

Report

Report to:	Clydesdale Area Committee
Date of Meeting:	10 March 2020
Report by:	Executive Director (Education Resources)

Subject:	Education Scotland Report - Rigside Primary School
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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 Rigside Primary School 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 Rigside Primary School be noted.

3. Background

3.1. Rigside Primary School was inspected in September 2019 as part of a national sample of primary education.

3.2. As part of the revised approach to inspection, the Education Scotland inspectors evaluated the leadership of change; learning, teaching and assessment; raising attainment and achievement and ensuring wellbeing, equality and inclusion.

3.3. The inspection team analysed questionnaires issued to a sample of parents, pupils and to all staff. Inspectors observed class lessons and interviewed groups of pupils, including the pupil council, and staff. Members of the inspection team also met parents and members of the local community.

3.4. The report by Education Scotland was published on 14 January 2020.

4. Findings of HM Inspectors

4.1. Education Scotland made comment under the following headings:-

- ◆ quality of leadership and management
- ◆ learning provision
- ◆ children's successes and achievements

4.2. The strengths of the school were identified as follows:-

- ◆ The effective leadership of the acting headteacher which is improving the culture for change within the school. She has created a strong collegiate approach to leading school improvement.

- ◆ Positive relationships between children and staff support a purposeful and orderly learning environment where children are eager to learn. Children are achieving very well from the wide range of contexts and additional experiences that the school provide.
- ◆ Highly effective approaches to wellbeing that result in children who feel nurtured, supported to achieve, and safe at school.
- ◆ Effective partnership working that is meeting the needs of children and families effectively. Approaches to equity reflect the unique context of the school and support families and children to engage effectively with the school.

4.3. Staff have a very clear understanding of the social, economic and cultural characteristics of the local community and use this to shape the vision, values and aims of the school. The school's vision and values permeate and shape the work and life of the school, in particular, approaches to wellbeing, inclusion and equity.

4.4. Lessons throughout the school have clear objectives and are well structured with introductions to share the learning outcomes with children. Teachers assess progress constantly as part of daily learning and teaching for example, by watching and listening to learners carrying out tasks, by looking at what they write and make and by marking children's work.

4.5. The acting headteacher has prioritised relationships within the school community, which has resulted in a climate of trust. Children feel safe, have a sense of security and know they can speak to any member of staff if they are worried or upset about anything. All stakeholders are welcomed into the 'Rigside Family'. As a result of the 'open door' approach, families are more willing to engage with the school and seek support when needed.

4.6. The school engages with a number of partners to develop children's emotional wellbeing and as a result, children demonstrate increased self-regulation skills. There is a calm atmosphere across the school which helps children to engage well with others.

4.7. Children's attainment in talking and listening is good. They listen respectfully and communicate clearly and audibly and respond well to different types of questions. Children show respect for the views of others and contribute relevant ideas.

4.8. Children are developing their skills very well through a range of learning and leadership opportunities. The school offer a large range of contexts that allow children to achieve very well. Children speak very enthusiastically about the gains from additional experiences such as swimming that is offered to all, and a wide range of trips that is enhancing the cultural aspects of learning. All children participate in pupil leadership groups focusing on various aspects of the life of the school.

4.9. Education Scotland identified the following areas for continued improvement:-

- ◆ Continue to work as a team to ensure all children across the school, experience consistently high-quality learning and teaching, and that all staff expectations and standards are sufficiently high.
- ◆ Staff should continue with plans to develop the curriculum. This should include the development of learning pathways to strengthen the way in which the school can assess and track children's progress and improve attainment.

- 4.10. The school had already identified these areas for development and have incorporated them into the school's improvement plan. Progress on these areas for improvement have and continue to be shared with parents.
- 4.11. Education Scotland have intimated that they are confident that the school will be able to take forward the areas for improvement and will make no more visits in connection with this report. The local authority has informed parents about the school's progress as part of the authority's arrangements for reporting to parents on the quality of its schools.
- 4.12. Additional inspection evidence can be accessed by clicking the following web link <https://education.gov.scot/education-scotland/inspection-reports/reports-page/?id=4189>

5. Employee Implications

- 5.1. None.

6. Financial Implications

- 6.1. None.

7. Climate Change, Sustainability and Environmental Implications

- 7.1. There are no implications for climate change, sustainability or the environment in terms of the information contained in this report.

8. Other Implications

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

9. Equality Impact Assessment and Consultation Arrangements

- 9.1. There is no requirement to carry out an assessment in terms of the proposals contained within this report.
- 9.2. The content of Education Scotland reports are shared with parents and discussed at Parent Council meetings.

Tony McDaid
Executive Director (Education Resources)

18 February 2020

Link(s) to Council Values/Ambitions/Objectives

- ◆ Get it right for children and young people
- ◆ Protect vulnerable children, young people and adults
- ◆ 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 14 January 2020

Contact for Further Information

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

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