HIGHLAND COUNCIL

Committee: **Nairnshire Committee**

Date: **23 June 2021**

Report Title: **Education Report**

Report By: **Executive Chief Officer, Education and Learning**

1.   Purpose/Executive Summary

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

2.   Recommendations

2.1   Members are asked to scrutinise and note the content of this report.

3.   Implications

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.   Introduction / Context

4.1   Schools in the Nairn Area receive support from the South Area Team. Officers will update members with regards to performance, as agreed at the Education Committee on 30 September 2020.

4.2 **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.

4.3 **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.

4.4 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.

4.5   Please also note that due to Covid 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

5.2   **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 The 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 – as shared at the recent Education Committee, 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 Nairn 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.

5.3 **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, i.e. 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.

5.4 <u>**SQA**</u>
SQA have published more detail about the timelines for learning, teaching and assessment to support teachers in arriving at provisional grades.

1

Ongoing until April 2021

Teachers and lecturers access subject specific guidance, assessment resources and Understanding Standards materials and webinars from SQA.

2

April to May 2021

School, college and local authority quality assurance continues. During May, SQA requests, reviews and provides feedback on samples of assessment evidence from each school and college.

3

End of May to 25 June 2021

Schools, colleges, local authorities and SQA work through final stages of local and national quality assurance and feedback to reach provisional results that are consistent, equitable and fair.

4

By 25 June 2021

Schools and colleges submit quality assured provisional results to SQA

5

Appeals process for 2020-21

Appeals process for 2020-21 - to be advised following consultation.

5.5   **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."

5.6   **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.

Links to: -
Education Scotland Inspection reports   **Care Inspectorate Reports**

Designation: Executive Chief Officer, Education and Learning

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