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| Agenda Item | <b>9</b>         |
| Report No   | <b>RC/005/16</b> |

**Education Scotland Reports – Park Primary School and Nursery Class**

**Report by Director of Care and Learning**

**Summary**

This report provides details of Education Scotland’s published report on Park Primary and Nursery, Invergordon.

**1. Introduction to Inspections**

- 1.1 Education Scotland aims to provide assurance on the quality of Scottish education and promote improvement and innovation to enhance learners’ experiences and lead to better outcomes. Their inspections also contribute to National Performance Framework reporting.
- 1.2 Each year, they inspect and report on the quality of education in a sample of pre-school centres, primary schools, secondary schools, special schools, community learning and development services, colleges and residential educational provision. They also inspect the education functions of local authorities.
- 1.3 To support improvement, inspectors focus on the quality of children and young people’s learning and achievement. They have a particular interest in the development of children and young people’s skills and understanding in literacy, numeracy, and health and wellbeing, which enable access to the highest possible learning within the broad general education and beyond.
- 1.4 Details of all aspects of the work of Education Scotland along with all the reference documentation can be found on the [Education Scotland](#) website.
- 1.5 Where an Education Scotland visit shows that ongoing engagement with a school is required to ensure that improvements have been made, a follow-up visit will be scheduled, normally within 12-18 months.

**2. Inspection Conducted**

|     |                          |             |                        |                             |                         |   |
|-----|--------------------------|-------------|------------------------|-----------------------------|-------------------------|---|
| 2.1 | <b>School</b>            | <b>Area</b> | <b>Inspection Date</b> | <b>Nature of Inspection</b> | <b>Publication Date</b> | <b>Action</b>   |
|     | Park Primary and Nursery | Easter Ross | 28 September 2015      | Full                        | 15 December 2015        | Education Scotland will make no further visits in connection with the inspection. |

- 2.2 Members are advised that as reports are published following inspection, they will be referred directly to Members and may be discussed at Ward Business Meetings.
- 2.3 In this way relevant Members will see each published report as they arrive in the relevant area, with the required degree of immediacy.

- 2.4 Quality indicators help schools, education authorities and inspectors to judge what is good and what needs to be improved in the work of the school. You can find these quality indicators in the Education Scotland publication [How good is our school?](#) (3<sup>rd</sup> Edition). Following the inspection of each school, the Scottish Government gathers evaluations of three important quality indicators to keep track of how well all Scottish schools are doing. A new version of [How good is our school?](#) (4<sup>th</sup> Edition) has been published, but is not yet in use for inspections.

Education Scotland evaluations are made on a 6-point scale as follows:

Excellent/Very Good/Good/Satisfactory/Weak/Unsatisfactory

In Continued Engagement visits no evaluations are given. A brief summary of the visit to Park Primary and Nursery is given below.

## 2.5 Park Primary and Nursery

For the Park Primary School and Nursery visit, the following evaluations were made:

| Primary  |                  |
|--|------------------|
| <b>Improvements in performance</b>   | <b>good</b>      |
| <b>Learners' experiences</b>   | <b>very good</b> |
| <b>Meeting learning needs</b>  | <b>very good</b> |
| Nursery class  |                  |
| <b>Improvements in performance</b>   | <b>good</b>      |
| <b>Children's experiences</b>  | <b>good</b>      |
| <b>Meeting learning needs</b>  | <b>very good</b> |
| HMI also evaluated the following aspects of the work of the school and nursery class |                  |
| <b>The curriculum</b>  | <b>good</b>      |
| <b>Improvement through self-evaluation</b>   | <b>very good</b> |
| Here are the Care Inspectorate's gradings for the nursery class                      |                  |
| <b>Quality of care and support</b>   | <b>very good</b> |
| <b>Quality of environment</b>  | <b>very good</b> |
| <b>Quality of staffing</b>   | <b>good</b>      |
| <b>Quality of management and leadership</b>  | <b>very good</b> |

- 2.6 The Education Scotland visit identified the following key strengths (mentioned briefly here but described in greater depth in the online report):

- The well-behaved, positive and confident children who are enjoying their learning,
- The solution focused approaches to meeting the needs of children across the school and nursery Children in the Nursery class are motivated, engaged and increasingly confident in their learning,
- Most children in the Nursery are making good progress in early literacy and numeracy,
- At the Primary stages, most children are making good progress in literacy and English as well as in numeracy and Mathematics,
- In the Primary there are many rich learning experiences through outdoor learning,
- Children show a good understanding of how to lead a healthy lifestyle and are developing an understanding of their own wellbeing,
- Children throughout the school develop leadership skills well,
- Across both Nursery and Primary the quality of relationships is very strong and, as a result, the emotional needs of children are very well met,

- Effective systems are in place for identifying the needs of children with barriers to learning and there are plans for these children to ensure they make appropriate progress,
- In both Nursery and Primary good use is made of the local community to enrich pupils' learning,
- Arrangements when children move into P1 and from P7 to secondary are very well managed, placing a strong emphasis on supporting children's individual needs and progression in learning and
- The Head Teacher (at the time of inspection, Tania Mackie), ably assisted by her Depute (now the Head Teacher) and Principal Teacher, provided strong leadership and a clear vision for the school, with effective self-evaluation processes in place to inform improvement

The following key recommendations were made:

- There is scope in the Nursery for children to be more involved in planning and evaluating their own learning,
- Children in the Primary would benefit from more opportunities to develop their talking and listening skills,
- Children in the Primary would now benefit from being more regularly involved in setting their own targets,
- The school should continue to develop a range of strategies to ensure learning is at the right level of difficulty for all children,
- The school should continue to improve attainment for all children and
- The school should continue to develop the curriculum to ensure progression and depth in learning across all subject areas.

The full Education Scotland Report can be found [here](#). Education Scotland will make no further visits to the school in connection with the inspection.

2.7 As part of ongoing engagement with the Highland Council, Education Scotland may visit schools on a support basis, including the school mentioned in this report.

### **3. Actions as a Result of Inspection**

3.1 The Authority and Head Teacher are provided with both the report and a 'record of inspection findings' (RIF).

3.2 These documents evidence both good practice and areas for improvement and using this, the school will adapt its School Improvement Plan and report annually about the impact on learners through the Standards and Quality Report.

3.3 Quality Improvement Officers will continue to work with the school to ensure that improvements continue to be made and that such improvements are sustained over time.

### **4. Comparison**

4.1 Members are advised that it is not possible to use Education Scotland reports to compare across schools, as the curriculum is now tailored by schools to their individual circumstances, within the overall quality indicators.

- 4.2 Furthermore, it is not possible to compare previous reports for a school with more recent reports. This is due to changes in the inspection focus from year to year, reflected in the annual "Inspection Advice Note" issued by Education Scotland.
- 4.3 Consequently, reports should be viewed as a single snap-shot of a school's performance, against a suite of national quality indicators as laid down in *How good is our school?*
- 4.4 In session 2015-16 inspection activity reflects the most recent advice note which can be found here:  
[http://www.educationscotland.gov.uk/resources/i/genericresource\\_tcm4865189.asp](http://www.educationscotland.gov.uk/resources/i/genericresource_tcm4865189.asp)

## **5. Implications**

- 5.1 There are no resources, legal, equalities, climate change/carbon clever, risk, Gaelic or rural implications arising from this report.

## **6. Recommendation**

- 6.1 The Ross and Cromarty Committee is asked to scrutinise and note this report on Education Scotland engagement with Park Primary School and Nursery.

Designation: Director of Care and Learning

Date: 18 January 2016

Author: Donald Paterson, Education Quality Improvement Manager, Mid