

REPORT TO BANFF AND BUCHAN AREA COMMITTEE – 11 SEPTEMBER 2018

EDUCATION SCOTLAND INSPECTION – FRASERBURGH NORTH SCHOOL AND NURSERY

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 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

2 Background / Discussion

- 2.1 In June 2018, Education Scotland published a letter outlining their findings of their visit to Fraserburgh North School and Nursery in April 2018. (Appendix 1 – Inspection Report Letter)
- 2.2 During the visit, Education Scotland Colleagues talked to parents/carers and young people and worked closely with the Head Teacher, staff within the school and Education Officers. They gathered evidence to evaluate the quality of leadership and management, learning provision and children's successes and achievements.
- 2.3 As a result of the inspection, the inspectors highlighted the following key strengths at Fraserburgh North School and Nursery:
 - The caring environment and positive relationships between staff and children, leading to happy children who are eager to learn.
 - The teamwork of staff and their effective support to one another in their varied roles
 - The good quality teaching in primary classes and interesting learning experiences in the nursery class that encourages learners to be motivated about their learning.
- 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 duration of the inspection process the inspectors gather evidence and present their evaluation of the school in relation to quality indicators taken from 'How Good is Our School 4' and 'How Good is Our Early Learning and Childcare'. (Appendix 2 – Details of Quality Indicators used)

In Fraserburgh North School and Nursery, Education Scotland's evaluation in April 2018 was as follows

Fraserburgh North School and Nursery Class: Core Quality Indicators Evaluations

Quality indicators – Primary Stages	Evaluation
Leadership of Change	Unsatisfactory
Learning, Teaching and Assessment	Satisfactory
Raising Attainment and Achievement	Satisfactory
Enduring wellbeing, equality and inclusion	Satisfactory

Quality indicators – Nursery	Evaluation
Leadership of Change	Unsatisfactory
Learning, Teaching and Assessment	Weak
Securing Children's Progress	Weak
Enduring wellbeing, equality and inclusion	Weak

2.5 The following areas for improvement were identified and discussed with the Head Teacher and representatives from Aberdeenshire Council:

- Take immediate action to address the major weaknesses in leadership of the school and nursery
- Improve the school's approaches to self-evaluation to ensure the school develops consistency in high quality learning, teaching and assessment leading to raised attainment for all children
- Improve the school's approaches to equality and diversity and the ways in which children develop an understanding of their wellbeing including anti-bullying.

2.6 Aberdeenshire Council took immediate action to address the major weaknesses in the leadership of the school and nursery following the inspection and an acting Head Teacher was put in place. During this time the recruitment process began and a new Head Teacher is now in place to take the school forward from August 2018. In the interim period, the acting Head Teacher worked very closely with officers from the local authority and school staff to make immediate improvement on the key points made by the Inspection Team. This work will be continued by the new Head Teacher.

2.7 A detailed action plan to address these areas for improvement has been drawn up for School and Nursery. (Please see Appendix 3) These action plans will be incorporated into the school and nursery improvement planning for session 2018-19.

2.8 The new Head Teacher will provide parents/carers with an update on progress of the plans as part of its annual standards and quality reporting arrangements and through on-going dialogue with the Parent Council. In addition a section has been added to the monthly newsletter for Parents/Carers to be kept informed of continuous progress throughout the school year.

2.9 Education Scotland have indicated that they will return to the school in April 2019. Aberdeenshire Council have provided Education Scotland with an update on the immediate actions taken following the inspection. A support visit from Education Scotland is planned for Thursday 4th October 2018.

- 2.10 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 and achievement for Fraserburgh North School

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 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 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 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.

Laurence Findlay
Director of Education and Children's Services

Report prepared by: Irene Sharp
Quality Improvement Officer
23rd August 2018

APPENDIX 1



12 June 2018

Dear Parent/Carer

In April 2018, a team of inspectors from Education Scotland and Care Inspectorate visited Fraserburgh North School and Nursery Class. During our visit, we talked to parents/carers and children and worked closely with the headteacher and staff.

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

- The caring environment and positive relationships between staff and children, leading to happy children who are eager to learn.
- The teamwork of staff and their effective support to one another in their varied roles.
- The good quality teaching in primary classes and interesting learning experiences in the nursery class that encourages learners to be motivated about their learning.

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

- Take immediate action to address the major weaknesses in leadership of the school and nursery.
- Improve the school's approaches to self-evaluation to ensure the school develops consistency in high quality learning, teaching and assessment leading to raised attainment for all children.
- Improve the school's approaches to equality and diversity and the ways in which children develop an understanding of their wellbeing including anti-bullying.

APPENDIX 2

Quality Indicator Explanations

How Good Is Our School 4th Edition

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

How Good is Our Early Learning and Childcare

1.3 Leadership of change

This indicator focuses on working together at all levels to develop a shared vision for change and improvement which reflects the context of the setting within its community. Planning for continuous improvement change should be evidenced-based and clearly linked to strong self-evaluation. Senior leaders should ensure that the pace of change is well judged and appropriate to have a positive impact on outcomes for the children. The themes are:

- Developing a shared vision, values and aims relevant to the ELC setting 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 young children. It highlights the importance of a very good understanding of child development and early learning pedagogy. Effective use is made of observation to inform future learning and identify progress made. Children are involved in planning for their own learning. Together these ensure children's successes and achievements are maximised. The themes are:

- Learning and engagement
- Quality of interactions
- 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 Securing children's progress

This indicator relates to the development and learning of babies, toddlers and young children. It requires clear understanding of early learning and development and pedagogy. It reflects the integrated way young children learn and the importance of experiences and development happening on an individual basis within a supportive, nurturing and stimulating environment. High quality early learning and childcare contributes significantly to enhancing children's progress and achievement as they grow and learn. It can benefit all children by closing the attainment gap and ensuring equity for all. It is about the holistic nature of development and learning ensuring these foundations are secure in order to achieve future attainment success.

Appendix 3

Post Inspection Action Plan- Fraserburgh North School

1.3 Leadership of Change - Unsatisfactory

Action	Individual responsible	Target start date	Evidence/Performance measures	Review date(s)	Additional Supports (if required) e.g. officer support, additional training etc.
Develop vision for school after consultation with wider school community	Next HT but shared with pupil council as a starting point.				
Develop effective self-evaluation processes which involve all staff, teaching and non-teaching	Helen James All staff	Process begun 24.5.18	Using thematic approach to SE. Individual teachers have looked at it from their own practice, now on staffroom wall in A3 for all to complete.	Collegiate meetings	This has begun with the teachers and will be rolled out.
Establishment of Parent Council	Helen James Paula Buchan	Complete	Meetings now taking place. Parents being encouraged to be PVG checked and get involved in school.	Will usually be termly but two meetings this term.	CM coming out to train PC this term and chair of Rosehearty PC coming to share good practise.
Develop curriculum rationale	Next head teacher				Have shared some curriculum development ideas with the team to build on the bundling work they have done.
Develop professional development processes within school	Helen James Next head teacher	May 2018, started.	PRD and PPP meetings discussed and agreed that best held with the person who will be managing long term. In the meantime planning meetings completed with teaching staff to look at rationale for learning this term.	This will become part of the QA calendar	

Monitor and evaluate the effectiveness of the school improvement plan	Helen James Staff and pupils	June 2018	New improvement plan will be written from SIP.		
Develop effective moderation processes and encourage regular engagement from staff in this	Helen James All staff	May 2018	This is the topic for this term's thematic evaluation.	June 2018	
Develop opportunities for shared/distributed leadership within school	Helen James Next head teacher Staff and pupils	June 2018	The team will work together to create the improvement plan for next year and will have working groups to lead on each improvement.	Wednesday meetings with teachers and Monday meetings with PSAs	This will be a standing agenda item for collegiate times.
Provide opportunities for increased pupil involvement in school improvement	Helen James Pupil council to lead, all pupils	June 2018	Once the SIP is public we will ask for input from pupils. Some work has already begun with pupil council and input on playground from p5. Pupil feedback will be sought on improvements in school, as they happen and once they are embedded.		This will be an ongoing process just as school improvement is ongoing, but can be formally measured in June 2019 via the pupil questionnaire.
Development of clear framework for assessment	Helen James Next Head Teacher Improvement planning group	May 2018	SNSA complete and shared with p1 staff. Difficult to analyse as very broad. Tracking for June also sent out to teachers to complete and return using RS, OT and A. Tracker will be shared once all data is completed. Moderation the thematic SE question this term.		This is the starting point to be built on next year by one of the improvement planning groups.
Development of focussed and regular monitoring of learning and teaching	Helen James	May 2018	Two learning walks completed and publicly available in the staff SE folder. These look at the principles being covered.		This is a gentle starting point as stuff unused to be observed. Next step is to observe on assessment of tasks during learning including peer assessment.

Development of professional dialogue to support improvement in learning and teaching	Helen James	May 2018	All teachers given a professional dialogue format around which to base their discussion about learning and teaching in term 4 with the head teacher. Professional dialogue for ASN provision planned for June with some individual discussion and plans for training already complete.	termly	
Make more strategic use of data about children's progress to raise attainment	Helen James	May 2018	See above re-tracking. Once collated this will be shared in the collegiate meeting to explore themes. We will further discuss particular samples of children, e.g. LAC, EAL.		
Develop ability of staff to analyse information to identify areas of improvement and to monitor the school's work on outcomes for pupils	Next head teacher		The above work on tracking and evaluation can be built upon. HJ will share the SNSA professional dialogue sheet that encourages analysis of results in comparison to professional judgement and planning for next steps.		
Establish regular PRD for all teachers linked to GTC Standards	Next head teacher				
Staff development and good practice to be shared more consistently and linked to teaching and learning in a regular and formal basis..	Helen James Teaching staff	May 2018	Wednesday staff meetings now established with a relevant agenda.		

2.3 Learning, Teaching and Assessment Satisfactory

All pupils to be more involved in evaluation of the work of the school	Helen James Next head teacher All staff and pupils	May 2018	Some initial work begun with pupil council and p5. More formal approach required but can be part of the larger vision, values and aims project led by the next head teacher.	Forms Questionnaire is very effective.
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<p>Improve coordination and strategic management of the support provisions across the school to ensure that all pupils benefit from universal and targeted supports</p>	<p>Helen James Next head teacher Hub and EP staff</p>	<p>May 2018</p>	<p>Initial discussion with cluster heads, specifically Kerri Dalton regarding better use of the panel. Strategic meeting to review in school approaches in June and audit of inputs for individuals.</p>	<p>This is really a project for the next head teacher to establish early on using the duties of an ASN teacher as a guide. E.g. building the capacity of class teachers rather than removing pupils. Out reach approaches.</p>
<p>Use assessment information more effectively to ensure that EAL pupils are attaining as well as possible</p>			<p>See above on tracking. Also analysis of SNSA with tagging for EAL.</p>	
<p>Develop a more inclusive environment for EAL children and families through use of signage in different languages and celebrations of different cultures</p>	<p>Helen James Next head teacher Parents</p>	<p>May 2018</p>	<p>This can be pupil led within school. Work with CLD has been started to bring in parental expertise to assist with this process and enrich the learning experience generally. This is going to be a huge ongoing project.</p>	<p>CLD contact Mags Joseph</p>
<p>Need to ensure that all pupils, including those facing challenges to learning are attaining and achieving as well as possible. This should include a review of the coordination of support services and an analysis of data about pupil progress</p>			<p>See above tracking</p>	<p>SW partnerships are poor and this is a cluster concern.</p>
<p>The principles of the school's equality and fairness policy should be developed into day-to-day practice to ensure all pupils and parents feel welcomed and included</p>	<p>Helen James Next head teacher Pupils and parents Wider community</p>		<p>See above on restorative approaches linked to Vision, Values and Aims. Also see CLD project to develop inclusive community approaches.</p>	

3.2 Raising Attainment and Achievement		Satisfactory	
Develop a framework for assessment, as systematic moderation process and improve monitoring and tracking learning to confident teacher professional judgements	Helen James Next head teacher Teaching staff	May 2018	Tracking snapshot to be returned to HT at end of June so that tracking can be shared to all staff for discussion of trends and also gaps in data. This will be, as mentioned above, an improvement planning group.
Improve pace and challenge to improve attainment in literacy and numeracy			Teachers are using benchmarks and have discussed the need to attain these rather than every E and O. Curriculum design is ongoing and suggestions for moving it on have been shared however this is part of a larger project which the next head teacher will want to embed. P1 staff have had emergent literacy training this term with James Cook.
Develop greater use of digital technologies to extend, support and motivate learners in writing			
Develop Active School's Programme			Read and Write Gold training for general use in the classroom.
Develop system to track and monitor wider achievement, and especially to identify pupils who may be missing out. Scope here to incorporate accreditation opportunities	Helen James Teaching team	May 2018	Achievement audit and actions from audit discussed in staff meeting, using the prepared statements on skills to encourage pupils to recognise the skills they used.
			Involve Kay Macintosh
			Involve SALT an emergent literacy so they can be strategically used at all stages to raise attainment.
			Read and Write Gold training for general use in the classroom.
			This is very much a starting point.

2.2 Curriculum Learning and Development Pathways

Need to develop vision and rationale for the curriculum to reflect unique context of Fraserburgh North. This should include development of skills through IDL,		See above	
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outdoor learning, digital learning and learning for sustainability.						
Staff to work towards implementing progression frameworks for all areas of the curriculum.			See above on curriculum design			
Scope to further develop employability skills	Cluster Improvement planning group		DYW for p5/6 pupils this term as a cluster approach. Skills for work and life questions developed by teaching staff for use in linking learning to the world of work.		Huge amount to do in partnership with CLD on raising aspirations. Needs to be embedded in the vocabulary of the school.	
Review time allocated to whole school breakfast time and develop opportunities for development of health and wellbeing						
Develop better liaison between class teachers and visiting specialists						

2.7 Partnerships: Impact on learners – parental engagement

Improve communication with parents, including translation of text on social media platforms, and provide more information on learning and homework. Update school website.	Helen James Next head teacher		This is in the very early stages however recent communications have been language appropriate.		The homework policy needs to be reviewed in partnership with the parent council.
2.5 Family Learning					
Using local and national guidance develop an approach to family learning by auditing how parents can be further involve parents in understanding curriculum areas and how they can support their child's learning at home.	Helen James CLD Other agencies	May 2018	Summer kitchen experience planned for targeted non-engaging families to explore how we better meet their needs. Lots of pre summer engagement to encourage them to come along. HV and SW will be there so that better ways of reaching out and delivering services can be explored.		This is continued on the PEF plan as a suggestion for future sustaining of the interactions.
Further develop family challenge initiative					

<p>Develop whole school understanding of what is meant by family learning. Work with EAL Service would be particularly of benefit.</p>	<p>Helen James Ian Brownlee Improvement Planning Group.</p>	<p>May 2018</p>	<p>Ian Brownlee is coming to our Open Afternoon as a first step. This needs to be a major improvement planning initiative involving pupils, parents and all support agencies.</p>		
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