

<b>Agenda Item</b>	<b>10</b>
<b>Report No</b>	<b>BSAC/13/20</b>

## HIGHLAND COUNCIL

**Committee:** Badenoch & Strathspey Area

**Date:** 10<sup>th</sup> November 2020

**Report Title:** Education Report

**Report By:** Fiona Shearer - Area Education & Learning Manager

### 1. PURPOSE/EXECUTIVE SUMMARY

1.1 This report provides an update of key information in relation to the schools within the Badenoch & Strathspey (B&S) Committee Associated School Groups (ASG's) and provides useful updated links to further information in relation to these schools.

### 2. RECOMMENDATIONS

2.1 The Area Committee is asked to scrutinise and note the content of the report, including the new format of this Education Report.

### 3. IMPLICATIONS

3.1 This report is for information in relation to the schools in the Grantown and Kingussie ASGs. Further detail can be discussed at Ward Business Meetings with Head Teachers and South Area staff.

#### 3.2 Resource

All work will be managed within budget allocations.

#### 3.3 Legal

Statutory requirements are met as necessary.

#### 3.4 Community (Equality, Poverty and Rural)

No known implications.

#### 3.5 Climate Change / Carbon Clever

No known implications.

#### 3.6 Risk

No known implications.

3.7 **Gaelic**  
GME delivered in schools, continue to support and further develop this.

#### 4. **ATTAINMENT AND ACHIEVEMENT**

4.1 School in the Badenoch & Strathspey Area receive support from the South Area Team. Officers will update members with regards to performance, as agreed at the Education Committee on September 30<sup>th</sup>.

##### Attainment – Performance Summary

The Scottish Government uses the analysis tool **Insight** to highlight a summary of the performance of Secondary Schools. More detailed information regarding individual school attainment can be discussed with Head Teachers. Meetings will be scheduled for Ward Business meetings, when the latest **Insight** data is available. If Members wish to have more detailed data on a paper copy, then this can be made available as requested.

For information, the performance measures used are:

- **Improving Attainment in Literacy and Numeracy (Local Measures)**  
This gives attainment percentages for a school for Literacy and Numeracy at Levels 4 and 5 over a 5 year period.
- **Improving Attainment for All (Local Measures)**  
This gives a measure of a school's overall attainment based on total tariff scores per pupil. It splits a school's cohort into 3 based on their overall attainment.
- **Tackling Disadvantage by Improving the attainment of lower attainers relative to higher attainers (Local Measures)**  
This gives a measure of a school's attainment based on total tariff scores per pupil against deprivation based on SIMD.
- **Increasing post-school Participation**  
This gives a measure of the percentage of pupils leaving school achieving a positive and sustained destination.
- **Breadth and Depth all candidates**  
This gives an indication of attainment by looking at the number of qualifications gained.

With regards to Gender, LAC, Ethnicity, EAL, ASN & SIMD, the school itself will analyse these particular issues to see if any of them are significant.

##### **Virtual Comparator - *Why is the virtual comparator the key benchmark?***

Insight allows schools to compare their performance to the performance of a virtual comparator, which is made up of pupils from schools in other local authorities who have similar characteristics to the pupils in this school. This is helpful because it allows a comparison based on pupils who are alike on key variables (gender, deprivation, additional support needs and stage of leaving / latest stage) that are linked to educational outcomes rather than comparison with real schools which may have quite

a different pupil profile. The virtual comparator therefore controls, to a large extent, the background characteristics of pupils in this school and offers a fairer comparison.

#### 4.2 Primary School Achievement of a Level data can be found at [School Information Dashboard](#)

This data outlines a range of information about schools – Primary, Secondary and Special Schools. It is important to look at and gather a variety of different data sources when looking at how well a school is doing, as statistical data alone does not always give the full picture.

The information on this dashboard should be considered along with information in school handbooks, in the School Improvement Plans and through discussions with staff and parents. More detailed information regarding individual school attainment can be discussed with Primary Head Teachers and meetings will be scheduled for Ward Business meetings.

Please also note that due to Covid-19 this year, the Scottish Government advised that Achievement of Level data would not be collected, so the dashboard is not current. However, our Primary Schools continue to use many different approaches to assessment. A child's progress is based on the child's progress and achievements that come from day today learning situations. Evidence of progress and achievement is gathered through self, peer and teacher assessments implemented in different interactions as part of ongoing learning and teaching, based on the core skills within the curriculum. Children and young people are involved in the planning of their next steps in learning, using ongoing assessments as a stepping stone for future learning.

### 5. SCHOOL INFORMATION & COVID-19 UPDATE

#### 5.1 ASG roll projections and building % capacity can be found at: [School Roll Forecasts](#)

##### Head Teacher appointments:

- Sara Riach has been appointed as Head Teacher at Alvie Primary.
- Sarah Fraser is now cluster Head teacher for Gergask & Newtonmore Primary Schools
- Patricia Johnston has been appointed as Head Teacher for Kingussie Primary. Start date TBC.

All schools in the B&S Area have returned to school and completed a busy but successful first term. Whilst this was not without its challenges, overall there has been a positive return to school, following on from lockdown.

The initial focus for our schools was on settling pupils back into school routines whilst ensuring health and safety measures were in place to protect pupils and staff from the risks of Covid-19 at all times. Across THC the focus was to support pupils and staff to re-connect, re-establish relationships, routines and social interaction. There was significant demand on schools around the many logistical plans to support a safe and supported return, as well as planning for contingency arrangements in the event of any localised lockdowns.

All schools in the B&S Area continue to take account of local circumstances in updating detailed risk assessments which have been shared with school communities. Health and wellbeing is a high priority across all of our schools and staff have been taking the time to re-establish relationships to ensure that children feel safe and secure.

Most schools in the B&S Area were already well versed in the use of digital learning, especially Kingussie ASG, having been a pilot school for the implementation of G-Suite for Education some years ago. Schools have reported that one of the benefits of being in lockdown meant that staff and pupils had to quickly adapt to learning online, and that this happened much more quickly because of the situation.

We have drop in sessions on a weekly basis in the Area and Head Teachers have asked that these continue, as they find them to be supportive and beneficial to have the opportunity to link in regularly with officers as well as other HT colleagues.

Continuity of high quality teaching and learning is important during any period of blended learning and we will work to support schools in the Kingussie and Grantown ASGs to ensure consistency of approach. The ICT iLearning Team will continue to support schools as part of any lockdown procedure.

## 5.2 **Inspection Updates**

Members will be advised of School Inspection reports by the Head Teacher or Area Officers, as they are published. Education Scotland have postponed all school inspections this year due to Covid-19. The planned re-inspection at Kingussie Primary has been impacted by this as we will update Members with the new date for Education Scotland to return to the school.

Links to: - [Education Scotland Inspection Reports](#)      [Care Inspectorate Reports](#)

## 5.3 **Update on 1140 ELC provision in the B&S Area.**

Members will receive updates from South Area for progress on Early Learning and Childcare with regards to the expansion to 1140 hours for 2020/21.

### Grantown ASG:

- Grantown Playgroup and Grantown Primary School Nursery are planned for August 2021 delivery. The Playgroup took on additional children when the decision to retain the status quo decision was made at Grantown Primary, therefore it makes sense for both settings to move to the delivery of 1140 hours at the same time, otherwise it will not be equitable and we have to ensure it does not negatively impact on partners. SG guidance is that we have to be provider neutral
- Abernethy Primary and Carrbridge Primary are already delivering 1140 hours.
- Deshar will move to 1140 hours in January in the new building – we need to finalise staffing.

### Kingussie ASG:

- Aviemore PS, Rosebuds and Cairngorm ELC moving ASAP, Cairngorm and Rosebuds ELC are there, Aviemore need staff.
- Wild Willows already delivering 1140 hours.
- Gergask will be delivering 1140 hours (now that they have a child in Nursery!)
- Kingussie to move in January 2021, we are just arranging final staffing.

- Newtonmore is planned for August 2021. We are still reviewing the situation there as we need to have a solution to accommodate the Primary class in to, whilst the building work is on-going.

## **6. BADENOCH & STRATHSPEY COMMUNITY PLANNING PARTNERSHIP**

- 6.1 The new Chair of the B&S CPP is James Brander. Kenny Murray, interim EQIM for South Area will lead on the children's plan for B&S, supported by Clare Blair, EYESO. The date for the next meeting is to be confirmed and we will update Members with the progress of this in due course.

Designation: Area Education & Learning Manager

Date: 26.10.2020

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