

## **REPORT TO KINCARDINE AND MEARN'S AREA COMMITTEE – 20<sup>TH</sup> NOVEMBER 2018**

### **Education Scotland Inspection, Fishermoss School**

#### **1 Recommendations**

**The Committee is recommended to:**

- 1.1 Consider and comment on the contents of the report;**
- 1.2 Endorse the Services 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 Fishermoss School was inspected in June 2018 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:-

- Leadership of change
- Learning, teaching and assessment
- Partnerships: Impact on learners - parental engagement
- Safeguarding
- Ensuring wellbeing, equality and inclusion
- Raising attainment and achievement

2.3 As a result of the inspection, the Inspectors highlighted the following strengths in the School's work.

- The strongly positive, inclusive and welcoming ethos of the school.
  - The very good leadership of the Head Teacher who has successfully led continuous improvement in the life and work of the school over a number of years.
  - The strong commitment of all staff to working together to ensure the best possible learning experiences and outcomes for children.
  - Children's very high levels of engagement, motivation and pride in their school.
  - Children's very good attainment in literacy and particularly writing.
  - The high-quality learning and teaching across the school.
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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 evaluations for the school in relation to the four Quality Indicators used in this full inspection format. (Further details for the four Quality Indicators can be found in Appendix 2). The Nursery class was also inspected against the National Care Standards. The Inspectors’ evaluations are as follows:

<b>Quality indicators for the primary school</b>	<b>Evaluation</b>
<b>Leadership of change</b>	<b>very good</b>
<b>Learning, teaching and assessment</b>	<b>very good</b>
<b>Raising attainment and achievement</b>	<b>very good</b>
<b>Ensuring wellbeing, equality and inclusion</b>	<b>very good</b>

<b>Quality indicators for the nursery class</b>	<b>Evaluation</b>
<b>Leadership of change</b>	<b>satisfactory</b>
<b>Learning, teaching and assessment</b>	<b>satisfactory</b>
<b>Securing children’s progress</b>	<b>satisfactory</b>
<b>Ensuring wellbeing, equality and inclusion</b>	<b>good</b>

<b>Care Inspectorate standards</b>	<b>Grade</b>
<b>Quality of care and support</b>	<b>good</b>
<b>Quality of environment</b>	<b>good</b>
<b>Quality of staffing</b>	<b>good</b>
<b>Quality of management and leadership</b>	<b>good</b>

2.5 The Inspectors identified the following areas for improvement:

- With a new staff team in place in the nursery, improve children’s experiences, including opportunities to be independent, in particular having more opportunities to play and learn outdoors.
- Continue to build on the school’s strengths to improve outcomes for all children.

- 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 2018-19
- 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 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.
- 2.10 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 early years by planning regular and relevant use of the outdoor space to deliver better outcomes for learners.

**Lawrence Findlay**  
**Director of Education Children's Services**

Report prepared by: Mrs Margaret M Ferguson  
Head Teacher

## APPENDIX 1 - Inspection Report



18 September 2018

Dear Parent/Carer

In June 2018, a team of inspectors from Education Scotland and the Care Inspectorate visited Fishermoss Primary 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 strongly positive, inclusive and welcoming ethos of the school.
- The very good leadership of the headteacher who has successfully led continuous improvement in the life and work of the school over a number of years.
- The strong commitment of all staff to working together to ensure the best possible learning experiences and outcomes for children.
- Children's very high levels of engagement, motivation and pride in their school.
- Children's very good attainment in literacy and particularly writing.
- The high-quality learning and teaching across the school.

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

- With a new staff team in place in the nursery, improve children's experiences, including opportunities to be independent, in particular having more opportunities to play and learn outdoors.
- Continue to build on the school's strengths to improve outcomes for all children.

We gathered evidence to enable us to evaluate the school's work using four quality indicators from [How good is our school? \(4<sup>th</sup> edition\)](#) and [How good is our early learning and childcare?](#) Quality indicators help schools, local authorities and inspectors to judge what is working well and what needs to be improved. Following

the inspection of each school, the Scottish Government gathers details of our evaluations to keep track of how well Scottish schools are doing. Here are Education Scotland's evaluations for Fishermoss Primary School

Quality indicators for the primary school	Evaluation
Leadership of change	very good
Learning, teaching and assessment	very good
Raising attainment and achievement	very good
Ensuring wellbeing, equality and inclusion	very good
Descriptions of the evaluations are available from <a href="#">How good is our school? (4<sup>th</sup> edition)</a> , <a href="#">Appendix 3: The six-point scale</a> .	

Quality indicators for the nursery class	Evaluation
Leadership of change	satisfactory
Learning, teaching and assessment	satisfactory
Securing children's progress	satisfactory
Ensuring wellbeing, equality and inclusion	good
Descriptions of the evaluations are available from <a href="#">How good is our early learning and childcare? Appendix 1: The six-point scale</a>	

Here are the Care Inspectorate gradings for the nursery class

Care Inspectorate standards	Grade
Quality of care and support	good
Quality of environment	good
Quality of staffing	good
Quality of management and leadership	good

Requirements/recommendations made by Care Inspectorate for the nursery class

During the previous Care Inspectorate inspection, the setting had one requirement and one recommendation. From these the requirement and recommendations have been met. As a result of this inspection, there is one recommendation.

**Recommendation:**

- In order to ensure that children have daily outdoor play and rich learning opportunities the local authority, headteacher and staff should enable children's access to suitable outdoor learning environments and improve experiences to promote learning through play.

This is to ensure that children can:

-play outdoors every day and regularly explore a natural environment. Health and Social Care Standards (HSCS) HSCS 1.3

-direct their own play and activities in a way they choose and freely access a wide range of experiences and resources suitable for their age and stage, which stimulate natural curiosity, learning and creativity. HSCS 2.27

More detailed Summarised Inspection Findings will be available from <https://education.gov.scot/inspection-reports/aberdeenshire/5257921> and the [Care Inspectorate website](#).

**What happens next?**

We are confident that the school has the capacity to continue to improve and so we 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.

A notification from the Care Inspectorate will be sent to the Provider to complete an action plan to address the recommendation made as a result of this inspection.

Ken McAra  
HM Inspector

Maureen Mathieson  
Care Inspector

## Quality Indicators

### 1.3 LEADERSHIP OF CHANGE Themes:

- Developing a shared vision, values and aims relevant to the school and its community
- Strategic planning for continuous improvement
- Implementing improvement and 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.

### 2.3 LEARNING, TEACHING AND ASSESSMENT Themes:

- Learning and engagement
- Quality of teaching z Effective use of assessment
- Planning, tracking and monitoring

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.

### 3.1 ENSURING WELLBEING, EQUALITY AND INCLUSION Themes:

- Wellbeing
- Fulfilment of statutory duties
- Inclusion and equality

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.

### 3.2 RAISING ATTAINMENT AND ACHIEVEMENT Themes:

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

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.

## 2.7 PARTNERSHIPS Themes:

- The development and promotion of partnerships
- Collaborative learning and improvement
- Impact on learners

This indicator aims to capture the school's success in developing and maintaining strong partnership approaches which improve outcomes for learners and continued self-improvement for the school and community. All partnerships are based on mutual trust and respect for the particular contribution each partner brings. Partnerships are integral to the way a highly effective school works.