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<b>Report To:</b>	<b>Education &amp; Communities Committee</b>	<b>Date:</b>	<b>10 March 2020</b>
<b>Report By:</b>	<b>Corporate Director Education, Communities &amp; Organisational Development</b>	<b>Report No:</b>	<b>EDUCOM/14/20/MR</b>
<b>Contact Officer:</b>	<b>Michael Roach</b>	<b>Contact No:</b>	<b>01475 712761</b>
<b>Subject:</b>	<b>Education Scotland Report on Lady Alice Primary School</b>		

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## 1.0 PURPOSE

1.1 The purpose of this report is to inform the Education & Communities Committee of the recent Education Scotland full inspection of Lady Alice Primary School.

## 2.0 SUMMARY

2.1 Lady Alice Primary School was inspected in October 2019, under the Education Scotland's full inspection model. The inspection focused on progress being made within the school, nursery class and centre to improve learning and teaching, to raise attainment, to secure progress and to close the poverty-related attainment gap.

2.2 The report published in January 2020 outlines the positive practices and interventions that are having an impact on improving outcomes for learners within the school and nursery class and areas for improvement.

2.3 Education Scotland notes the leadership of the Head Teacher is creating a strong collaborative team. The staff's teamwork, together with their willingness, to adopt leadership roles to help the school bring about necessary improvements.

2.4 The report identifies the staff's strong understanding of the context of the local community which informs the school's approaches to equity and inclusion. As a result, children feel valued and have a sense of belonging at Lady Alice Primary School.

2.5 There is a supportive environment in the school and positive relationships between children and staff. Children are motivated, enjoy learning and are increasingly engaged in tasks and activities are also acknowledged.

2.6 The inspection team also praised strong partnership working that results in children's wellbeing being supported effectively.

2.7 Education Scotland highlighted four areas for improvement which include:

- Strengthen approaches to monitoring and evaluating the work of the school, including the nursery class to drive forward necessary improvements;
- Improve approaches to learning and teaching in the nursery class;
- Build on existing good practice by further developing approaches to assessing children's progress, in order to raise the attainment of all;
- Streamline approaches to planning to ensure improved outcomes for children who require additional support. In doing so, targets within children's individual plans should be

regularly monitored and evaluated to ensure children make the best possible progress.

### **3.0 RECOMMENDATIONS**

- 3.1 It is recommended that the Education & Communities Committee notes the Education Scotland report on Lady Alice Primary School.

**Ruth Binks**  
**Corporate Director**  
**Education, Communities & Organisational Development**

## 4.0 BACKGROUND

- 4.1 As part of Education Scotland's inspection framework, Lady Alice Primary School was inspected in October 2019. Education Scotland staff and associates assessors from education authorities evaluated the education provision provided within the school.
- 4.2 The inspection covered key aspects of the work of the school at all stages, identified key strengths and areas for improvement.

The framework for this inspection included reviewing quality indicators which enabled Education Scotland to evaluate aspects of:

- 1.3 Leadership of change
  - 2.3 Learning, teaching and assessment
  - 3.1 Ensuring wellbeing, equality and inclusion
  - 3.2 Raising attainment and achievement
- 4.3 Education Scotland assessed and reported on the views of parents, pupils and staff, the quality of learning and teaching and how well the school was raising attainment and achievement for all pupils.
  - 4.4 The report was published in January 2020. It has been issued to staff, parents, local elected members and the Convener and Vice-Convener (Education).

## 5.0 CURRENT POSITION

- 5.1 Lady Alice Primary School has received a broadly positive report overall from Education Scotland which outlines the progress made in the key areas. However, there are areas for improvement in the nursery class.
- 5.2 The report noted that there is a positive, respectful and inclusive ethos within Lady Alice Primary School and children benefit from nurturing relationships with staff. Children and staff are proud of their school and feel valued. The house system allows them to be more fully involved in the life of the school and supports the development of their awareness of the world of work.
- 5.3 It also reported that some of the changes introduced by the Head Teacher are beginning to have an impact. The knowledge that the staff have of the school's context is strong and helping to ensure that plans are focused. The SIP and PEF strategy are clearly focused on addressing equity.
- 5.4 In most classes the quality of education is allowing pupils to make good progress. The learning powers are supporting pupils to develop their own awareness of themselves as learners. Staff are developing their skills to ensure that there is less directed teaching and more opportunity for pupils to take a lead.
- 5.5 In assessing the quality indicators, Education Scotland found them to be the following:

For the Primary School:

1.3	Leadership of change	satisfactory
2.3	Learning, teaching and assessment	good
3.1	Ensuring wellbeing, equality and inclusion	good
3.2	Raising attainment and achievement	satisfactory

For the Nursery Class:

1.3	Leadership of change	weak
2.3	Learning, teaching and assessment	weak
3.1	Ensuring wellbeing, equality and inclusion	satisfactory
3.2	Raising attainment and achievement	satisfactory

- 5.6 The nursery class is an area where greater focus now needs to be paid in order to secure rapid improvement. Since the inspection week rapid progress has already been made prior to the publication of the report. Education Scotland will revisit the school one year from the publication of the report i.e. from January 2021. The key focus will be on the nursery class.
- 5.7 A full action plan has been completed by the Head and Depute Head Teachers, on all the areas for improvement noted in the report. This has been supported by the school's Education Officer. The plan outlines not only the key actions that need to be taken, but also the milestones for improvement against projected impact measures. Alongside this, support has been brokered in from the Education Officer, as well as Senior Leaders in other establishments with expertise in early year's provision.
- 5.8 The Head and Depute Head Teachers are meeting with the Head of Education and the school's Education Officer on a monthly basis to track progress. This will continue right up to the point of the follow through visit in January 2021.
- 5.9 A key area for improvement is leadership of change. The Head Teacher has now assumed the day-to-day line management and overall strategic leadership of the nursery class in order to allow the Depute Head Teacher to focus on further developing aspects of leading on wellbeing and inclusion as part of the fourth area of improvement noted above in 2.7.
- 5.10 Alongside this there needs to be a real focus on the improvement of the quality of learning and teaching and assessment. A key action here is to ensure that pupils' learning is being fully assessed and tracked.

## 6.0 IMPLICATIONS

### 6.1 Finance

#### Financial Implications:

##### One off Costs

Cost Centre	Budget Heading	Budget Years	Proposed Spend this Report	Virement From	Other Comments
N/A					

##### Annually Recurring Costs/ (Savings)

Cost Centre	Budget Heading	With Effect from	Annual Net Impact	Virement From (If Applicable)	Other Comments
N/A					

### 6.2 Legal

N/A.

### 6.3 Human Resources

N/A.

## 6.4 Equalities

### Equalities

(a) Has an Equality Impact Assessment been carried out?

<input type="checkbox"/>	YES
<input checked="" type="checkbox"/>	NO – This report does not introduce a new policy, function or strategy or recommend a substantive change to an existing policy, function or strategy. Therefore, no Equality Impact Assessment is required

(b) Fairer Scotland Duty

If this report affects or proposes any major strategic decision:

Has there been active consideration of how this report's recommendations reduce inequalities of outcome?

<input type="checkbox"/>	YES – A written statement showing how this report's recommendations reduce inequalities of outcome caused by socio-economic disadvantage has been completed.
<input checked="" type="checkbox"/>	NO

(c) Data Protection

Has a Data Protection Impact Assessment been carried out?

<input type="checkbox"/>	YES – This report involves data processing which may result in a high risk to the rights and freedoms of individuals.
<input checked="" type="checkbox"/>	NO

## 6.5 Repopulation

N/A.

## 7.0 CONSULTATIONS

7.1 N/A.

## 8.0 BACKGROUND PAPERS

8.1 N/A.

21 January 2020

Dear Parent/Carer

In October 2019, a team of inspectors from Education Scotland visited Lady Alice Primary School and Nursery Class. During our visit, we talked to parents/carers and children and worked closely with the headteacher and staff.

The inspection team found the following strengths in the school's work.

- The leadership of the headteacher in creating a strong collaborative team. Staff's teamwork, together with their willingness, to adopt leadership roles to help the school bring about necessary improvements.
- Staff's strong understanding of the context of the local community. This informs the school's approaches to equity and inclusion. As a result, children feel valued and have a sense of belonging at Lady Alice Primary School.
- The supportive environment in the school, and the positive relationships between children and staff. Children are motivated, enjoy learning and are increasingly engaged in tasks and activities.
- Strong partnership working that results in children's wellbeing being supported effectively.

The following areas for improvement were identified and discussed with the headteacher and a representative from Inverclyde Council.

- Strengthen approaches to monitoring and evaluating the work of the school, including the nursery class to drive forward necessary improvements.
- Improve approaches to learning and teaching in the nursery class.
- Build on existing good practice by further developing approaches to assessing children's progress, in order to raise the attainment of all.
- Streamline approaches to planning to ensure improved outcomes for children who require additional support. In doing so, targets within children's individual plans should be regularly monitored and evaluated to ensure children make the best possible progress.

We gathered evidence to enable us to evaluate the school's work using four quality indicators from [How good is our school? \(4<sup>th</sup> edition\)](#) and [How good is our early learning and childcare?](#) Quality indicators help schools, local authorities and inspectors to judge what is working well and what needs to be improved. Following the inspection of each school, the Scottish Government gathers details of our evaluations to keep track of how well Scottish schools are doing.

## Here are Education Scotland's evaluations for Lady Alice Primary School and Nursery Class

Quality indicators for the primary stages	Evaluation
<b>Leadership of change</b>	<b>satisfactory</b>
<b>Learning, teaching and assessment</b>	<b>good</b>
<b>Raising attainment and achievement</b>	<b>good</b>
<b>Ensuring wellbeing, equality and inclusion</b>	<b>satisfactory</b>
Descriptions of the evaluations are available from: <a href="#">How good is our school? (4<sup>th</sup> edition), Appendix 3: The six-point scale</a>	

Quality indicators for the nursery class	Evaluation
<b>Leadership of change</b>	<b>weak</b>
<b>Learning, teaching and assessment</b>	<b>weak</b>
<b>Securing children's progress</b>	<b>satisfactory</b>
<b>Ensuring wellbeing, equality and inclusion</b>	<b>satisfactory</b>
Descriptions of the evaluations are available from: <a href="#">How good is our early learning and childcare? Appendix 1: The six-point scale</a>	

A more detailed document called Summarised Inspection Findings (SIF) will be available on the Education Scotland website at:

<https://education.gov.scot/education-scotland/inspection-reports/reports-page/?id=3315>

### What happens next?

As a result of our inspection findings we think that the school needs additional support and more time to make necessary improvements. We will liaise with Inverclyde Council regarding the school's capacity to improve. We will return to carry out a further inspection of the school within one year of the publication of this letter. We will discuss with Inverclyde Council the details of this inspection. When we return to inspect the school we will write to you as parents/carers informing you of the progress the school has made.

Guch Dhillon  
HM Inspector