

South Ayrshire Council

**Report by Depute Chief Executive and Director - People
to Leadership Panel
of 23 April 2019**

**Subject: Further Inspection of Braehead Primary and Early Years
Centre: Education Scotland Report**

1. Purpose

1.1 The purpose of this report is to inform the Leadership Panel of the outcome of the further Education Scotland report on Braehead Primary School and Early Years Centre.

2. Recommendation

2.1 It is recommended that the Panel:

2.1.1 considers the contents of the [letter](#) on the further inspection of Braehead by Education Scotland;

2.1.2 recommends that the Headteacher prepares a plan to address the areas for improvement; and

2.1.3 notes that there will be a further follow up inspection within one year of publication of the letter.

3. Background

3.1 In November 2017, HM Inspectors published a [letter](#) following an inspection of Braehead Primary School and Early Years Centre. The letter set out a number of areas for improvement. Inspectors revisited the school in November 2018. They looked at the particular areas that had been identified in the original inspection. As a result, they were able to find out about the progress the school had made and how well this was supporting children's learning and achievements. The Care Inspectorate inspected the early years centre at the same time.

3.2 The further inspection [letter](#) for Braehead Primary School and Early Years Centre was published on 26 February 2019.

3.3 The further inspection of Braehead Primary School and Early Years Centre found the following:

3.3.1 ***Area for Improvement 1 - As the school moves forward, there is a need for the senior leadership team of the school to provide clear direction to manage the changes needed to improve outcomes for all children.***

- The acting senior leadership team has brought much needed direction and improvement across the school community. Children are beginning to take a more active role in leading their own learning. A Parent Council was established in January 2018. It is beginning to work closely with school staff to support improvement.

3.3.2 ***Area for Improvement 2 - The school should develop a curriculum that is relevant to its context, meets the needs of all learners and supports children to develop knowledge and skills across all curriculum areas.***

- The pace of change in the curriculum has been well managed by the acting senior leadership team. They have made positive progress in developing a shared understanding of what the school wants to achieve through its curriculum. Teachers are now planning more interesting lessons. There are now clearer learning pathways which allow children to build on their prior learning. The school is in a good place to develop further and continue to improve the curriculum.

3.3.3 ***Area for Improvement 3 - There is a need to improve learning and teaching and ensure there is appropriate pace and challenge for all. This should be supported by a review of the positive behaviour policy to enable children to engage fully in learning and have high aspirations for the future.***

- Overall, the learning and teaching experiences of children have improved since the original inspection. The school environment promotes a more positive ethos for learning and children enjoy their learning more. The school is well-placed to continue to develop more consistent high-quality learning experiences across all classes.

3.3.4 ***Area for Improvement 4 - Building on children's good progress in learning in the early years centre, staff should work to raise the attainment and achievement of all children. Approaches to assessment need to be improved to meet children's needs better.***

- Since the last inspection, significant work has been undertaken across the primary stages to improve the way assessment data is gathered, tracked, and analysed. Overall, there is an improving picture in respect of children's attainment.

3.3.5 ***Area for Improvement 5 - Develop more effective self-evaluation approaches which lead to improved outcomes in the early years centre and across the school***

- Approaches to self-evaluation have improved across the early years centre and primary classes. All staff demonstrate a strong commitment to improving the work of the school and are actively involved in the improvement journey.

- 3.4 Education Scotland Inspectors agreed the following key points for action with the leadership team of the school and educational services:
- 3.4.1 **Area for Improvement 1** - As the school moves forward, there is a need for the senior leadership team of the school to provide clear direction to manage the changes needed to improve outcomes for all children.
 - 3.4.2 **Area for Improvement 2** - The school should develop a curriculum that is relevant to its context, meets the needs of all learners and supports children to develop knowledge and skills across all curriculum areas.
 - 3.4.3 **Area for Improvement 3** - There is a need to improve learning and teaching and ensure there is appropriate pace and challenge for all. This should be supported by a review of the positive behaviour policy to enable children to engage fully in learning and have high aspirations for the future.
 - 3.4.4 **Area for Improvement 4** - Building on children's good progress in learning in the early years centre, staff should work to raise the attainment and achievement of all children. Approaches to assessment need to be improved to meet children's needs better.
 - 3.4.5 **Area for Improvement 5** - Develop more effective self-evaluation approaches which lead to improved outcomes in the early years centre and across the school.

4. Proposals

- 4.1 It is proposed that the Leadership Panel notes both the progress made and areas for improvement in the Education Scotland letter.
- 4.2 The Panel is also asked to recommend that the Headteacher prepares a plan to address the areas identified with support from the Quality Improvement Officer.
- 4.3 Panel members are asked to note the positive steps and progress made in each of the areas for improvement identified in the original inspection. They will carry out a further inspection to review progress within one year.

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.

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8. Risk

8.1 *Risk Implications of Adopting the Recommendations*

8.1.1 There are no risks associated with adopting the recommendations.

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 1.

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 in relation to the subject matter of this report.

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>
Monthly meetings arranged with the Headteacher to continue to address the areas for improvement contained in the inspection report and to continue to monitor progress	31 May 2019	Quality Improvement Officer

Background Papers **None**

Person to Contact **Douglas Hutchison, Depute Chief Executive and Director - People**
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Date: **12 April 2019**

South Ayrshire Council Equalities Scoping Template

1. Policy details

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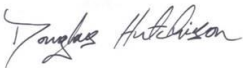
2. Which communities, groups of people, employees or thematic groups do you think will be, or potentially could be, impacted upon by the implementation of this policy? Please indicate whether these would be positive or negative impacts

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: 12.03.19		Copy to Equalities@southayrshire.gov.uk	