



REPORT TO Kincardine and Mearns Area Committee - 4th September 2018

Education Scotland Inspection, Hillside Primary 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 Hillside School was inspected in March 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
- Raising attainment and achievement
- Ensuring wellbeing, equality and inclusion

2.3 As a result of the inspection, the Inspectors highlighted the following key strengths of Hillside Primary School –

- The inspiring and enabling leadership of the Head Teacher and the Depute head teacher, leading to the effective creation and formation of a new school and nursery staff team
- A clear focus on the wellbeing of children in the school
- A stimulating nursery environment, encouraging learning and curiosity
- The inclusive nature of planning for change, involving stakeholders
- The wide range of effective partnerships developed in and around the local community

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:

Quality indicators for the primary school	Evaluation
Leadership of change	good
Learning, teaching and assessment	satisfactory
Raising attainment and achievement	satisfactory
Ensuring wellbeing, equality and inclusion	good

Quality indicators for the nursery class	Evaluation
Leadership of change	good
Learning, teaching and assessment	good
Securing children's progress	good

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

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

- Improve the consistency of high quality learning and teaching across all classes.
- Continue to improve attainment, developing tracking and monitoring approaches in the school and the nursery.
- Continue to improve the curriculum, ensuring that it reflects the diversity of children who attend the nursery and the school.

- 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 schools, early years and other learning establishments to deliver better outcomes for learners.

Raising Attainment & Closing the Gap: We will take an evidence based approach to raise levels of attainment and achievement and close the gap which sees children and young people living in relative deprivation attaining less well. This will involve raising the bar in terms of our expectations at every level, including the leadership and professionalism of our staff, and of what all our learners can achieve.

Report by Director of Education Children's Services

Laurence Findlay

Report prepared by: Lesley-Anne Munro
Head Teacher

APPENDIX 1 - Inspection Report



Dear Parent/Carer

In March 2018 a team of inspectors from Education Scotland and Care Inspectorate visited Hillside 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 inspiring and enabling leadership of the headteacher and the depute headteacher, leading to the effective creation and formation of a new school and nursery staff team.
- A clear focus on the wellbeing of children in the school.
- A stimulating nursery environment, encouraging learning and curiosity.
- The inclusive nature of planning for change, involving stakeholders.
- The wide range of effective partnerships developed in and around the local community.

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

- Improve the consistency of high quality learning and teaching across all classes.
- Continue to improve attainment, developing tracking and monitoring approaches in the school and the nursery.
- Continue to improve the curriculum, ensuring that it reflects the diversity of children who attend the nursery and the school.

We gathered evidence to enable us to evaluate some quality indicators from [How good is our school? \(4th edition\)](#) and [How good is our early learning and childcare?](#) Quality indicators help schools, education 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 evaluations of quality indicators to keep track of how well Scottish schools are doing.

Here are Education Scotland’s evaluations for Hillside Primary School and Nursery Class

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

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

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

None

More detailed summarised inspection findings will be available from <https://education.gov.scot/inspection-reports/aberdeenshire/1003607> 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 any requirements and recommendations made as a result of this inspection.

Ken McAra
Managing Inspector

Jan Davidson
Care Inspector

APPENDIX 2 – How Good is our School (4th Edition)

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.