

Agenda Item	<b>5.</b>
Report No	<b>SCC/19/19</b>

## **THE HIGHLAND COUNCIL**

**Committee:** Sutherland County Committee

**Date:** 14 November 2019

**Report Title:** **Education Scotland activity in Edderton Primary School 2019**

**Report By:** Head of Education

### **1. Purpose/Executive Summary**

- 1.1** This report summarises the outcomes of the visit by Her Majesty's Inspectorate (HMI) to Edderton Primary School (Tain ASG), from 10<sup>th</sup> to 12<sup>th</sup> June 2019. Edderton Primary inspection was a short-model visit lasting just three days. The Head Teacher at Edderton Primary is Mrs Kirsten MacNeil.

### **2. Recommendations**

- 2.1** Members are asked to note the content of this report.

### **3. Implications**

- 3.1** Resource – none beyond existing school budgetary allocations

There are no Legal, Community (Equality, Poverty and Rural), Climate Change/Carbon Clever, Risk or Gaelic implications.

#### 4. Edderton Primary Inspection

- 4.1 A team from HMI (Education Scotland) visited Edderton Primary School during week beginning 10<sup>th</sup> June 2019. The report on this visit was published on 17<sup>th</sup> September 2019 and is available [here](#), on the Education Scotland website.
- 4.2 During the visit, members from the visiting team met children, parents/carers and staff as well as the Head Teacher, focusing on the Quality Indicators (QIs) from *How Good is Our School?* (4<sup>th</sup> Edition). The visiting team also observed learning and teaching in the classrooms. Surveys of young people, parents and staff were carried out by the inspection team and the results of these surveys can be found [here](#). The Head Teacher of Edderton Primary is also the cluster Head Teacher of Gledfield Primary, also in the Tain ASG.
- 4.3 At the end of the inspection activity, a feedback session was held, led by the Managing Inspector and attended by the Head Teacher and the school's Quality Improvement Officer, Mr Donald Paterson. At this session, the inspection team described the school's strengths, as follows:
- Well behaved confident and caring children who enjoy being at school. They have strong, positive relationships which help them support each other in their learning and play within the multi-composite classes.
  - All staff are committed to the school and willingly take on additional responsibility when the headteacher is off site. As a result parents and children feel they are listened to and that the school is a positive learning environment.
  - Edderton Primary School is at the heart of the village of Edderton. The local community support children's learning well. For example, children worked with the local museum to create a website around the war memorial. Volunteers support children in the creation of the Goblin Car.
- 4.4 The inspection team also identified some key areas for the school to work on. These areas were identified as follows:
- Take steps to build on the strengths in learning and teaching to ensure a consistent approach to meeting all children's needs. In doing this provide children with appropriate pace and challenge in learning making maximum use of teaching time across the week.
  - Ensure children have access to a broad and balanced range of experiences across the curriculum. These experiences should allow children to build on their previous learning as they move through the school. Staff should now ensure they enhance how they meet children's varied needs across the multi-composite classes.
  - Continue to develop approaches to monitoring and tracking the work of the school to ensure a clear focus on raising attainment.
  - We ask the local education authority to take steps to support the leadership of the school in taking forward the improvement agenda.
- 4.5 The school has developed a plan to address these areas for improvement and has begun to implement changes to ensure progress in these areas. The full School Improvement Plan for session 2019/20, drawn up by the Head Teacher in consultation with the Donald Paterson, QIO, is designed to bring about the improvements identified as necessary by the HMI team (see also 4.9 below).
- 4.6 During a short model inspection such as this one at Edderton Primary School, HMI report against just two 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 Edderton Primary School the evaluations were as follows:

Learning, teaching and assessment – Satisfactory  
Raising attainment and achievement – Satisfactory

- 4.7 A fuller document, known as the Summarised Inspection Findings (SIF), is published on the Education Scotland website [here](#). This document is designed to provide the school with much more detail about the inspection conclusions to help with future work, and also contains some more specific information about attainment.
- 4.8 Some of the key additional positive points made in the SIF relating to the main QIs were:
- Staff share the learning with parents using an online tool which serves as a good two-way communication forum between the school and parents.
  - As a result of the multi-composite classes, older children are confident helping younger children and working in multi-stage groups. Children take responsibility to explain concepts to younger children
  - Children feel that they have a voice in the school and can approach a known adult if they have a concern.
  - Children are given opportunities to have choice within their learning, such as what they want to learn within their topic.
  - Overall, teachers provide clear instructions in the majority of lessons and use a range of questions to help take learning forward.
  - Increasing use is made of digital technology using laptops and tablets to support independence in learning.
  - Overall, the majority of children are making satisfactory progress in their learning at the early and first level in literacy and numeracy. A few children are making good progress. Overall, most children working towards the second level are making good progress. A few children are exceeding expectations.
  - Children are benefiting from a wide range of planned activities to develop their wider achievement further. This supports children to achieve success and build confidence. The school community celebrates children's achievements through folders, certificates, peer nominations and assemblies.
  - Staff know children and their families and understand very well the socio-economic and cultural context of the local community.
- 4.9 Some of the key additional areas for the school to work on identified in the SIF were:
- There is scope for children to be much more involved in leading their own learning. Staff should now develop children's voice further and include children much more in evaluating the school and identifying areas for improvement.
  - There is a need to ensure up to date progression frameworks are used by staff across all curricular areas. Staff could use these to help monitor the pace of progress through the levels for cohorts of children.
  - Overall, there is a need to align assessment more to planned learning and teaching.
  - In order to support teacher's judgement of achievement of a level the local authority and the headteacher should increase opportunities for moderation of the standard with other schools within the Associated Schools Group and beyond.
  - A few children are capable of moving through the Curriculum for Excellence levels at a faster pace and cope with more challenge in their learning.
  - There is considerable scope for the school to pull assessment information together on individuals to demonstrate and track children's individual attainment over time.
  - The headteacher should now put in place a system to track children's achievements to ensure each individual has opportunities for success. A clear tracking system will

also help teachers to support children as they identify and discuss the skills they are developing including skills for learning, life and work.

- There is a need to provide clearer targets for children within an individual educational plan to measure progress for children with additional support needs.

These additional points for action are also addressed in the School's Improvement Plan for session 2019/20.

- 4.10 As a result of the inspection findings the HMI team concluded that they have confidence that the school has the capacity to continue to improve. As a result, HMI will make no further visits to the school in connection with this inspection.
- 4.11 Following the inspection, the Quality Improvement Officer for the school, Donald Paterson, has continued to work with the Head Teacher as she works on implementing the improvements indicated in the HMI report.

Designation:

Date: 6 November 2019

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Background Papers: The Education Scotland report on the visit to Edderton Primary School can be found [here](#), and the more detailed Summarised Inspection Findings, can be found [here](#).