

REPORT TO KINCARDINE AND MEARN'S AREA COMMITTEE – 3 OCTOBER 2017.

EDUCATION SCOTLAND INSPECTION, DURRIS PRIMARY SCHOOL

1 Recommendations

The Committee is recommended to:

- 1.1 Consider and comment on the contents of the report;**
- 1.2 Endorse the Service's continuing efforts in support of its school in the Education Scotland inspection process and in the raising of standards of attainment and achievement in all aspect of school life; and**
- 1.3 Agree to further reports on Education Scotland school inspections being presented**

2 Background / Discussion

2.1 Durris School was inspected in March 2016 as part of a national sample of primary education (Appendix 1 – Inspection Report)

2.2 The school inspection evaluated key aspects of the work of the school at all stages including:-

- Pupils' learning and achievements.
- The curriculum and meeting learning needs.
- How well staff work with others to support young people's learning.
- The extent to which staff and young people are actively involved in improving their school community.
- Expectations of all young people.
- The direction of the school.

2.3 As a result of the inspection, the Inspectors highlighted the following key strengths of Durris Primary School –

- The school's welcoming ethos.
- Confident and articulate children who benefit from a wide range of opportunities to achieve and contribute to the life of the school.
- Children's progress in literacy and numeracy.
- Positive support from parents in their children's learning.
- The commitment of staff in providing children with motivating learning experiences.
- The Head Teacher's vision for improvement and her commitment to raise children's attainment.

- 2.4 The inspection model is based on the school's own self-evaluation, and how this is used to focus on improving outcomes for young people. Over the course of the inspection process, the inspectors arrive at their own overall evaluations for the school in relation to the two Quality Indicators used in this new short inspection format. (Further details for the two Quality Indicators can be found in Appendix 2). In Durriss School, the Inspectors' evaluation was as follows:

Self-evaluation for self-improvement	Good
Raising attainment and achievement	Good

- 2.5 The Inspectors also identified a number of areas where they felt the school should focus in order to improve the quality of education. These were:
- To continue to develop the curriculum, ensuring appropriate arrangements for assessment.
 - To develop approaches for sharing good practice and for ensuring high-quality learning experiences for children in all curricular area.
 - To extend the positive approaches in tracking children's progress and achievement to wider aspects of children's learning.
- 2.6 The action plan to address these areas for improvement and to support the implementation of new approaches and practices is incorporated into the school improvement planning documents for session 2017-18.
- 2.7 The Head Teacher will provide parents/guardians with an update on progress in the implementation of the plan as part of its annual standards and quality reporting arrangement and through ongoing dialogue with the Parent Council.
- 2.8 The school is well supported by parents and the wider community and the school will involve and seek the views of all stakeholders in their improvement agenda. The report has been shared with parents.

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 Kincardine and Mearns 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 an evidence based approach 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.

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Director of Education and Children's Services

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Head Teacher
12/09/2016

APPENDIX 1



20 June 2017

Dear Parent/Carer

We are trying out some new approaches to inspection. You can find out about our engagement with stakeholders and the approaches we are trying out as a result at Future approaches to inspection and review on our website. The inspection of your school was carried out using one of our new approaches.

In March, a team of inspectors from Education Scotland visited your school for a total of two days. During our visit, we talked to parents/carers and children and worked closely with the headteacher and staff. We gathered evidence to enable us to evaluate aspects of the quality of leadership and children achievements.

The inspection team found the following strengths in the school's work:

- The school's welcoming ethos.

- Confident and articulate children who benefit from a wide range of opportunities to achieve and contribute to the life of the school.

- Children's progress in literacy and numeracy.

- Positive support from parents in their children's learning.

- The commitment of staff in providing children with motivating learning experiences.

- The headteacher's vision for improvement and her commitment to raise children's attainment.

The following areas for improvement were agreed with the headteacher and a representative from Aberdeenshire Council:

- To continue to develop the curriculum, ensuring appropriate arrangements for assessment.

- To develop approaches for sharing good practice and for ensuring high-quality learning experiences for children in all curricular areas.

- To extend the positive approaches in tracking children's progress and achievement to wider aspects of children's learning.

Quality indicators help schools, education authorities and inspectors to identify what is working well and what needs to be improved in the work of the school. You can find these quality indicators in the publication *How good is our school?* Following the inspection of each school, the Scottish Government gathers evaluations of quality indicators to keep track of how well Scottish schools are doing.

1How good is our school? (4th Edition) 2015 How good is our school? (fourth edition)

Here are Education Scotland's evaluations for Durriss School: QI 1.1 Self-evaluation for self-improvement	good
QI 3.2 Raising attainment and achievement	good
1.1 Self-evaluation for self-improvement	

**Appendix 2
Quality Indicator Explanations**

This indicator defines rigorous self-evaluation as a responsibility of all stakeholders. It highlights the importance of partnership approaches to self-evaluation and continuous improvement. It emphasizes the need for strong leadership and robust analysis of a range of intelligence and data as essential features of effective continuous self-improvement. A key factor in this indicator is demonstrating the impact of self-evaluation in relation to outcomes for all learners. Their active participation in self-evaluation is therefore essential. The themes are:

- Collaborative approaches to self-evaluation
- Analysis and evaluation of intelligence and data
- Ensuring impact on learners' successes and achievements

3.2 Raising attainment and achievement

This indicator focuses on the school's success in achieving the best possible outcomes for all learners. Success is measured in attainment across all areas of the curriculum and through the school's ability to demonstrate learners' achievements in relation to skills and attributes. Continuous improvement or sustained high standards over time is a key feature of this indicator. The themes are:

- Attainment in literacy and numeracy
- Attainment over time
- Overall quality of learners' achievement
- Equity for all learners.

