
To: Education and Children's Services Policy Board

On: 12 March 2020

Report by: Director of Children's Services

Heading: Inspection of Mary Russell School

1. Summary

1.1 Mary Russell School was inspected by Education Scotland in September 2019 as part of a national sample of education. The letter to parents, published by Education Scotland on 21 January 2020 is attached as an appendix to this report. The letter to parents is also available from the Director of Children's Services or from the Education Scotland website: <https://education.gov.scot/>.

1.2 Education Scotland uses different models of inspection and at Mary Russell School the duration of the inspection was three days i.e. the short model. Inspectors assessed the school, with a focus on two quality indicators which were:

- learning, teaching and assessment
- raising attainment and achievement

1.3 This was a positive inspection which evaluated learning, teaching and assessment as 'good' and raising attainment and achievement as 'good'.

The letter to parents also identified four key strengths of the school. These were:

- The positive, supportive and inclusive culture at the school. Children and young people benefit from a calm, welcoming learning environment. Relationships between children and staff are positive and are based on mutual respect.

- The polite, confident children and young people who are happy, motivated and proud of their school.
- Improving children's and young people's wellbeing is a strong feature of the school's work. This is strengthened by effective partnership working with parents and partner agencies.
- The number and range of National Qualifications and wider awards achieved by young people in the senior phase. This is supporting young people to move on into further education, training or employment when they leave school

1.4 The letter to parents also identified two areas for improvement:

- Track children's and young people's progress and attainment more effectively. Ensure information on progress across all curriculum areas leads to planned learning at the appropriate level of difficulty.
- Provide more wider achievement opportunities for children in the primary classes.

1.5 Children's Services has an agreed set of procedures for responding to inspection reports. The school and the service will agree actions within the school improvement plan indicating how they will address the points for action in the report, and share this plan with parents. In addition, the school will be supported in its continued improvement by Children's Services staff.

2. Recommendations

2.1 Members of the Education and Children's Services Policy Board are asked to:

- note the key strengths and the areas for improvement in the Education Scotland report on Mary Russell School; and
- note the effort of the young people, parents/carers and staff for the continuing high quality work which is reflected in the inspection report.

3. Background

3.1 Education Scotland's letters to parents are published online by Education Scotland.

3.2 The report includes two recommendations for improvement. These will be addressed through the school's improvement plan, produced by the school and supported by Children's Services staff.

- 3.3 Progress on the school improvement plan will be monitored by Children's Services staff on a proportionate basis.
- 3.4 Children's Services welcomes the process of audit undertaken by Education Scotland as supportive to continuous improvement in Renfrewshire education establishments. The inspection report will be used by the school and the service in the context of supporting and developing the quality of educational provision.
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Implications of the Report

1. **Financial:** None
2. **HR & Organisational Development:** None
3. **Community/Council Planning**
 - Our Renfrewshire is thriving: high standards of education provision ensure that children and young people are given the best start in life so that they promote and contribute to a more prosperous, fairer society.
 - Our Renfrewshire is well – by providing an environment which encourages care, welfare and development, establishments play a crucial role in developing children and young people so that they become responsible citizens. The establishment's success in promoting wellbeing is evaluated as part of the inspection process.
4. **Legal:** None
5. **Property:** None
6. **Information Technology:** None
7. **Equality & Human Rights**

The Recommendations contained within this report have been assessed in relation to their impact on equalities and human rights. No negative impacts on equality groups or potential for infringement of individuals' human rights have been identified arising from the recommendations contained in the report because it is for noting only. If required following implementation, the actual impact of the recommendations and the mitigating actions will be reviewed and monitored, and the results of the assessment will be published on the Council's website.
8. **Health & Safety:** None
9. **Procurement:** None
10. **Risk:** None

11. **Privacy Impact:** None
12. **Cosla Policy Position:** Not applicable
13. **Climate Risk:** None.

List of Background Papers

None

*Children's Services
SB/KO
17/02/20*

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21 January 2020

Appendix

Dear Parent/Carer

In September 2019, a team of inspectors from Education Scotland visited Mary Russell 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 positive, supportive and inclusive culture at the school. Children and young people benefit from a calm, welcoming learning environment. Relationships between children and staff are positive and are based on mutual respect.
- The polite, confident children and young people who are happy, motivated and proud of their school.
- Improving children's and young people's wellbeing is a strong feature of the school's work. This is strengthened by effective partnership working with parents and partner agencies.
- The number and range of National Qualifications and wider awards achieved by young people in the senior phase. This is supporting young people to move on into further education, training or employment when they leave school.

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

- Track children's and young people's progress and attainment more effectively. Ensure information on progress across all curriculum areas leads to planned learning at the appropriate level of difficulty.
- Provide more wider achievement opportunities for children in the primary classes.

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

Here are Education Scotland's evaluations for Mary Russell School

Quality indicators	Evaluation
Learning, teaching and assessment	good
Raising attainment and achievement	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 (SIF) will be available on the Education Scotland website at:

<https://education.gov.scot/education-scotland/inspection-reports/reports-page/?id=4949>

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

Pamela Adamson
HM Inspector