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Council Building
2 High Street
Perth
PH1 5PH

Wednesday, 15 March 2017

A Meeting of the **Lifelong Learning Executive Sub-Committee** will be held in the **Council Chambers, 2 High Street, Perth, PH1 5PH** on **Wednesday, 22 March 2017** at **10:00**.

If you have any queries please contact Committee Services on (01738) 475000 or email Committee@pkc.gov.uk.

BERNADETTE MALONE
Chief Executive

Those attending the meeting are requested to ensure that all mobile phones and other communication devices are in silent mode.

Members:

Councillor Bob Band (Convener)
Councillor Gordon Walker (Vice-Convener)
Mrs Hilary Bridge
Councillor Callum Gillies
Councillor Barbara Vaughan
Councillor Willie Wilson

Lifelong Learning Executive Sub-Committee

Wednesday, 22 March 2017

AGENDA

MEMBERS ARE REMINDED OF THEIR OBLIGATION TO DECLARE ANY FINANCIAL OR NON-FINANCIAL INTEREST WHICH THEY MAY HAVE IN ANY ITEM ON THIS AGENDA IN ACCORDANCE WITH THE COUNCILLORS' CODE OF CONDUCT.

- 1 WELCOME AND APOLOGIES/SUBSTITUTES**
- 2 DECLARATIONS OF INTEREST**
- 3 MINUTE OF MEETING OF THE EXECUTIVE SUB-COMMITTEE OF THE LIFELONG LEARNING COMMITTEE OF 1 FEBRUARY 2017 5 - 6**
- 4 STANDARDS AND QUALITY IN SCHOOLS, LEARNING COMMUNITIES AND PRE-SCHOOL CENTRES/DAY CARE OF CHILDREN 7 - 14**
Report by Director (Education and Children's Services)(copy herewith 17/113)
RUTHVENFIELD PRIMARY SCHOOL

APPENDIX 1A RUTHVENFIELD PRIMARY SCHOOL 15 - 18

APPENDIX 1B RUTHVENFIELD PRIMARY SCHOOL EXTENDED LEARNING AND ACHIEVEMENT VISIT REPORT 19 - 22

ERROL PRIMARY SCHOOL

APPENDIX 2 ERROL PRIMARY SCHOOL FOLLOW THROUGH REPORT 23 - 26

IT IS RECOMMENDED THAT THE PUBLIC AND PRESS SHOULD BE EXCLUDED DURING CONSIDERATION OF THE FOLLOWING ITEM(S) IN ORDER TO AVOID THE DISCLOSURE OF INFORMATION WHICH IS EXEMPT IN TERMS OF SCHEDULE 7A TO THE LOCAL GOVERNMENT (SCOTLAND) ACT 1973

P1 ATTENDANCE IN PERTH AND KINROSS SCHOOLS

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EXECUTIVE SUB-COMMITTEE OF THE LIFELONG LEARNING COMMITTEE

Minute of Meeting of the Executive Sub-Committee of the Lifelong Learning Committee held in the Council Chambers, Council Building, 2 High Street, Perth on Wednesday 1 February 2017 at 10.00am.

Present: Councillors B Band, G Walker, C Gillies, B Vaughan, W Wilson and Mrs H Bridge.

In Attendance: R Hill, Head of Education – Secondary and Inclusion, S Johnston, Head of Education – Early Years and Primary, J Chiles, C Mackie, D Miller, M McDuff and J Sorrie (all Education and Children's Services), Head teacher, St Dominic's RC Primary School; L Potter and L Brown (both Corporate and Democratic Services).

Also in Attendance: Ken McAra, Area Lead Officer for Perth and Kinross, Education Scotland; Arlene Cattigan, Early Years Link for Perth and Kinross, the Care Inspectorate.

Apology for Absence: Mrs. H Bridge.

Councillor B Band, Convener, Presiding.

1. WELCOME AND APOLOGIES

The Convener welcomed all those present to the meeting.

2. DECLARATIONS OF INTEREST

There were no declarations of interest made in terms of the Councillors' Code of Conduct.

3. MINUTE OF PREVIOUS MEETING

The minute of meeting of the Executive Sub-Committee of the Lifelong Learning Committee of 26 October 2016 was submitted, approved as a correct record and authorised for signature.

4. CHANGES TO MODELS OF INSPECTION

The Sub-Committee heard presentations delivered by Ken McAra, Area Lead Officer for Perth and Kinross, Education Scotland and Arlene Cattigan, Early Years Link for Perth and Kinross, the Care Inspectorate on a number of changes to their models of inspection. Thereafter, Sharon Johnston, Head of Education – Early Years and Primary delivered a presentation on how Perth and Kinross Council's Education Service is responding to the new models of inspections.

5. INSPECTIONS OF SERVICES FOR CHILDREN AND YOUNG PEOPLE BY THE CARE INSPECTORATE

There was submitted a report by the Director (Education and Children's Services) (17/43) setting out the key findings following an unannounced inspection of Woodlea Cottage in September 2016 by the Care Inspectorate.

Resolved:

Having heard from the relevant officers on the key findings of the inspections, and following consideration and questions from the Sub-Committee, it was agreed that the report on Woodlea Cottage, attached at Appendix 1 to Report 17/43 be noted.

C MACKIE AND D MILLER LEFT THE MEETING AT THIS POINT.

5. STANDARDS AND QUALITY IN SCHOOLS, LEARNING COMMUNITIES AND PRE-SCHOOL CENTRES/DAY CARE OF CHILDREN

There was submitted a report by the Director (Education and Children's Services) (17/44), setting out the key findings following inspections of pre-school centres and schools undertaken by Education Scotland and, by exception, Care Inspectorate inspections on the day care of children since the meeting of the Executive Sub-Committee of the Lifelong Learning Committee on 26 October 2016.

Councillor Vaughan noted that a report on Attendance in Perth and Kinross Schools had not been submitted to the Sub-Committee as previously agreed. She sought an assurance from the Heads of Education that a report would be submitted to the next meeting of the Sub-Committee for scrutiny and comment in accordance with the previously agreed themed programme of scrutiny. The Heads of Education confirmed that a report on Attendance in Perth and Kinross Schools would be submitted to the next meeting of the Sub-Committee.

Resolved:

- (i) The key findings of the inspection reports attached as Appendices 1 to 4b to Report 17/44, be noted as follows:
 - Doodlebugs Day Nursery (Aberuthven) - Care Inspectorate Inspection Report (Appendix 1)
 - Netherton Montessori Nursery School – Care Inspectorate Inspection Report (Appendix 2)
 - Bridge of Earn Nursery – Care Inspectorate Inspection Report (Appendix 3)
 - St Dominic's RC Primary School and Nursery – Education Scotland and Care Inspectorate Inspection Letter (Appendix 4a)
 - St Dominic's RC Primary School - Perth and Kinross Council Education and Children's Services Extended Learning and Achievement Visit Report (Appendix 4b)
- (ii) It be noted a report on Attendance in Perth and Kinross Schools will be submitted to the next meeting of the Executive Sub-Committee as part of the previously agreed programme of scrutiny.

PERTH AND KINROSS COUNCIL**Executive Sub-Committee of Lifelong Learning Committee****22 March 2017****Standards and Quality In Schools, Learning Communities and Pre-School Centres/Day Care Of Children****Report by Director (Education and Children's Services)****PURPOSE OF REPORT**

This report sets out the key findings following inspections of pre-school centres and schools undertaken by Education Scotland and, by exception, Care Inspectorate inspections on the day care of children since the Executive Sub-Committee of Lifelong Learning Committee on 1 February 2017.

1. BACKGROUND**1.1 Education Scotland Inspections**

- 1.1.1 Each year Education Scotland inspects and reports on the quality of education in pre-school centres, primary schools, secondary schools, special schools, community learning and development services, colleges, and residential educational provision. Education Scotland also inspects the education functions of local authorities and carries out joint inspections of services for children.
- 1.1.2 This report sets out the key findings and areas for improvement following inspections of Perth and Kinross Council pre-school centres (including partner providers), schools and learning communities by Education Scotland. This includes the findings of follow-through inspections where appropriate.
- 1.1.3 Specifically the report sets out the findings of inspections which have been published by Education Scotland since the Executive Sub-Committee of Lifelong Learning Committee on 1 February 2017 ([Report No: 17/44](#) refers).

Pre-School Centres and Schools

- 1.1.4 From August 2016 new approaches of inspection are being introduced in a phased manner. The new inspection models are:
 - Full inspection model
 - Short inspection model
 - Localised thematic model
 - Neighbourhood model

- 1.1.5 For full school inspections, the following HGIOS4 Quality Indicators (QI) will be evaluated on a six point scale:
- 1.3 Leadership of Change
 - 2.3 Learning, Teaching and Assessment
 - 3.2 Raising Attainment and Achievement
 - 3.1 Ensuring Wellbeing, Equality and Inclusion
- 1.1.6 A further QI will be negotiated with the school which will enable school staff and inspectors to focus on a particularly challenging issue or new initiative, with the aim of bringing about improvement through professional dialogue. This QI will not be evaluated on the six-point scale. In addition, inspections will incorporate themes from other QIs and these themes will be reviewed regularly to ensure they remain relevant.
- 1.1.7 A new format of report has also been introduced. This is a short letter highlighting strengths and aspects for development, and includes a table indicating the QI grades against the six-point scale. The inspection evidence gathered during the inspection is published online as a document called the Summarised Inspection Findings (SIF).
- 1.1.8 In the case of an initial inspection of a school, a public meeting is held after the publication of the inspection report with invitations going to parents, the local elected members and members of the Lifelong Learning Committee. These meetings give parents, carers and other members of the community the opportunity to discuss the findings of the inspection and to be consulted on the areas for improvement to be taken forward.
- 1.1.9 Where further inspection activity is carried out, Education Scotland will report publicly to parents and stakeholders. Other continuing engagement activities undertaken by Perth and Kinross Council will also be reported to parents and stakeholders. This includes the publication of reports to parents on Extended Learning and Achievement Visits, and follow-up reports, on the school's website and on each school's page on www.pkc.gov.uk.
- 1.1.10 In addition to formal inspections, a range of school specific information is submitted by all schools to Education Services in relation to performance management, planning for improvement and self-evaluation leading to improvements. Education Services staff use this information to work with headteachers to determine the nature and frequency of support/challenge visits that will be appropriate for each school over the course of any session. The school visits comprise the core of the School Improvement Framework and will take the form of one or more of the following over a planned four year programme:
- School Improvement Visit;
 - Learning and Achievement Visit; and
 - Extended Learning and Achievement Visit and follow up activity and visit.
- 1.1.11 During such visits, the School Improvement Plan, the Standards and Quality Report and the Self-Evaluation pro-forma are scrutinised and challenged, to ensure appropriate account has been taken of any identified improvement actions and that work in these areas is having a positive impact on the quality

of educational provision provided by the school. In most cases, an inspection has confirmed the view of the school improvement team. Schools are also required to have robust processes of self-evaluation embedded in their quality assurance approaches. They are required to submit an annual summary of this work which is also subject to scrutiny by Education Services.

2. RECENTLY PUBLISHED REPORTS

2.1 Care Inspectorate Inspections

- 2.1.1 A total of 6 inspections have been undertaken and published¹ by the Care Inspectorate since the Executive Sub-Committee of Lifelong Learning Committee on 1 February 2017 ([Report No: 17/44](#) refers). No reports require to be reported as an exception (where any grading has been awarded an evaluation of unsatisfactory, weak or excellent).

2.2 Education Scotland Inspections

- 2.2.1 Since the Executive Sub-Committee of Lifelong Learning Committee on 1 February 2017 ([Report No: 17/44](#) refers), the following report has been published by Education Scotland²:

- **Inspection of Ruthvenfield Primary School.** Education Scotland will make no further visits in connection with this inspection, which was undertaken following the 'full' model. The evaluations against the quality indicators are shown in Appendix 1a. At the time of the 2016 Census, Ruthvenfield Primary School had 60 primary school children enrolled. The school has a staffing complement of 4.6 FTE teachers and 1.97 FTE non-teaching staff. The summary of inspection findings (SIF) is [available online](#).
- **Follow Through Visit of Errol Primary School.** Errol Primary School was inspected in January 2016 and reported to the Executive Sub-Committee of Lifelong Learning Committee on 27 April 2016 ([Report No 16/191](#) refers). An Education and Children's Services Follow Through Visit took place in February 2017. As requested by the Executive Sub-Committee, a summary of progress made in the Areas for Improvement, and the impact of the planned developments is shown in Appendix 2. This report has also been distributed to parents.

3. PERFORMANCE SUMMARY

- 3.1 A full picture of inspection results will be built up over time as the new inspection regime is implemented. Benchmarking data will also be gathered and included once a number of inspections have been completed and national data becomes available.

¹ As at 25 January 2017

² As at 25 January 2017

Pre-School Centres/Schools

- 3.2 To date one pre-school centre and 2 primary schools have been inspected and published during academic session 2016/17. There have been no inspections of secondary schools carried out in 2016/17.
- 3.3 Of the 8 primary school quality indicators inspected so far (St Dominic's RC Primary School and Ruthvenfield Primary School), four have received 'good' evaluations and four were deemed 'very good'.

4. CONCLUSION AND RECOMMENDATION

- 4.1 Inspection reports provide further information on the standards and quality in our services and set out a clear agenda for continuous improvement.
- 4.2 It is recommended that the Executive Sub-Committee of Lifelong Learning Committee considers and comments as appropriate on the contents of the report.

Author(s)

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Approved

Name	Designation	Date
Sheena Devlin	Director (Education and Children's Services)	16 February 2017

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ANNEX

1. IMPLICATIONS, ASSESSMENTS, CONSULTATION AND COMMUNICATION

Strategic Implications	
Community Plan / Single Outcome Agreement	Yes
Corporate Plan	Yes
Resource Implications	
Financial	None
Workforce	None
Asset Management (land, property, IST)	None
Assessments	
Equality Impact Assessment	None
Strategic Environmental Assessment	None
Sustainability (community, economic, environmental)	None
Legal and Governance	None
Risk	None
Consultation	
Internal	Yes
External	None
Communication	
Communications Plan	Yes

1. Strategic Implications

Community Plan / Single Outcome Agreement

- 1.1 The Perth and Kinross Community Plan 2013-2023 and Perth and Kinross Council Corporate Plan 2013/2018 set out five strategic objectives:

- (i) Giving every child the best start in life;
- (ii) Developing educated, responsible and informed citizens;
- (iii) Promoting a prosperous, inclusive and sustainable economy;
- (iv) Supporting people to lead independent, healthy and active lives; and
- (v) Creating a safe and sustainable place for future generations.

This report relates to Objective No (ii) Developing educated, responsible and informed citizens.

Corporate Plan

- 1.2 The report also links to the Education & Children's Services Policy Framework in respect of the following key policy area: Change and Improvement.

2. Resource Implications

Financial

- 2.1 Not applicable (n/a)

Workforce

- 2.2 Not applicable (n/a)

Asset Management (land, property, IT)

- 2.3 Not applicable (n/a)

3. AssessmentsEquality Impact Assessment

- 3.1 Under the Equality Act 2010, the Council is required to eliminate discrimination, advance equality of opportunity, and foster good relations between equality groups. Carrying out Equality Impact Assessments for plans and policies allows the Council to demonstrate that it is meeting these duties.

The function, policy, procedure or strategy presented in this report was considered under the Corporate Equalities Impact Assessment process (Eq1A) with the following outcome: assessed as **not relevant** for the purposes of Eq1A.

However, it is anticipated that the work on the quality indicators will promote equality of access to care and support, learning and achievement and equality of access to the learning community. Where appropriate, improvement policies, procedures or strategies will require equalities assessments to ensure compliance with our duty to ensure there is no adverse impact on any community group.

Strategic Environmental Assessment

- 3.2 The Environmental Assessment (Scotland) Act 2005 places a duty on the Council to identify and assess the environmental consequences of its proposals. No further action is required as it does not qualify as a PPS as defined by the Act and is therefore exempt.

Sustainability

- 3.3 Not applicable (n/a)

Legal and Governance

- 3.4 Not applicable (n/a)

Risk

- 3.5 Not applicable (n/a)

4. Consultation

Internal

- 4.1 Relevant Heads of Service and Service Managers within Education and Children's Services have been consulted in the preparation of this report.

External

- 4.2 Not applicable (n/a)

5. Communication

- 5.1 In the case of an initial Education Scotland inspection of a school, a public meeting is held after the publication of the inspection report with invitations going to parents, the local elected members and members of the Lifelong Learning Committee. These meetings give parents, carers and other members of the community the opportunity to discuss the findings of the inspection and to be consulted on the areas for improvement to be taken forward.

Where further inspection activity is carried out, Education Scotland will report publicly to parents and stakeholders. Other continuing engagement activities undertaken by Perth and Kinross Council will also be reported to parents and stakeholders. This includes the publication of reports to parents on Extended Learning and Achievement Visits and follow-up reports on the school's website and on each school's page on www.pkc.gov.uk

2. BACKGROUND PAPERS

The following background papers, as defined by Section 50D of the Local Government (Scotland) Act 1973 (and not containing confidential or exempt information) were relied on to a material extent in preparing the above report:

- Education Scotland inspection reports, published by [Education Scotland](http://www.education.scot.nhs.uk)

3. APPENDICES

	<u>Ruthvenfield Primary School</u>
Appendix 1a	Education Scotland Inspection Letter
Appendix 1b	Extended Learning and Achievement Visit Report, October 2013
	<u>Errol Primary School</u>
Appendix 2	Follow Through Procedures: Progress Report to Parents

13 December 2016

Dear Parent/Carer

In October 2016 a team of inspectors from Education Scotland visited Ruthvenfield Primary School. During our visit, we talked to parents/carers and young people and worked closely with the headteacher and staff. We gathered evidence to evaluate the quality of leadership and management, learning provision and young people's success and achievements.

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

- The vision and leadership of the headteacher in promoting a whole-school community approach to improving outcomes for all children.
- The dedication and teamwork of all staff in providing a safe and stimulating environment for learning.
- Articulate and confident children who attain highly and are motivated to learn and do well.
- Approaches to developing children's skills for learning, life and the world of work.

The following areas for improvement were identified and discussed with the headteacher and a representative from Perth and Kinross Council:

- Continue with plans to promote diversity across the life of the school and to further develop children's understanding of their own health and wellbeing.

Quality indicators help schools, education authorities and inspectors to judge what is good and what needs to be improved in the work of the school. You can find these quality indicators in the publication *How good is our school*¹? Following the inspection of each school, the Scottish Government gathers evaluations of three important quality indicators to keep track of how well all Scottish schools are doing.

Here are Education Scotland's evaluations for Ruthvenfield Primary School

Leadership of change	Very good
Learning, teaching and assessment	Very good
Raising attainment and achievement	Very good
Ensuring wellbeing, equality and inclusion	Good

The letter is available on the Education Scotland website at <http://www.educationscotland.gov.uk/inspectionandreview/reports/school/primsec/RuthvenfieldPrimarySchoolPerthandKinross.asp>

What happens next?

We are confident that the school has the capacity to continue to improve and so we will make no more visits in connection with this inspection. Perth and Kinross Council will inform parents/carers about the school's progress as part of its arrangements for reporting on the quality of its schools.

Lesley A Johnstone
HM Inspector

¹ How good is our school? (4th Edition) 2015 [How good is our school? \(fourth edition\)](#)

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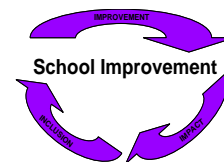
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**Perth and Kinross Council
Education and Children's Services**

**Extended Learning and Achievement Visit Report
Ruthvenfield Primary School
10 October 2013**



BACKGROUND

The purpose of this visit was to support the school in the process of self-evaluation and was conducted by two Officers from Education and Children's Services. The themes subject to scrutiny were based on core Quality Indicators from 'How good is our school?' and reflected the most recent advice note from Education Scotland which outlines raised expectations in relation to schools' implementation of all aspects of Curriculum for Excellence.

Ruthvenfield School has a pupil roll of 65 pupils organised in three classes P1/2, P3/4 and P5-7. Attendance is above both the national and the Perth and Kinross average. The headteacher has a weekly teaching commitment.

During the visit, strengths were identified in line with the school's own self-evaluation. Of particular note were:

- the learning environment which acts as both a stimulus for learning and a record of what has been learned
- young people who are polite, articulate and keen to be involved in the life of the school
- the very strong teamwork of all the staff in the school who work well collectively for the benefit of all learners, and each other
- parents/carers who are honest about and supportive of the work of the school
- effective teaching approaches including skilled use of questions to extend learning for most learners.

Information was gathered from class visits, scrutiny of data and children's work, discussions with children, parents/carers, all staff and displays of children's work around the school.

ACHIEVEMENT

In Perth and Kinross pupils benefit from a wide range of opportunities which promote learning and the development of their skills. These opportunities often include events when pupils are able to engage with children from other schools, work with visiting specialists from a range of backgrounds and attend special events. The young people at Ruthvenfield are no exception in that regard; for example they enjoy a residential experience; they designed and produced award winning digital animation films about staying safe on line and the digital animation club continues to meet to design and develop other

projects. The school has a stunning school choir with their own CD which is for sale.

The House system has clear links to developing values and citizenship in the young people and is a key source of motivation for improvement across the school. For a small school they do a great deal of work for many others through the on-going charity fundraising for organisations such as Jeans for Genes and Comic Relief.

Children consulted were honest and insightful about their learning specifically and about their school more generally. They were able to articulate what they were learning, its relevance for them and how they could make improvements. They also told us that the staff “treated everyone with respect and that they helped you learn.”

Most learners are making good progress in line with national expectations. Reading skills are well developed across all stages and many contexts for writing are relevant and engaging for all. Planning for learning, however, would benefit from shifting the focus from what is being planned on paper, to a more dynamic approach that places a greater emphasis on professional dialogue. To do this all staff should review the range and volume of planning that is currently undertaken with a view to producing a more streamlined approach ready for use from August 2014. It will be beneficial to undertake this work with support from education officers who are leading on developing alternative approaches to planning across all Perth and Kinross Council (PKC).

LEARNING

High quality interactions between staff and learners were evident at every stage. There is clarity of purpose to the learning that is shared and discussed with children at all stages. Questions are used effectively to check understanding and then review where the lesson may need to go next based on the feedback received from the young people. Additional support for children who require it is well planned and allows those youngsters to make good progress with their learning.

In reviewing the approaches to planning learning, care should be taken to ensure the PKC Indicators of Learning are used to help make sound judgements about the rate of progress being made by all learners. This would help ensure a more brisk pace of learning was achievable for all.

LEADERSHIP

All staff members have lead roles within the school and there is a strong collegiate approach to planning for improvement. The headteacher is considered, reflective and willing to listen to and act upon advice. He has fostered a very strong sense of community at Ruthvenfield, where everyone

feels included and involved. He and the whole staff team have ensured that the environment for learning is welcoming to all and stimulating for learners.

Pupils are given a range of opportunities to be involved in improving their school such as their roles in a range of committees and through the house system. Those parents consulted report that they feel very included in decisions that affect their children specifically and the school more widely: they feel valued, listened to and demonstrated great pride in being associated with Ruthvenfield. They consider communication between home and school to be very good and they find the staff team approachable. The headteacher's leadership was positively remarked on and parents feel he has made significant improvements to the educational provision in his time in post.

The school, through its processes of self-evaluation, has identified strengths and areas for improvement which are being taken forward through the School Improvement Plan (SIP). Through discussion between officers and staff during the visit it was identified that there is now a need to increase the pace of curricular change, ensuring there are clear, progressive pathways for all learners. Alongside this they need to have clear, concise approaches to evidencing and evaluating the impact of any planned curricular improvements. The focus of their planned development work should now include reviewing the strategic curricular plan to ensure that:

- appropriate attention is paid to all four contexts for learning
- the Perth and Kinross Indicators are used to inform teachers' professional judgements about the progress of children based on the evidence observed during the course of the learning and teaching in classes
- feedback for and between staff should focus more on the learning observed rather than the written plans. This should start with immediate effect to help free up time for more professional dialogue.

The areas for improvement identified in this report should be taken forward in a systematic way over the remainder of this school session and also incorporated in the next school improvement plan.. A revised strategic curriculum plan and a new, streamlined approach to planning learning should be the main priorities and work should begin now to develop these.

CONCLUSION

Ruthvenfield Primary School is a school where learners are well motivated and are actively engaged in their learning. They can demonstrate a range of skills which they apply confidently in different contexts. The whole school community takes an active role in promoting the care and welfare of all. It is a school where provision overall is good; it now has the capacity to build on the solid foundations to improve further still the quality of the learning experiences and outcomes of all.

[HMI Report](#)

Responsible Officer: Sheena Devlin, Head of Education: Early Years & Primary

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Education & Children's Services

Follow Through Progress Report to Parents

1 Introduction:

Errol School was inspected in **January 2016**. The report on the inspection by Education Scotland was published in **March 2016**.

The school, with support from the Local Authority, prepared a full plan for improvement which has had a positive impact on a range of aspects within the school.

Both headteacher and staff have worked co-operatively with authority staff to take forward the areas identified in the original Education Scotland report as requiring development and the authority endorses the information within this report.

Further information about the broader achievements of the school is contained in the school's annual Standards & Quality report published in September.

2 Areas for Improvement – Evaluation of Progress:

The initial inspection report published in **March 2016** identified two main points for action. This section evaluates the progress made to date in addressing each of the action points and the resulting improvements for pupils and other stakeholders.

Area for improvement 1

Develop approaches to teaching and learning to ensure the learning needs of all children across the school are met fully.

Evaluation of progress and impact:

- This session we have improved teacher understanding of universal and targeted support through instructor led presentation and activities to reinforce knowledge. This has resulted in increased understanding of the staged intervention model and expectations of universal support in the classroom
- A new positive behaviour and relationships policy has been developed as a result of a survey undertaken with stakeholder and in conjunction with earlier work within the school on values.
- All staff have undertaken training on Restorative Approaches led by our pupil support teacher. Staff now have a greater understanding of the rationale underpinning this approach and are starting to implement key

questioning techniques when investigating issues with children.

- A Nurture type experience has been introduced to support a small group of pupils to improve their social and emotional skills. This is in its early stages of development but initial feedback suggests that the pupils enjoy the activities and are making steady progress towards improving their social and emotional development.
- The school has successfully introduced highly individualised curriculum plans to support learners with the development of appropriate skills for life learning and work through carefully planned activities. This is allowing individual learners to experience success in their learning and is equipping them with skills for the future.
- We have formalised supported break / lunchtimes as a staff led activity to support pupils who find the playground environment challenging. This allows all pupils to have a successful social interaction time in a structured environment with an activity of their choosing.
- Specific approaches are being introduced across the school through team teaching to increase children's emotional literacy. Early feedback suggests that the children enjoy the "Emotion Works" approach and are beginning to talk more openly about their feelings.
- Transition processes between nursery and P1 have been enhanced through regular planned opportunities to share learning across the two stages. It is anticipated that this will lessen anxiety and make smoother transitions. The children in both stages plan jointly to reinforce learning in the breakout space, choosing appropriate activities responding to their interests.
- This year all teachers have worked with our learners to ensure the curriculum at Errol is as visual and responsive as possible. All teachers plan experiences and outcomes with the pupils and share learning with home, highlighting key learning for the term and how pupils can be supported at home.
- An ASN actions file has been created to monitor and ensure actions arising from Child's Plan Meetings are completed and next steps identified. This is designed to enable the speech and language therapist (SLT) and pupil support teacher (PST) to extract key data easily when required. This is ensuring the needs of our learners are regularly reviewed and approaches adapted to suit individual need.
- With the introduction of the developmental milestones tracker and Early Years indicators staff have an improved system to track, plan and discuss with SLT next steps for children. It is anticipated that this will lead to smoother transitions between Nursery and Primary 1.
- Using the new Perth & Kinross tracking system with staff has ensured improved quality discussion regarding pupil attainment and achievement. Planning and tracking meetings focus on pupil attainment, progress in learning and planned assessment. These discussions allow staff and senior leadership to identify and target support and challenge where required.
- Team teaching approaches, between class teacher and PST, are becoming embedded to support literacy. This is impacting positively on learners through engagement in their learning environment without the

need to extract individual pupils for targeted support.

Next Steps

- Implement positive behaviour and relationships policy through engagement with parents, pupils and staff.
- Continue to embed the “Emotion Works” programme across the school to improve emotional literacy
- Further embed Restorative Approaches throughout the school.
- Extend the development of team teaching approaches to support pupils in their classroom environment.
- Pursue further opportunities for staff to liaise with other professionals to share good practice and extend expertise to support individual pupils.
- Further explore the use of ICT/Apps to support learners in their learning environment.

Area for improvement 2

Develop further approaches to ensure that self-evaluation consistently leads to improvements in children’s learning

Evaluation of progress and impact:

- Teaching staff completed their second year of participation in the Tapestry programme which involved teachers being part of a professional learning community. This has enabled staff to work alongside cluster schools to develop skills in implementing a range of formative assessment strategies in the classroom. This has ensured that children have benefited from a more coherent and consistent approach to formative assessment across the school.
- Across the school, the range and consistency in use of assessment for learning strategies has improved. Children have increased opportunities to reflect on their work and peer-assess the work of others. They are able to give examples of how this helps them to understand their progress and can identify skills that they have improved and those they need to work on.
- Staff have the opportunity to attend collegiate sessions which focus specifically on facilitating the sharing of good practice and to discuss the progress and impact of the school improvement plan. This has greatly improved professional dialogue across the school and has ensured that the focus of self-evaluation activities leads to improvements in teaching and learning and to positive outcomes for learners.
- A survey on perceptions of pupil behaviour was undertaken by staff and parents. The results indicated that all stakeholders agreed with our values and that these were the driving influence in all we do. The survey identified that the majority of parents and teachers thought that the Class Dojo system (a digital educational tool) is effective in supporting home school communication. Feedback from parents

indicated that they valued this approach as a communication tool to prompt pupil-parent dialogue about learning and as a motivator of positive behaviour.

- All staff agreed that Restorative Approaches benefit children in their relationships with others. The parental survey showed that almost one third of our parent group are not adequately informed about Restorative Approaches and plans are in place to address this.
- All teaching staff evaluated our school against the HGIOS4 Quality Indicator 2.4 (Personalised Support) and as a staff team identified strengths and areas for development. We evaluated features of highly effective practice and identified as a team our immediate next step; we are developing the further involvement of support staff in the planning for individuals and groups of learners. This is evident in the planning of the nurture experience, skills development and soft start groups.
- We were invited to participate in self-evaluation of the impact of the 1+2 initiative, with Education Scotland. This involved an evaluation of current work in school to develop the French language. The evaluation involved a series of classroom visits, parental feedback and focus groups with pupils. We await final collated feedback from this Pan Tayside evaluation.
- The school has recently undertaken an audit to identify strengths and resources in learning and teaching approaches to writing.

Next Steps

- Continue to ensure that all stakeholders are clear in the purpose and connection to school improvement of all self-evaluation activities.
- Embed the use of the Class Dojo system across the school.
- Host an information evening on Restorative Approaches and how they will benefit our children to ensure that our parent group has a comprehensive understanding of the approach and its rationale.
- Make full use of the national self-evaluation documents to engage with stakeholders in quality assurance.
- Continue to build regular time into collegiate schedules to revisit and review the impact of improvement and development work to ensure that self-evaluation leads to positive outcomes for learners.
- Continue to develop leadership across the school utilising the skills and interests of staff and children.

Headteacher: *Mr Graham Donnachie*

The school continues to make very good progress in overtaking the recommendations resulting from the inspection in March 2016

Verified by
Bernadette Scott
Quality Improvement Officer
February 2017