

REPORT TO Kincardine and Mearns Area Committee 4 September 2018

Education Scotland Inspection, Banchory-Devenick 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 Banchory-Devenick Primary School was inspected in March 2018 as part of a national sample of primary education (Appendix A - Inspection Report)

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

- Pupils' learning and achievements.
- The curriculum and meeting pupils' needs.
- How well staff work with others to support pupils' learning.
- The extent to which staff and pupils are actively involved in improving their school community.
- Expectations of all young people.
- The direction of the school.

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

- Confident, articulate children who are proud of their school
- The Parent Council's support for the school
- The growing commitment of the staff team, under the leadership of the interim head teacher to work together and improve the school

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 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 the short model inspection format. (Further details for the two Quality Indicators can be found in Appendix B). In Banchory-Devenick Primary School, the Inspectors' evaluations were as follows:

Self-evaluation for self-improvement	Satisfactory
Raising attainment and achievement	Satisfactory

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

- Staff should raise their expectations of children's attainment and increase the pace of learning for children.
- The school should continue to develop robust assessment and tracking systems to ensure all learners reach their potential.
- Continue to develop the curriculum, ensuring appropriate arrangements for assessment.
- Develop approaches for sharing good practice and for ensuring high-quality learning experiences for children in all curricular area.
- Extend the positive approaches in tracking children's progress and achievement to wider aspects of children's learning.

2.6 The action plan to address these areas for improvement and to support the development of approaches to sharing good practice is incorporated into the school improvement planning documentation for school session 2018-19.

2.8 The Head Teacher will provide 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 Council.

2.10 The school is very 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:

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

- We will improve expectations and learning and teaching to facilitate better outcomes for pupils through appropriate pace and challenge.
- We will take an evidence based approach to raise levels of attainment and achievement, raising the bar for all, including staff through professional engagement and collegiate working.

Laurence Findlay
Director of Education and Children's Services

Report prepared by: Sandra McKechnie
Head Teacher (Interim)
14.8.18

APPENDIX A



5 June 2018

Dear Parent/Carer

In March 2018, a team of inspectors from Education Scotland visited Banchory-Devenick School. During our visit, we talked to parents/carers and children and worked closely with the headteacher and staff. We gathered evidence to enable us to evaluate aspects of the quality of leadership and children's achievements.

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

- Confident, articulate children who are proud of their school.
- The Parent Council's support for the school.
- The growing commitment of the staff team, under the leadership of the interim headteacher to work together and improve the school.

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

- Staff should raise their expectations of children's attainment and increase the pace of learning for children.
- The school should continue to develop robust assessment and tracking systems to ensure all learners reach their potential.

We gathered evidence to enable us to evaluate some quality indicators from *How good is our school?* (4th edition). 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.

APPENDIX B – HGIOS4? Quality Indicators Explained

1.1 Self-evaluation for self-improvement

This indicator defines rigorous self-evaluation as a responsibility of all stakeholders. It highlights the importance of partnership approaches to self-evaluation and continuous improvement. It emphasizes the need for strong leadership and robust analysis of a range of intelligence and data as essential features of effective continuous self-improvement. A key factor in this indicator is demonstrating the impact of self-evaluation in relation to outcomes for all learners. Their active participation in self-evaluation is therefore essential. The themes are:

- Collaborative approaches to self-evaluation
- Analysis and evaluation of intelligence and data
- Ensuring impact on learners' successes and achievements

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.

