



**REPORT TO: EDUCATION, CHILDREN'S AND LEISURE SERVICES
COMMITTEE ON 9 MARCH 2022**

**SUBJECT: INFORMATION REPORT: EDUCATION SCOTLAND PROGRESS
VISIT TO MILLBANK PRIMARY SCHOOL**

**BY: DEPUTE CHIEF EXECUTIVE (EDUCATION, COMMUNITIES AND
ORGANISATIONAL DEVELOPMENT)**

1. REASON FOR REPORT

- 1.1 To inform the Committee of the key findings and outcomes following Education Scotland progress visit to Millbank Primary School in November 2021.
- 1.2 This report is submitted to Committee in terms of Section III (D) (1) of the Council's Scheme of Administration relating to all the functions of the Council as an Education Authority.

2. BACKGROUND

- 2.1 When a school is inspected by Education Scotland or where continuing engagement visits are subsequently undertaken by Education Scotland, a report is published which gives commentary on the school's performance. Education Scotland provide such reports in the form of a parent/carers letter published on their website. Reports on Education Scotland activities are reported regularly to Committee, where possible at the first available opportunity following publication.
- 2.2 In October 2018 – with subsequent report publication in February 2019 – Millbank Primary School was inspected by Education Scotland. During this initial visit, a team of Education Scotland's Her Majesty's Inspectors of Education (HMIE) talked to parents/carers and children, worked closely with the Head Teacher, Senior Leadership Team and staff. Inspection activities included visits to lessons, focus group discussions and review of school evidence and attainment data.
- 2.3 Millbank Primary School was subject to a full model inspection over the course of a week in October 2018. Education Scotland HMIE used selected Quality Indicators (QIs) from "How Good Is Our School? 4th edition" (HGIOS4), rated using the six-point evaluation scale.
- 2.4 Education Scotland focus QIs for the Secondary full-model inspection where six-point scale evaluations are arrived at are:

- 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

There is further focus on Empowerment using a theme identified by the school with overall evaluative commentary provided (no evaluative grading is arrived at for this focus area).

- 2.5 In addition, full model inspections incorporate themes from other QIs to capture the evidence needed to promote improvement and provide evidence to inform national policy development. These themes which are also ungraded are:

- QI 2.2 Curriculum (Learning Pathways theme)
- QI 2.7 Partnerships (impact of Parental Engagement)

Inspections also have focus on safeguarding with further narrative provided on findings and any recommendations resulting.

- 2.6 A report to parents and carers following the inspection takes the form of a short letter. It highlights strengths and aspects for development. It includes a table indicating the QI evaluations against the six-point scale.

The following evaluative gradings were achieved by Millbank Primary School in October 2018:

QI 1.3 Leadership of Change	Satisfactory
QI 2.3 Learning, teaching and assessment	Satisfactory
QI 3.1 Ensuring wellbeing, equality and inclusion	Weak
QI 3.2 Raising attainment and achievement	Weak

- 2.7 As a result of inspection findings, Education Scotland HMIE identified that the school required additional support and more time to make necessary improvements. Education Scotland intimated that a return inspection of the school would follow within twelve months of reports publication. Education Scotland returned to visit Millbank Primary School on a further inspection in February 2020, with subsequent report publication in July 2020, delayed due to Covid-19.
- 2.8 During their visit, Education Scotland HMIE talked to children and worked closely with the Head Teacher and staff once more. They heard from the Head Teacher and other staff about the steps the school has taken to improve and looked at particular areas that had been identified in the original inspection. As a result, Education Scotland HMIE were able to find out about the progress the school had made and how well this was supporting children's learning and achievements.
- 2.9 As a result of inspection findings, Education Scotland HMIE identified areas where improvements were still required. In light of the circumstances at the time with regard to the Covid-19 pandemic, Education Scotland liaised with Moray Education to discuss their findings and support for the school. This supported the school in reviewing their action plan and ensuring renewed

focus on key improvement areas identified. Education Scotland HMIE through discussion, intimated that they would return for further scrutiny activity.

- 2.10 In October 2021, notification was received from Education Scotland HMIE that scrutiny activities and visits would recommence to some schools and early learning and childcare setting across Scotland. Those schools and settings identified by Education Scotland HMIE were those where previous visits as outlined in section 2.7 and 2.9 above required further engagement, pre-pandemic.
- 2.11 Planning and discussion between Education Scotland HMIE, the school and local authority followed in October 2021 and led to Education Scotland HMIE working in partnership with Moray Education, carrying out a visit to the school in November 2021.
- 2.12 Education Scotland HMIE worked closely with the Quality Improvement Manager (QIM) who joined with the Education Scotland team on their visit activities, talking to parents/carers of children and working closely with the Senior Leadership Team and staff. Visit activities also included virtual and face-to-face presentations and discussions with key staff, lesson visits, virtual and face-to-face focus group discussions with a range of stakeholders, review of school evidence and attainment data analysis.
- 2.13 The engagement visit and associated activities also supported Education Scotland HMIE to learn more about how young people and their families have been supported through the Covid-19 pandemic by the school. Approaches that have worked well to support young people's health and wellbeing, learning and progress were further shared.
- 2.14 Discussions with the Head Teacher and QIM focussed in on the school's progress in taking forwards the key recommendations from original inspection. In summary:
 - Develop more strategic leadership at all levels within the school and in doing so strengthen the use of self-evaluation processes which leads to an increased rate of change and improved outcomes for all children
 - Improve the quality of learning, teaching and assessment across the school to ensure young people's experiences are of a consistently high quality
 - Staff should work collaboratively to ensure children experience consistently high quality learning, teaching and assessment which provides an appropriate level of pace and challenge in children's learning. Children should be given opportunities to lead their own learning and be more involved in evaluating their own progress and next steps
 - Raise attainment for all children. Approaches to raising attainment should include making effective use of relevant data and more robust tracking and monitoring of children's progress in learning and achievement
 - Implement revised approaches to health and wellbeing and inclusion to better support children's wellbeing and progress. In doing so, ensure all staff and children know, understand and use the wellbeing indicators as an integral feature of school life

- Develop progressive curriculum pathways for all curriculum areas which are relevant to the school's context, and which offer children opportunities to develop appropriate knowledge and skills
- 2.15 Following November 2021 Education Scotland HMIE visit and associated activities, Education Scotland HMIE highlight that Millbank Primary School has been responding well to the challenges resulting from the COVID-19 pandemic. Whilst these have had a significant impact on the work of the school, there have been notable improvements under the direction of the current leadership team.
- 2.16 Senior leaders and staff are implementing well-considered plans to support recovery and have also increased the pace of change in taking forward areas for improvement from the original inspection.
- 2.17 Education Scotland HMIE recognise that as a result of the pandemic, the school needs more time to realise fully the impact of recently implemented strategies on children's achievement and attainment. Education Scotland have asked Moray Council to provide further information about the school's progress in continuing to raise attainment for all children within one year of the publication of the parent/carer letter.
- 2.18 Education Scotland HMIE will work together with local authority officers to agree what will happen next. Should another visit to the school be necessary, Education Scotland will inform parents/carers. Otherwise, Moray Education will continue to inform parents about the school's progress as part of its usual arrangements for reporting on the quality its education service.
- 2.19 The Education Scotland HMIE visit letter published in February 2022 following visit in November 2021 is contained within **Appendix 1**.

3. SUMMARY OF IMPLICATIONS

(a) Corporate Plan and 10 Year Plan (Local Outcomes Improvement Plan (LOIP))

Reflective of priorities within the Corporate Plan with particular regard to (3) provide a sustainable education service aiming for excellence and (4) day to day service delivery in line with council values of ambitious, improving and responsive. With regards to the 10 Year Plan (Local Outcomes Improvement Plan LOIP), (2) building a better future for our children and young people in Moray through equity of learning experience offered across our schools.

(b) Policy and Legal

It is the duty of the Council to secure improvement and the quality of school education which is provided in schools managed by Head Teachers and to raise standards of education (Section 8 of Standards in Scotland's Schools etc Act 2000).

This report relates to Section 66 of the Education (Scotland) Act 1980, which concerns the inspection of educational establishments.

- (c) **Financial implications**
There are no financial implications arising directly from this report.
- (d) **Risk Implications**
There are no risk implications arising directly from this report.
- (e) **Staffing Implications**
There are no staffing implications arising directly from this report.
- (f) **Property**
There are no property implications arising directly from this report.
- (g) **Equalities/Socio Economic Impact**
An Equality/Socio Economic Impact Assessment is not required as this report is to inform Committee on school performance following external scrutiny/validation activity.
- (h) **Climate Change and Biodiversity Impacts**
No climate change or biodiversity implications have been determined due to the scrutiny based nature of activities reported and no findings related to such implications contained herein.
- (i) **Consultations**
Senior Officers in Education, Communities and Organisational Development, Paul Connor, Principal Accountant, the Equal Opportunities Officer, the Human Resources Manager, the Head Teacher (Millbank Primary School) and Tracey Sutherland, Committee Services Officer have been consulted and are in agreement with the contents of this report as regards their respective responsibilities.

3. CONCLUSION

3.1 That Committee scrutinises and notes the contents of this report and;

3.2 That Committee acknowledges the considerable work undertaken by the school under direction of the leadership team during the Covid-19 pandemic to support young people's wellbeing and learning while also progressing key recommendations from October 2018 and February 2020 inspections.

Author of Report: Stewart McLauchlan, Quality Improvement Manager

Background Papers:

[Education Scotland HMIE Visit Letter \(February 2022\)](#)

[Education Scotland HMIE Further Inspection Report \(July 2020\)](#)

[Education Scotland HMIE Inspection Report \(February 2019\)](#)

[How Good Is Our School? 4th edition](#)

[Education Scotland six-point scale](#)

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