
Report To:	Education & Communities Committee	Date:	8 March 2022
Report By:	Corporate Director Education, Communities and Organisational Development	Report No:	EDUCOM/15/22/MR
Contact Officer:	Michael Roach	Contact No:	01475 712850
Subject:	Education Scotland Follow Through Report on Lady Alice Primary School and Nursery Class		

1.0 PURPOSE

- 1.1 The purpose of this report is to inform the Education & Communities Committee of the recent Education Scotland follow through visit of Lady Alice Primary School and Nursery Class.

2.0 SUMMARY

- 2.1 Lady Alice Primary School and Nursery Class was inspected in October 2019, under Education Scotland's full inspection model. The inspection focused on evaluating the school's work against the four Quality Indicators used for full inspections as well as evaluating the work of the Nursery Class.
- 2.2 The report published in January 2020 outlined numerous strengths including the Head Teacher creating a strong collaborative team and the staff's teamwork, together with their willingness, to adopt leadership roles to help the school bring about necessary improvements. As well as this the report referenced the supportive environment in the school, and the positive relationships between children and staff. Children were described as motivated, enjoying their learning and were increasingly engaged in tasks and activities are also acknowledged.
- 2.3 The report also identified areas for improvement, which included:
- Strengthening approaches to monitoring and evaluating the work of the school, including the nursery class to drive forward necessary improvements;
 - Improving approaches to learning and teaching in the nursery class;
 - Building on existing good practice by further developing approaches to assessing children's progress, in order to raise the attainment of all;
 - Streamlining 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.
- 2.4 During the Autumn term of 2021/22 Education Scotland announced that they would resume their scrutiny programme with an initial focus on carrying out follow through visits that had been due to take place at the start of the pandemic in March 2020.
- 2.5 Lady Alice Primary School had a follow through visit led by an HMI, in partnership with the school and Education Officer for one day during November 2021.
- 2.6 The HMI agreed that the school had made very good progress overall towards the areas for improvement identified above and that no further visits would be made in connection to the 2020 inspection report.

- 2.7 Particular praise was made of the school's response to the Covid 19 Pandemic, its support for families and its ongoing focus, despite the pandemic, on continuing to improve and address the areas for improvement above.

3.0 RECOMMENDATIONS

- 3.1 It is recommended that the Education & Communities Committee notes the Education Scotland follow through letter on Lady Alice Primary School and Nursery Class.

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 and Nursery Class was inspected in October 2019. Education Scotland staff and associate 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 (QIs) 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, published in January 2020, identified strengths as well as areas for improvement. The school was graded against the four QIs in 4.2. These were:

QI number	QI focus	School	Nursery Class
1.3	Leadership of change	satisfactory	weak
2.3	Learning, teaching and assessment	good	weak
3.1	Ensuring wellbeing, equality and inclusion	good	satisfactory
3.2	Raising attainment and achievement	satisfactory	satisfactory

4.5 Four areas for improvement were also identified. These were:

- Strengthening approaches to monitoring and evaluating the work of the school, including the nursery class to drive forward necessary improvements;
- Improving approaches to learning and teaching in the nursery class;
- Building on existing good practice by further developing approaches to assessing children's progress, in order to raise the attainment of all;
- Streamlining 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.

4.6 In November 2021 Education Scotland carried out a follow through visit of the school and nursery class as indicated would be the case in the 2020 report. This had been delayed due to the Covid 19 Pandemic.

5.0 FOLLOW THROUGH REPORT

5.1 Lady Alice Primary School and Nursery class has received a very positive follow through letter from Education Scotland which outlines the progress made in the key areas identified for improvement. As a result there will be no further visits made by Education Scotland in relation to the report of March 2019.

The initial section of the letter written by Education Scotland as the outcome of their visit to the school, outlines the response to supporting pupils and families during the Covid 19 pandemic. It reports that the head teacher has skilfully managed the process and has been supported very well by the local authority.

The letter also states that, *“To support recovery and children’s return to school, senior leaders and staff have prioritised the wellbeing of their children and families. Staff have responded effectively to the emerging needs of the local community as a result of COVID-19 restrictions. Senior leaders and staff worked together to develop further their communication approaches during the pandemic. Parents and carers report the levels of support, care and communication received as being essential to their family wellbeing during the COVID-19 pandemic.”*

- 5.2 The letter also acknowledges the work of the school in prioritising transitions for pupils prior to August 2021: *“Children making the transition between the nursery class and P1, and P7 to S1, were supported by virtual tours, interactive maps and sharing of information leaflets.”*
- 5.3 The letter outlines the school’s prioritisation of partnership working during this time: *“Senior leaders and staff recognise the importance of effective partnerships to support recovery, help identify wellbeing concerns and address gaps in children’s learning. Partner providers including the local authority Educational Psychology service, a Barnardo’s family support worker and a Community Learning and Development attainment challenge worker assisted school staff with the delivery of learning packs and food parcels.”*
- 5.4 The letter identifies that very good progress has been made in strengthening approaches to monitoring and evaluating the work of the school.
- 5.5 As well as this, good progress in improving learning and teaching in the nursery class has been identified: *“Use of national practice guidance for early years in Scotland has led to improvements in the learning environment. As a result, children’s engagement, independence and their ability to increasingly make choices and decisions about their learning has improved. Since the original inspection, the outdoor learning space for the nursery class has been significantly developed. It is now a more stimulating environment where children access resources independently, develop problem solving skills and experience open ended materials that support creativity and team work.”*
- 5.6 Significant progress has been made in further developing approaches to assessing children’s progress in order to raise attainment of all. There has also been very good progress made in streamlining approaches to planning to ensure improved outcomes for children who require additional support.
- 5.7 The report highlights the work of the depute head of the nursery class in leading improvements in the quality of planning in the nursery class.
- 5.8 The report states that the depute headteacher has, *“played a significant role in the implementation and evaluation of updated approaches, systems and policies. There are positive and productive relationships with agencies that provide and support the school with training, information and resources. This supports children with additional and complex needs. Parents comment very positively about the support they have received from the school which has helped their children make the best possible progress”*.

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?

	YES
✓	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?

	YES – A written statement showing how this report's recommendations reduce inequalities of outcome caused by socio-economic disadvantage has been completed.
✓	NO

(c) Data Protection

Has a Data Protection Impact Assessment been carried out?

✓

YES – This report involves data processing which may result in a high risk to the rights and freedoms of individuals.

NO

6.5 Repopulation

N/A.

7.0 CONSULTATIONS

7.1 N/A.

8.0 BACKGROUND PAPERS

8.1 The inspection reports for Lady Alice Primary School can be accessed here:

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