

Agenda Item	6
Report No	BSAC/08/21

HIGHLAND COUNCIL

Committee: **Badenoch & Strathspey Area Committee**

Date: **May 2021**

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 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

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.

3.1 Resource – All work will be managed within budget allocations

3.2 Legal – Statutory requirements are met as necessary

3.3 Community (Equality, Poverty and Rural) – N/A

3.4 Climate Change / Carbon Clever – N/A

3.5 Risk –N/A

3.6 Gaelic – GME delivered in schools, continue to support and further develop this.

4. **Attainment and Achievement**

- 4.1 Schools 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 30th 2020.

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 & 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**

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

5.1 **Schools return**

- all children in ELC and P1 – P7 returned full time prior to the Easter holidays
- In secondary, over the three week period up to Easter holiday in every school, all young people received some in-school learning, as specified by the national and Highland Council guidance.
- All children and young people back in school full time after Easter.
- Further updates and information is on the Return to School webpage on The Highland Council website.
- Focus has been on HWB (including outdoor learning)
- High Life Highland are supporting the return to school – Active School Co-ordinators working with staff to support well-being
- Reconnecting& socialise – plans are underway for a 'Summer of Hope' programme to offer socialisation and play opportunities for children and young people, linking in with community and 3rd sector partners and we will share what this looks like in the B&S area soon.
- Schools have been making good use of outdoors area and outdoor learning generally.

- Staff feedback is that it was great to see the excitement of our pupils being reunited in person, with lots to catch up on. After having the playground to themselves, our younger pupils coped admirably and as if they'd never been apart from their older friends.
- All pupils back full time since 19 April. No 2m distance required between pupils but is in place between staff and between staff and pupils. All Covid safety protocols continue with face coverings, one way system, touch cleaning, surface cleaning, sanitiser, increased ventilation in school with windows and doors open, outdoor social time and school risk assessments are updated to reflect the changes in routines. The Position Statement is updated each time we receive SG guidance.
- Outward Bound sessions in school to support P7 – S1 transition have been very well received with great feedback from staff, pupils and parents
- Overall a positive return to school following lockdown. The pupils have been very positive and, in the main, fully compliant and patient with Covid restrictions. The first assessment window has started well and we have listened closely to parent feedback and adjusted how we are reporting accordingly. So far pupils and parents are reporting that the school is doing the best job in the circumstances.
- Grantown Grammar are aiming to change timetable on 14 June and will have a primary secondary liaison week that week together with sports day to let the P7 pupils have a positive transition. The last two weeks of term, following the assessment windows are going to be centred around health and well-being with sports, outdoor education trips run by our qualified staff and also celebrating making it to the end of term!

5.2 **Lateral Flow Testing**

- The opportunity to take part in Lateral flow testing is being rolled out to S1-S3 young people. Schools will issue consent forms, (parental consent as they are under 16) information and support materials and this is in now in place since the return to school after the Easter holidays
- Testing has also been offered to school transport providers and any staff working regularly in school, ie HLH and College staff
- **This programme is voluntary** – nobody is required to undergo testing without consent, and nobody should be excluded from school if they do not wish to test. However, Scottish Government are asking that school staff and all secondary pupils be encouraged to participate, in order to contribute to the wellbeing of their school communities.

5.3 **SQA**

SQA have published more detail about the timelines for learning, teaching and assessment to support teachers in arriving at provisional grades.



SQA Key Points

- "The model (ACM) is based on demonstrated attainment and so assessment evidence is required."
- "Evidence should be gathered under controlled conditions to ensure a degree of equity. It is the quality of evidence which is critical, rather than quantity, and therefore there is no need for a large portfolio or ring-binder of classroom based work."
- "There is no requirement to replicate full formal exams or prelims this year. Classroom based assessments should be spread over the remaining weeks to help manage the marking and quality assurance activities as well as reduce pressure on learners."
- "A flexible and consistent framework has been created, including detailed guidance, material and support, based on assessment standards that teachers are familiar with. This should enable schools to deliver the assessment evidence which suits their cohort's circumstances."
- "Assessment opportunities should not be one-off, high-stakes scenarios and should accommodate, as far as possible, the maximum opportunity for learners to perform well. This includes providing assessment arrangements for those who need additional support."

5.4 **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 in sections 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. Education Scotland have had initial meetings with the Head Teacher and QIO and will continue to engage and support.

Links to: -

Education Scotland Inspection reports

Care Inspectorate Reports

6. **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. Works are on hold for now because there is a Bat issue but both settings will deliver 1140 from August 2021
- Abernethy Primary and Carrbridge Primary are already delivering 1140 hours.
- Deshar are now delivering 1140

Kingussie ASG:

- Aviemore PS, Rosebuds and Cairngorm ELC are All delivering 1140 hours .
- Wild Willows already delivering 1140 hours.
- Gergask have 3 children enrolled and delivering 1140 hours
- Kingussie Not delivering 1140 until Summer due to staffing
- Newtonmore is planned for delivering 1140 hrs August 2021. There will be 2 nursery rooms one for EM and one for GM works expected to be complete August 2021

Designation: Area Education & Learning Manager

Date: 10.5.2021

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