

ANGUS COUNCIL

FAMILY, EDUCATION AND JUSTICE COMMITTEE – 9 JANUARY 2024

ANGUS SCHOOL INSPECTION REPORTS

REPORT BY KELLY MCINTOSH, DIRECTOR OF EDUCATION AND LIFELONG LEARNING

ABSTRACT

This report is to update members of the Family, Education and Justice Committee on the recent publication of reports on Education Scotland inspection activity in Angus schools.

1. RECOMMENDATIONS

It is recommended that the Family, Education and Justice Committee:

- (i) Gives consideration to the areas of strength identified in each school's inspection;
- (ii) Gives consideration to the areas for improvement identified in each school's inspection;
- (iii) Gives consideration to the evaluation of the Quality Indicators for each school; and
- (iv) Gives consideration to the expression of confidence in each school's capacity to improve.

2. ALIGNMENT TO THE COUNCIL PLAN

This report aligns to the following outcome contained in the Angus Council Plan 2023-28:

- We will support children, young people and adults to access appropriate opportunities which allow them to progress in their learning.

3. BACKGROUND

3.1 Education Scotland oversees a system of independent external evaluation to determine what is working well in the education system, areas which show improvement and areas where further development is needed. This role includes carrying out inspections of individual schools and nursery classes.

3.2 Between September and November 2023 Education Scotland published five Inspection Reports for Angus Council primary schools and nursery classes:

- Borrowfield Primary School, published 12 September 2023.
- Lochside Primary School, published 03 October 2023.
- Carmyllie Primary School, published 14 November 2023.
- Strathmore Primary School, published 14 November 2023.
- Letham Primary School, published 28 November 2023.

4. CURRENT POSITION

4.1 A full model inspection was carried out at Strathmore Primary School comprising the following quality indicators (QIs):

- QI 1.3 – Leadership of change.
- QI 2.3 – Learning, teaching and assessment.
- QI 3.1 - Ensuring wellbeing, equality and inclusion.
- QI 3.2 – Raising attainment and achievement (school)

OR

- QI 3.2 – Securing children's progress (nursery class only)

4.2 A short model inspection was carried out at the four other schools, comprising the following quality indicators (QIs):

- QI 2.3 – Learning, teaching and assessment.
- QI 3.2 – Raising attainment and achievement (school)

OR

- QI 3.2 – Securing children’s progress (nursery class only)

4.3 Appendix 1 provides a summary of the five inspections, including the areas for strength, areas for improvement, evaluations of the QIs and an expression of confidence in each school’s capacity to improve.

5. PROPOSALS

It is proposed that the Family, Education and Justice Committee:

- 5.1 Gives consideration to the areas of strength identified in each school’s inspection.
- 5.2 Gives consideration to the areas for improvement identified in each school’s inspection.
- 5.3 Gives consideration to the evaluation of the QIs for each school.
- 5.4 Gives consideration to the expression of confidence in each school’s capacity to improve.

6. FINANCIAL IMPLICATIONS

6.1 There are no financial implications arising from this report.

7. EQUALITY IMPACT ASSESSMENT

7.1 A full Equality Impact Assessment is not required. A screening EIA has been completed.

8. CONSULTATION

8.1 Head teachers, school staff, children and parents/carers from each school were consulted by Education Scotland in the preparation of each inspection report.

NOTE: No background papers, as detailed by Section 50D of the Local Government (Scotland) Act 1973 (other than any containing confidential or exempt information) were relied on to a material extent in preparing the above report.

REPORT AUTHOR: Neil Lowden, Service Leader

EMAIL DETAILS: childrenandlearning@angus.gov.uk

List of Appendices:

Appendix 1 – Inspection Summary Reports.



Equality Impact/Fairer Scotland Duty Assessment Form

(To be completed with reference to Guidance Notes)

Step 1

Name of Proposal (includes e. g. budget savings, committee reports, strategies, policies, procedures, service reviews, functions):

Angus School Inspection Reports

Step 2

Is this only a **screening** Equality Impact Assessment

Yes

(A) If Yes, please choose from the following options **all** reasons why a full EIA/FSD is not required:

(i) It does not impact on people

Yes

(ii) It is a percentage increase in fees which has no differential impact on protected characteristics

No

(iii) It is for information only

Yes

(iv) It is reflective e.g. of budget spend over a financial year

Yes

(v) It is technical

No

If you have answered yes to any of points above, please go to **Step 16**, and sign off the Assessment.

Step 16: Sign off and Authorisation. Please state name, post, and date for each:

Prepared by: Beth Reader, Service Leader – Education and Lifelong Learning, 05 December 2023

Reviewed by: Doreen Phillips, Senior Practitioner – Equalities, 06 December 2023.

Approved by: Kelly McIntosh, Director of Education and Lifelong Learning, 05 December 2023.

NB. There are several worked examples of separate EIA and FSD Assessments in the Guidance which may be of use to you.
