

The Highland Council
SUTHERLAND COUNTY COMMITTEE
24TH MAY 2016

Agenda Item	6.
Report No	SCC/ 11/16

CARE & LEARNING SERVICE

SUTHERLAND ASSOCIATED SCHOOL GROUPS - OVERVIEW

Report by Director of Care & Learning Service

Summary

The report provides Members with an overview, as at May 2016, of the Sutherland Associated School Groups.

1. Introduction

1.1 Members will be aware that under Standing Orders, the Care & Learning Service is required to report to this County Committee on the following;

- To monitor the local delivery and outcomes from Curriculum for Excellence, including performance of schools within the locality.
- To scrutinise and monitor Education Scotland school inspection reports
- To monitor the local delivery of the Highland Play Strategy as agreed by the Education, Children and Adult Services Committee.

This report is intended to provide Sutherland members with a general overview of the Sutherland Associated School Groups, as at May 2016, and should act as a basis for future reports to focus on specific ASG's in rather more detail.

2. Highland Play Strategy

There is currently nothing to report locally on this, although Members will be aware that ECAS considered a Highland Play Strategy report at their meeting on 18th May

2.1 Scrutiny of Education Scotland Inspection Reports

These will be subject to a separate report, although there has been almost no inspection activity in Sutherland this session.

The current position is as follows:

- Inspection at Bonar Bridge Primary School commenced 23rd May
- Follow-through inspection at Golspie Primary took place on 10th and 11th May
- Education Scotland await an Authority report on Scourie, once received and considered they will determine whether a visit is required.

3. Area Management

- 3.1** Sutherland Care & Learning has been largely unaffected by the Voluntary Redundancies, and with the exception of the ongoing recruitment process for an Area Care & Learning Manager (North), all posts are currently filled.

Area Children's Services Manager – Dawn Grant
 Education Quality Improvement Manager – Barry Northedge
 Additional Support Needs Manager – Roger Bamfield
 District Manager – Greg MacLachlan
 Quality Improvement Officer – Christine Gordon
 Family Resource Co-ordinator (North) – Dawn Meston
 Early Years Officer (North) – Jean Mackinnon

Final interviews for the ACLM post are being held on 30th May and it is hoped that an appointment will be made.

3.2 Early Years – (Local Authority Provision)

Name of Provision School	Pupil Numbers	
	Current 15/16	Projected 16/17
Melvich	5	9
Farr	8	8
Tongue GM	0	0
Altnaharra	0	0
Helmsdale	12	12
Brora	21	21
Golspie	21	21
Rogart	5	5
Lairg	18	18
Rosehall	0	0
Bonar Bridge EM	10	10
Bonar Bridge GM	0	0
Dornoch	45	45

3.3 Sutherland Schools

Dornoch ASG				
	15/16 Roll	Entitlement	16/17/Roll	Entitlement
Dornoch Academy	231	24.13	245	23.45
Dornoch Primary	163	8	180	8.1
Bonar Bridge Primary (Cluster Edderton)	EM 48 GM 5	3 1	EM 41 GM 6	2 1

Farr ASG				
	15/16 Roll	Entitlement	16/17/Roll	Entitlement
Farr High	68	12.35	75	11.96
Farr Primary	28	2.3	25	2.3
Melvich Primary	24	2.3	20	2.3
Tongue Primary	17	1.8	20	2.3
Altnaharra Primary	5	1.3	3	

Golspie ASG				
	15/16 Roll	Entitlement	16/17/Roll	Entitlement
Golspie High	252	25.88	250	23.63
Golspie Primary	96	4.4 (+1 AA)	93	4.4 (+1 AA)
Rogart Primary	19	1.8	17	1.8
Brora Primary	106	5.6	111	5.6
Helmsdale Primary	52	3.3	49	3.3
Kinbrace Primary	0	0	0	0
Lairg Primary	40	2.3 (+ 1 Early Level)	45	2.3 (+1 Early Level)
Rosehall Primary (Cluster – Gledfield)	11	1.3	11	1.3

KLB ASG				
	15/16 Roll	Entitlement	16/17/Roll	Entitlement
KLB High	51	10.73	52	8.98
KLB Primary (cluster Durness)	17	1.5 (Had 2)	24	2
Durness Primary (cluster KLB)	15	1 (Had 2)	12	1*
Scourie Primary	17	1.8 (Had 2)	9	1.3
Achfary Primary	0		0	

Ullapool ASG				
	15/16 Roll	Entitlement	16/17/Roll	Entitlement
Lochinver Primary	45	2	40	2
Stoer Primary	4	1	2	To be mothballed

3.4 Placing Requests – September 2015 – August 2016

Dornoch ASG	Requests In	Requests Out
Dornoch Academy	17	0
Dornoch Primary	3	1
Bonar Bridge Primary	2	0

Farr ASG	Requests In	Requests Out
Farr High School	4	0
Farr Primary	2	1
Altnaharra Primary	0	2
Tongue Primary	1	0

Golspie ASG	Requests In	Requests Out
Golspie High	0	13
Golspie Primary	0	2
Lairg Primary	1	0
Rogart Primary	3	1
Rosehall Primary	0	2

4.0 Management of Schools

Members will be aware of the following actions in relation to schools listed below:

Achfary Primary	Statutory Closure Consultation in process
Altnaharra Primary	Anticipated Mothballed
Kinbrace Primary	Currently Mothballed, anticipate Statutory Consultation to commence
Stoer Primary	Anticipated Mothballed

Members will also be aware of the work-streams associated with the Management of Schools Programme which is reported at ECAS

- Work-stream 1 – Curriculum Delivery
- Work-stream 2 – Management Structures & School Groupings
- Work-stream 3 – Support to Schools
- Work-stream 4 – Early Learning & Childcare
- Work-stream 5 – Workforce Planning & Recruitment
- Work-stream 6 – Workforce Planning & Staff Development

4.1 School Performance Data

At this stage of the academic year secondary schools are in the midst of examinations, and SQA data will not be available until late August.

Primary Schools are also currently engaged in testing and this data will not be available for a while. However, provided below is an overview of primary school data for the past three years illustrating trends in progress.

Sutherland Schools Assessment for Excellence 4 year Averages
2012 to 2015

Primary School	SIMD Average	Developed Ability				Reading *				Mental Maths *				General Maths *			
		2012	2013	2014	2015	2012	2013	2014	2015	2012	2013	2014	2015	2012	2013	2014	2015
Altnaharra	5.0	114	126	110	110	100	112	96	105	95	112	93	105	96	123	97	109
Farr	4.7	99	113	110	110	95	97	104	102	78	96	99	103	89	98	101	103
Melvich	5.0	112	92	109	114	102	85	104	101	93	77	100	99	103	80	103	103
Tongue	5.0	118	108	111	117	112	100	109	106	98	92	100	98	104	97	108	99
Bonar	5.8	102	99	108	115	100	94	106	107	92	86	98	100	96	92	102	99
Dornoch	6.3	101	103	101	112	97	97	95	97	88	92	91	103	92	96	91	117
Brora	4.8	98	97	99	108	94	90	91	98	85	86	90	93	91	89	92	92
Golspie	5.4	95	101	98	106	91	94	94	99	83	87	90	96	86	90	88	98
Helmsdale	4.0	97	97	102	107	94	89	98	104	92	85	94	99	97	92	93	99
Lairg	5.0	106	109	103	106	100	104	94	93	95	88	93	86	100	102	95	92
Rogart	5.0	104	96	108	112	90	89	89	101	86	84	94	99	92	86	90	99
Rosehall	5.0	112	108	110	116	105	109	106	102	107	105	104	98	115	117	105	107
Durness	5.0	101	104	111	113	98	103	98	104	90	94	102	99	93	99	97	101
Kinlochbervie	5.0	110	104	104	103	93	95	90	106	87	93	92	94	97	95	92	93
Scourie	5.7	109	104	109	114	71	93	91	92	87	77	91	89	98	86	87	92

- SIMD – the lower the average value the greater the level of deprivation i.e. Helmsdale is our most deprived school
- Developed Ability – an indication of a child’s potential
- All scores in the table are averages for the school. The scores of every pupil taking a test in the school have been added and then divided by the number of pupils taking that test to give a whole school average
- All scores are based on 100 being the average for ‘age and stage’ e.g. an ‘average’ ability child working to potential should score 100
- All scores have a built in deviation of plus or minus 15 e.g. any child with a score between 85 and 115 is deemed to be working at ‘age and stage’ scores outside this deviation are the ones to be noted. Five scores below the ‘age and stage’ have been recorded over the last four years but none of these in the last two years. Two scores have been recorded exceeding ‘age and stage’

* All performances across Authority are performing at or above National Average.

Members should be aware that any statistical data should be treated with caution when pupil numbers are so small. Statistical variation can be significant as a consequence of even one pupil.

Members may wish to access schools Standards & Quality Reports, the current 2015/16 reports will soon be superseded by the 2016/17 S&Q Reports.

Links will be provided to 2016/17 S&Q Reports after the summer break, and these will be included in the future report.

5.0 How Good is Our School 4

Members are advised that with effect from August 2016 all schools will be inspected against the most recent HGIOS4, which replaces HGIOS3.

How good is our school? The latest version of this document, HGIOS4, is designed to promote effective self-evaluation as the first important stage in a process of achieving self-improvement.

Where HGIOS 4 differs from earlier versions is the focus on National initiatives such as Developing the Young Workforce (DYW), Raising Attainment for All (RAFA) and Closing the Gap in attainment between the most disadvantaged children and their peers. These National initiatives are now 'woven' into the fabric of the evaluation of the work of a school rather than stand-alone projects or pieces of work making these initiatives are integral to the improvement agenda. This means a strengthened focus on equality, wellbeing and skills for learning, life and work, all of which help ensure young people can secure the best possible post-school destination, and are well-equipped for a future characterised by continued lifelong learning.

As a framework that underpins effective self-evaluation, How good is our school? (4th edition) will support practitioners and school leaders at all levels to:

- ensure educational outcomes for all learners are improving;
- address the impact of inequity on wellbeing, learning and achievement;
- consistently deliver high-quality learning experiences;
- embed progression in skills for learning, life and work from 3-18;
- further strengthen school leadership at all levels;
- improve the quality and impact of career-long professional learning;
- extend and deepen partnerships to improve outcomes for all learners;
- increase learning for sustainability; and
- tackle unnecessary bureaucracy.

There are three key stages to the improvement process identified in HGIOS4

1. **Looking Inwards** - knowing ourselves inside out through effective self-evaluation
2. **Looking Outwards** - learning from what happens elsewhere to challenge our own thinking
3. **Looking Forwards** - exploring what the future might hold for today's learners and planning how to get there

And these stages are all encapsulated in a framework grouped around three key questions covering 15 Quality Indicators;

1. How good is our leadership and approach to improvement? – **Leadership and Management**
2. How good is the quality of the care and education we offer? – **Learning Provision**
3. How good are we at ensuring the best possible outcomes for all our learners? – **Successes and Achievements**

Exploring these three sections should tell us what our capacity for improvement is. To give you a little insight into one of these, Section 1 Leadership and Management, each is broken down into sub-sections;

Section 1 Leadership and Management

HOW GOOD IS OUR LEADERSHIP AND APPROACH TO IMPROVEMENT?

- 1.1 Self-evaluation for self-improvement
- 1.2 Leadership of learning
- 1.3 Leadership of change
- 1.4 Leadership and management of staff
- 1.5 Management of resources to promote equity

And then each sub-section is broken down into themes with illustrations of very good/highly effective (level 5) practice and a set of challenge questions to help schools to evaluate themselves against that level e.g.

1.1 SELF-EVALUATION FOR SELF-IMPROVEMENT

Features of highly-effective practice:

- ✓ Self-evaluation is integral to how we work within our community and is an ongoing feature of school life.
- ✓ All staff, pupils, parents and partners are fully involved in improving the life and work of the school.
- ✓ The whole school community has a shared understanding of the strengths and improvement needs of the school.

Challenge questions:

- ✓ How well do all staff understand their responsibility in improvement through self-evaluation?
- ✓ How well do all staff know and understand the key tools to be used in self-evaluation activities including the General Teaching Council Scotland (GTCS) Standards and other QI frameworks?
- ✓ How well do we use digital solutions to support the interrogation of data?

By using the level 5 examples as comparators to current practice and the Challenge questions to prompt the thought process the document requires self and collegiate reflection whilst guiding evaluation with examples of very good practice and expectations.

Recommendation

Members are invited to comment on the content of this report, noting that some information is historic. However, it is anticipated that future Committee Meetings will be considering reports on specific ASG's, which will be more current.

Members are also invited to determine whether they wish to consider two ASG's per meeting or just one.

Designation: Area Care & Learning Manager

Date: 16th May 2016

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Background Papers: Nil