

South Ayrshire Council

**Report by Depute Chief Executive and Director - People
to Leadership Panel
of 12 February 2019**

**Subject: Inspection of Barassie Primary School and Early Years
Centre: Education Scotland Report**

1. Purpose

1.1 The purpose of this report is to inform the Leadership Panel of the Education Scotland Inspection Report on Barassie Primary School and Early Years Centre.

2. Recommendation

2.1 It is recommended that the Panel:

2.1.1 considers the contents of the report by Education Scotland as contained in [Appendix 1](#) ; and

2.1.2 agrees that the main points for action will be addressed by the Headteacher and Quality Improvement Officer.

3. Background

3.1 Education Scotland Inspectors visited the school in October 2018 and looked at aspects of the school's recent work. The inspection was carried out using one of the new approaches which involved inspectors evaluating aspects of the quality of learning, teaching and assessment and raising attainment and achievement.

3.2 The report for Barassie Primary School and Early Years Centre was published on 4 December 2018.

3.3 The inspection of Barassie Primary School and Early Years Centre found the following key strengths:

- Children's attainment in literacy and English and the good progress being made across the school to develop approaches to help children to learn and make progress in numeracy and mathematics.
- The strong commitment to teamwork in the school and early years centre. All staff work well together. They are keen to take forward school improvements and secure positive outcomes for children.
- The understanding that staff have of children as individuals and the support they provide to help children make progress.
- The strong links which staff in the early years centre have with parents.

3.4 Education Scotland Inspectors agreed the following key points for action with the leadership team of the school and educational services:

- The school should build on its positive work on Rights education, and its development of nurturing approaches, and continue to improve relationships across the school.
- Develop more consistent approaches to learning, teaching and assessment across the school and early years centre. These should more clearly inform planning for learning to ensure that all children experience appropriate challenge in their learning.
- Use tracking information to identify more clearly trends and patterns and raise attainment of individuals and groups of children more effectively.

3.5 The Headteacher of Barassie Primary School will link with the Quality Improvement Officer to build on the strengths identified in the inspection report and address the key points for action.

4. Proposals

4.1 It is proposed that the Leadership Panel notes the key strengths and points for action in the Education Scotland report and agrees to the Headteacher addressing these in conjunction with the Quality Improvement Officer.

4.2 Given the very positive nature of the report, there will be no further visits by Education Scotland in relation to this inspection..

5. Legal and Procurement Implications

5.1 There are no legal implications arising from this report.

5.2 There are no procurement implications arising from this report.

6. Financial Implications

6.1 Not applicable.

7. Human Resources Implications

7.1 Not applicable.

8. Risk

8.1 Risk Implications of Adopting the Recommendations

8.1.1 There are no associated risks

8.2/

8.2 ***Risk Implications of Rejecting the Recommendations***

- 8.2.1 Educational Services may be downgraded as part of the Shared Risk Assessment process carried out by the Local Area Network responsible for scrutiny if the service does not address the main points for action.

9. **Equalities**

- 9.1 The proposals in this report have been assessed through the equality impact assessment scoping process and there are no significant equality impacts of agreeing the recommendations. A copy of the equalities scoping assessment is attached as [Appendix 2](#).

10. **Sustainable Development Implications**

- 10.1 ***Considering Strategic Environmental Assessment (SEA)*** - This report does not propose or seek approval for a plan, policy, programme or strategy or document otherwise described which could be considered to constitute a plan, programme, policy or strategy.

11. **Options Appraisal**

- 11.1 An options appraisal has not been carried out.

12. **Link to Council Plan**

- 12.1 The report links to the strategic objective 'Effective Leadership that promotes fairness' and the related action to 'Create an ambitious and innovative culture where staff are empowered to work with communities, delivering responsive and customer focused services'.

13. **Results of Consultation**

- 13.1 There has been no public consultation on the contents of this paper.
- 13.2 Consultation has taken place with Councillor William Grant, Portfolio Holder for Children and Young People, and the contents of this report reflect any feedback provided.

14. **Next Steps for Decision Tracking Purposes**

- 14.1 If the recommendations above are approved, the Depute Chief Executive and Director - People will ensure that all necessary steps are taken to ensure full implementation of the decision within the following timescales, with the completion status reported to the Leadership Panel in the 'Council and Leadership Panel Decision Log' at each of its meetings until such time as the decision is fully implemented:

<i>Implementation</i>	<i>Due date</i>	<i>Managed by</i>
Meeting to be arranged with the Headteacher to agree a plan to address the action points contained in the inspection report and monitor progress in conjunction with the planned programme of visits	31 March 2019	Quality Improvement Officer

Background Papers **None**

Person to Contact **Douglas Hutchison, Depute Chief Executive and Director - People**
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Date: **5 February 2019**

4 December 2018

Dear Parent/Carer

In October 2018, a team of inspectors from Education Scotland visited Barassie Primary School and Early Years Centre. During our visit, we talked to parents/carers and children and worked closely with the headteacher and staff.

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

- Children's attainment in literacy and English and the good progress being made across the school to develop approaches to help children to learn and make progress in numeracy and mathematics.
- The strong commitment to teamwork in the school and early years centre. All staff work well together. They are keen to take forward school improvements and secure positive outcomes for children.
- The understanding that staff have of children as individuals and the support they provide to help children make progress.
- The strong links which staff in the early years centre have with parents.

The following areas for improvement were identified and discussed with the headteacher and a representative from South Ayrshire Council.

- The school should build on its positive work on Rights education, and its development of nurturing approaches, and continue to improve relationships across the school.
- Develop more consistent approaches to learning, teaching and assessment across the school and early years centre. These should more clearly inform planning for learning to ensure that all children experience appropriate challenge in their learning.
- Use tracking information to identify more clearly trends and patterns and raise attainment of individuals and groups of children more effectively.

We gathered evidence to enable us to evaluate the school's work using quality indicators from [How good is our school? \(4th edition\)](#) and [How good is our early learning and childcare?](#). Quality indicators help schools, local authorities and inspectors to judge what is working well and what needs to be improved. Following the inspection of each school, the Scottish Government gathers details of our evaluations to keep track of how well Scottish schools are doing.

Here are Education Scotland’s evaluations for Barassie Primary School and Early Years Centre

Quality indicators for the primary school	Evaluation
Learning, teaching and assessment	good
Raising attainment and achievement	good
Descriptions of the evaluations are available from: How good is our school? (4th edition), Appendix 3: The six-point scale	

Quality indicators for the nursery class	Evaluation
Learning, teaching and assessment	good
Securing children’s progress	good
Descriptions of the evaluations are available from: How good is our early learning and childcare? Appendix 1: The six-point scale	

A more detailed document called Summarised Inspection Findings (SIF) will be available on the Education Scotland website at: <https://education.gov.scot/inspection-reports/north-lanarkshire/8504725>

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. South Ayrshire Council will inform parents/carers about the school’s progress as part of its arrangements for reporting on the quality of its schools.

Morag
Gunion HM
Inspector

South Ayrshire Council Equalities Scoping Template

1. Policy details

Policy Title : Inspection of Barassie Primary School and Early Years Centre	Lead Officer Douglas Hutchison
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2. Which communities, groups of people, employees or thematic groups do you think will be, or potentially could be, impacted upon by the implementation of this policy? Please indicate whether these would be positive or negative impacts

Community, Groups of People or Themes	Negative Impacts	Positive impacts
The whole community of South Ayrshire	No	No
People from different racial groups, ethnic or national origin.	No	No
Women and/or men (boys and girls)	No	No
People with disabilities	No	No
People from particular age groups for example Older people, children and young people	No	No
Lesbian, gay, bisexual and heterosexual people	No	No
People who are proposing to undergo, are undergoing or have undergone a process to change sex	No	No
Pregnant women and new mothers	No	No
People who are married or in a civil partnership	No	No
People who share a particular religion or belief	No	No
Thematic Groups: Health, Human Rights, Rurality and Deprivation.	No	No

3. Do you have evidence or reason to believe that the policy will support the Council to:

General Duty and other Equality Themes	Level of Negative and/or Positive Impact (high, medium or low)
Eliminate discrimination and harassment faced by particular communities or groups	Low
Promote equality of opportunity between particular communities or groups	Low
Foster good relations between particular communities or groups	Low
Promote positive attitudes towards different communities or groups	Low
Increase participation of particular communities or groups in public life	Low
Improve the health and wellbeing of particular communities or groups	Low
Promote the human rights of particular communities or groups	Low
Tackle deprivation faced by particular communities or groups	Low

4. Summary Assessment

Is a full Equality Impact Assessment required? (A full EIA must be carried out on all high and medium impact policies)		YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>
Rationale for decision: An Equality Impact Assessment is not required on this occasion as this report is asking for elected members to note the outcome of the inspection.			
Signed : 		Director - People	
Date: 12.01.19	Copy to Equalities@southayrshire.gov.uk		