

The Highland Council

Lochaber Area Committee

29 August, 2019

Education Scotland Report – Ardgour Primary School Report 1

Report by Area Care & Learning Manager

Summary

This report provides details on Education Scotland's report of Ardgour Primary School of 13 March 2018. The Head Teacher is Mrs Lyndsay Bradley.

1:0 INTRODUCTION TO INSPECTIONS

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.

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.

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, health and wellbeing which enables access to the highest possible learning within a broad general education and beyond.

Details of all aspects of the work of Education Scotland along with all the reference documentation can be found on the Education Scotland website.

Link: <https://education.gov.scot/>

2:0 INSPECTION CONDUCTED

2:1

SCHOOL	AREA	INSPECTION DATE	NATURE OF INSPECTION	PUBLICATION DATE	ACTION
Ardgour Primary School	Lochaber	October 2017	Full	13 March 2018	Education Scotland will return to carry out a further inspection in connection with the report of 2018.

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. In this way relevant Members will see each published report as they arrive in the relevant area.

2:3 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 publication "*How good is our school?*" 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.

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

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

Education Scotland will return to carry out a further inspection in connection with the report of 2018.

Quality Indicator	Ardgour Primary School
Leadership of Change	Satisfactory
Learning, teaching and assessment	Satisfactory
Raising attainment and achievement	Weak
Ensuring wellbeing, equality and inclusion	Satisfactory
Quality Indicator	Nursery Class
Leadership of Change	Good
Learning, teaching and assessment	Good
Securing children's progress	Satisfactory
Ensuring wellbeing, equality and inclusion	Good

The visit identified the following areas for improvement:

- Raise attainment and achievement for all learners, particularly within reading and writing. Across the school, staff should articulate a clear strategy for raising attainment and ensure learning and teaching approaches are planned at the right level of challenge. The strategy should outline support for all learners as well as specific interventions for individual learners as required.
- Continue to develop flexible progression pathways across the curriculum which support teachers to plan learning effectively to ensure children are making the best possible progress.
- Ensure there is shared understanding across the school of the standards and expectations of what is required to achieve a level of Curriculum for Excellence. Teachers should now use the results of assessment in a more timely manner to plan appropriate interventions to support learning, and monitor the impact of these more regularly.

The visit identified the following strengths:

- The leadership of the headteacher in creating a more inclusive and supportive learning environment for all children. She listens to and acts on the views of parents and children resulting in improvements in the life of school.
- Staff across the nursery and school who work well together to promote a caring ethos which supports children and their families. All staff are committed to making improvements in their practice.
- The effectiveness of the headteacher in securing positive partnerships with parents, partners and the community. This provides a wide range of opportunities for children to develop individual skills, interests and talents, particularly in sports and music.
- Children across the nursery class and the school who support each other well, are motivated and engage well in their learning, particularly in the outdoors.

The full Education Scotland Report can be found on the link below

<https://education.gov.scot/inspection-reports/highland/5128323>

3:0 ACTIONS AS A RESULT OF INSPECTION

- 3:1** The Authority, Head Teacher and the public are provided with the report, “summary of inspection findings” (SIF) and an evidence report.

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

4:0 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.
- 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*.

The link below provides the Approaches to Inspection from August 2016:
Link:

<https://education.gov.scot/what-we-do/inspection-and-review/about-inspections-and-reviews/new-approaches-to-inspection/Approaches%20to%20inspection%20from%20August%202016>

5. Implications

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

6:0 RECOMMENDATION:

The Area Committee is asked to scrutinise and note the Education Scotland report on **Ardgour Primary School** of 13 March 2018.

Designation: Quality Improvement Manager (West)

Author: Don Esson

Date: 29th July 2019.

The Highland Council

Lochaber Area Committee

29 August, 2019

Education Scotland Report – Ardgour Primary School Report 2

Report by Area Care & Learning Manager

Summary

This report provides details on Education Scotland's report of Ardgour Primary School of 21 May 2019. The Head Teacher during the follow-up inspection was Mrs Lyndsay Bradley, as is still the case.

1:0 INTRODUCTION TO INSPECTIONS

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.

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.

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, health and wellbeing which enables access to the highest possible learning within a broad general education and beyond.

Details of all aspects of the work of Education Scotland along with all the reference documentation can be found on the Education Scotland website.

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2:0 INSPECTION CONDUCTED

2:1

SCHOOL	AREA	INSPECTION DATE	NATURE OF INSPECTION	PUBLICATION DATE	ACTION
Ardgour Primary School	Lochaber	March 2019	Follow-up	21 May 2019	Education Scotland will make no more visits in connection with the report of 2018.

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. In this way relevant Members will see each published report as they arrive in the relevant area.

2:3 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 publication "*How good is our school?*" 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.

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

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

Education Scotland will make no more visits in connection with the report of 2018.

The visit identified the following improvements:

Raise attainment and achievement for all learners, particularly within reading and writing. Across the school, staff should articulate a clear strategy for raising attainment and ensure learning and teaching approaches are planned at the right level of challenge. The strategy should outline support for all learners as well as specific interventions for individual learners as required.

- Ardgour Primary School continues to be a warm and welcoming school, where children feel safe and well cared for. Led very effectively by the headteacher, the whole school community works together closely to help the school to continue to improve and grow. Following consultation within the school community, the headteacher and staff have developed a clear strategy for raising attainment. Together, they scrutinise all assessment information available to them to identify promptly any interventions necessary to support children's learning. Where appropriate, teachers set targets for individual children, which are regularly discussed and reviewed with parents. Individual

on-line learning profiles have been introduced across the school, and these are popular with children and families. Parents feel these profiles provide helpful information on their child's progress in learning.

- The school has made significant progress towards raising attainment and achievement for all. Staff have benefitted from professional learning in order to develop new approaches in the teaching of writing, spelling and reading. These approaches are having a positive impact on children's learning. As a result, attainment in literacy is improving. Across the school, children are making better progress and almost all are on track to achieve or exceed national expectations. Children are enthusiastic about reading. They value the time for personal reading in school each day, and many children read for pleasure at home. Teachers encourage children to read newly published books, to extend their knowledge and understanding of different authors and genres. As a result, children can talk with confidence about a range of authors, and almost all read aloud fluently and with expression. A new approach to develop children's writing skills from nursery to P7 has been successfully introduced. This method is providing children at all stages with better support to generate ideas, and to plan and structure their writing. As a result, children across the school are motivated to write at greater length and to a high standard. They make good use of a toolkit, which helps them to self-assess their work. High quality feedback from teachers helps children to identify what they need to do to improve. Parents are invited into school to see the new approaches to literacy in action.
- Staff have reviewed the approaches to teaching numeracy and mathematics. They have taken a well-considered approach to looking nationally for the best programme to suit the context and needs of children in Ardgour Primary. As a result, children are benefitting from regular opportunities to revisit and apply their learning in numeracy and mathematics. During visit to classes, Inspectors observed children across the stages using their numeracy skills to solve a range of problems. As children move through school, they are aware of an increasing range of strategies they can use in their numeracy work.

Continue to develop flexible progression pathways across the curriculum which support teachers to plan learning effectively to ensure children are making the best possible progress.

- The headteacher and staff have continued to develop the curriculum for Ardgour Primary School and nursery class. In line with national and local guidance, they have implemented learning pathways for all curricular areas. These pathways are helping to ensure progression in all areas of children's learning as they move through the nursery and school.
- Teachers have willingly undertaken training in order to develop and embed Gaelic from P1 to P7. Children's developing knowledge of Gaelic is reinforced well through class routines. Staff have continued to develop the health and wellbeing curriculum in interesting and relevant ways. As a result, children have deeper understanding of their own wellbeing and readiness to learn. There is a clear focus on helping children to develop resilience and confidence. Citizenship continues to be a strong feature of school life, with children in the nursery class now included in the pupil voice committees. Their contributions are welcomed and valued by their older friends and adults alike.

Ensure there is shared understanding across the school of the standards and expectations of what is required to achieve a level of Curriculum for Excellence. Teachers should now use the results of assessment in a more timely manner to plan appropriate interventions to support learning, and monitor the impact of these more regularly.

- The headteacher and all staff place great value in participating in professional learning and researching best practice. As a result, staff are implementing new approaches to learning, teaching and assessment, and this is making a difference for children. Staff are more confident in their professional judgements and are embracing fully the new approaches to teaching and learning. Staff have worked very well together to ensure they have a shared understanding of national standards and expectations. They value regular opportunities to participate in moderation activities with colleagues in local schools, and where possible, further afield. Since the original inspection, they have worked with colleagues in other schools to share standards in literacy and mathematics. As a result, they now have a deeper understanding of what is required to achieve a Curriculum for Excellence level.
- Teachers make good use of a variety of sources to assess children's progress in learning. This includes class tests, check-ups, discussions with colleagues and standardised assessments. The headteacher maintains a clear overview of the progress that all children are making in their learning. This strategic approach, combined with teachers' sound knowledge of children, ensures that the headteacher has an accurate view of children's attainment, including those who need additional support. The headteacher provides strong leadership in ensuring that all staff are developing their professional knowledge and skills in learning, teaching and assessment. Children are making better progress as a result.

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5. Implications

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6:0 RECOMMENDATION:

The Area Committee is asked to scrutinise and note the Education Scotland report on **Ardgour Primary School** of 21 May 2019.

Designation: Quality Improvement Manager (West)

Author: Don Esson

Date: 29th July 2019.