REPORT TO: CHILDREN AND YOUNG PEOPLE’S SERVICES COMMITTEE ON 14 SEPTEMBER 2016

SUBJECT: EDUCATION SCOTLAND - SCHOOL INSPECTIONS (PUBLISHED REPORT JUNE 2016)

BY: CORPORATE DIRECTOR (EDUCATION AND SOCIAL CARE)

1. REASON FOR REPORT

1.1 The purpose of this report is to invite the Committee to scrutinise and note the outcomes of the most recently published reports on Moray schools following inspection by Education Scotland.

1.2 This report is submitted to Committee in terms of Section III C (1) of the Council's Scheme of Administrative relating to exercising the functions of the Council as Education Authority.

2. RECOMMENDATION

2.1 It is recommended that Committee scrutinises and notes the contents of this report.

3. BACKGROUND

3.1 Each year, Education Scotland inspects and reports on the quality of education in a sample of pre-school centres, primary schools and secondary schools. Inspections also contribute to National Performance Framework reporting.

3.2 During inspections, inspectors focus on the quality of children's learning and achievement. They evaluate the school's capacity to improve and answer the following questions.

- 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?

3.3 In providing answers to these questions, inspectors use a wide range of quality indicators from 'How Good Is Our School?', a performance framework for Scottish schools, which contains thirty quality indicators in total, to support evaluations and provide information on how the school can improve. While
graded evaluations are provided for five of the quality indicators it should be borne in mind that the inspection process focuses on more than these quality indicators.

3.4 Following inspection, Education Scotland publishes a report in the form of a letter to parents. The letter directly answers the three key questions above, provides strengths and aspects for development for the school and provides an overall statement about the quality of provision. The letter is normally published on the Education Scotland website within eight working weeks after the end of the inspection. It includes a link to other evidence from the inspection such as pre-inspection questionnaire findings, attainment information and Education Scotland’s evaluations of the five quality indicators. The quality indicator evaluations are not included in the letter to parents.

3.5 Milne’s Primary School was inspected jointly by Education Scotland and the Care Inspectorate in May 2016. The report was published by Education Scotland on 21 June 2016.

3.6 A summary of the findings of the Mine’s Primary inspection, along with the quality indicator evaluations are contained in Appendix 1. The report to parents can be viewed at: http://www.educationscotland.gov.uk/Images/Milne%27sPSIns210616_tcm4-876158.pdf

4. **SUMMARY OF IMPLICATIONS**

(a) **Moray 2026: A Plan for the Future and Moray Corporate Plan 2015 – 2017**

The contents of this report relate to Single Outcome Agreement Outcome 2 – ‘Ambitious and confident children and young people’ and the Education and Social Care Priority of ‘Improving learning and attainment’.

(b) **Policy and Legal**

This report relates to Section 66 of the Education (Scotland) Act 1980, which concerns the inspection of educational establishments.

(c) **Financial implications**

There are no financial implications arising directly from this report.

(d) **Risk Implications**

There are no risk implications arising directly from this report.

(e) **Staffing Implications**

There are no staffing implications arising directly from this report.
(f) Property
None.

(g) Equalities
An Equality Impact Assessment is not required as this report is to inform Committee on performance.

(h) Consultations
The Corporate Director (Education and Social Care); members of the Education and Social Care Senior Management Team; Deborah Brands, Principal Accountant; Margaret Forrest, Legal Services Manager; Grant Cruickshank, Human Resources Manager, Anne Duff, Acting Head Teacher, Milne’s Primary; Don Toonen, Equal Opportunities Officer and Caroline Howie, Committee Services Officer have been consulted on this report and agree with the sections of the report relating to their areas of responsibility.

5. CONCLUSION

5.1 That Committee scrutinises and notes the contents of this report.

Author of Report: Sheena Duffus, Quality Improvement Officer

Background Papers:
http://www.educationscotland.gov.uk/Images/Milne%27sPSIns210616_tcm4-876158.pdf

Ref:
Appendix 1

Inspection of Milne’s Primary School

Key Strengths

- Motivated, articulate children who are proud of their school and enjoy learning.
- Children’s achievements in sport, music and dancing.
- Use of the outdoors and local environment to enhance children’s learning across the primary stages.
- Caring staff who provide a supportive and engaging atmosphere for learning.

Areas for improvement

- Continue to develop the curriculum.
- Continue to develop approaches to assessing and tracking children’s learning to ensure all children make appropriate progress.
- Continue to develop children’s ability to understand their own progress and achievements.

Quality Indicator Evaluation*

<table>
<thead>
<tr>
<th>School</th>
<th>Improvements in performance</th>
<th>Learners’ experiences</th>
<th>Meeting learning needs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Improvements in performance</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Learners’ experiences</td>
<td>good</td>
<td></td>
<td></td>
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<tr>
<td>Meeting learning needs</td>
<td>satisfactory</td>
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<table>
<thead>
<tr>
<th>The curriculum</th>
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<tbody>
<tr>
<td>Improvement through self-evaluation</td>
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<table>
<thead>
<tr>
<th>Nursery Class</th>
<th>Improvements in performance</th>
<th>Children’s’ experiences</th>
<th>Meeting learning needs</th>
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<tbody>
<tr>
<td>Improvements in performance</td>
<td>satisfactory</td>
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<tr>
<td>Children’s’ experiences</td>
<td>satisfactory</td>
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</tr>
<tr>
<td>Meeting learning needs</td>
<td>satisfactory</td>
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*The quality indicator evaluations are categorised in levels which are explained below.
Level 6 'excellent' means outstanding, sector leading
Level 5 ‘very good’ means major strengths
Level 4 ‘good’ means important strengths with some areas for improvement
Level 3 ‘satisfactory’ means strengths just outweigh weaknesses
Level 2 ‘weak’ means important weaknesses
Level 1 ‘unsatisfactory’ means major weaknesses
Care Inspectorate’s Gradings for the Nursery Class

<table>
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<th>Quality of care and support</th>
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</tr>
<tr>
<td>Quality of staffing</td>
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</tr>
<tr>
<td>Quality of management and leadership</td>
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<thead>
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<th>Recommendations</th>
<th>Requirements</th>
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**Recommendation**

- The provider to update risk assessments with regards to the outside environment and the facilities within the nursery building. Timescale: 3 weeks from receipt of draft report.

This has been addressed by the school.

**Authority commentary on the inspection report**

We welcome this report which acknowledges the strengths of the school and sets a clear agenda for improvement. The staff are committed to improving the school and, under the leadership of the newly appointed head teacher, with support from the authority, will continue to make the necessary improvements.

Sheena Duffus, Quality Improvement Officer