



Securing the future... • *Improving services*
• *Enhancing quality of life* • *Making the best use of public resources*

Council Building
The Atrium
137 Glover Street
Perth
PH2 0LQ

Monday, 17 October 2016

A Meeting of the **Lifelong Learning Executive Sub-Committee** will be held in the **Hay Room, Dewars Centre, Glover Street, Perth, PH2 0TH** on **Wednesday, 26 October 2016** at **14:00**.

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, 26 October 2016

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 17 AUGUST 2016 5 - 8**
- 4 STANDARDS AND QUALITY IN SCHOOLS, LEARNING COMMUNITIES AND PRE-SCHOOL CENTRES/DAY CARE OF CHILDREN 9 - 18**
Report by Director (Education and Children's Services) (Copy herewith 16/459)
FORGANDENNY PRIMARY SCHOOL

APPENDIX 1A - FORGANDENNY PRIMARY SCHOOL EDUCATION SCOTLAND INSPECTION SUMMARY 19 - 20

APPENDIX 1B - FORGANDENNY PRIMARY SCHOOL EDUCATION SCOTLAND INSPECTION LETTER 21 - 24

APPENDIX 1C - FORGANDENNY PRIMARY SCHOOL EXTENDED LEARNING AND ACHIEVEMENT VISIT REPORT, NOVEMBER 2013 25 - 28

If you or someone you know would like a copy of this document in another language or format, (on occasion, only a summary of the document will be provided in translation), this can be arranged by contacting the Customer Service Centre on 01738 475000.

You can also send us a text message on 07824 498145.

All Council Services can offer a telephone translation facility.

EXECUTIVE SUB-COMMITTEE OF THE LIFELONG LEARNING COMMITTEE

Minute of Meeting of the Executive Sub-Committee of the Lifelong Learning Committee held in the Hay Room, Dewar's Centre, Glover Street, Perth on Wednesday 17 August 2016 at 2.00pm.

Present: Councillors B Band, G Walker, C Baird (substituting for Councillor B Vaughan), C Shiers (substituting for Councillor C Gillies), W Wilson and Mrs H Bridge.

In Attendance: S Devlin, Director (Education & Children's Services); J Clow, J Chiles, R Jay, S Johnston, P McAvoy and S Turner (both up to and including Item 4); M Macduff and J Sorrie (all Education and Children's Services); L Brown, S Hendry and A Taylor (all Corporate and Democratic Services); L McIntosh, Headteacher, Kenmore Primary School (up to and including Item 5 (Appendix 4)); N Drew, Headteacher, Coupar Angus Primary School.

Apologies for Absence: Councillors C Gillies and B Vaughan.

Councillor B Band, Convener, Presiding.

1. WELCOME AND APOLOGIES

The Convener welcomed all those present to the meeting. Apologies and substitutions were submitted and noted as above.

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 27 April 2016 was submitted, approved as a correct record and authorised for signature.

The Sub-Committee agreed to vary the order of the agenda to hear the report on the Educational Psychology Service – Validated Self-evaluation as the next item.

4. EDUCATIONAL PSYCHOLOGY SERVICE – VALIDATED SELF-EVALUATION

There was submitted a report by the Director (Education and Children's Services) (16/343), setting out a description of, and the key findings following, a validated self-evaluation carried out by Educational Psychology Services in partnership with the wider education authority and facilitators from HM Inspectors and Education Scotland.

Resolved:

The content of Report 16/343 on the validated self-evaluation of the Perth and Kinross Council Educational Psychology Service and the next steps for the Service as detailed in Section 4 of the Appendix to the report be noted.

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

There was submitted a report by the Director (Education and Children's Services) (16/342), setting out the key findings following inspections of pre-school centres and schools undertaken by Education Scotland (formerly known as HMI) 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 27 April 2016.

In referring to the inspection report for Oakbank Kids Club, Appendix 1 to Report 16/342 refers, Councillors Band and Wilson asked why the Club had only received an evaluation of very good for the Quality of Environment and not one of excellent given this was a brand new facility. In response J Clow advised that although no formal recommendation had been made Education Scotland had suggested in its report that staff provide a quiet, cosy area where children could chat and read and that this might be the reason for the evaluation of very good rather than excellent.

In commenting on the Education Scotland inspection report for the Teddy Bear Care Nursery Ltd as detailed in Appendix 4 to Report 16/342, Councillor Wilson noted all of the quality indicators had received an evaluation of "good". J Clow in responding advised that Education and Children's Services (ECS) had hoped the nursery would receive an evaluation of very good for "children's experiences". However, despite a moderation exercise being undertaken the evaluation of good had remained.

S Devlin reported that ECS had not agreed with the evaluations contained in Education Scotland's inspection report for Coupar Angus Primary School and Nursery class as detailed in Appendix 6 to Report 16/342. Following further discussion involving the lead inspector, the Quality Improvement Officer and Headteacher, S Devlin had raised issues formally with the inspectorate on aspects of the process which she considered had impacted on the evaluations in the report. Education Scotland had subsequently acknowledged there were lessons to be learned on the way the inspection had been conducted. Since the inspection there had been a change in the senior management at the school and the new Headteacher has introduced a number of improvements.

N Drew, Headteacher detailed improvements which had taken place since the inspection. These included development of a curriculum rationale and a review of the curriculum, introduction of tracking meetings 3 times a year and further assessing in the early years. The school has received positive feedback from parents and visitors on the changes made so far.

Councillor Wilson commented that the evaluations awarded to both the school and nursery class seemed at odds with the comments made in Education Scotland's letter to parents/carers of 22 March 2016. S Devlin advised that Education Scotland had identified areas of very strong practice at the school and concurred with Councillor Wilson's comment that there was disparity between the text in Education Scotland's letter and their outcome and overview of the school.

Mrs Bridge advised she had been very impressed on a visit to the school to see evidence of a great deal of up-to-date practice taking place and had real difficulty in linking what she had witnessed to the evaluations contained in the inspection report.

Councillor Band commented that the new headteacher had made a positive impact at the school in a very short time and asked if support was being provided from the centre. In response S Johnston reported that a number and range of staff were going in to the school to support the headteacher and her team.

Resolved:

- (i) Having heard the relevant officers on the key findings of the inspections, and following consideration and questions from the Sub-Committee, it was agreed that the following reports, attached as Appendices 1 to 6 of report 16/342, be noted:

- Care Inspectorate Inspection Report on the Day Care of Children, Oakbank Kids Club (Appendix 1)
- Care Inspectorate Inspection Report on the Day Care of Children, St John's Academy Nursery Class (Appendix 2)
- Care Inspectorate Inspection Report on the Day Care of Children, Tulloch Primary School Nursery (Appendix 3)
- Education Scotland and Care Inspectorate Inspection Summary, Teddy Bear Care Nursery (Appendix 4a)
- Education Scotland and Care Inspectorate Inspection Letter, Teddy Bear Care Nursery (Appendix 4b)
- Education Scotland and Care Inspectorate Extended Learning and Achievement Visit Report November 2015, Teddy Bear Care Nursery (Appendix 4c)
- Education Scotland and Care Inspectorate Inspection Summary, Kenmore Primary School (Appendix 5a)
- Education Scotland and Care Inspectorate Inspection Letter, Kenmore Primary School (Appendix 5b)
- Education Scotland and Care Inspectorate Extended Learning and Achievement Visit Report November 2014, Kenmore Primary School (Appendix 5c)
- Education Scotland and Care Inspectorate Inspection Summary, Coupar Angus Primary School and Nursery Class (Appendix 6a)
- Education Scotland and Care Inspectorate Inspection Letter, Coupar Angus Primary School and Nursery Class (Appendix 6b)

- Education Scotland and Care Inspectorate Extended Learning and Achievement Visit Report October 2010 and February 2011, Coupar Angus Primary School and Nursery Class (Appendix 6c)

PERTH AND KINROSS COUNCIL**Executive Sub-Committee of Lifelong Learning Committee****26 October 2016****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 (formerly known as Her Majesty's Inspectorate, HMI) and, by exception, Care Inspectorate inspections on the day care of children since the Executive Sub-Committee of Lifelong Learning Committee on 17 August 2016.

1. BACKGROUND**Education Scotland Inspections**

- 1.1 Each year Education Scotland's scrutiny body (Her Majesty's Inspectorate, HMI) 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. HMI also inspects the education functions of local authorities and carries out joint inspections of services for children.
- 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.
- 1.3 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 17 August 2016 (Report No: [16/342](#) refers).

Pre-School Centres/Schools

- 1.4 As indicated by [Education Scotland](#) in June 2015, inspections carried out from August 2015 onwards take account of national expectations of progress in implementing Curriculum for Excellence (CfE). The key priorities will focus on raising attainment for all, and on using the curriculum to close the gap in attainment between the most and least advantaged children and young people. The priorities are:
 - Progression in learning and evaluating achievement from 3-18
 - Supporting improvement
 - Literacy and numeracy including Scottish Survey of Literacy and Numeracy

- Career-Long Professional Learning (CLPL)
 - Support for engaging parents and carers
 - Senior phase pathways
 - Developing the Young Workforce (DYW) – employability and skills
 - Using data to support improvement
 - Tackling bureaucracy
 - Supporting the new National Qualifications
- 1.5 There are four broad continuing engagement activities that HMI may select following an inspection, not all of which are mutually exclusive. They are:
- Innovative practice
 - No further inspection activity
 - Additional support for improvement
 - Continued inspection
- 1.6 In the case of an initial HMI 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.
- 1.7 Where further inspection activity is carried out, HMI 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.
- 1.8 In addition to HMI 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 form 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.
- 1.9 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 HMI 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.

- 1.10 As reported at Committee on 17 August 2016 (Report No [16/342](#) refers) a new approach to inspection has now commenced using How Good is Our School 4th edition (HGIOS4) quality indicators (QIs), and this is the last report covering inspections using the previous QIs. The inspection reported followed a 'try-out' approach to inspection (also previously reported to Committee) which involved a two day notice period instead of the usual two working weeks. The rest of the inspection model as used at that time was unchanged.

2. RECENTLY PUBLISHED REPORTS

Care Inspectorate Inspections

- 2.1 A total of 7 full inspections have been undertaken and published¹ by the Care Inspectorate since the Executive Sub-Committee of Lifelong Learning Committee on 17 August 2016 (Report No [16/342](#) refers). Of these reports, none require to be reported as an exception (where any grading has been awarded an evaluation of unsatisfactory, weak or excellent).
- 2.2 The Care Inspectorate is currently investigating a new approach that is proportionate for highly performing services. These validation inspections do not use quality statements or award grades. The purpose of the validation inspection is to ensure that previous high standards are being maintained. No validation inspections have been undertaken and published² by the Care Inspectorate since the last Executive-Sub-Committee of Lifelong Learning Committee on 17 August 2016 (Report No [16/342](#) refers).

Education Scotland Inspections

- 2.3 Since the Executive Sub-Committee of Lifelong Learning Committee on 17 August 2016 (Report No: [16/342](#) refers), the following report has been published by Education Scotland³.
- **Inspection of Forgandenny Primary School.** HMI will make no further visits in connection with this inspection. The evaluations against the quality indicators are shown in Appendix 1a, together with a copy of the inspection letter in Appendix 1b. An Extended Learning and Achievement Visit Report from November 2013 is included as Appendix 1c. At the time of the 2015/16 pupil census, Forgandenny Primary School had 44 pupils enrolled. The school has a staffing complement of 3.9 FTE teachers and 2.2 FTE non-teaching staff.

3. PERFORMANCE SUMMARY

- 3.1 This section provides a summary of inspection performance over the last five academic years.

Pre-School Centres/Schools

¹ As at 29 August 2016

² As at 29 August 2016

³ As at 29 August 2016

Evaluation of each school's performance is assessed across five quality indicators, including three core quality indicators:

- Core quality indicator Improvements in performance
- Core quality indicator Learners' experiences/children's experiences
- Core quality indicator Meeting learning needs
- Quality indicator The curriculum
- Quality indicator Improvement through self-evaluation

- 3.2 Prior to August 2011, these were published as part of the inspection report. Although post August 2011 these evaluations no longer feature in the reports published by HMI, they are published on Education Scotland's website and will continue to be reported to the Executive Sub-Committee of Lifelong Learning Committee. Follow-through inspections do not include an evaluation against quality indicators.
- 3.3 Table 1 provides an overview of the number of indicators evaluated as good or better and satisfactory or better in the pre-school sector, including partner providers. Six pre-school centres were inspected during academic session 2015/16. Annual performance relative to our comparator authorities and also Scotland is shown.

Table 1: Pre-School Overview by Performance Indicator⁴

Pre-School	Satisfactory or Better					Good or Better				
	11/12	12/13	13/14	14/15	15/16	11/12	12/13	13/14	14/15	15/16
	No.	No.	No.	No.	No.	No.	No.	No.	No.	No.
Improvements in performance	5	7	5	3	5	5	7	5	3	5
Childrens' experiences	5	7	5	3	6	5	7	5	3	5
Meeting learning needs	5	7	5	3	6	5	7	5	3	5
Core Quality Indicators	15 (100%)	21 (100%)	15 (100%)	9 (100%)	17 (94%)	15 (100%)	21 (100%)	15 (100%)	9 (100%)	15 (83%)
The curriculum	5	6	5	3	6	4	5	4	3	5
Improvement through self evaluation	4	5	5	3	6	4	4	4	3	5
All Quality indicators	24 (96%)	32 (91%)	25 (100%)	15 (100%)	29 (97%)	23 (92%)	30 (86%)	23 (92%)	15 (100%)	25 (83%)
<i>Comparator Proportions</i>	95%	93%	89%	94%	68%	73%	71%	65%	70%	29%
<i>National Proportions</i>	94%	94%	90%	92%	90%	74%	73%	67%	65%	64%

Total Number of PKC Quality Indicators	25	35	25	15	30
Total Number of PKC Inspections	5	7	5	3	6

Primary Schools

- 3.3 Table 2 provides an overview of the number of indicators evaluated as good or better and satisfactory or better in the primary sector. Five primary schools were inspected and reported during academic session 2015/16.

⁴ Comparator Authorities Aberdeenshire, Argyll & Bute, Highland, Scottish Borders and Stirling.

Table 2: Primary Overview by Performance Indicator⁵

Primary	Satisfactory or Better					Good or Better				
	11/12	12/13	13/14	14/15	15/16	11/12	12/13	13/14	14/15	15/16
	No.	No.	No.	No.	No.	No.	No.	No.	No.	No.
Improvements in performance	5	6	3	4	4	5	5	3	3	4
Learners' experiences	5	6	3	4	5	5	5	3	4	4
Meeting learning needs	5	6	3	4	5	5	4	3	4	3
Core Quality Indicators	15 (100%)	18 (100%)	9 (100%)	12 (100%)	14 (93%)	15 (100%)	14 (78%)	9 (100%)	11 (92%)	11 (73%)
The curriculum	5	5	3	4	5	4	5	3	4	4
Improvement through self evaluation	4	5	3	4	5	4	4	3	4	4
All Quality indicators	24 (96%)	39 (93%)	15 (100%)	20 (100%)	24 (96%)	23 (92%)	23 (77%)	15 (100%)	19 (95%)	19 (76%)
<i>Comparator Proportions</i>	94%	93%	76%	89%	87%	75%	61%	46%	60%	64%
<i>National Proportions</i>	94%	95%	87%	92%	89%	77%	72%	63%	67%	65%
Total Number of PKC Quality Indicators	25	30	15	20	25					
Total Number of PKC Inspections	5	6	3	4	5					

Secondary Schools

3.4 Table 3 provides an overview of the number of indicators evaluated as good or better and satisfactory or better in the secondary sector. There were no inspections in 2015/16.

Table 3: Secondary Overview by Performance Indicator

Secondary	Satisfactory or Better					Good or Better				
	11/12	12/13	13/14	14/15	15/16	11/12	12/13	13/14	14/15	15/16
	No.	No.	No.	No.	No.	No.	No.	No.	No.	No.
Improvements in performance	2	2	2	0	0	2	1	2	0	0
Learners' experiences	2	2	2	0	0	2	1	2	0	0
Meeting learning needs	2	2	2	0	0	2	1	2	0	0
Core Quality Indicators	6	6	6	0	0	6	3	6	0	0
The curriculum	2	1	2	0	0	1	1	2	0	0
Improvement through self evaluation	1	1	2	0	0	1	1	2	0	0
All Quality indicators	9	8	10	0	0	8	5	10	0	0
Total Number of PKC Quality Indicators	10	10	10	0	0					
Total Number of PKC Inspections	2	2	2	0	0					

⁵ Comparator Authorities Aberdeenshire, Argyll & Bute, Highland, Scottish Borders and Stirling.

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)

Name	Designation	Contact Details
Sharon Johnston	Head of Education: Early Years and Primary	ECSCommittee@pkc.gov.uk 01738 475000

Approved

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

If you or someone you know would like a copy of this document in another language or format, (on occasion, only a summary of the document will be provided in translation), this can be arranged by contacting the Customer Service Centre on 01738 475000.

You can also send us a text message on 07824 498145.

All Council Services can offer a telephone translation facility.

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 HMI 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, HMI 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. 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>Forgandenny Primary School</u>
Appendix 1a	Education Scotland Inspection Summary
Appendix 1b	Education Scotland Inspection Letter
Appendix 1c	Extended Learning and Achievement Visit Report, November 2013

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 the evaluations for Forgandenny Primary School.

Improvements in performance	very good
Learners' experiences	very good
Meeting learning needs	very good

We also evaluated the following aspects of the work of the school.

The curriculum	very good
Improvement through self-evaluation	very good

A copy of the full letter is available on the Education Scotland website at <http://www.educationscotland.gov.uk/inspectionandreview/reports/school/primsec/ForgandennyPrimarySchoolPerthandKinross.asp>

¹ *How good is our school? The Journey to Excellence: part 3*, HM Inspectorate of Education, 2007, http://www.educationscotland.gov.uk/Images/HowgoodisourschoolJtEpart3_tcm4-684258.pdf
Please note that the term "adequate" in the document has been replaced with "satisfactory".

23 August 2016

Dear Parent/Carer

**Forgandenny Primary School
Perth and Kinross Council**

We are trying out some new approaches to inspection. You can find more information about why we are doing this, and details of our new approaches, at the links below.¹

As you may know, in May 2016, my colleagues and I inspected your child's school following a two-working-day notification period. During our visit, we talked to parents and children and worked closely with the headteacher and staff. We wanted to find out how well children are learning and achieving and how well the school supports children to do their best. The headteacher shared with us the school's successes and priorities for improvement. Following on from what the headteacher told us we planned inspection activity which enabled us to find out how good the school is at improving children's education.

How well do children learn and achieve?

Children are safe and respected in the school. All staff treat children with fairness and equity. Across all classes, children's learning is very varied and motivating. Almost all children show a keen interest during lessons. They enjoy working in pairs and small groups as well as independently. They ask pertinent questions of each other and of their teachers and collaborate well to deepen their thinking. Children understand the purpose of their learning and how it connects to the world of work and their lives beyond school. Their learning connects them to the wider local, national and global community. Through the partnerships which extend their learning greatly, children experience success in a variety of contexts including through sport, and in the performing arts. Children in the P5-P7 class recently participated in 'L'Art de Musique' engaging in workshops and performing at Perth Concert Hall. As well as gaining confidence from this experience they also learned more about famous artists through the songs they sang. A significant number of children have recently been selected to work with the National Youth Choir of Scotland.

Children experience many well-planned learning visits to places of interest including the Scottish Parliament and the Scottish Crannog Centre. These visits enable children to extend their creativity and curiosity. They are deepening their understanding of how the past influences the present and the future. In all classes, children contribute to planning and reviewing their learning using the new visual planning walls and learning

¹ [Trying out new approaches - Future approaches to inspection and review - Inspection and review](#)

logs. They use these to share their learning with parents. They are able to make appropriate choices about aspects of their learning. For example, children in P1-P3 make choices during activity time. The range of learning on offer enables them to apply their developing skills in challenging and creative ways. During the inspection they were able to describe their learning very well. They could talk about precipitation and explain the findings of their floating and sinking experiments. At all stages, children are developing well their digital skills and their understanding of when and how to use technology to enhance learning and/or solve problems. They are aware of how to stay safe when using the internet. Children in P4 used appropriate software to create their own advertisements promoting their calendar as part of an enterprise project. Children have also achieved significant success and deepened their understanding of science, technology and engineering through recent involvement in the 'Scottish Engineering Special Leaders' project.

Almost all children are achieving well and making appropriate progress in their learning. Children demonstrate awareness of the skills they are developing and can talk about the particular importance of literacy, numeracy and health and wellbeing for their own future success. A few children at each stage are achieving beyond expected levels. Almost all children are making very good progress in listening and talking, reading and writing and in mathematics and numeracy. Most communicate very well orally using eye-contact, appropriate tone and pronunciation to good effect. Most demonstrate high levels of respect for their peers when listening to presentations. Almost all children enjoy reading and can talk about different types of texts which they have used during investigations and when reading for pleasure. At all stages, children use a range of strategies to achieve success as writers. Almost all children are confident in talking about their mathematics and numeracy. They apply this learning well in real-life contexts, for example in P1-P3 through measuring and recording weight in their baby clinic area, and in P4 through estimating height and length as accurately as possible. Children often use computer programmes such as 'Sumdog' to consolidate their numeracy skills with great success. The school performed very well and secured 1st, 2nd and 3rd place in a recent local authority 'Sumdog' competition. All three classes have recently started learning French. Children confidently use the language to greet each other and engage in simple conversations.

How well does the school support children to develop and learn?

Children are very well supported by caring staff who know them well. Children's successes and achievements in and out of school are celebrated by the entire school community. As a result, children feel well supported and appreciate that their talents and skills are valued. The school's shared vision and values are evident in the positive nurturing "can do" culture within the school. All staff work hard to ensure all children are well supported and able to achieve lesson aims. Class teachers plan effectively so that tasks and activities are, in the main, well matched to children's varying needs. Most lessons were suitably brisk and challenging for the children involved. For a few children pace and challenge could be increased to encourage them to maintain high levels of motivation at all times. Support staff are skilled and very well deployed to meet identified needs for individuals or groups of children. There is good liaison between class teachers, visiting specialists, external services and support staff so that children's needs are identified and planned for. Parents are welcomed into school and encouraged to be involved in their children's learning including through events which

the children themselves lead. Commendably, the school has recently involved children in the formal parental consultation evenings with the aim of opening up learning conversations between teacher, parent and pupil. The school should continue developing this approach alongside continuing to provide opportunities for confidential teacher-parent discussions as required.

The school provides a rich and broad curriculum which is firmly grounded in the principles of Curriculum for Excellence. Staff plan learning experiences that support children very effectively to be confident and successful. As a result, children are ambitious and eager to do well at school and in the future. Literacy, numeracy and health and wellbeing are central aspects of all learning which staff have improved significantly in recent years. Planning learning is a shared activity securely led by class teachers but with high levels of pupil involvement. Contexts for learning are very relevant and explored through tasks and activities which children find engaging. Recent examples include a focus on refugees, rights and responsibilities which children responded to both emotionally and intellectually. Whole school projects such as 'The Year of Innovation, Architecture and Design' are appropriately differentiated to ensure progression in skills and knowledge across the curriculum for all stages. Science, technology and engineering feature strongly within these contexts. Children working at the early level designed new suitcases for Paddington building on their work on refugees. A few children in the upper stages chose to explore the building of the new 'Queensferry Crossing' and compared it with the other bridges over the River Forth as a personal research project.

Outdoor learning is an important strength of the curriculum. Children, parents and partners including senior pupils from neighbouring Strathallan School worked together to turn the school grounds into a unique and beautiful place to play and learn together. Strong partnership with 'Grounds for Learning' staff provides high-quality professional learning for school staff and exciting opportunities through which children learn more about how nature supports our lives. The school is actively involved in local community projects and has close links with the Parish Church. Inter-generational activity is encouraged through the community coffee mornings where children entertain their families and visitors to the village. All staff are resourceful and active in seeking new learning opportunities and partnerships which enhance the curriculum.

How well does the school improve the quality of its work?

The headteacher has been in post for almost two years. She demonstrates very effective leadership which has brought considerable school improvements. The Principal Teacher is a highly-skilled practitioner and strong role model for staff and children. With a settled and cohesive staff team the school is a vibrant, inclusive environment which all children benefit from. All staff demonstrate commitment to continual improvement. A good example of this is their recent successful partnership with the educational psychologist through which staff explored new approaches to engage children in writing. They work together and with colleagues in other schools to reflect on their practice and discuss curriculum developments. They have recently become more engaged in work to strengthen their expertise in assessing and tracking children's progress. All children are actively involved in decisions about how to improve their school. They helped to develop a pupil-friendly version of the school improvement plan making it very visible to the whole school community. Community

groups bring children from different stages together to work on different projects. Through these, children improve their school, local and global environment and develop important skills such as communication and collaboration. This work has led to a recent second Eco Schools Scotland Green Flag being awarded to the school. In conclusion, Forgandenny Primary School has achieved a great deal in recent years and is well placed to continue going from strength to strength.

This inspection found the following key strengths.

- Children who are very well motivated and who actively engage in shaping their own learning experiences.
- Staff teamwork which has led to significant school improvements in recent years.
- A coherent, dynamic curriculum which reflects the school's vision, values and aims.
- Wide-ranging partnerships which enhance the curriculum and extend children's achievements.
- Very effective leadership by the headteacher.

We discussed with staff and Perth and Kinross Council how they might continue to improve the school. This is what we agreed with them.

- Continue to strengthen assessment and moderation and use the data to ensure all children experience appropriate pace and challenge across the curriculum.

What happens at the end of the inspection?

We are satisfied with the overall quality of provision. We are confident that the school's self-evaluation processes are leading to improvements. As a result, we will make no further visits in connection with this inspection. As part of its arrangements for reporting to parents on the quality of education, Perth and Kinross Council will inform parents about the school's progress.

Patricia Watson
HM Inspector

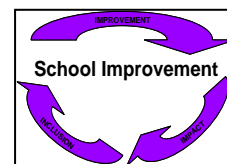
Details of the quality indicator evaluations, for your school can be found on the Education Scotland website at
<http://www.educationscotland.gov.uk/inspectionandreview/reports/school/primsec/ForgandennyPrimarySchoolPerthandKinross.asp>

If you would like to receive this letter in a different format, for example, in a translation please contact the administration team on the above telephone number.

If you want to give us feedback or make a complaint about our work, please contact us by telephone on 0131 244 4330, or e-mail: complaints@educationscotland.gsi.gov.uk or write to us addressing your letter to the Complaints Manager, Denholm House, Almondvale Business Park, Livingston EH54 6GA.



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



**Extended Learning and Achievement Visit Report
Forgandenny Primary School
21 November 2013**

BACKGROUND

The purpose of this visit was to support the school in the process of self-evaluation and was conducted by two Quality Improvement 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.

Forgandenny Primary School has a pupil roll of 61 pupils organised in three classes P1/2, P3/4 and P5-7. The acting Headteacher and acting Principal Teacher have been in post since August 2013.

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

- the positive and supportive ethos of the school and genuine sense of community that it promotes
- pupils who are polite, articulate and keen to be involved in the life of the school
- staff who work well together under the direction of the recently appointed Headteacher
- parents/carers who support the work of the school very effectively and enthusiastically
- active community links and partnerships which enrich children's experiences

Information was gathered from class visits, scrutiny of data and children's work, discussions with children, parents/carers, staff and the Senior Leadership Team (SLT) and displays of children's work around the school.

ACHIEVEMENT

Pupils benefit from a wide range of opportunities which promote learning and the development of their skills. These include events when pupils are able to engage with children from other schools such as the St. Andrews Day of Dance and the Commonwealth Games themed Expressive Arts Day. Pupils also have rich opportunities to learn through planned community initiatives notably the highly successful Living Communities' Skills Exchange and Forgandenny Garden Day. Pupils are encouraged to share their wider

achievements and these are celebrated at weekly Assembly and Together Times and on their 'Achievement Alley' display wall.

Children consulted spoke enthusiastically about the supportive ethos of their school; as one P7 pupil who had joined the school at an earlier stage put it, in Forgandenny you "feel more known". This ethos extends to the playground where children report they are happy and have fun in a safe environment.

Most learners are making good progress against national expectations. The school gathers information about pupils' progress in a variety of ways including regular professional discussions and dialogue with parents/carers. This helps staff plan for next steps in children's learning and to identify where support may be needed. This should now be augmented through:

- planned dialogue with learners about their progress in learning to enable learners to have more involvement in identifying and progressing individual and specific learning targets which are appropriately challenging
- the consistent use of Perth and Kinross Indicators to inform teachers' professional judgements about the progress of children based on evidence from day to day learning and teaching

LEARNING

Learners benefit from opportunities to learn across the four contexts of learning. Children find the themes for interdisciplinary learning particularly engaging. They spoke enthusiastically of a recent visit to the Forth Bridge Crossing, an experience designed to support an interdisciplinary theme about bridges.

The curriculum at Forgandenny School has been enhanced through recent joint curricular initiatives with staff from other schools in the Local Management Group; e.g. well planned and appropriately challenging learning opportunities in Science across the school and in the use of active approaches in Mathematics. Pupils benefit from active and experiential learning approaches across the curriculum and from opportunities to work with other pupils in vertical groups.

Staff know their pupils very well and have been seeking to provide for their individual learning and support needs drawing on the support of partners in other agencies when necessary. Staff work together to plan and review learning and this practice should now be developed by:

- devising approaches to planning and assessment that take full account of the totality of the curriculum. e.g. by building on the opportunities for learning in activities such as Responsibility Groups, Together Times and outings by planning appropriate learning for individuals and groups.

- providing more planned opportunities for pupils to personalise their learning through:
 - focussing on the development of skills through the use of the Perth and Kinross Skills Framework
 - pupils taking greater responsibility for their learning
- across the school, providing clear learning outcomes and success criteria which inform evaluations and result in feedback which impacts on pace of progress in learning for all pupils.

LEADERSHIP

Most staff members have lead roles within the school and there is a committed collegiate approach to improvement. Pupils are given a range of opportunities to be involved in improving their school such as their roles in Responsibility Groups and being Buddies. The strong community ethos is developed through working closely with parents and carers who are also very involved in school activities as helpers. Those parents consulted report that they feel very included in decisions that affect the school, particularly through the work of the Parent Council, and feel that there is ample opportunity to be actively involved in their children's learning. This is developed through good communication and opportunities to take part in school activities. The school is seen to be at the heart of its community and fosters very effective partnerships.

Recently, there has been significant change in the school's Senior Leadership Team. This has been managed successfully and has led to close collegiate working with Forteviot Primary School.

The school, through self-evaluation, has identified strengths and areas for improvement which are being taken forward through the School Improvement Plan (SIP). Staff have already identified that they need to determine strategies to effectively measure the impact of the work they are undertaking as part of the SIP. They should also work together to ensure that:

- they engage in professional dialogue about effective learning and teaching in order that a shared understanding of pedagogy and practice is evident across the school to ensure consistency for learners
- the views of all pupils are heard and taken into account when evaluating aspects of the work of the school so that pupils genuinely influence decisions that affect them

CONCLUSION

Forgandenny Primary School offers a distinctive learning experience and environment for its pupils. The school believes it has been very successful in promoting a strong sense of community both in and beyond the school which staff, pupils and parents are keen to maintain as the school role grows.

In addressing the points made above, the school should now focus on the following to secure ongoing improvement:

- Ensure approaches to planning and assessment take account of learning across all contexts with a particular focus on the further development of learners' skills by June 2014.
- By March 2014, all teachers should engage in shared professional dialogue when planning and evaluating learning and teaching to ensure learners' needs are met across the school.
- Further develop the use of Perth and Kinross Indicators and Skills Framework to:
 - support professional dialogue and judgements and inform tracking of pupils' progress in learning in Literacy and Numeracy by March 2014
 - inform dialogue with pupils and partnership in learning with parents by June 2014

[HMI Report](#)

Responsible Officer: Karen Young, Quality Improvement Officer
Email: kryoung@pkc.gov.uk
Telephone no: 01738 476203