



## **REPORT TO BUCHAN AREA COMMITTEE – TUESDAY 19<sup>TH</sup> MARCH 2019**

### **EDUCATION SCOTLAND CONTINUED ENGAGEMENT PORT ERROLL SCHOOL**

#### **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; and**

**1.3 Agree to further reports on Education Scotland school inspections being presented.**

#### **2 Background / Discussion**

2.1 In August 2016, HM Inspectors published a letter on Port Erroll School and ELCC.

The Care Inspectorate inspected the ELCC at the same time.

From this visit there have been subsequent Care Inspectorate visits which are reported upon separately.

A further visit to the School and the ELCC took place in December 2018, following which the letter to parents was published in January 2019.

2.2 The report issued to parents in January 2019 was divided into three areas taken from the areas for improvement from the original inspection in 2016;

a) Increase the pace of developing the curriculum to ensure appropriate progression and depth in learning.

b) Better meet the needs of individual learners and work in collaboration with children, parents and partners to identify next steps in learning.

c) Develop robust systems of self-evaluation that lead to well-paced change, consistently high-quality learners' experiences and improved outcomes for learners.

2.3 Within these areas it was recognised that the school had;

a) Consulted with children, parents and staff to review the school's vision, values and aims and, develop a rationale for the curriculum and that children in the nursery and school are becoming more involved in talking about their learning.

b) Teachers work together with children, parents and partners to identify next steps in learning for children with identified support needs.

- 2.4 Points for further improvement were identified as;
- a) The vision, values, aims and Curriculum Rationale being further developed to ensure they assist in evaluating the curriculum.
  - b) Teachers and early years practitioners now need to ensure that all children are having their needs and aspirations met through learning that is well-paced and appropriately challenging.
  - c) There needs to be a clear and agreed approach to monitoring and tracking children's progress in learning across the school and nursery class. Staff should work with stakeholders to ensure that self-evaluation is more rigorous and evidence-based in order to impact fully on improving the quality of children's learning.
- 2.5 The measures which have been identified and put in place or are planned to be implemented are;
- a) Work in partnership with Aberdeenshire Council Attainment Officers to develop a robust monitoring and tracking system which ensures progression in learning which is based upon a wide range of evidence and includes target setting which is aspirational.
  - b) Establish working parties which include the parent and pupil body and which focus on self-evaluation and clearly feed into the moderation cycle to ensure improvement.
  - c) To ensure that all children are having their needs and aspirations met through learning that is well-paced and appropriately challenging, moderation will now take place at the planning phase and a more collegiate approach to planning adopted.
- 2.6 The Head of Finance and Monitoring Officer within Business Services have been consulted in the preparation of this report and had no comments to make 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 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 Port Erroll School which is in the Buchan 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.

**Laurence Findlay**  
**Director of Education & Children's Services**

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Date: Monday 3th March 2019