

EXTERNAL EDUCATION ESTABLISHMENT INSPECTION REPORT

1.0 EXECUTIVE SUMMARY

- 1.1 This report provides details of all external education establishment inspection reports received across Argyll and Bute Education Service during the period September 2022 to November 2022.
- 1.2 As a result of the COVID-19 pandemic, HM Inspectors of Education (HMIE) took the decision to pause their programme of routine inspections on 13th March 2020.
- 1.3 In May 2022 HMIE announced that the routine programme of inspections would resume from August 2022 with inspections starting week beginning 5th September 2022.
- 1.4 It is recommended that the Community Services Committee
 - a) Noted the contents of this report.

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2.0 INTRODUCTION

- 2.1 Elected members have requested that they are provided with details of all external education establishment Inspection Reports.
- 2.2 With a view to providing further information than that contained within the Annual Education Plan and Update Report, details of all inspections carried out on a quarterly basis will be presented to Community Services Committee as a standing item.
- 2.3 HMIE stated that, as the programme of inspections resumed, they would continue to be responsive to the pressures and challenges that the education system is facing while continuing to give priority to the needs and experiences of children and young people.
- 2.4 HMIE recognised that schools and settings are familiar with the quality improvement frameworks, '*How Good Is Our School? (4th Edition)*' and '*How Good Is Our Early Learning and Childcare?*' Consequently, they stated that they would continue to use these frameworks as a focus for inspections in 2022-2023.
- 2.5 As required for the National Improvement Framework, HMIE report on and provide grades for the following Quality Indicators (QIs) as part of full model inspections (which typically take place over a full school week):
- QI 1.3 – leadership of change;
 - QI 2.3 – learning, teaching and assessment;
 - QI 3.1 – ensuring wellbeing, equality and inclusion; and
 - QI 3.2 – raising attainment and achievement

They noted that they would continue to include a focus on the following themes from other QIs:

QI 2.2 curriculum: learning pathways
QI 2.7 partnerships: parental engagement

- 2.6 Short model inspections (typically over two and a half days) continue to focus on two QIs:

QI 2.3 – learning, teaching and assessment; and
QI 3.2 – raising attainment and achievement

HMIE stated they would continue to have a focus on safeguarding in every inspection.

- 2.7 In inspections of early learning and childcare settings, HMIE stated they would use the equivalent QIs from *'How Good Is Our Early Learning and Childcare?'*

3.0 RECOMMENDATIONS

- 3.1 It is recommended that the Community Services Committee

a) Notes the contents of this report.

4.0 DETAIL – School Inspections

- 4.1 Glenbarr Primary School was inspected week beginning 5th September using the short model inspection. The school received very positive feedback from the Managing Inspector with specific reference to their enthusiastic children, their strong sense of community and teamwork, the teachers' highly effective approaches to meet the wellbeing and learning needs of the children and, the highly effective, nurturing leadership of the Headteacher and depute Headteacher.

Following the visit, the Headteacher received a letter from Gayle Gorman (HM Chief Inspector of Education) offering her congratulations on the school's 'highly positive inspection'. This is a communication that only schools with very positive inspection outcomes receive.

The link to the published letter and Summary of Inspection Findings (SIF), available from 8th November, can be found below:
<https://education.gov.scot/>

- 4.2 Furnace Primary School was inspected week beginning 31st October using the short model inspection. The school received very positive feedback from the Managing Inspector with specific reference to the calm, welcoming ethos, staff and children's effective use of digital technologies, their flexible and responsive

learning approaches and the strong leadership of the acting Headteacher and Principal Teacher.

The link to the published letter and Summary of Inspection Findings (SIF) will be accessible when these documents have been finalised and are available on Education Scotland's website.

- 4.3 A summary of all external school inspection audit reports published by Education Scotland across Argyll and Bute Education Service establishments during the period September 2022 to November 2022 is provided in **Appendix 1**.
- 4.4 A summary of the inspection outcomes per establishment detailing strengths and areas for improvement are provided in **Appendix 2**.

5.0 DETAIL – National Thematic Inspections

- 5.1 In addition to visits to schools and settings HMIE will also be carrying out national thematic inspections in the academic year 2022-2023.
- 5.2 The first phase of the national thematic inspection focused on the implementation of the new approach to recording and monitoring incidents of bullying and how well this is supporting children and young people. The new approach, reflected in Scottish Government guidance 'Recording and monitoring of bullying incidents in schools: supplementary guidance', proposes the use of SEEMiS as a consistent and uniform approach to recording and monitoring bullying incidents.
- 5.2 HMIE gathered evidence for this national thematic inspection up to the end of October 2022. This involved visiting 35 schools using a selection of schools provided by Education Scotland's analytical services team. The selection included primary, secondary and special schools and did not include schools HMIE have visited in recent months.
- 5.3 Dunoon Grammar School was selected to participate in the first phase. HMIE visited the school on Thursday 22nd September 2022. The Headteacher received oral feedback at the end of the visit in relation to the school's positive ethos, their procedures and processes and, the leadership of the Senior Leadership Team and Guidance Team to direct and support this aspect of work.

HMIE will publish a national report following completion of visits to establishments and associated evidence gathering.

- 5.4 HMIE will carry out the second phase of this national thematic inspection, which will focus on approaches by settings and schools to promote and develop positive relationships and behavior, later in the academic year.

6.0 CONCLUSION

- 6.1 In summary, one published report is available for the Inspections which took place during the period of September 2022 to December 2022.
- 6.2 The Education Service will continue to use the outcomes of establishment inspections to work collaboratively with our Headteachers to target support and challenge to secure improvement for our children and young people.

7.0 IMPLICATIONS

- 7.1 Policy – The Standards in Scotland's Schools etc. Act 2000 places a duty on Education Authorities to provide children and young people with school education and (in terms of raising standards) requires Authorities to endeavor to secure improvement in the quality of that school education.
- 7.2 Financial – None
- 7.3 Legal – None
- 7.4 HR – None
- 7.5 Fairer Scotland Duty: – None
- 7.5.1 Equalities - protected characteristics – None
- 7.5.2 Socio-economic Duty – None
- 7.5.3 Islands – None
- 7.6 Climate Change – None
- 7.7 Risk – Reputational risk to the Education Service following a weak report.
- 7.8 Customer Service – The outcome of establishment inspections of the Education Service of Argyll and Bute Council may significantly enhance or detract from the Council's reputation and attractiveness as an area to work and live in.

Douglas Hendry - Executive Director with responsibility for Education

Councillor Yvonne Mcneilly - Policy Lead for Education

Wendy Brownlie - Head of Education: Performance and Improvement

For further information please contact:-

Victoria Quinn, Education Officer, Telephone: 01631 567942

Email: Victoria.Quinn@argyll-bute.gov.uk.

15 November 2022

Appendix 1 – Overview of Inspection Outcomes

Appendix 2 – Establishment Detail of Inspection Outcomes

Appendix 1 - Overview of Inspection Outcomes

Quality Indicator			Leadership of Change	Learning, Teaching and Assessment	Ensuring Wellbeing, Equality and Inclusion	Raising Attainment and Achievement
Establishment	Sector	Date of Inspection	1.3	2.3	3.1	3.2
Glenbarr Primary School	Primary	September 2022	N/A	5	N/A	5
Furnace Primary School	Primary	October 2022	N/A	Not Yet Published	N/A	Not Yet Published

The Six-point Scale for Inspection Grading

Excellent	6
Very Good	5
Good	4
Satisfactory	3
Weak	2
Unsatisfactory	1

Appendix 2 - Establishment Detail of Inspection Outcomes

Report Title: Glenbarr Primary School	
Inspection Agency: Education Scotland	
Key Findings: The inspection team found the following strengths in the school's work. <ul style="list-style-type: none">• Lively and enthusiastic children who are rightly proud of their school. They thrive as a result of the very positive relationships and caring approach of staff.• The strong sense of community and teamwork. All staff play an important role in the life of the school. Together, they are making a difference for children and families. Parents are valued as partners in their children's education.• Teachers use highly effective approaches to meet the wellbeing and learning needs of children. They make very good use of the outdoors and involve children in decision making. As a result, lessons and activities are motivating and children make very good progress in their learning.• The highly effective, nurturing leadership of the headteacher and depute headteacher. They have led a clear process of change and improvement through very challenging circumstances. Their passion for ensuring that no-one misses out is ensuring equity of opportunity for all children. The following areas for improvement were identified and discussed with the headteacher and a representative from Argyll and Bute Council. <ul style="list-style-type: none">• Continue to build on memorable and exciting learning experiences, which will prepare children well for the future.	
Date of Inspection: September 2022	Return Visit: N/A
Lead Officer to take forward improvement: Caroline Armour - Headteacher	
Central Officer to support improvement: Rosie MacKay – Education Manager	