

Report

Report to:	Clydesdale Area Committee
Date of Meeting:	1 May 2018
Report by:	Executive Director (Education Resources)

Subject:	Education Scotland Report for Braehead Primary School, Forth
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1. Purpose of Report

1.1. The purpose of the report is to:-

- ◆ advise of the outcome of the inspection of Braehead Primary School, Forth by Education Scotland inspectors

2. Recommendation(s)

2.1. The Committee is asked to approve the following recommendation(s):-

- (1) that the Education Scotland Report on Braehead Primary School, Forth, be noted.

3. Background

3.1. Education Scotland undertook an inspection of the quality of educational provision within Braehead Primary School in January 2018. The report was published on 27 February 2018.

4. Findings of HM Inspectors

4.1. Particular strengths of the school:-

- ◆ The new headteacher is providing strong leadership and is working hard to ensure that all members of the school community are valued, respected and nurtured
- ◆ Children are motivated, engaged and articulate. They are proud of their school, supportive of each other and keen to learn and do well
- ◆ Relationships are very respectful between staff and children which results in a calm, learning environment
- ◆ Staff are dedicated and hardworking. They use a range of well-judged strategies to support the good progress children are making in literacy and numeracy

4.2. A more rigorous approach towards self-evaluation is now in place with all staff reflecting on their work and the work of the school. Self-evaluation is also being prioritised with a newly formed 'School Improvement Team' consisting of parents and staff working collaboratively.

- 4.3. The new headteacher displays strong leadership skills and has made a positive start in leading and managing the school. She is caring, hard-working and supportive of all children and staff, and is taking a well-judged, consultative approach in implementing change.
- 4.4. Children are motivated, confident and engage positively in their learning. They are well behaved, mannerly and listen carefully to their teachers.
- 4.5. Staff use learning intentions and success criteria to share the purpose of the learning. A variety of tasks and activities create an enjoyable and purposeful learning environment with the children responding well to opportunities for active learning.
- 4.6. Staff are committed to developing good quality partnerships with parents with a range of initiatives in place to encourage parents to become involved in their child's learning, e.g. Breakfast Readers Club, volunteer helpers within school. This has resulted in an increase in parental engagement.
- 4.7. The school is proactive in identifying and meeting the specific needs of children with parents fully informed of the strategies used to support their child. The range of approaches used is having a positive effect on meeting the emotional, social, behavioural and learning needs of children.
- 4.8. Overall, the school has raised attainment in literacy and numeracy. Children are making good progress in reading, writing, listening and talking. Children at all stages enjoy reading aloud and can talk confidently about books they are reading and what kinds of books they enjoy. Children show strength in number and are learning to use a range of progressive strategies to help them to develop their mental maths skills.
- 4.9. Children's achievements are recognised and celebrated with children proud of their achievements particularly in sporting events and through the work achieved in pupil committees.
- 4.10. The school has implemented a range of strategies to promote equity within the school. The headteacher and staff are very proactive in ensuring attendance at school is a priority and that all children participate fully in all aspects of school life.
- 4.11. Key areas for development were also noted within the report:-
- ◆ The school should proceed, as planned, to seek the views of all children, staff, parents and partners regularly and use this information to inform on-going changes in the school
 - ◆ Teachers should build children's skills to allow them to evaluate their own progress and next steps in learning
 - ◆ The school should develop the curriculum to reflect its unique context
- 4.12. The school had already identified these areas for development and have incorporated them into the school's improvement plan. There will be no further visits in relation to this inspection.
- 4.13. Additional inspection evidence can be accessed by clicking the following web link <https://education.gov.scot/inspection-reports/south-lanarkshire/8545723>

5. Employee Implications

5.1. None.

6. Financial Implications

6.1. None.

7. Other Implications

7.1. There are no direct risks associated with this report which is provided for information only.

7.2. There are no sustainability issues in connection with the recommendations within this report.

8. Equality Impact Assessment and Consultation Arrangements

8.1. There is no requirement to carry out an impact assessment in terms of the proposals contained within this report.

8.2. The content of Education Scotland reports are shared with parents and discussed at Parent Council meetings.

Tony McDaid

Executive Director (Education Resources)

3 April 2018

Link(s) to Council Values/Ambitions/Objectives

- ♦ Accountable, Effective, Efficient and Transparent
- ♦ Improve achievement, raise educational attainment and support lifelong learning
- ♦ Ensure schools and other places of learning are inspirational

Previous References

- ♦ None

List of Background Papers

- ♦ Education Scotland Report of 27 February 2018

Contact for Further Information

If you would like to inspect the background papers or want further information, please contact:-

Carole McKenzie, Head of Education (Clydesdale)

Ext: 4468 (Tel: 01698 45 4468)

E-mail: carole.mckenzie@southlanarkshire.gov.uk