



REPORT TO GARIOCH AREA COMMITTEE – 19 JUNE 2018

EDUCATION SCOTLAND INSPECTION – ST ANDREW'S SCHOOL, INVERURIE

1 Recommendations

The Committee is recommended to:

1. consider and comment on the contents of the report;
2. endorse the Service's efforts in support of its school 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 on Education Scotland school inspections being presented

2 Background / Discussion

- 2.1 St Andrew's School was inspected in February 2018 as part of a national sample of Special Education
- 2.2 The school inspection evaluated key aspects of the work of the school at all stages (Nursery, Primary and Secondary). They gathered evidence to evaluate:
 - Leadership of change
 - The curriculum
 - Engagement with parents
 - Inclusion and wellbeing
 - Raising achievement and attainment
- 2.3 As a result of the inspection, the Inspectors highlighted the following strengths of St Andrew's School
 - The school is welcoming and friendly. It provides a calm and peaceful learning environment where children and young people feel safe and valued. Children and young people are motivated to engage positively in learning and demonstrate pride in their school.
 - Staff are sensitive to the diverse needs of the children. They work collaboratively with partners to improve wellbeing.
 - Led by the Head Teacher, staff have positive nurturing relationships with children and parents based on mutual trust and respect.
 - The school's approach to learning in the outdoors and the local community.

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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 evaluation for the school in relation to the four Quality Indicators. In St Andrew's School, the inspectors' evaluation was as follows:

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

2.5 The following areas for improvement were identified and discussed with the Head Teacher and a Quality Improvement Officer from Aberdeenshire Council.

- The school should continue with plans to revise their vision, values and aims, taking better account of the school's unique setting. This will help to develop a shared vision for change and improvement
- The school needs to further develop its approaches to self-evaluation and improvement planning. Staff need to raise their expectations of what children and young people can achieve
- Continue to develop the curriculum across the school and nursery

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 refreshed school improvement plan going forwards into 2018/2019

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.

2.9 The Head of Finance and Monitoring Officer within Business Services have been consulted in the preparation of this and are satisfied that the report complies with the Scheme of Governance and relevant legislation. *The reference to consultation with the Monitoring Officers should be placed as the final paragraph of Section 2.*

3 Scheme of Governance

3.1 The Committee is able to consider 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 of St Andrew's School which is in the Garioch Area

4 Implications and Risk

- 4.1 An equality impact assessment is not required because the recommended actions will not have a differential impact on any of the protected characteristics.
- 4.2 There are no staffing and financial implications arising from this report
- 4.3 The following Risks have been identified as relevant to this matter on a Corporate Level: ACORP003, Workforce (attracting and retaining the right skills. [Corporate Risks Register](#)

The following risks have been identified as relevant to this matter on a Strategic level: ECSR002, Developing Excellence and Equality, ECSSR003, Embedding GIRFEC [Directorate Risks Register](#).

- 4.4 A Town Centre impact assessment is not required because there will be no impact on any of the towns detailed within the Town Centre First Principle.

Robert Driscoll
Acting Director of Education & Children's Services

Report prepared by Gina Drummond, Headteacher St Andrew's School, Inverurie
Date 31st May 2018

APPENDIX 1
EQUALITY IMPACT ASSESSMENT