



REPORT TO BANFF AND BUCHAN COMMITTEE – 20 AUGUST 2019

ABERCHIRDER SCHOOL SUPPORT

1 Recommendations

The Committee is recommended to:

- 1.1 consider and comment on the contents of this report.
- 1.2 endorse the Service's continuing efforts to support Aberchirder school in the Education Scotland inspection process and in the raising of standards of attainment and achievement in all aspects of school life.

2 Background / Discussion

2.1 In November 2018, HM inspectors visited Aberchirder School and published a letter of their findings. In May 2019 when the report regarding this visit was presented to committee, the elected members asked for a report outlining what support had been provided to Aberchirder School.

2.2 In the last five years Aberchirder School have had five Headteachers, both permanent and acting. There were a variety of reasons for this including retirement, promotion and maternity leave. The current Headteacher was appointed permanently in February 2018. Since then the staff and both the Headteacher and the Acting Headteacher have participated in a considerable amount of continuing professional learning including:

- Headteacher Induction sessions
- Unpacking of the core Quality Indicators
- School Improvement Planning
- Self-evaluation
- GIRFEC training including The Child's Plan and Multi-agency Meetings
- Using school data
- Attainment Review
- Moderation activity
- Curriculum review
- Professional Review and Development
- SCEL into Headship
- SCEL Excellence in Headship
- Tracking, monitoring and reporting
- Quality Assurance
- Classroom observations
- Preparation for Inspection

- 2.3 In March 2018 a Quality Improvement Conversation identified that the school required support with improvement planning and self-evaluation. Support sessions were organised for this. A Quality Improvement Visit was also planned for May 2018.
- 2.4 Three Quality Improvement Officers carried out a visit to Aberchirder School. During this visit they met with pupils, staff, parents and the Headteacher. They also visited classes, including the nursery, and reviewed paperwork. Following the visit additional officers worked with the school on a variety of developments including curricular rationale, self-evaluation and tracking and monitoring.
- 2.5 In September 2018 a number of Officers visited the school to work on reviewing attainment, quality assurance, preparing a scoping paper and learning and teaching.
- 2.6 In February 2019 a decision was made that Aberchirder School should have an Acting DHT, as an additionality, until summer 2019 to support the improvement agenda. Following a review of these arrangements in June 2019 it has been decided that this additional resource will continue to be deployed until summer 2020.
- 2.7 In the new session the original action plan will be reviewed and a new one will be developed dependant on the evaluation of how things have progressed. This plan will be developed by school staff and Quality Improvement Officers as Aberchirder School remains on our list of schools receiving intensive support.
- 2.8 HMIe are due to revisit the school very soon and following that visit a report of progress will be presented to elected members.
- 2.9 The Head of Finance and Monitoring Officer within Business Services have been consulted in the preparation of this report and had no comment to make and are satisfied that the report complies with the Scheme of Governance and relevant legislation.

3. Scheme of Governance

- 3.1 The Committee is able to consider and take a decision on this item in terms of Section B.1.2 of the List of Committee Powers in Part 2A of the Scheme of Governance as it relates to a matter of performance in relation to attainment and achievement which impacts on the Banff and Buchan Area.

4 Implications and Risk

- 4.1 An equality impact assessment is not required because the actions will not have a differential impact on any of the protected characteristics.
- 4.2 There are no staffing, financial or policy implications arising directly from this report. It is intended that any costs will be met from existing budgets.
- 4.3 The following Risks have been identified as relevant to this matter on a Strategic Level:

Learning, Teaching and Curriculum: We will improve learning and teaching and the quality of the curriculum in our schools, early years and other learning establishments to deliver better outcomes for learners.

Raising Attainment & Closing the Gap: We will take the evidence based approaches to raise levels of attainment and achievement and close the gap which sees children and young people living in relative deprivation attaining less well. This will involve raising the bar in terms of our expectations at every level, including the leadership and professionalism of our staff, and of what all our learners can achieve.

- 4.4 A Town Centre Impact Assessment has been considered but is not required as there will be no impact on any of the towns detailed within the Town Centre First Principle.

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Report prepared by Fiona Cruickshanks
1 August 2019

