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<b>Report To:</b>	<b>Education &amp; Communities Committee</b>	<b>Date:</b>	<b>07 March 2017</b>
<b>Report By:</b>	<b>Corporate Director Education, Communities and Organisational Development</b>	<b>Report No:</b>	<b>EDUCOM/20/17/WB</b>
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<b>Subject:</b>	<b>Follow up Progress Report following Education Scotland Visit to Craigmarnoch School</b>		

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## **1.0 PURPOSE**

- 1.1 The purpose of this report is to provide an update to the Education & Communities Committee on progress made since the inspection of Craigmarnoch School in March 2016.
- 1.2 Craigmarnoch School received a positive but mixed report from Education Scotland. Quality framework "How Good is Our School 3?" was used in this inspection. In the indicators of quality one aspect was judged to be "good", two aspects "satisfactory" and two aspects "weak".

## **2.0 SUMMARY**

- 2.1 Craigmarnoch has a newly appointed Senior Management Team in place.

Due to the long term absence of one of the Depute Head Teachers, three temporary Acting Principal Teachers have been appointed.

- 2.2 The school has an action plan in place to ensure that areas identified as needing improvement are being progressed. The school is working with Quality Improvement Officers from the Authority to take forward developments.

## **3.0 RECOMMENDATIONS**

- 3.1 It is recommended that the Education & Communities Committee note the progress made since the time of the report.
- 3.2 It is recommended that the Education & Communities Committee note that a further report on progress will be brought to the Education & Communities Committee in September 2017.

**Wilma Bain**  
**Corporate Director**  
**Education, Communities & Organisational Development**

## 4.0 BACKGROUND

- 4.1 The report was published on 17 May 2016. It has been issued to staff, parents, local elected members, the Convener and Vice-Convener for Education & Communities.

Craigmarloch School was inspected under the evaluation framework “How Good is Our School 3?”

In assessing the indicators of quality, Education Scotland found one aspect of the school to be “good”, two aspects “satisfactory” and two aspects “weak”.

- 1.1 Improvement in Performance                      satisfactory
- 2.1 Learners’ Experience                              good
- 5.1 Curriculum    weak
- 5.3 Meeting Learners Needs                          satisfactory
- 5.9 Self Evaluation                                        weak

The report listed three particular strengths of the school:

- Well behaved, enthusiastic children and young people and the positive relationships they have with staff
- Therapeutic programmes and their impact on helping children and young people improve their health and wellbeing
- The purpose built learning environment which provides appropriate space and resources to support learning

The report listed four main areas for improvement:

- Improve attainment and achievement in literacy and numeracy
- Improve pace and challenge in learning
- Develop the curriculum to allow children and young people to make better progress in their learning
- Improve approaches to self-evaluation and ensure these lead to improved outcomes for children and young people

Education Scotland’s Area Lead Officer has been linking with Inverclyde Council to monitor ongoing support for the school. The Authority was asked to report on progress made within twelve months.

- 4.2 A new Head Teacher and Depute Head Teacher were appointed following the retirement of the Head Teacher and the Depute Head Teacher at the end of June 2016. They took up posts from August 2016. An Acting Principal Teacher was appointed and took up post in August 2016.

Following the illness and absence of the remaining Depute Head Teacher, as a temporary measure it was decided to appoint a further two Acting Principal Teachers ( making three in total ) rather than one Acting Depute.

- 4.3 Both the Head Teacher and Depute Teacher have visited other Additional Support Needs establishments in other authorities to look at structures, curriculum models and to share appropriate self-evaluation activities for ASN schools. In addition, Craigmarloch staff have welcomed teachers from other similar schools and are working on moderation activities together. This will ensure that consistency and standards are improved for children and young people.

### 4.4 **Improve attainment and achievement in literacy and numeracy**

The school is working together as a community to develop, promote and sustain an aspirational vision for the curriculum. This will take account of learners’ entitlements, the four capacities and reflect the uniqueness of the Craigmarloch setting.

Attainment levels in literacy and numeracy are a central feature of the school's priorities for improvement

A working group has been set up to lead and improve attainment and achievement in literacy across the school. This is being led by an Acting Principal Teacher. The PT has met with the Attainment Challenge Officer to discuss methodologies and resources being used in Attainment Challenge Schools. Active literacy is being implemented across the Broad General Education (P1 – S3) and an online reading scheme has been evaluated for use across the school. Further liaison has been carried out with mainstream primary and secondary staff.

In numeracy a working group has been set up to take a close look at learning in numeracy. This is being led by an Acting PT with support from a Quality Improvement Officer. For both literacy and numeracy, the school is looking at expertise from the Attainment Challenge and colleagues in mainstream primary and secondary. The school has purchased new resources in consultation with the authority. Staff are working on their teacher judgements in literacy and numeracy in both the Broad General Education and Senior Phase and have been actively involved in Moderation training using Education Scotland's Understanding Moderation Materials.

The school has ensured that the Parent Council and wider parent body are advised of developments to support learning in literacy and numeracy. Family learning has been added to a PT remit and families have been invited to respond to a questionnaire with feedback collected. The school has shared findings with the parent body. There is an established weekly Makaton (Sign Language) Group which is attended by 7 families at present. The group meet weekly with the sessions personalised to ensure that the Makaton used supports the family situation. The Makaton trainer has also been asked to support the family of 3 year old child within Inverclyde. Parents have found this to be very supportive and helps them communicate better with their children.

The school intends to introduce a Parents' Group where the intention is to meet monthly with an identified focus facilitated by speakers on a range of topics including advice from Social work on direct payments, Barnardos, CEOP advice, SPRED group and other topics that parents suggest.

#### **4.5 Improve pace and challenge in learning**

The new senior managers are aware that pace and challenge across the school needed to be addressed quickly. They have established a Quality Calendar and have agreed planned visits to each classroom together with opportunities for discussion with each teacher about planning. This will ensure that the needs of all children and young people are considered and met. This had led to an improved culture of professional engagement, collegiate working and self-reflection. A tracking system has been put in place to support continuous progress for learners across the curriculum and at points of transition. A range of data and information about learners is being gathered to monitor and track attainment and achievement of all learners. Senior leaders are committed to developing this further. This will lead to continuous improvement in learning and teaching and improved outcomes for all learners.

#### **4.6 Develop the curriculum to allow children and young people to make better progress in their learning**

Senior managers are committed to ensuring that the highest possible standards and success for all learners are achieved. Both teachers and parents have been consulted on the curriculum model for Craigmarloch with focus on the structure of both the primary and secondary departments. The school has increased distributed leadership opportunities with teachers leading developments in a range of areas. Communication Passports have been developed. These inform any staff member working with a pupil of the best possible approach in which to communicate. GIRFEC Profiling has been improved further. This supports pupil learning by ensuring that those working with the

children and young people have a clear understanding of individual strengths and areas where further support is required. The National 1+2 languages Policy is being taken forward in Primaries 6 and 7. Children are enjoying learning to speak French. This initiative will be extended to younger children in line with other mainstream primary schools.

There is increased involvement with partners to support senior pupils from the MCMC team and Community Learning and Development. Colleagues from CLD have established a programme for young people with severe and complex learning needs. This is proving to be very supportive and is improving transitions beyond school.

Partnerships with Inverclyde Adult resources have been strengthened. A group of senior pupils attend the McPherson Centre to work on a Community Gardening Project. This develops lifeskills and is leading to improved choices and opportunities for young people. As a result young people are more responsive and engaged.

In the senior phase there are an increased number of pupils accessing the Port Glasgow Campus for a range of classes including:

- S1 pupil accessing science in Port Glasgow High School.
- S2 Pupil accessing PE, Maths and Science
- 1 S5 pupil accessing Technical in St Stephens at Nat 5
- 1 S5 pupil accessing Chemistry at Nat 5 and Maths Nat 5 in Port Glasgow High School
- 2 S6 pupils accessing Art in St Stephens at N4
- 1 S4 pupil accessing Hospitality at N3 in Port Glasgow High School
- 1 S5 pupil accessing Craigmarloch from St Stephens for Home Economics

In addition Senior pupils in Port Glasgow High School pupils are leading paired reading with S1 Craigmarloch pupils. Craigmarloch pupils are also taking part in an S1 induction programme in both Port Glasgow and St Stephen's High Schools.

Liaison between the Craigmarloch Depute Head Teacher and St Stephen's PT Learning Support has developed. This has increased opportunities for young people across the Campus and is supporting the warm shared ethos. An example of this is that staff from all three schools have volunteered to work together to support Downs Syndrome Awareness Day. Staff have also worked together to support Industry Day. This has improved staff awareness and confidence and has led to more purposeful, relevant activities and social events for pupils.

Craigmarloch pupils are accessing the boys' group and the girls' group in St Stephen's High School. Further discussion is underway about the possibility of National 3 Maths and Language groups for both Craigmarloch and St Stephen's pupils being established in the near future. A Makaton group has been established for the Campus pupils. Pupils across the Campus have joined together for a residential premiership football experience trip.

#### **4.7 Improve approaches to self-evaluation and ensure these lead to improved outcomes for children and young people**

The Head Teacher has a shared vision for continuous improvement. The school will continually reflect on and develop practice by ensuring that self-evaluation processes are robust. The new self-evaluation toolkit, "How good is our school 4?" is central to the work of the school. Strategies are being put in place to monitor and evaluate the impact of changes on outcomes for learners.

### **5.0 ADDITIONAL IMPROVEMENTS**

- 5.1 Work with parents is high on the school's agenda. A successful 'Meet the new SMT and teachers Event' was held recently. Plans to further develop work with the Parent

Council are underway. A range of fundraising activities have been organised. Parents of children and young people from ASN schools and bases across Inverclyde were invited to visit, which resulted in parents giving consideration to early transition to Craigmarloch.

There has been further development and implementation of an extended transition programme in partnership with staff and parents from All Saints' Communication and Language Base.

5.2 While the school has existing links with the Church of the Nazarene, the Head Teacher has met with David Gifford of St Mary Episcopal church to discuss input to school assemblies. The school is also supported by the Paisley Diocese and a Roman Catholic link has been established. Where appropriate pupils attend Mass each Monday. Pupils are making Confirmations at St Stephen's Oratory. A Friday Mass has been established for primary pupils in St Francis Primary School. Bishop John Keenan attended Confirmations and has plans to visit the school again in the near future.

5.3 School assemblies have been restructured and are focused on celebrating achievement. A reward system has been agreed after consultation with teachers, young people and parents.

The school took part in Greenock Festival with 19 of Primary pupils performing four musical items at the Inverclyde Music Festival Showcase. Primary pupils were asked back to perform during the final Awards Ceremony on the Saturday evening and ten 10 Secondary pupils performed as part of the PGHS Junior Orchestra on the Friday evening in the non-competitive category.

Pupil Voice has been further developed. Every child and young person is now a member of a group. For example, Road Safety, Eco and Fair Trade.

A further report on progress will be produced for the Education & Communities Committee meeting in September 2017.

## 6.0 IMPLICATIONS

### Finance

#### 6.1 Financial Implications

One off Costs

Cost Centre	Budget Heading	Budget Year	Proposed Spend this Report	Virement From	Other Comments
N/A					

Annually Recurring Costs/ (Savings)

Cost Centre	Budget Heading	With Effect from	Annual Net Impact	Virement From (if applicable)	Other Comments
N/A					

#### 6.2 Legal

N/A

#### 6.3 Human Resources

N/A

**6.4 Equalities**

There are /are no equality issues within this report. – **fill in as appropriate**

Has an Equality Impact Assessment been carried out?

	YES (see attached appendix)
✓	NO – This report does not introduce a new policy, function or strategy or recommend a change to an existing policy, function or strategy. Therefore, no Equality Impact Assessment is required.

**6.5 Repopulation**

N/A

**7.0 CONSULTATION**

7.1 N/A

**8.0 LIST OF BACKGROUND PAPERS**

8.1 N/A