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<b>Report To:</b>	<b>Education &amp; Communities Committee</b>	<b>Date:</b>	<b>24 January 2023</b>
<b>Report By:</b>	<b>Corporate Director Education, Communities and Organisational Development</b>	<b>Report No:</b>	<b>EDUCOM/02/23/MR</b>
<b>Contact Officer:</b>	<b>Michael Roach, Head of Education</b>	<b>Contact No:</b>	<b>01475 712761</b>
<b>Subject:</b>	<b>Education Scotland Report on Kings Oak Primary School and Nursery Class</b>		

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## 1.0 PURPOSE AND SUMMARY

1.1  For Decision  For Information/Noting

1.2 The purpose of this report is to inform the Education & Communities Committee of the Education Scotland short inspection of King's Oak Primary School and Nursery Class.

## 2.0 SUMMARY

2.1 King's Oak Primary School and Nursery Class was inspected from 20 – 22 of September 2022, under the Education Scotland's short inspection model. The inspection focused on progress being made within the school and nursery class to improve learning and teaching, and to raise attainment, securing progress in closing the poverty-related attainment gap.

2.2 The report published in November 2022 outlines the positive practices and interventions that are having an impact on improving outcomes for learners within the school and nursery class and areas for improvement.

2.3 Education Scotland notes that senior leaders and staff in the school and nursery work effectively to foster strong, positive and nurturing relationships. Alongside this they comment on the staff's work to secure and maintain good learning and teaching.

2.4 The report identifies the polite, motivated children who show empathy for one another in class and around the school as a key strength. They state that they respond well to opportunities to learn in different contexts calmly and respectfully.

2.5 The inspection team praised staff in all roles across the school and nursery for having children's wellbeing and success at the heart of everything they do. They comment that they know the local context very well and are adapting approaches to learning and teaching well to maintain children's engagement and enthusiasm in their learning and respond to their interests and needs.

2.6 Education Scotland highlighted three areas for improvement which include:

- Continue to raise attainment for all children across the school and nursery class.
- As planned, develop more effective systems to monitor the progress and attainment of children in all areas of their learning.
- As a priority, senior leaders should work closely with the local authority to develop the roll out of digital technologies across the school and nursery.

### **3.0 RECOMMENDATIONS**

- 3.1 It is recommended that the Education & Communities Committee notes the Education Scotland report on King's Oak Primary School and Nursery Class.

**Ruth Binks Corporate Director  
Education, Communities & Organisational Development**

## **4.0 BACKGROUND AND CONTEXT**

- 4.1 As part of Education Scotland's inspection framework, King's Oak Primary School and Nursery Class was inspected in September 2022. Education Scotland staff and associate assessors from education authorities, evaluated the education provision provided within the school and nursery
- 4.2 The inspection covered key aspects of the work of the school at all stages, identified key strengths and areas for improvement.

The framework for this inspection included reviewing quality indicators which enabled Education Scotland to evaluate aspects of:

- 2.3 Learning, teaching and assessment
  - 3.2 Raising attainment and achievement
- 4.3 Education Scotland assessed and reported on the views of parents, pupils and staff, the quality of learning and teaching and how well the school was raising attainment and achievement for all pupils
  - 4.4 The report was published in November 2022. It has been issued to staff, parents, local elected members and the Convener and Vice-Convener (Education).

## **5.0 CURRENT PROVISION**

- 5.1 King's Oak Primary School and Nursery Class has received a positive report overall from Education Scotland which outlines the progress made in two key areas. There are three areas for improvement across the school and nursery.
- 5.2 The report noted that senior leaders and staff in the school and nursery work effectively to foster strong, positive and nurturing relationships. The positive relationships across the school and its community are cited as strengths.
- 5.3 It also reported that the school is benefitting from infrastructure improvements to IT and that maximising the use of digital technologies is at an early stage.
- 5.4 In almost all classes the report highlights that children participate well in lessons and that across the early level pupils are experiencing learning in line with the principles of Releasing the Ambition.
- 5.5 The report outlines that Senior leaders and teachers are creating increased opportunities for children to contribute effectively to the wider life of the school and developing social skills.
- 5.6 The use of assessment is noted as being robust and is leading to improved outcomes. The report asks the school to continue with its plans to further develop assessment and moderation and extend assessment process across all curricular areas.
- 5.7 Progress in literacy and numeracy is noted as being satisfactory across the early and first level and is good at the second level. The report indicates that the school data indicates that the SLT and teachers have raised attainment over the past four years in aspects of literacy and numeracy. Improvement activity to raise attainment further is ongoing. The attainment gap has narrowed most noticeably in reading, writing and numeracy. Recovery from the Covid-19 pandemic at second level shows an improving picture to prior levels of attainment over the past five years.

- 5.8 The report also outlines that the headteacher plans effectively for a range of interventions using PEF and Scottish Attainment Challenge Funding, in consultation with staff and parents.
- 5.9 In the Nursery Class the report outlines that the children are happy, settled, and enjoy their time in nursery. All children benefit from nurturing relationships with practitioners which helps build children's confidence and self-esteem. The depute and practitioners work well together in improving the environment. It is well organised and provides spaces for children to explore independently.
- 5.10 The report outlines that practitioners are implementing improvement planning well which is having a positive impact on the learning experiences for all children. The inspection found that the depute motivates and leads the nursery team well to do their best for the children in their care.
- 5.11 The inspection found that the nursery has a strong focus on health and wellbeing which is having a positive impact on children's learning, development and achievements. The nursery team takes very positive steps to ensure equity for all. They are very aware of the children affected by poverty and take appropriate and sensitive steps to address this. Children who require additional support for learning have effective individual targeted support plans.
- 5.12 In assessing the quality indicators, Education Scotland found them to be the following:

For the Primary School:

2.3	Learning, teaching and assessment	good
3.2	Raising attainment and achievement	satisfactory

For the Nursery Class:

2.3	Learning, teaching and assessment	satisfactory
3.2	Raising attainment and achievement	satisfactory

- 5.13 The report outlines that Education Scotland are confident that the school has the capacity to continue to improve and so we will make no more visits in connection with this inspection.
- 5.14 They have asked that the Education Service and school will inform parents/carers about the school's progress as part of its arrangements for reporting on the quality of its schools.
- 5.15 The Head teacher, Depute Head Teacher and Depute of the Nursery class continue to meet with their Education Officer on a regular basis to ensure that the actions from the report and incorporated into their school improvement plan and thus track progress. This will be reported on in full in the annual standards and quality report to parents.

## 6.0 IMPLICATIONS

### 6.1 Financial Implications

One off Costs

Cost Centre	Budget Heading	Budget Years	Proposed Spend this Report	Virement From	Other Comments
N/A					

Annually Recurring Costs/ (Savings)

Cost Centre	Budget Heading	With Effect from	Annual Net Impact	Virement From (If Applicable)	Other Comments
N/A					

## 6.2 Legal/Risk

The Additional Support for Learning act requires authorities to ensure that all policies and procedures are in place to ensure appropriate provision. An ASL tribunal service is in place where there is a disagreement between a local authority and a family.

## 6.3 Human Resources

None.

## 6.4 Strategic

None.

## 6.5 Equalities and Fairer Scotland Duty

A full Equalities impact assessment has been completed for this policy.

### (a) Equalities

This report has been considered under the Corporate Equalities Impact Assessment (EqIA) process with the following outcome:

	YES – Assessed as relevant and an EqIA is required.
X	NO – This report does not introduce a new policy, function or strategy or recommend a substantive change to an existing policy, function or strategy. Therefore, assessed as not relevant and no EqIA is required. Provide any other relevant reasons why an EqIA is not necessary/screening statement.

### (b) Fairer Scotland Duty

If this report affects or proposes any major strategic decision:-

Has there been active consideration of how this report's recommendations reduce inequalities of outcome?

	YES – A written statement showing how this report's recommendations reduce inequalities of outcome caused by socio-economic disadvantage has been completed.
X	NO – Assessed as not relevant under the Fairer Scotland Duty for the following reasons: Provide reasons why the report has been assessed as not relevant.

## 6.6 Children and Young People

Has a Children's Rights and Wellbeing Impact Assessment been carried out?

	YES – Assessed as relevant and a CRWIA is required.
X	NO – Assessed as not relevant as this report does not involve a new policy, function or strategy or recommends a substantive change to an existing policy, function or strategy which will have an impact on children’s rights.

## 6.7 Environmental/Sustainability

Has a Strategic Environmental Assessment been carried out?

	YES – assessed as relevant and a Strategic Environmental Assessment is required.
X	NO – This report does not propose or seek approval for a plan, policy, programme, strategy or document which is like to have significant environmental effects, if implemented.

## 6.8 Data Protection

Has a Data Protection Impact Assessment been carried out?

	YES – This report involves data processing which may result in a high risk to the rights and freedoms of individuals.
X	NO – Assessed as not relevant as this report does not involve data processing which may result in a high risk to the rights and freedoms of individuals.

## 7.0 CONSULTATION

7.1 N/A

## 8.0 BACKGROUND PAPERS

8.1 The inspection report can be accessed here:

[King’s Oak Primary School and Nursery Class visit letter, Inverclyde Council 15/11/22 \(education.gov.scot\)](#)

The summary of findings for the primary school and nursery class can be found here:

[King’s Oak Primary School, Inverclyde Council 15/11/22 \(education.gov.scot\)](#)

[King’s Oak Primary School and Nursery Class, Inverclyde Council 15/11/22 \(education.gov.scot\)](#)