXT

4.1 Our Lady’s RC Primary School was inspected by Education Scotland (HMI) in October 2017. They published a report on their findings on 12 December 2017. At the time of the inspection 167 children were on the primary school roll.

4.2 The inspection team identified the following key strengths of the school:

- The Head Teacher’s effective leadership of change, her success in developing teamwork and the positive relationships she has established with the wider school community.
- The school’s success in creating a warm and welcoming environment where everyone feels included and valued.
- The staff team’s generosity in leading a wide range of learning opportunities that motivate and engage learners.
- The school’s effectiveness in working together with partners to help children lead healthier lives and develop skills for learning, life and work.
- The personalised support provided to children enabling them to succeed.

4.3 The following areas for improvement were agreed with the school and Dundee City Council:

- Develop a framework of assessment to support teachers’ professional judgements.
- Continue to develop rigour in the school’s approaches to self-evaluation leading to raising attainment.

4.4 Education Scotland (HMI) reports using a six-point scale for reporting performance:

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

4.5 The following quality evaluations were given at this inspection:

Quality Indicator	Our Lady's RC PS
1.3 Leadership of change	Good
2.3 Learning, teaching and assessment	Good
3.1 Ensuring wellbeing, equality and inclusion	Good
3.2 Raising attainment and achievement	Satisfactory

A summary of ratings from Our Lady's RC Primary School previous extended review conducted in March 2015 are available for perusal within the Scrutiny Committee Report Summary Notes within this report.

4.6 HMI were confident that the school has the capacity to continue to improve and are confident that the school's self-evaluation processes are leading to improvements. so will make no more visits in connection with this inspection. Dundee City Council will inform parents/carers about the school's progress as part of its arrangements for reporting on the quality of its schools.

4.7 The Education Manager and the Education Officer will continue to monitor the progress and identify appropriate professional learning opportunities and support as required particularly in the use of data to inform improvement activity.

4.8 Our Lady's RC Primary School's School Improvement Plan (2017-2018) already includes a focus on the identified areas for improvement. These will be regularly reviewed, monitored and evaluated in line with both the school and the local authority's quality improvement calendars. The attached appendix gives an analysis of the report and outlines improvements made to date.

4.9 Planned school improvement activity building on the identified school's strengths and addressing the areas for development include:

- Interventions to raise pupil attainment in literacy and numeracy
- Develop staff capacity in moderation of planning, learning, teaching and assessment
- Improve tracking and monitoring of progress in Literacy and Numeracy
- Improve skills for learning, life and work.

- 4.10 The Children and Families Service regularly analyse the results of inspections and internal Quality Assurance procedures to identify areas for support and work closely with Education Scotland to deliver appropriate professional learning for staff at all levels to ensure continuous improvement.
- 4.11 As part of the Children and Families Service School Improvement Framework visits are made to the school by the school's link Education Officers to monitor the school's progress towards the action points raised by the inspection. In support of such activity, a team of officers from the Children and Families Service will undertake a one-day Continuing Support Visit to the school in August 2018 to evaluate the school's progress.

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 Council Management Team.

7.0 BACKGROUND PAPERS

- 7.1 None.

PAUL CLANCY
Executive Director of Children and Families Service

February 2018

Dundee City Council
Children and Families Service
Scrutiny Committee Report Summary Notes
Inspection and Reporting

Inspection Agency	HMI
Report Publication Date	12 December 2017
Name of Establishment	Our Lady's RC Primary School
Sector	Primary
Name of Head Teacher	Mrs Ali Curran
Roll	167

Inspection Outcomes 2017

Quality Indicator	Primary	Nursery	Secondary
1.3	Good		
2.3	Good		
3.1	Good		
3.2	Satisfactory		

The report uses the following word scale:

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

Extended Review Outcomes 2015

Quality Indicator	Primary	Nursery	Secondary
1.1 Improvements in Performance	Good		
2.1 Learners' Experiences	Good		
5.3 Meeting Learning Needs	Good		
5.1 The Curriculum	Satisfactory		
5.9 Improvement Through Self-Evaluation	Good		

The extended review uses the following word scale:

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

Inspection Outcomes 2017

Key Strengths
The headteacher's effective leadership of change, her success in developing teamwork and the positive relationships she has established with the wider school community.
The school's success in creating a warm and welcoming environment where everyone feels included and valued.
The staff team's generosity in leading a wide range of learning opportunities that motivate and engage learners.
The school's effectiveness in working together with partners to help children lead healthier lives and develop skills for learning, life and work.
The personalised support provided to children enabling them to succeed.

Areas for Improvement and Action
Develop a framework of assessment to support teachers' professional judgements.
Continue to develop rigour in the school's approaches to self-evaluation leading to raising attainment.

Analysis of Report
<p>The School Improvement Plan 2017/18 reflects ongoing areas for improvement and action and provides a clear strategic focus for school improvement. The findings of the HMI Inspection are being taken into account for this coming session. The report reflects the evidence gathered to inform our priorities and our identified areas for improvement.</p> <p>1.3 Leadership of change</p> <p>HMI identified that leadership of change is a strong feature in ensuring the school's approaches to continuous improvement result in positive outcomes for children. Staff are ambitious for the children and work well together to create a stimulating and nurturing learning environment. A strong feature of the school are its values, which are based on the Catholic Faith. There is a clear vision demonstrated and owned by staff that outlines partnerships and respect as a key feature. The pace of change has been judged well and has ensured that the school's vision accurately reflects its growing diversity and multi-cultural context. A key feature of the school is the value placed upon respect for and understanding of other cultures. The Leadership Team have clearly defined roles and remits. Attendance has improved and there have been no exclusions with a strong emphasis placed on support for learning and inclusion. Pupils are actively involved in the life of the school and in its future. Quality assurance processes and activities are in place and carried out by a staff team who are committed to self-improvement. Staff take active leadership roles that have led to improvements. Staff and partners promote and support innovation within the school and in the local community.</p> <p>The key actions being taken forward are:</p> <ul style="list-style-type: none">Increasing consultation with parents and community partners re The VisionChildren setting personal goals for their learningEnsuring Benchmarks are used to inform planning, teaching and assessmentRaising attainment through monitoring & evaluating teacher judgement of CfE LevelsLooking outwards to learn from and share good practiceEvaluating the impact of Pupil Equity Fund

In relation to these actions, the school has already refocused collegiate time to work together as a school community to address the points HMI have identified. For example, working groups have been established to formulate an action plan and moderation events have been planned with Cluster colleagues.

2.3 Learning, teaching and assessment

HMI found that the school has a very positive ethos for learning, supported by staff who show a clear commitment to children's welfare and development. The pupils at Our Lady's are happy in class and show confidence in themselves. Children are motivated and readily engaged in their learning experiences. Children's views are sought through planned activities including Pupil Council and United Nations Council. Overall the quality of teaching is good and staff use a range of positive strategies to support the wide range of learner's needs.

The key actions being taken forward are:

Further developing the level of challenge experienced by children in numeracy and mathematics

Involving children more in evaluating the school's work

Developing staff capacity for high quality learning and teaching

Delivering Assessment is for Learning Career Long Professional Learning with a particular focus on questioning and feedback

In relation to these actions, work had already begun within this area. The school is now taking steps to develop this further by building capacity amongst staff and pupils in Assessment is For Learning strategies. In addition a range of professional learning opportunities including professional reading, research and evidence based learning are being shared across the school community.

2.2 Learning Pathways

HMI found evidence of clear learning pathways in literacy and numeracy. The school uses its location within the City Centre as a valuable resource, providing relevant and interesting contexts to support learning and teaching. The school has very positive relationships with a wide range of partners which enhances the experiences for children.

The key actions being taken forward are

Revisiting the Curriculum Rationale to ensure it reflects the design principles and uniqueness of the school's context

Take forward ICT plans to enhance learning through digital technology

In relation to these actions, it is planned, with the move to the new Campus, that the Curriculum Rationale will be a central focus for getting the learning right for every child. There have been a number of creative and innovative ways of developing digital learning in the current school but the building has limited some ICT prospects. However, there will be many exciting opportunities to explore learning through digital technology in the new Campus.

2.7 Partnerships

The staff team are well respected within the community. A variety of media is used to share information. Barriers are broken for those who have English as an Additional Language to support learning and communication. Staff are committed to improving parental engagement. The move to the new Campus will allow opportunities for partnerships to be developed further.

2.1 Safeguarding

Expectations were met and there were no identified areas for development

3.1 Ensuring wellbeing, equality and inclusion

The school aims have a strong focus on promoting a love of learning, an inclusive environment and a respect for people of all beliefs. The school has developed a respectful and inclusive culture which values individual children and encourages them to be “confident, connected and lifelong learners”. Wellbeing indicators are used to identify areas of development and to create personalised action plans for pupils. A wide range of partners support the learning experiences and early indications are that they are having a positive impact. Support staff are well trained and motivated to help learners to engage meaningfully with their learning activities

The key actions being taken forward are:

Evaluation of ongoing projects/partnerships

Planning to be streamlined to reduce levels of bureaucracy

In relation to these actions, this was identified as a key strength of the school and this is always the starting point of any planned improvements. With an imminent change in staffing, and the move to the new Campus, the Head Teacher is ensuring there is a strong focus to ensure continuity and further improvements in service delivery.

3.2 Raising attainment and achievement

The majority of children achieved expected levels in literacy across the school. The majority of children achieved appropriate levels of attainment in numeracy. Staff are committed to recognising barriers to learning and minimizing their impact.

Attainment in Literacy

Most P1 pupils are secure in Early Level Reading, Writing, Listening and Talking. Pupils with additional support needs in P1 are making very good progress or better and receive appropriate and effective targeted support. Most pupils in P4 are secure in First Level Reading and Writing and all are secure in First Level Listening and Talking. Most pupils in P7 are secure in Second Level Reading and Writing. Pupils with additional support needs in P7 are making very good progress or better and receive appropriate and effective targeted support. Most pupils in P7 are secure in Second Level Listening and Talking with the rest secure in First Level.

Attainment in Numeracy

Almost all pupils in P1 are secure in Early level numeracy. The majority of pupils in P4 are secure in First Level numeracy. All are secure in Early Level. Most pupils in P7 are secure in Second Level numeracy.

The key actions being taken forward are

Further work in developing robust teacher judgements is required, particularly at the first and second level

Further embed the learning pathways being developed

In relation to these actions, through the allocation of the Pupil Equity Fund, the school is resourcing programmes and interventions identified to close the attainment gap, with a particular focus on literacy, numeracy and health and wellbeing.

2.4 Personalised Support

All learners are included within their mainstream class. Children with disability, health issues or social and emotional needs benefit from well matched and individualised support. Staff work collaboratively to support children and reduce barriers to learning by sharing information in a variety of forums. The school works successfully with a wide range of partners to remove barriers to learning and provide an inclusive learning environment.

HMI are confident that the school has the capacity to continue to improve and will make no more visits in connection with this inspection.

Signed



Paul Clancy, Executive Director of Children and Families Service



Audrey May, Head of Service (Chief Education Officer)

Ali Curran, Head Teacher, Our Lady's RC PS

12 December 2017

Dear Parent/Carer

In October 2017 a team of inspectors from Education Scotland visited Our Lady's RC 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 headteacher's effective leadership of change, her success in developing teamwork and the positive relationships she has established with the wider school community.
- The school's success in creating a warm and welcoming environment where everyone feels included and valued.
- The staff team's generosity in leading a wide range of learning opportunities that motivate and engage learners.
- The school's effectiveness in working together with partners to help children lead healthier lives and develop skills for learning, life and work.
- The personalised support provided to children enabling them to succeed.

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

- Develop a framework of assessment to support teachers' professional judgements.
- Continue to develop rigour in the school's approaches to self-evaluation leading to raising attainment.

We gathered evidence to enable us to evaluate some quality indicators from [How good is our school? \(4th edition\)](#). Quality indicators help schools, education 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 evaluations of quality indicators to keep track of how well Scottish schools are doing.

Here are Education Scotland's evaluations for Our Lady's RC Primary School

Quality indicators	Evaluation
Leadership of change	good
Learning, teaching and assessment	good
Raising attainment and achievement	satisfactory
Ensuring wellbeing, equality and inclusion	good
Descriptions of the evaluations are available from How good is our school? (4th 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/dundee-city/5326826>

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

Susan Gow
HM Inspector