

EXTERNAL EDUCATION ESTABLISHMENT INSPECTION REPORT

1.0 EXECUTIVE SUMMARY

- 1.1 This report provides details of all external education establishment inspection reports received across Argyll and Bute Education Service during the period May 2024 to June 2024
- 1.2 It is recommended that the Community Services Committee notes:
- a) The contents of this report;
 - b) This quarterly report will be presented on an ongoing basis to the Community Services Committee detailing all establishment inspections conducted and published by Education Scotland within that period, and
 - c) That Ward members will receive copies of school inspection reports for schools within their area as published by Education Scotland.

EXTERNAL EDUCATION ESTABLISHMENT INSPECTION REPORT

2.0 INTRODUCTION

2.1 This report provides details of all external education establishment inspection reports received across Argyll and Bute Education Service during the period May 2024 to June 2024.

2.2 As required for the National Improvement Framework, HMIE report on and provide grades for the following Quality Indicators (QIs) as part of full model inspections (which typically take place over a full school week):

QI 1.3 – leadership of change;

QI 2.3 – learning, teaching and assessment;

QI 3.1 – ensuring wellbeing, equality and inclusion; and

QI 3.2 – raising attainment and achievement

In addition they include a focus on the following themes from other QIs:

QI 2.2 curriculum: learning pathways

QI 2.7 partnerships: parental engagement

2.3 Short model inspections (typically over two and a half days) focus on two QIs:

QI 2.3 – learning, teaching and assessment; and

QI 3.2 – raising attainment and achievement

HMIE continue to have a focus on safeguarding in every inspection. An inspection advice note issued in January 2024 advised that Inspectors intended to strengthen the evidence they gather about relationships and behaviour in schools and settings during inspections notified from week beginning 15 January 2024. This evidence is being gathered in a range of ways, including through an updated child protection and safeguarding evaluation form. In addition to the inspection advice note, schools have been provided with supporting local authority guidance.

- 2.4 In inspections of early learning and childcare settings, HMIE use the equivalent QIs from *'How Good Is Our Early Learning and Childcare?'*

3.0 RECOMMENDATIONS

- 3.1 It is recommended that the Community Services Committee notes:

- a) The contents of this report;
- b) This quarterly report will be presented on an ongoing basis to the Community Services Committee detailing all establishment inspections conducted and published by Education Scotland within that period, and
- c) That Ward members will receive copies of school inspection reports for schools within their area as published by Education Scotland.

4.0 DETAIL – School Inspections

- 4.1 Lochgilphead Joint Campus was inspected week beginning 18th March using the full model of inspection.

Whilst inspectors identified significant areas for further improvement, the school received positive feedback from the Managing Inspector with specific reference to: the staff team increasingly creating a caring and welcoming atmosphere for children and young people to learn; senior leaders and staff working well with partners to help meet young people's specific individual needs. These lead to positive outcomes and employment for targeted groups of young people in the senior school; and, children in the Learning Centres enjoying a range of interesting activities. Teachers' skilful questioning helps children and young people make positive progress in their learning.

The Education Service, in working with the school prior to its inspection, had already identified a number of required improvement actions and have been supporting, and will continue to support, the school in taking these forward. These actions are starting to deliver positive transformational results and build on other recent success.

The measures already in place, together with those planned will ensure that the school continues to drive forward improvements and we are confident that this will lead to positive progress, which supports the best outcomes for all learners.

The link to the published letter and Summary of Inspection Findings (SIF) can be found below:

[Inspection and review | Education Scotland](#)

- 4.2 Park Primary School was inspected week beginning 15th April using the full model of inspection. The school received positive feedback from the Managing Inspector with specific reference to: confident, articulate children who are proud of their school and its important role in the local community. They contribute effectively to enhancing the learning environment, such as the exciting redesign of the playground; the positive, inclusive and supportive learning environment for children across the school and nursery, created by staff. They provide creative opportunities for children to learn which engage and enthuse them; effective support for children who require additional support to ensure they are included, involved and have what they need to learn. Staff work in close partnership with other professionals in education, health and the community to ensure early and effective interventions which support all learners; and, the development of skills in science, technology, engineering and mathematics (STEM) across the school in partnership with local industry and higher education institutions. Children are enthusiastic and motivated to learn more about future careers in STEM.

The link to the published letter and Summary of Inspection Findings (SIF) can be found below:

[Park Primary School | Inspection Report | Education Scotland](#)

- 4.3 Easdale Primary School was inspected week beginning 20th May using the short model of inspection. The link to the published letter and Summary of Inspection Findings (SIF) will be accessible when these documents have been finalised and are available on Education Scotland's website.
- 4.4 In May 2023, a team of inspectors from Education Scotland visited Strath of Appin Primary School and Early Learning and Childcare. As a result of their inspection findings, it was decided that the school needed additional support and more time to make the necessary improvements identified. A return visit to review progress was undertaken week beginning 3rd June 2024. The link to the published letter will be accessible when this document has been finalised and is available on Education Scotland's website.
- 4.5 A summary of all external school inspection audit reports published by Education Scotland across Argyll and Bute Education Service establishments during the period May 2024 to June 2024 is provided in **Appendix 1**.
- 4.6 A summary of the inspection outcomes per establishment detailing strengths and areas for improvement is provided in **Appendix 2**.

5.0 DETAIL – National Thematic Inspections

- 5.1 In addition to visits to schools and settings, HMIE also carry out national thematic inspections.
- 5.2 The most recent phase of the national thematic inspection focused on mathematics. Rockfield Primary School and Rockfield Gaelic Unit and Nursery Class participated in this national thematic week beginning 29th April and Tarbert Academy (3-18) was visited week beginning 3rd June. Both headteachers received very positive oral feedback from HMIE at the end of their respective visits.
- 5.3 Overall findings will be shared through a national report. The link to the published report will be accessible when it is available on Education Scotland's website.

6.0 CONCLUSION

- 6.1 In summary, two published reports are available from the two inspections which took place during the period of March 2024 to April 2024.
- 6.2 The Education Service will continue to use the outcomes of establishment inspections to work collaboratively with our headteachers to target support and challenge to secure improvement for our children and young people.

7.0 IMPLICATIONS

- 7.1 Policy – The Standards in Scotland's Schools etc. Act 2000 places a duty on Education Authorities to provide children and young people with school education and (in terms of raising standards) requires Authorities to endeavor to secure improvement in the quality of that school education.
- 7.2 Financial – None
- 7.3 Legal – None
- 7.4 HR – None
- 7.5 Fairer Scotland Duty: – None
- 7.5.1 Equalities - protected characteristics – None

7.5.2 Socio-economic Duty – None

7.5.3 Islands – None

7.6 Climate Change - None

7.7 Risk – Reputational risk to the Education Service following a weak report.

7.8 Customer Service – The outcome of establishment inspections of the Education Service of Argyll and Bute Council may significantly enhance or 4 detract from the Council’s reputation and attractiveness as an area to work and live in.

7.9 The Rights of the Child (UNCRC) - None

Douglas Hendry - Executive Director with responsibility for Education
Audrey Forrest - Policy Lead for Education

Wendy Brownlie
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June 2024

Appendix 1 – Overview of Inspection Outcomes

Appendix 2 – Establishment Detail of Inspection Outcomes

Appendix 1 - Overview of Inspection Outcomes

Quality Indicator			Leadership of Change	Learning, Teaching and Assessment	Ensuring Wellbeing, Equality & Inclusion	Raising Attainment & Achievement
Establishment	Sector	Date of Inspection	1.3	2.3	3.1	3.2
Lochgilphead Joint Campus	School	March 2024	2	2	2	2
Lochgilphead Joint Campus ELC	ELC	March 2024	2	2	2	2
Park Primary	School	April 2024	3	4	4	4
Park ELC	ELC	April 2024	3	4	4	4
Easdale Primary	School	May 2024	N/A	Not yet published	N/A	Not yet published
Easdale ELC	ELC	May 2024	N/A	Not yet published	N/A	Not yet published

The Six-point Scale for Inspection Grading

Excellent	6
Very Good	5
Good	4
Satisfactory	3
Weak	2
Unsatisfactory	1

Appendix 2 - Establishment Detail of Inspection Outcomes

Report Title: Lochgilphead Joint Campus
Inspection Agency: Education Scotland
Key Findings: The inspection team found the following strengths in the school's work. <ul style="list-style-type: none">• The staff team is increasingly creating a caring and welcoming atmosphere for children and young people to learn.• Senior leaders and staff work well with partners to help meet young people's specific individual needs. These lead to positive outcomes and employment for targeted groups of young people in the senior school.• Children in the Learning Centres enjoy a range of interesting activities. Teachers' skilful questioning helps children and young people make positive progress in their learning. <p>The following areas for improvement were identified and discussed with the headteacher and a representative from Argyll and Bute Council.</p> <ul style="list-style-type: none">• At pace, senior and middle leaders should collaborate to improve the strategic leadership of all areas of the joint campus.• At pace, senior and middle leaders should increase further the use of quality approaches to monitoring and evaluating the work of the school. This should identify clear priorities for improvement that will have the greatest impact on learners' successes and achievements.• Senior leaders and staff should continue to build timely positive relationships and expectations across the school. This should promote fairness, respect and behaviours in line with the aspiring values and vision of the joint campus.• At pace, senior and middle leaders and staff should develop a shared understanding of high-quality learning, teaching and assessment. This should result in learners' experiences being consistently planned and delivered effectively, based on a relevant and dynamic curriculum.• Senior leaders should ensure that all children and young people, who need targeted support for their learning and development, have immediate and thorough support plans and processes in place.• At pace, senior leaders and staff should develop a clear strategy that results in accelerating children and young people's progress, attainment and achievement. This should include having effective processes to plan, track and monitor children and young people's progress

Date of Inspection: March 2024	Return Visit: Within a year of the publication of the letter/report (published June 2024)
Lead Officer to take forward improvement: Jay Helbert - Headteacher	
Central Officer to support improvement: Brendan Docherty – Education Manager	

Report Title: **Park Primary School**

Inspection Agency: **Education Scotland**

Key Findings:

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

- Confident, articulate children who are proud of their school and its important role in the local community. They contribute effectively to enhancing the learning environment, such as the exciting redesign of the playground.
- The positive, inclusive and supportive learning environment for children across the school and nursery, created by staff. They provide creative opportunities for children to learn which engage and enthuse them.
- Effective support for children who require additional support to ensure they are included, involved and have what they need to learn. Staff work in close partnership with other professionals in education, health and the community to ensure early and effective interventions which support all learners.
- The development of skills in science, technology, engineering and mathematics (STEM) across the school in partnership with local industry and higher education institutions. Children are enthusiastic and motivated to learn more about future careers in STEM.

The following **areas for improvement** were identified and discussed with the headteacher and a representative from Argyll and Bute Council.

- Develop and implement an approach to self-evaluation which involves children, parents and staff. This will help inform school improvement priorities that have a clear focus on improving outcomes for children.
- Develop a strategic shared approach to leadership so that all members of the school community contribute to improving their school.
- Improve approaches to learning and teaching so that all activities present the right level of challenge and encourage children to recognise the skills they are developing.
- Make processes around monitoring the progress and wellbeing of children more manageable. This will give staff more time to focus on improving outcomes for learners.

Date of Inspection: **April 2024**

Return Visit: N/A

Lead Officer to take forward improvement: Shirley Stuart – Headteacher

Central Officer to support improvement: Rachel Binnie – Acting Education Manager