

Report

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Report to:	Clydesdale Area Committee
Date of Meeting:	29 November 2016
Report by:	Executive Director (Education Resources)

Subject:	Education Scotland Report - Forth Primary School and Nursery Class
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1. Purpose of Report

1.1. The purpose of the report is to:-

- ◆ advise of the outcome of the inspection of Forth Primary School and Nursery Class by Education Scotland

2. Recommendation(s)

2.1 The Committee is asked to approve the following recommendation(s):-

- (1) that the Education Scotland report on Forth Primary School and Nursery Class be noted.

3. Background

3.1 HMle initially undertook an inspection of the quality of educational provision within Forth Primary School and Nursery Class in December 2014 and the report was published in February 2015. As part of their continuing engagement, there was a subsequent follow-up visit to the school in May 2016 and this report was published on 23 August 2016.

3.2 The inspection team observed lessons, spoke with pupils, parents and staff. The report that was published tells you about the quality of education at the school and how children benefit from learning there.

4. Findings of HM Inspectors

4.1 Particular strengths of the school:-

- ◆ overall, considerable progress has been made since the initial inspection visit. Since joining the school in February, the Acting Headteacher has provided strong strategic leadership for the school and has worked effectively with the staff team to ensure a shared understanding of what needs to be improved and how to achieve this. Staff have worked together with children and parents to create a clear vision and set of values which set out what the school wants to achieve for its children. Staff are now more confident in supporting each other to improve aspects of their teaching. There is now another Acting Headteacher in place who is continuing to take forward this action plan

- ◆ the children are proud of their achievements and show a positive and respectful attitude. The recent introduction of a positive behaviour system, with a focus on 'rights based learning' has improved the learning environment in the classrooms. Older children speak positively about new approaches when talking about their learning. Children are more involved with decisions made about the school through the pupil voice committees that have been established. Across the school, children are aware of their learning targets in literacy, numeracy and health and wellbeing. Children now have better opportunities to apply their writing skills across the curriculum
- ◆ nursery staff have made very positive progress in developing the outdoor area and children now have free access to resources to explore and use in creative ways. They have greater opportunities to make more choices during their play and are now more able to develop their early reading, writing and number skills through increased experiences available in the playroom. Children have increased experiences in using technology and they now have more regular opportunities to take part in early science experiences
- ◆ across the school, staff have begun to develop a rationale for the curriculum. They have worked well together to create an improved programme for the development of social studies and to improve their approaches to teaching health and wellbeing. As a result, children now have a greater understanding of how the choices they make impact on their own health and wellbeing. Across all classes, staff share the purposes of lessons with children and they work well independently and in groups to complete learning tasks. Staff have worked well to improve their approaches to transition at all stages so that they can more effectively build on what children already know
- ◆ parents are pleased with the improved communication from the school and nursery and overall, the majority of parents feel that their views are sought by the school and that they are taken into account

4.2 Areas for further development:-

- ◆ with clear guidance from the Acting Headteacher staff will continue to work closely together to further develop the curriculum, track children's progress in learning and develop self-evaluation processes
- ◆ staff will continue to develop and improve approaches to self evaluation with a view to securing further improvements to the overall provision
- ◆ the Headteacher will ensure that the action plan is implemented effectively
- ◆ although notable improvements have been made, HMIe will re-visit the school to evaluate further progress within one year of the publication of the letter

5. Employee Implications

5.1. None.

6. Financial Implications

6.1. None.

7. Other Implications

7.1. There are no direct risks associated with this report which is provided for information only.

7.2. There are no significant sustainability issues in connection with the recommendations contained within this report.

8. Equality Impact Assessment and Consultation Arrangements

- 8.1. There is no requirement to carry out an impact assessment in terms of the proposals contained within this report.
- 8.2 The content of Education Scotland reports are shared with parents and discussed at Parent Council meetings.

Jim Gilhooly
Executive Director (Education Resources)

15 November 2016

Link(s) to Council Values/Objectives

- ◆ Raise educational achievement and attainment
- ◆ Increase involvement in lifelong learning
- ◆ Protect vulnerable children, young people and adults
- ◆ Improve and maintain health and increase physical activity

Previous References

- ◆ Clydesdale Area Committee, 24 March 2015

List of Background Papers

- ◆ Education Scotland report of Forth Primary School dated 23 August 2016

Contact for Further Information

If you would like to inspect the background papers or want further information, please contact:-

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