

REPORT TO GARIOCH AREA COMMITTEE – 21 NOVEMBER 2017

EDUCATION SCOTLAND INSPECTION, OLD RAYNE SCHOOL

1. Recommendations

The Committee is recommended to:-

1. consider and comment on the contents of this report;
2. endorse the Service's continuing efforts in support of its schools in the Education Scotland inspection process and in the raising of standards of attainment and achievement in all aspects of school life; and
3. agree to further reports of Education Scotland school inspections being presented.

2 Background / Discussion

- 2.1 In June 2017, HM Inspectors published a letter outlining the findings of their visit to Old Rayne School. (Appendix 1 – Inspection Report)
- 2.2 During the visit, they talked to parents/carers and young people and worked closely with the Head Teacher and staff. They gathered evidence to evaluate the quality of leadership and management, learning provision and children's success and achievements.
- 2.3 As a result of the inspection, the Inspectors highlighted the following key strengths of Old Rayne School:
 - High quality relationships based on mutual trust and respect.
 - Developing partnerships which are having a positive impact on children's learning.
 - Confident, articulate children who are proud to be at Old Rayne School.
 - The Head Teacher has gained the respect of the school community and is taking steps to improve the school.
- 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, in line with Curriculum for Excellence. Over the course of the inspection process the inspectors arrive at their own overall evaluations for the school in relation to core Quality Indicators. (Further details of the four Quality Indicators can be found in appendix 2) In Old Rayne School the inspectors' evaluation in June 2017 was as follows:

Old Rayne School: Core Quality Indicators Evaluations

Leadership of Change	Satisfactory
Learning, teaching and assessment	Satisfactory
Raising attainment and achievement	Satisfactory
Ensuring wellbeing, equality and inclusion	Satisfactory

- 2.5 The following areas for improvement were identified and discussed with the Head Teacher and a representative from Aberdeenshire Council:
- Continue to develop staff's understanding of Curriculum for Excellence benchmarks to support them in accurately measuring children's progress.
 - Improve learning and teaching to ensure children receive appropriate challenge and support, and meet their potential.
 - Further develop effective processes to support children with identified additional support needs.
 - Continue to develop leadership at all levels including giving children the opportunity to develop aspects of school life and lead their own 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/carers with an update on progress in the implementation of the plan as part of its annual standards and quality reporting arrangements and through ongoing dialogue with the Parent Council.
- 2.8 The inspectors are confident that the school has the capacity to continue to improve and so will make no more visits in connection with this inspection. Aberdeenshire Council will inform parents/carers about the school's progress as part of its arrangements for reporting on the quality of its schools.
- 2.9 The Head of Finance and Monitoring Officer within Business Services have been consulted in the preparation of this report 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 this report 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 attainment and achievement for Old Rayne School.

4. Equalities, Staffing and Financial Implications

APPENDIX 1



19 September 2017

Dear Parent/Carer

In June 2017, a team of inspectors from Education Scotland visited Old Rayne School. During our visit, we talked to parents/carers and children and worked closely with the headteacher and staff. We gathered evidence to evaluate the quality of leadership and management, learning provision and children's successes and achievements.

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

- High quality relationships based on mutual trust and respect.
- Developing partnerships which are having a positive impact on children's learning.
- Confident, articulate children who are proud to be at Old Rayne School.
- The headteacher has gained the respect of the school community and is taking steps to improve the school.

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

- Continue to develop staff's understanding of Curriculum for Excellence benchmarks to support them in accurately measuring children's progress.
- Improve learning and teaching to ensure children receive appropriate challenge and support, and meet their potential.
- Further develop effective processes to support children with identified additional support needs.
- Continue to develop leadership at all levels including giving children the opportunity to develop aspects of school life and lead their own learning.

APPENDIX 2

Quality Indicator Explanations

1.3 Leadership of change

This indicator focuses on collaborative leadership at all levels to develop a shared vision for change and improvement which is meaningful and relevant to the context of the school within its community. Planning for continuous improvement should be evidence-based and linked to effective self-evaluation. Senior leaders should ensure the need for change is well understood and that the pace of change is appropriate to ensure the desired positive impact for learners. The themes are:

Developing a shared vision, values and aims relevant to the school and its community

Strategic planning for continuous improvement

Implementing improvement and change

2.3 Learning, teaching and assessment

This indicator focuses on ensuring high-quality learning experiences for all children and young people. It highlights the importance of highly skilled staff who work with children, young people and others to ensure learning is motivating and meaningful. Effective use of assessment by staff and learners ensures children and young people maximise their successes and achievements. The themes are:

Learning and engagement

Quality of teaching

Effective use of assessment

Planning, tracking and monitoring

3.1 Ensuring wellbeing, equality and inclusion

This indicator focuses on the impact of the school's approach to wellbeing which underpins children and young people's ability to achieve success. It highlights the need for policies and practices to be well grounded in current legislation and a shared understanding of the value of every individual. A clear focus on ensuring wellbeing entitlements and protected characteristics supports all learners to maximise their successes and achievements. The themes are:

Wellbeing

Fulfilment of statutory duties

Inclusion and equality

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