

Agenda item	11
Report no	RC/007/19

THE HIGHLAND COUNCIL

Committee: Ross and Cromarty Committee

Date: 30 January 2019

Report Title: Report on Education Scotland activity in South Lodge Primary School, September 2018

Report By: Steph Wood, Education Quality Improvement Manager, Mid Area

1. Purpose/Executive Summary

- 1.1** This report summarises the outcomes of the visit by Her Majesty's Inspectorate to South Lodge Primary School and early learning and childcare setting, Invergordon, from 10 to 13 September 2018. This was a full inspection. The Head Teacher at South Lodge Primary is Mr David Hayes-MacLeod.

2. Recommendations

2.1 Members are asked to:

- Note the content of this report.

3. South Lodge Primary and Early Learning and Childcare Setting

- 3.1 A team from HMle (Education Scotland) visited South Lodge Primary and Early Learning and Childcare (ELC) setting during week beginning 10 September 2018. The report on this visit was published on 27 November 2018 and is available [here](#), on the Education Scotland website. There is a single report covering the school and ELC setting.
- 3.2 During the visit, members from the visiting team met pupils, parents and staff as well as the acting Head Teacher and the Principal Teacher, Mrs Morag MacAskill, focusing on the Quality Indicators from *How Good is Our School?*, 4th Edition and the parallel document *How Good is Our Early Learning and Childcare?*. The visiting team also observed each of the primary classrooms several times during the inspection, as well as spending considerable time in the ELC setting. Surveys of children, parents and staff were carried out by the inspection team and the results of these surveys can be found [here](#).
- 3.3 The inspection team found the following key strengths in the school's work:
- Friendly, well-mannered children who are keen to learn.
 - The culture of teamwork and support amongst staff.
 - The Head Teacher's success in establishing positive relationships with parents.
- 3.4 At the end of the inspection activity, a feedback session (attended by the Head Teacher, the Principal Teacher, the school's Quality Improvement Officer, Mr Donald Paterson, and the Area Education Quality Improvement Manager, Mrs Stephanie Wood) was held, where the inspection team described the school's strengths, as listed above, and identified some key areas for the school to work on. These areas were identified as follows:
- There is a need to raise attainment in literacy and numeracy. The HMI team asked staff to evaluate how well the range of initiatives currently in place to raise attainment in literacy and numeracy are leading to improvement.
 - Improve learning, teaching and assessment to ensure the needs of all children are met and that they are fully engaged in their learning.
 - Staff at the primary stages and in the nursery should improve how they track the progress children are making and use this information to inform plans for children's next steps in learning.
 - Further develop the curriculum and how learning is planned to ensure an appropriate pace of learning for all children against national standards.

These areas for improvement had already been identified by the school staff during their self-evaluation activity and during the Highland Council 3-day Quality Improvement Visit (QIV) which took place in June 2018. This QIV identified the same areas for improvement as the HMI visit, and actions had already been agreed in the school's Improvement Plan for session 2018/19 to address areas of concern.

3.5 During a full inspection such as this one at South Lodge Primary and ELC setting, HMI report against specific Quality Indicators (which relate to the priorities of the National Improvement Framework) and evaluate the school's performance in these Indicators. In the case of South Lodge Primary the evaluations were as follows:

- Leadership of change – Satisfactory
- Learning, teaching and assessment – Weak
- Ensuring wellbeing, equality and inclusion – Satisfactory
- Raising attainment and achievement – Weak

For the ELC setting the evaluations were as follows:

- Leadership of change – Satisfactory
- Learning, teaching and assessment – Satisfactory
- Ensuring children's progress – Satisfactory
- Raising attainment and achievement – Satisfactory

3.6 Fuller documents, known as the Summarised Inspection Findings (SIF) are published on the Education Scotland website [here](#) for the Primary School and [here](#) for the ELC setting. These documents are designed to provide schools with more detail about the inspection conclusions to help with future work, and contain some more specific information about attainment, especially in literacy and numeracy.

3.7 Some of the key additional positive points made in the SIFs relating to the main quality indicators were:

- The positive difference the Head Teacher has made to the ethos of the school since he joined the staff team.
- Staff, children and parents have been involved and consulted with when creating the school's new vision and values.
- Practitioners in the ELC setting feel well supported by the Head Teacher. He regularly attends weekly meetings to keep abreast of developments and any issues that may arise.
- In the majority of lessons, instructions given to children are clear and concise with learning intentions matched to the desired outcome.
- Staff have worked with colleagues across the Associated Schools Group to moderate standards in listening and talking.
- Most children in the ELC setting engage in a range of spontaneous experiences, which encourage the development of their independence and creativity.
- The majority of children are aware of how to stay safe online and are able to describe what a healthy diet is and how to stay fit.
- There are appropriate processes in place to identify children who may require additional support with their learning.
- Practitioners in the ELC setting promote positive behaviour well by encouraging children to develop respectful relationships and be aware of the needs of others.
- Overall, children's attainment in reading is satisfactory.
- The Eco Group is promoting responsible citizenship by establishing an Eco code in the school.
- The majority of children in the ELC setting are making satisfactory progress in early communication and early language and also in numeracy and mathematics.

3.8 Some of the key additional areas for the school to work on identified in the SIF were:

- The Head Teacher has correctly identified the need to carry out more rigorous self-evaluation, in the school and ELC setting, to inform the next steps of the school's improvement journey.
- There is scope to develop children's leadership skills further.
- In the ELC setting, extended use of more natural, open-ended resources would stimulate children's interests in their learning and promote creativity further.
- Across the school and in the ELC setting, more opportunities can now be created to develop children's skills in digital technology.
- Greater consistency in written and oral feedback will ensure children are clear about their strengths and can discuss their next steps in learning.
- In the ELC setting, it would be helpful to develop a simple tool to track children's learning across the curriculum.
- The school would benefit from reviewing its health and wellbeing programme.
- Class teachers would benefit from further training empowering them to be more confident to set appropriate targets and deliver universal and targeted support within their classroom.
- There is scope for children in the ELC setting to extend their knowledge of diversity in the wider world.
- At the upper stages, teachers must ensure that children are presented with reading materials that are age and stage appropriate and provide a suitable level of challenge.
- Paying particular attention to the development of mental agility and numeracy skills has the potential to raise attainment.
- There is scope in the ELC setting to promote more challenge and depth across learning, to enhance progression for all.

3.9 The conclusion drawn by the visiting team of Inspectors was that they will revisit the school approximately a year after the publication of the report. The format for this revisit has yet to be decided, but could be either a full re-inspection or a joint Highland Council/HMI visit, led by Highland Council Officers.

3.10 Following the inspection, the QIO for the school, Donald Paterson, has continued to work with the Head Teacher as he works on implementing the improvements indicated in both the QIV report and the HMI report

4. Implications

4.1 Resource – none beyond existing school budgetary allocations. Legal - none. Community (Equality, Poverty and Rural) - none. Climate Change/Carbon Clever - none. Risk – none. Gaelic – none

Designation:

Date: 19 January 2018

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Background Papers: Education Scotland report on visit to South Lodge Primary School, which can be found [here](#).