

EAST RENFREWSHIRE COUNCILEDUCATION COMMITTEE18 April 2024Report by Director of EducationEDUCATION SCOTLAND REPORT ON KIRKHILL PRIMARY SCHOOL**PURPOSE OF REPORT**

1. To inform Education Committee of the report by Education Scotland on Kirkhill Primary School.

RECOMMENDATIONS

2. Education Committee is asked to:

- a) note and comment on the contents of the Education Scotland report on Kirkhill Primary School; and,
- b) approve the action plan to address the agreed areas for improvement.

BACKGROUND

3. Kirkhill Primary School and Nursery Class were inspected by a team from Education Scotland in December 2023. The inspection covered key aspects of the work of the school and identified particular strengths and areas for improvement using the Education Scotland six-point scale and the self-evaluation framework *How Good is our School?*

4. Since August 2016, Education Scotland use 2 models of school inspection. The full and the short model.

5. The full model evaluates 4 quality indicators, with the short model focusing on 2. Both models include an evaluation of Learning, Teaching and Assessment and Raising Attainment and Achievement.

6. Kirkhill Primary School was inspected using the short model, with an evaluation for 2 quality indicators and a short report which details the strengths and areas for improvement. The report was published in March 2024 and is attached as Appendix 1. It has been issued to staff, parents, local elected members, the Convener for Education, Equalities, Culture and Leisure and made available to the local community.

REPORT

7. In assessing the indicators of quality in the school, Education Scotland found both aspects of the work to be very good: learning, teaching and assessment; and raising attainment and achievement.

8. The inspection team found the following strengths in the school and nursery's work:
- The articulate and confident children who are very proud of their school. They are highly motivated and engaged in their learning and enjoy sharing knowledge with others.
 - The strong leadership and direction of the headteacher. Working closely with all staff, she builds and sustains a nurturing and inclusive school culture. This supports children very well to achieve and attain.
 - Teachers' evidence-informed professional development. They use their knowledge and skills very well to support and enhance learning across the curriculum. This is driving forward continuous improvement and securing positive outcomes for all children.
 - The school's approaches to science, technology, engineering and mathematics (STEM) skill-based learning. Children build and apply their skills and knowledge across the curriculum very well.
 - The very good progress children make in their learning. High levels of attainment and achievement are sustained across the school.
9. This is a very good report on an East Renfrewshire establishment.
10. It was particularly pleasing that the highly inclusive and nurturing ethos with a focus on children's rights was highlighted in the Summarised Inspection Findings:
- *Senior leaders and staff work well together to develop a highly inclusive ethos. Children learn extensively about the importance of diversity and valuing others. Children who require additional support with their wellbeing are supported effectively to sustain attendance in class through nurturing approaches or targeted interventions. This is increasing children's engagement as they are supported effectively to be ready to learn.*
 - *Staff continue to embed the United Nations Convention on the Rights of the Child. Teachers and children work well together to develop and use helpful class charters. These are deepening children's understanding of their rights as learners. Staff consider and act on children's views to improve learning and teaching.*
11. The inspection team identified 2 areas for improvement:
- Teachers should continue to provide further opportunities for children to lead actively their own learning in lessons. This should include helping children to understand better their strengths and next steps in learning.
 - As planned, staff should continue to develop ways to support children to identify and reflect on the skills they are developing across the curriculum.
12. Appendix 2 of this paper includes the action plan to address the agreed areas for improvement. The Quality Improvement Service will work closely with the Kirkhill leadership team to support its implementation.

13. The letter to parents/carers and more detailed summarised inspection findings is available on the [Education Scotland website](#).

14. Education Scotland will make no further reports in connection with the inspection of Kirkhill Primary School.

15. Within 2 years of the date of publication, the Quality Improvement Service will revisit the school to review the impact of the improvement (action) plan in addressing the agreed areas for improvement and to provide a progress report to parents.

FINANCE AND EFFICIENCY

16. There are no financial or efficiency implications related to this report.

RECOMMENDATIONS

17. Education Committee is asked to:

- a) note and comment on the contents of the Education Scotland report on Kirkhill Primary School; and,
- b) approve the action plan to address the agreed areas for improvement.

Mark Ratter
Director of Education
18 April 2024

Convener Contact Details

Councillor Anderson, Convener for Education, Equalities, Culture and Leisure
Tel: 07341 640 825
Tel: 0141 577 3107
andrew.anderson@eastrenfrewshire.gov.uk

Report Author

Janice Collins, Head of Education Services (Quality Improvement)
Tel: 0141 577 3204
Janice.Collins@eastrenfrewshire.gov.uk

Appendices

1. [Education Scotland report on Kirkhill Primary School](#)
2. Kirkhill Primary School Action Plan.

BLANK PAGE

12 March 2024

Dear Parent/Carer

In December 2023, a team of inspectors from Education Scotland visited Kirkhill Primary School. During our visit, we talked to parents/carers and children and worked closely with the headteacher and staff.

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

- The articulate and confident children who are very proud of their school. They are highly motivated and engaged in their learning and enjoy sharing knowledge with others.
- The strong leadership and direction of the headteacher. Working closely with all staff, she builds and sustains a nurturing and inclusive school culture. This supports children very well to achieve and attain.
- Teachers' evidence-informed professional development. They use their knowledge and skills very well to support and enhance learning across the curriculum. This is driving forward continuous improvement and securing positive outcomes for all children.
- The school's approaches to science, technology, engineering and mathematics (STEM) skill-based learning. Children build and apply their skills and knowledge across the curriculum very well.
- The very good progress children make in their learning. High levels of attainment and achievement are sustained across the school.

The following areas for improvement were identified and discussed with the headteacher and a representative from East Renfrewshire Council.

- Teachers should continue to provide further opportunities for children to lead actively their own learning in lessons. This should include helping children to understand better their strengths and next steps in learning.
- As planned, staff should continue to develop ways to support children to identify and reflect on the skills they are developing across the curriculum.

We gathered evidence to enable us to evaluate the school's work using quality indicators from [How good is our school? \(4th edition\)](#). Quality indicators help schools, local authorities and inspectors to judge what is working well and what needs to be improved. Following the inspection of each school, the Scottish Government gathers details of our evaluations to keep track of how well Scottish schools are doing.

Here are Education Scotland's evaluations for Kirkhill Primary School

Quality indicators	Evaluation
Learning, teaching and assessment	very good
Raising attainment and achievement	very good
Descriptions of the evaluations are available from: How good is our school? (4th edition), Appendix 3: The six-point scale	

A more detailed document called Summarised Inspection Findings (SIF) will be available on the Education Scotland website at: [Details | Find an inspection report | Find an inspection report | Inspection and Review | Education Scotland](#)

What happens next?

We 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. East Renfrewshire Council will inform parents/carers about the school's progress as part of its arrangements for reporting on the quality of its schools.

Lisa Marie McDonnell
HM Inspector



Area for Improvement	Teachers should continue to provide further opportunities for children to lead actively their own learning in lessons. This should include helping children to understand better their strengths and next steps in learning				
Impact and Outcomes	Action	Personnel	Timescale	Resources	Monitoring and Evaluation
All learners receive high quality feedback and have an accurate understanding of their progress in learning and what they need to continue to improve	Staff CLPL focussed on formative assessment approaches and current innovative practice	All teaching Staff	Ongoing	IOS Feedback Resources	School Improvement plan and standards and quality report
	Creation of KPS effective feedback “gold standard”	All teaching staff & pupils	By August 2024	EEF Teacher Feedback	
Learners are able to give effective feedback to peers on their learning and suggest ways in which they can improve	Visits to other establishments – looking outwards	LT and all staff	Ongoing	A Little Guide for Teachers – Formative Assessment Clarke. S	Peer visit feedback
	Peer visits in school	All teaching staff	Termly		Quality assurance Calendar
Almost all learners take an active role in their learning, taking ownership of their learning and leading learning in their classroom and beyond	Further embed formative assessment approaches across learning	LT and all staff	Ongoing	Outstanding Formative Assessment, Culture and Practice Clarke. S	Questionnaires
	CLPL on project based and play and enquiry based approaches throughout the school	LT and ERC CLPL	Ongoing		Learning observations
All learners have an understanding of and are able to articulate the value and positive impact that their leadership has on achievement, attainment and progress.	Further embed approaches to enable children to lead learning within the classroom, ensuring their voice is weaved through learning, teaching, assessment and planning	LT and all staff	From August 2024	ERC CLT&A site	Professional dialogues
	Increase and improve the use of self and peer assessment to better support pupils to identify their own progress and next steps	All staff and pupils	Ongoing	HGIOS4? HGIOURS?	Collegiate/Staff Meetings
	Develop approaches across the school to sharing feedback during and after lessons to increase the impact	LT and teaching staff	Ongoing	Prof learning access online _ world Education Summit	PRD processes
	Continue to engage with Improving our School Programme				Moderation

Area for Improvement	As planned, staff should continue to develop ways to support children to identify and reflect on the skills they are developing across the curriculum.				
Impact and Outcomes	Action	Personnel	Timescale	Resources	Monitoring and Evaluation
<p>Creativity, entrepreneurship and innovation is embedded across the curriculum</p> <p>Meta skills are recognised, articulated and valued by practitioners and learners. All learners are able to articulate the value of these on learning, life and work</p> <p>Learners experiences are enriched by opportunities to develop creativity, curiosity and enquiry based approaches</p> <p>Learners are able to demonstrate their ability to transfer creativity skills to new contexts</p>	Staff CLPL on meta skills, project based and expeditionary learning	All teaching staff	From August 2024	Skills Development Scotland	School Improvement plan and standards and quality report
	Further develop the use of meta-skills passports across the school to enable learners to evaluate their progress and to recognise the skills they are developing across the curriculum	LT and key staff	Ongoing	Gen plus	Peer visit feedback
	Looking outwards visits in ERC and other local authorities	LT and all teaching staff	Ongoing	Meta-skills passports	Quality assurance Calendar
	Peer visits within school	All teaching staff	Termly	Proud profiles	Questionnaires
	CLPL on project based and play and enquiry based approaches throughout the school		June 2024	ERC CLT&A site	Learning observations
	Develop environments within the school to promote curiosity, enquiry and engagement in meaningful learning experiences	All staff	Ongoing	Examples of good practice; locally and nationally	Professional dialogues Collegiate/Staff Meetings
	Extend the range of qualitative data gathered to improve the planning cycle based on practitioners observations of learners	All staff	June 2024	West Partnership resources	PRD processes Moderation
	Continue to engage in Gen+ programme with P6 and P7	P6, P7 staff and LT	Pilot project and ongoing	Education Scotland resources	