

REPORT TO KINGCARDINE AND MEARNS AREA COMMITTEE 19TH NOVEMBER 2019

EDUCATION SCOTLAND INSPECTION, PORTLETHEN PRIMARY SCHOOL AND NURSERY

1 Reason for Report / Summary

- 1.1 Portlethen School and Nursery were inspected in May 2019 as part of a national sample of primary education through the short model.

2 Recommendations

The Committee is recommended to:

- 2.1 Consider and comment on the contents of the report;
- 2.2 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 aspects of school life; and
- 2.3 Agree to further reports on Education Scotland school inspections being presented.

3 Purpose and Decision Making Route

- 3.1 This report shares Education Scotland's evaluation of Portlethen Primary School and Nursery in May 2019 as part of a national sample of primary education (**Appendix 1** – Inspection Report)

The school inspection evaluated key aspects of the work of the school at all stages including:-

- Learning, teaching and assessment (school and nursery)
- Raising attainment and achievement (school)
- Securing children's progress (nursery)

- 3.2 This report is being presented to this committee only and has not previously been considered by any other committee.
- 3.3 Following inspection, the Head Teacher will work with her Senior Leadership Team and staff to plan implementation of recommendations in line with School Improvement Priorities.

3.4 Quality Improvement processes will continue to focus implementation of improvements. These are informed by How Good is Our school 4, How Good is Our Early Learning and Childcare (extracts at **Appendix 2**), the National Improvement Priorities, Developing the Young Workforce and local and national GIRFEC policies.

4 Discussion

4.1 As a result of the inspection, the Inspectors highlighted the following key strengths of Portlethen Primary School and Nursery –

- A nurturing culture with positive relationships between children and staff.
- Children, staff, parents and the wider community are involved in the life of the school and the school works with the community very well.
- Staff work well as a team and are supportive of each other.
- Children are articulate and enthusiastic about their learning, and are very proud of their school.
- Children are developing the school's values very successfully. Children are confident in and make good use of digital technology. They enjoy sharing digital technology work with others.
- Nursery staff are committed to improving their understanding and practice. This is enhancing children's experiences, and increasing their motivation and curiosity for play and learning.

4.2 The inspection model is based on the school's and nursery's own self-evaluation, and how this is used to focus on improving outcomes for our pupils. Over the course of the inspection process, the inspectors arrive at their own overall evaluations for the school in relation to the two Quality Indicators used in this new short model inspection. (Further details for the two Quality Indicators can be found in Appendix 2). In Portlethen School and Nursery, the Inspectors' evaluations were as follows:

School

Learning, teaching and assessment	Good
Raising attainment and achievement	Good

Nursery

Learning, Teaching and Assessment	Good
Securing children's progress	Satisfactory

4.3 The Inspectors also identified a few areas where they felt the school should focus in order to improve the quality of education. These were:

- Continue to develop further consistent approaches to learning, teaching and assessment across the school.
- Maximise opportunities the local area provides to plan high quality experiences for all children, through outdoor learning.

- In the nursery, continue to develop observations and assessment, and also as planned, improve early mathematics learning experiences for children.

- 4.4 The action plan to address areas for improvement are incorporated into the school improvement planning documentation for school sessions 2019-20 and 2020-21.
- 4.5 The Head Teacher has provided parents and stakeholders with an update on progress of the school improvement plan as part of its annual standards and quality reporting arrangement and through ongoing engagement with the Parent Partnership.
- 4.6 The school is very well supported by parents and the wider community and the school continues to involve and seek the views of all stakeholders in their improvement agenda. The report has been shared with parents.

5 Council Priorities, Implications and Risk

- 5.1 This report helps deliver Council Priority 3 - Providing the best life chances for all our children and young people by raising levels of attainment and achievement.
- 5.2 This report helps deliver all aspects of Aberdeenshire Education and Children's Services Priorities:
- Improving learning, teaching and assessment
 - Partnership working to raise attainment
 - Developing leadership at all levels
 - Improvement through self-evaluation

This report helps deliver against Aberdeenshire Children's Services Plan Priority – Early Years

- 5.3 The table below shows whether risks and implications apply if the recommendation(s) is(are) agreed.

Subject	Yes	No	N/A
Financial		x	
Staffing		x	
Equalities		x	
Fairer Scotland Duty		x	
Town Centre First		x	
Sustainability		x	
Children and Young People's Rights and Wellbeing		x	

- 5.4 An equality impact assessment is not required because the actions will not have a differential impact on any of the protected characteristics.
- 5.5 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.
- 5.6 The following Risks have been identified as relevant to this matter on a Corporate Level:

Developing Excellence and Equity: Risk - *Consistently apply best practice recommendations across all schools.*

- We will continue to improve expectations to facilitate better outcomes for pupils through appropriate pace and challenge for our pupils.
- We will continue to improve consistency in high quality teaching, learning and assessment through professional engagement and collegiate working.

6 Scheme of Governance

- 6.1 The Head of Finance and Monitoring Officer within Business Services have been consulted in the preparation of this report and their comments are incorporated within the report and are satisfied that the report complies with the Scheme of Governance and relevant legislation.
- 6.2 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.

Laurence Findlay, Director of Education and Children's Services

Report prepared by: Sandra McKechnie, Head Teacher
Date 23 October 2019

List of Appendices

Appendix 1 - Inspection Report
Appendix 2 – Details of Quality indicators

Appendix 1



27 August 2019

Dear Parent/Carer

In May 2019, a team of inspectors from Education Scotland visited Portlethen 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.

- Portlethen School has a welcoming ethos, and a nurturing culture with positive relationships between children and staff. The headteacher's leadership ensures children, staff, parents and the wider community are involved in the life of the school. Senior leaders and staff know the children and their families, and work together with the local community very well. Staff work well as a team and are supportive of each other.
- Articulate children who are enthusiastic about their learning, and who are very proud of their school. They are developing the school's values of teamwork, trust, respect, achievement, inclusion and nurture very successfully. Children make good use of digital technology to help them with their learning. They are confident, and enjoy sharing their digital technology work with others.
- Staff in the nursery are committed to improving their understanding and practice. This is enhancing children's experiences, and increasing their motivation and curiosity for play and learning.

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

- Continue to develop further consistent approaches to learning, teaching and assessment across the school. There should be a clear focus on what makes the most difference to improving children's progress, attainment and achievement, across all curricular areas.
- At all stages, maximise the opportunities the local area provides to plan high quality experiences for all children, through outdoor learning.
- In the nursery, continue to develop observations and assessment, and also as planned, improve early mathematics learning experiences for children.

Appendix 2

HGIOS4? Quality Indicators

Quality Indicator 2.3: Learning, teaching and assessment

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

Quality Indicator 3.2: Raising attainment and achievement

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

HGIOELC? Quality Indicators

Quality Indicator 2.3: Learning, teaching and assessment

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

Quality Indicator 3.2: Securing Children's Progress

- Progress in communication, early language, mathematics, health and wellbeing
- Children's progress over time
- Overall quality of children's achievement
- Ensuring equity for all children