

Executive Sub-Committee of Lifelong Learning Committee**4 February 2015****Standards and Quality in Schools, Learning Communities And Pre-School Centres/Day Care Of Children****Report by Executive 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 HMI) and, by exception, Care Inspectorate inspections on the day care of children since the Executive Sub-Committee of Lifelong Learning Committee on 26 November 2014.

1. BACKGROUND**1.1 Education Scotland Inspections**

- 1.1.1 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.
- 1.1.2 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 26 November 2014 (Report No [14/509](#) refers).

Pre-School Centres/Schools

- 1.1.4 HMI changed the format of reporting about schools in August 2011 and inspection reports provide an overall evaluation of the quality of the school's provision. In coming to a judgement, HMI will aim to answer three key questions which are:
 - How well do children/young people learn and achieve?
 - How well does the school support children/young people to develop and learn?
 - How does the school improve the quality of its work?

To help answer the first two questions, HMI provides a summary sentence followed by narrative which explains their findings. For the third question, HMI provide narrative and express their level of confidence in the school's ability to continue to improve the quality of its work. Finally, they sum up the overall quality of education provided by the school.

- 1.1.5 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
- 1.1.6 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.
- 1.1.7 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.
- 1.1.8 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
 - Extended Learning and Achievement Visit and follow up activity and visit
- 1.1.9 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.

2. RECENTLY PUBLISHED REPORTS

2.1 Education Scotland Inspections

2.1.2 Since the Executive Sub-Committee of Lifelong Learning Committee on 26 November 2014 (Report No [14/509](#) refers) the following report has been published by Education Scotland¹:

- **Follow-through inspection of Blairgowrie High School.** HMI will work with Perth & Kinross Council to build capacity for improvement, and will maintain contact to monitor progress. HMI, in partnership with Perth & Kinross Council, will carry out a review of the school's progress within one year. A summary of the key findings is shown in Appendix 1a together with a copy of the inspection letter in Appendix 1b. At the time of the 2013 Census, Blairgowrie High School had a pupil roll of 841.

2.2 Care Inspectorate Inspections

2.2.1 Five inspections have been undertaken and published² by the Care Inspectorate since the Executive Sub-Committee of Lifelong Learning Committee on 26 November 2014 (Report No [14/509](#) refers). Of those reports, none require to be reported as an exception (where any grading has been awarded an evaluation of unsatisfactory, weak or excellent).

3. PERFORMANCE SUMMARY

This section provides a summary of inspection performance over the last five academic years. As there have been no full inspections since the last Executive Sub-Committee of Lifelong Learning Committee no changes have been made to the performance indicators show in Table 1, Figure 1a, Figure 1b, Table 2, Figure 2a, Figure 2b, Table 3 and Table 4.

Pre-School Centres/Schools

3.1 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.

¹ At time of writing, 2 December 2014

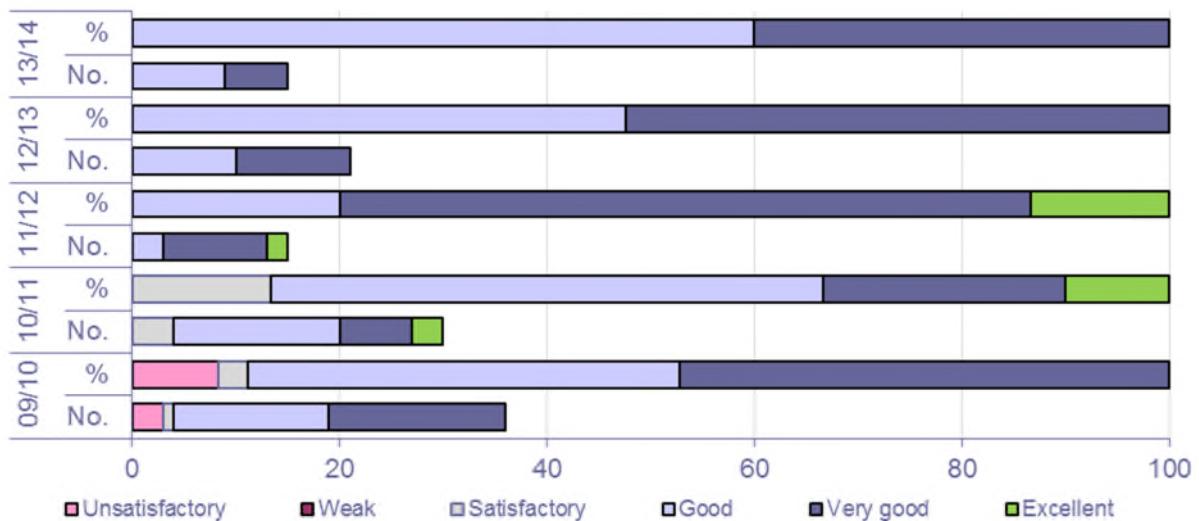
² As at 2 December 2014.

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. Five pre-school centres have been inspected during academic session 2013/14 and evaluated as good or better in relation to all core quality indicators.

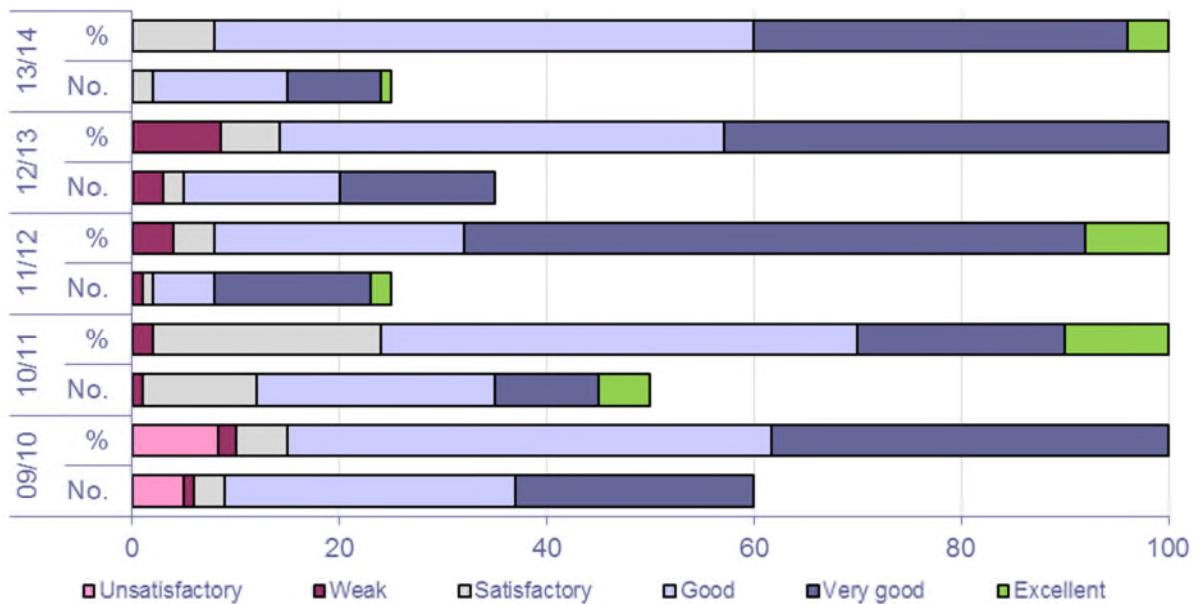
Table 1: Pre-School Overview by Performance Indicator

| Pre School | Satisfactory or Better | | | | | Good or Better | | | | |
|--|------------------------|-----------|-----------|-----------|-----------|----------------|-----------|-----------|-----------|-----------|
| | 09/10 | 10/11 | 11/12 | 12/13 | 13/14 | 09/10 | 10/11 | 11/12 | 12/13 | 13/14 |
| | No. | No. | No. | No. | No. | No. | No. | No. | No. | No. |
| Improvements in performance | 11 | 10 | 5 | 7 | 5 | 10 | 9 | 5 | 7 | 5 |
| Children's experiences | 11 | 10 | 5 | 7 | 5 | 11 | 9 | 5 | 7 | 5 |
| Meeting learning needs | 11 | 10 | 5 | 7 | 5 | 11 | 8 | 5 | 7 | 5 |
| Core Quality Indicators | 33 | 30 | 15 | 21 | 15 | 32 | 26 | 15 | 21 | 15 |
| The curriculum | 11 | 10 | 5 | 6 | 5 | 10 | 7 | 4 | 5 | 4 |
| Improvement through self-evaluation | 10 | 9 | 4 | 5 | 5 | 9 | 5 | 4 | 4 | 4 |
| All Quality indicators | 54 | 49 | 24 | 32 | 25 | 51 | 38 | 23 | 30 | 23 |
| Total Number of Quality Indicators | 60 | 50 | 25 | 35 | 25 | | | | | |
| Total Number of Inspections | 12 | 10 | 5 | 7 | 5 | | | | | |
| Total schools with positive evaluations* | 11 | 10 | 5 | 7 | 5 | | | | | |

Figure 1a: Summary of Grades Awarded (Core Quality Indicators)



**Figure 1b: Summary of Grades Awarded
(All Quality Indicators)**



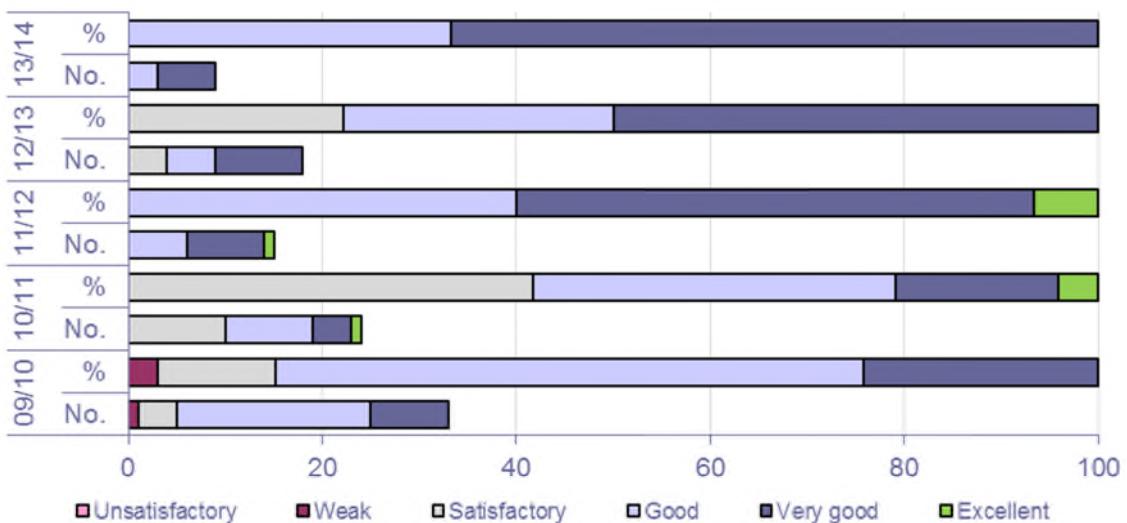
Primary Schools

- 3.4 Table 2 provides an overview of the number of indicators evaluated as good or better and satisfactory or better in the primary sector. Three primary schools have been inspected during academic session 2013/14 and evaluated as good or better in relation to all five quality indicators.

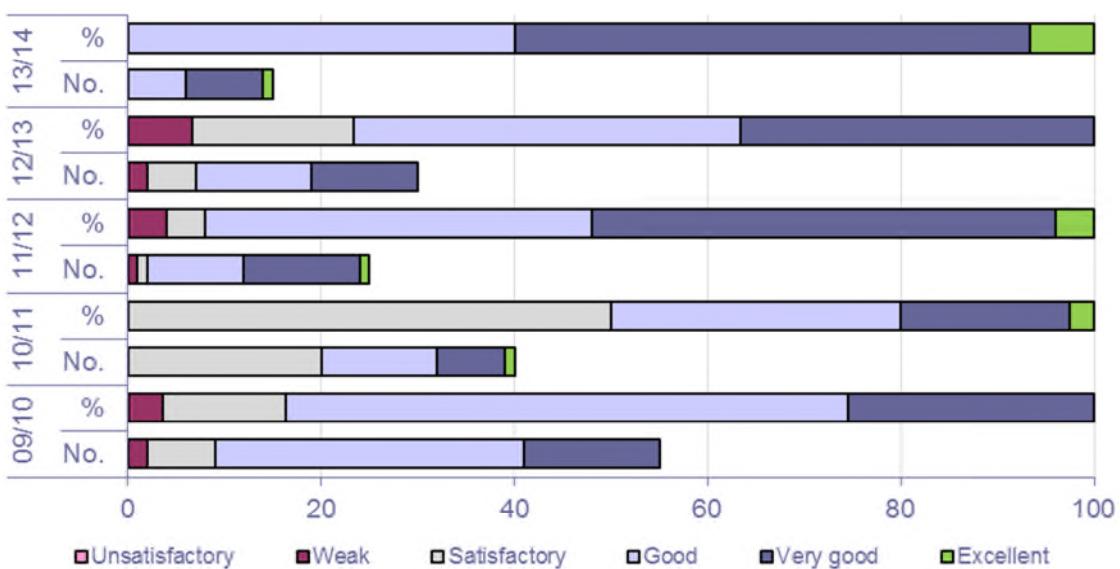
Table 2: Primary Overview by Performance Indicator

| Primary | Satisfactory or Better | | | | | Good or Better | | | | |
|--|------------------------|-----------|-----------|-----------|-----------|----------------|-----------|-----------|-----------|-----------|
| | 09/10 | 10/11 | 11/12 | 12/13 | 13/14 | 09/10 | 10/11 | 11/12 | 12/13 | 13/14 |
| | No. | No. | No. | No. | No. | No. | No. | No. | No. | No. |
| Improvements in performance | 10 | 8 | 5 | 6 | 3 | 9 | 4 | 5 | 5 | 3 |
| Learners' experiences | 11 | 8 | 5 | 6 | 3 | 10 | 6 | 5 | 5 | 3 |
| Meeting learning needs | 11 | 8 | 5 | 6 | 3 | 9 | 4 | 5 | 4 | 3 |
| Core Quality Indicators | 32 | 24 | 15 | 18 | 9 | 28 | 14 | 15 | 14 | 9 |
| The curriculum | 11 | 8 | 5 | 5 | 3 | 9 | 3 | 4 | 5 | 3 |
| Improvement through self-evaluation | 10 | 8 | 4 | 5 | 3 | 9 | 3 | 4 | 4 | 3 |
| All Quality indicators | 53 | 40 | 24 | 28 | 15 | 46 | 20 | 23 | 23 | 15 |
| Total Number of Quality Indicators | 55 | 40 | 25 | 30 | 15 | | | | | |
| Total Number of Inspections | 11 | 8 | 5 | 6 | 3 | | | | | |
| Total schools with positive evaluations* | 10 | 8 | 5 | 6 | 3 | | | | | |

**Figure 2a: Summary of Grades Awarded
(Core Quality Indicators)**



**Figure 2b: Summary of Grades Awarded
(All Quality Indicators)**



Secondary Schools

- 3.5 Table 3 provides an overview of the number of indicators evaluated as good or better and satisfactory or better in the secondary sector. Two secondary schools have been inspected during academic session 2013/14, both were evaluated as good or better in relation to all five quality indicators.

Table 3: Secondary Overview by Performance Indicator

| Primary | Satisfactory or Better | | | | | Good or Better | | | | | | | | | | | | | | |
|--|------------------------|----------|-----------|-----------|-----------|----------------|-------|-----|-------|-----|----------|----------|----------|----------|-----------|-----|-------|-----|-------|--|
| | 09/10 | | 10/11 | | 11/12 | | 12/13 | | 13/14 | | 09/10 | | 10/11 | | 11/12 | | 12/13 | | 13/14 | |
| | No. | No. | No. | No. | No. | No. | No. | No. | No. | No. | No. | No. | No. | No. | No. | No. | No. | No. | No. | |
| Improvements in performance | 1 | 0 | 2 | 2 | 2 | | | | | | 0 | 0 | 2 | 1 | 2 | | | | | |
| Learners' experiences | 1 | 0 | 2 | 2 | 2 | | | | | | 1 | 0 | 2 | 1 | 2 | | | | | |
| Meeting learning needs | 1 | 0 | 2 | 2 | 2 | | | | | | 1 | 0 | 2 | 1 | 2 | | | | | |
| Core Quality Indicators | 3 | 0 | 6 | 6 | 6 | | | | | | 2 | 0 | 6 | 3 | 6 | | | | | |
| The curriculum | 1 | 0 | 2 | 1 | 2 | | | | | | 1 | 0 | 1 | 1 | 2 | | | | | |
| Improvement through self-evaluation | 1 | 0 | 1 | 1 | 2 | | | | | | 0 | 0 | 1 | 1 | 2 | | | | | |
| All Quality indicators | 5 | 0 | 9 | 8 | 10 | | | | | | 3 | 0 | 8 | 5 | 10 | | | | | |
| Total Number of Quality Indicators | 5 | 0 | 10 | 10 | 10 | | | | | | | | | | | | | | | |
| Total Number of Inspections | 1 | 0 | 2 | 2 | 2 | | | | | | | | | | | | | | | |
| Total schools with positive evaluations* | 1 | 0 | 2 | 2 | 2 | | | | | | | | | | | | | | | |

4 CONCLUSION AND RECOMMENDATION

Inspection reports provide further information on the standards and quality in our services and set out a clear agenda for continuous improvement.

- 4.1 It is recommended that the Executive Sub-Committee of Lifelong Learning Committee:
- (i) scrutinises and comments as appropriate on the contents of the report.

Author(s)

| Name | Designation | Contact Details |
|--------------|--|--|
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Approved

| Name | Designation | Date |
|------------|--------------------|-----------------|
| John Fyffe | Executive Director | 26 January 2015 |

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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

- 1.1 The Perth and Kinross Community Plan 2013-2023 and Perth and Kinross Council Corporate Plan 2013/2018 set out five strategic objectives:
- (ii) Giving every child the best start in life;
 - (iii) Developing educated, responsible and informed citizens;
 - (iv) Promoting a prosperous, inclusive and sustainable economy;
 - (v) Supporting people to lead independent, healthy and active lives; and
 - (vi) Creating a safe and sustainable place for future generations.

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

- 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. Assessments

Equality 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. 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

No background papers, as defined by Section 50D of the Local Government (Scotland) Act 1973 (other than any containing confidential or exempt information) were relied on to any material extent in preparing the above report.

3. APPENDICES

| | |
|-------------|---|
| | <u>Blairgowrie High School</u> |
| Appendix 1a | Summary of Education Scotland Inspection |
| Appendix 1b | Education Scotland follow-through inspection letter |

BLAIRDOWRIE HIGH SCHOOL EDUCATION SCOTLAND FOLLOW THOUGH INSPECTION SUMMARY

1 INTRODUCTION

Education Scotland (HMI) published a report on Blairgowrie High School in February 2013 as part of a national sample of secondary education.

A follow-through inspection was undertaken in September 2014. HM Inspectors looked at areas that were identified in the original inspection and other aspects of the schools work, as proposed by the headteacher. Some of the key strengths are summarised below.

2 PARTICULAR STRENGTHS OF THE SCHOOL

HMI identified the following strengths of the school:

- The leadership of the Headteacher, working with deputies, staff, pupils and parents has led to improvements in all key aspects of identified development needs.
- The school has made significant progress in developing the curriculum in line with Curriculum for Excellence, building a strong foundation for the qualification phase.
- The school is building on the good practice which exists in the school in learning and teaching.
- The ethos of the school is more positive and inclusive.

3 CONCLUSION

As a result of the recent inspection HMI, in partnership with Perth and Kinross Council will carry out a review of the school's progress within one year.

For further information contact:
Michael Conlon, Quality Improvement Officer, Education Services (ext 77851).

4 November 2014

Dear Parent/Carer

**Blairgowrie High School
Perth and Kinross Council**

In February 2013, HM Inspectors published a letter on your child's school. Recently, as you may know, we visited the school again. During our visit, we talked to young people and worked closely with the new headteacher and staff. We heard from the headteacher, other staff and members of the Parent Council how the school has continued to improve. We looked at particular areas that had been identified in the original inspection and at aspects of the school's work, as proposed by the headteacher. As a result, we were able to find out how well young people are now learning and achieving and how the school is continuing to support them to do their best. This letter sets out what we found.

How well do young people learn and achieve?

Young people's commitment to learning continues to improve. Almost all now wear school uniform and proudly identify themselves with the school. The ethos of the school is more positive. Attendance has continued to improve and exclusions are significantly reduced. Staff and young people have worked together to develop a shared understanding of what makes a good lesson and ensure all young people are aware of their responsibilities in school. Young people are benefiting from more conversations with teachers about their learning. In a few classes, where these learning conversations happen frequently, young people are more aware of what they are good at and how they can improve their work. The school has recently introduced learning profile booklets to support all young people in S1-3 to reflect on their achievement and skills in all subjects. Staff need to ensure these are consistently well used in all classes. Over the past year, most staff have engaged in professional learning which is supporting them to make lessons more varied and engaging for young people. Young people have more opportunities to collaborate during lessons and to make choices about how and what they will learn. We have asked the school to continue to build on the good practice which exists in the school to ensure all young people consistently experience high quality learning experiences.

Young people in S1 have settled in school well. As a result of the successful *Freshers Week*, they have formed positive relationships with their teachers and with each other and know more about the school's vision and values. Across the school, staff have increased access to a range of information about young people's learning and achievements in primary and as they move through the school. A few departments use this well to ensure young people continue to make good progress

in S1 and beyond. Planning for progression including building on primary experiences is not yet consistently strong enough across the school. The school needs to continue to address this to ensure all young people experience learning which is suitably challenging.

Young people continue to achieve well through the range of clubs and out of class learning opportunities which the school offers. Senior pupils demonstrate leadership through their roles of responsibility. They are good role models for younger year groups. The school has now started to collect information about young people's progress in all curriculum areas across S1 to S3. All staff are developing their skills in assessment using national Curriculum for Excellence guidance. Young people's attainment in national examinations by the end S6 continues to improve.

How well does the school support young people to develop and learn?

The school has improved the quality of information that teachers have about young people with additional support needs and staff have increased their knowledge of particular needs such as dyslexia. Across the school, most staff promote positive behaviour well by fostering respectful relationships and sensitive interventions when required. Support for learning staff provide good advice and support to subject staff. As a result, all teachers are better informed about how they can include and support young people with additional needs during lessons. In the best practice we observed, teachers adapted tasks and activities effectively to ensure all young people are engaged and making progress. However, in most of the observed lessons, all young people were expected to complete the same task regardless of their strengths or individual needs. The school should continue working to ensure all staff take good account of young people's varying needs and abilities when planning learning.

The school has made significant progress in bringing the curriculum into line with the national guidance of Curriculum for Excellence. Young people no longer make subject choices at the end of S1. This has increased the time to broaden and deepen learning across S1 to S3 and provide a stronger foundation to begin national qualifications in S4. A curriculum model for S4-6 is being developed in consultation with staff, parents and young people. The school continues to develop partnerships with the wider community which enhance the curriculum for all young people. All staff are now aware of their responsibilities to ensure young people make appropriate progress in literacy, numeracy and health and wellbeing. Across the school young people have more and better opportunities to apply their literacy skills in contexts across the curriculum through for example, a recent whole school focus on extended writing.

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

In the year since her appointment, the new headteacher has effectively led improvements in a number of key aspects of the school's work. She and her team of depute headteachers are well respected by staff, parents and young people. Working as a team, they communicate a clear and consistent vision and direction for the school which is underpinned by positive relationships, strong values and high aspirations for all young people. Arrangements to evaluate the school's work are

more rigorous and, in time, should provide a more accurate understanding across all departments of the school's strengths and improvement priorities. Principal teachers and class teachers are developing stronger leadership roles in taking forward school priorities and through working to reflect on and improve their own practice. The school should continue to strengthen approaches to self-evaluation and further drive forward the implementation of Curriculum for Excellence. Changes made over the past year are already having a positive impact on staff and young people for example, through the improved ethos and shared understanding of what makes effective teaching and learning. As all staff continue to embed new approaches to self-evaluation, the school should be able to gather robust evidence and use this to ensure consistently high quality learning experiences and further improvements in outcomes for young people.

What happens next?

Our Area Lead Officer will work with Perth and Kinross Council to build capacity for improvement, and will maintain contact to monitor progress. In partnership with Perth and Kinross Council, we will carry out a review of the school's progress within one year of publication of this letter. We will then issue another letter to parents on the extent to which the school has improved.

Patricia Watson
HM Inspector

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