

The Highland Council

**Nairnshire Committee
20 April 2016**

Agenda Item	7
Report No	N/11/16

Education Scotland Reports – period January 2016 to March 2016

Report by Joint Director of Care and Learning

Summary

This report provides details on Education Scotland's inspections of schools in the Area during the period January 2016 to March 2016, for Members' scrutiny and monitoring.

1.0 INTRODUCTION TO INSPECTIONS

Education Scotland aims to provide assurance on the quality of Scottish education and promote improvement and innovation to enhance learners' experiences and lead to better outcomes. Their inspections also contribute to National Performance Framework reporting.

Each year, they inspect and report on the quality of education in a sample of pre-school centres, primary schools, secondary schools, special schools, community learning and development services, colleges and residential educational provision. They also inspect the education functions of local authorities.

To support improvement, inspectors focus on the quality of children and young people's learning and achievement. They have a particular interest in the development of children and young people's skills and understanding in literacy, numeracy and health and wellbeing which enables access to the highest possible learning within a broad general education and beyond.

Details of all aspects of the work of Education Scotland along with all the reference documentation can be found on the Education Scotland website.

Link: [Education Scotland](#)

2.0 INSPECTIONS CONDUCTED

2.1

SCHOOL	INSPECTION DATE	NATURE OF INSPECTION	PUBLICATION DATE	ACTION
Nairn Academy	October 5 th 2015	Routine	1 March 2016	Within a year of publication of this letter, Education Scotland will ask The Highland Council for a progress report on how well the school is continuing to improve.

- 2.2 The relevant Education Scotland report published during the period covered by this report is available through these links:

Nairn Academy

Link:

<http://www.educationscotland.gov.uk/inspectionandreview/reports/school/primary/NairnAcademyHighland.asp>

- 2.3 Quality indicators help schools, education authorities and inspectors to judge what is good and what needs to be improved in the work of the school. You can find these quality indicators in the publication *How good is our school?* Following the inspection of each school, the Scottish Government gathers evaluations of three important quality indicators to keep track of how well all Scottish schools are doing.

These are the evaluations for Nairn Academy.

Quality Indicator	
Improvements in performance	Satisfactory
Learners' experiences	Satisfactory
Meeting learning needs	Satisfactory

The following aspects of the work of the school were also evaluated.

Quality Indicator	
The curriculum	Satisfactory
Improvement through self-evaluation	Satisfactory

3.0 ACTIONS AS A RESULT OF INSPECTION

- 3.1 The Authority and Head Teacher are provided with both the report and a 'record of inspection findings' (RIF). These documents evidence both good practice and areas for improvement and, using this, the school will adapt its school 'Improvement Plan' and report annually the impact on learners through the Standards and Quality Report.

4:0 COMPARISON

- 4:1 Members are advised that it is not possible to use Education Scotland reports to compare across schools, as the curriculum is now tailored by schools to their individual circumstances, within the overall quality indicators. Furthermore, it is not possible to compare previous reports for a school with more recent reports. This is due to changes in the inspection focus from year to year.

Consequently, reports have to be viewed as a single snap-shot of a school's performance against a suite of national quality indicators as laid down in How Good Is Our School 3.

5.0 RECOMMENDATIONS:

The Committee is asked to scrutinise and monitor Education Scotland reports through this report.

Designation: Joint Director of Care & Learning

Author: Peter Finlayson –Education Quality Improvement Manager,
South

Date: 31 March 2016

1 March 2016

Dear Parent/Carer

**Nairn Academy
The Highland Council**

Recently, as you may know, my colleagues and I inspected your child's school. During our visit, we talked to parents and young people and worked closely with the headteacher and staff. We wanted to find out how well young people are learning and achieving and how well the school supports young people to do their best. The headteacher shared with us the school's successes and priorities for improvement. We looked at some particular aspects of the school's recent work, including the school's approaches to helping young people know how to improve their work, the impact of masterclasses and the promotion of positive behaviour. As a result, we were able to find out how good the school is at improving young people's education.

How well do young people learn and achieve?

Most young people at Nairn Academy enjoy learning. Young people at the senior phase articulate well the improvements being made to their classroom experiences in recent years. These improvements have led to some staff planning a better range of approaches to engage young people in discussing their learning. When given the opportunity, young people participate well and are motivated to learn. However, too many lessons remain teacher directed for too long. Teachers share their practice and now need to be more effective in achieving consistent, high-quality learning across all subjects. We have asked teachers to focus more clearly on how well young people are progressing and give more helpful feedback to inform next steps. Young people who attend the base and require additional support with their learning (ASN Department) are enthusiastic and keen to learn. They also benefit from learning with other young people across the school and contribute to whole-school experiences such as in making preparations for the 'Shine Parade'. Overall, relationships across the school between young people and staff are positive. Most young people respond well to the school's approaches to promoting positive behaviour. In a few lessons observed by inspectors, teachers need to set higher expectations of young people's behaviour. Young people appreciate being asked for their views through the Highland and Scottish Youth Parliaments, Nairn Youth Forum and the Pupil Council. Their involvement in revising the dress code has improved their commitment to its use.

Most young people feel that the school helps them to become more confident. This is achieved through young people's participation in a broad range of cultural, leadership, musical and sporting activities and events. Their successes are recognised and celebrated through assemblies, newsletters, the school's blog and through gaining

national awards. Young people have their achievements recognised through awards such as Award Scheme Development and Accreditation Network (ASDAN), Duke of Edinburgh's Awards and Saltire Awards. A group of young people develop their leadership skills and gain a Sports Leader UK Award by assisting teachers in local primary schools with some aspects of the physical education programme. Young people develop empathy for others by raising funds for their local area and further afield. For example, those in an S3 Masterclass displayed care for others by raising funds for a defibrillator. Others were raising funds to assist Syrian refugees. Events such as 'Nairn's Got Talent' provide a platform for young people to showcase their ability in music and performance. As a next step, we have asked staff to help young people to be more aware of the skills for learning, life and work that they are developing as a result of their personal achievements.

From S1 to S3, teachers are using some approaches to assess young people's progress in their learning. However, it is not yet clear enough, from these approaches, if all young people are progressing as well as they can. We have asked staff to gather stronger evidence to develop a clear overview of progress across all subjects. They should also use this information to plan learning that is sufficiently challenging. Young people in the ASN Department are making appropriate progress in meeting the learning targets set in their support plans. A few achieve qualifications in National 2 and 3 courses. We have asked staff to make more use of a broader range of qualifications and awards to better meet the needs of these learners. Overall, young people with identified additional support needs are making satisfactory progress. The attainment of young people from S4 to S6 in national qualifications has been improving in a few key areas in recent years. Overall, performance across some attainment measures is now in line with or below that of young people with similar needs and backgrounds in schools across Scotland. Almost all young people are successful in moving on to a positive destination on leaving school with notable proportions securing employment.

How well does the school support young people to develop and learn?

The majority of teachers provide tasks and activities which are well-matched to helping young people make sufficient progress in their learning. Across the school, there is scope for teachers to engage in more effective planning to enable all young people to be more challenged in their learning. In doing this, it would be beneficial to take more account of what young people have previously learned. Most young people feel cared for and safe as a result of high-quality pastoral care, including that of guidance staff. Young people who need additional support in their learning are well-looked after by teachers and pupil support assistants. They have targets which are reviewed regularly. We have agreed with staff some ways in which these targets can be made more specific to each individual young person. We have asked the school to review the use of part-time timetables to better meet the needs of a few young people. Staff have developed good links with a range of partners to assist in meeting young people's support and health needs. In the ASN Department, key teachers intervene well and adjust plans as appropriate. There is good use of digital technology to support them to engage with their learning. In classes, specialist staff provide well-judged support. Commendably, young people at the senior stages make a positive contribution to helping in classes.

There are key areas of the curriculum which require to be improved. From S1 to S3, the curriculum is designed to deliver a broad general education. Masterclasses in S3, supported by partners, develop further skills for learning, life and work. Additionally, they widen young people's interests in topics which vary from crime scene investigation to radio skills. We have now asked staff to continue to prioritise developments in the curriculum for all those in S1 to S3. In so doing, senior leaders need to work with young people, staff and parents to ensure a shared strategic direction for the curriculum. This should be underpinned by a clearer rationale to detail how the curriculum is driving progress and continues to raise attainment. Staff need to work together to design programmes that embed the development of literacy, numeracy and health and wellbeing across subjects. They also need to develop their approaches to planning opportunities to help young people make connections across their learning. Staff have been developing the curriculum from S4 to S6 to take account of the revised national qualifications. They should now have an increased focus on how well these developments are raising attainment. Partnership working, including with local businesses and colleges, enhances further the choices available for those at S4 to S6. Young people are prepared for the world of work by developing specialist skills in courses ranging from professional cookery to uniform emergency services. The school and the Parent Council host an annual careers fair for those in S3 to S6 and their parents. This contributes to assisting young people in moving on to a positive destination on leaving school.

How well does the school improve the quality of its work?

Nairn Academy is an improving school. This is being achieved over a period of time when important changes are needed. The headteacher has enabled a better climate for learning which is appreciated by the local community. The school has clear targets for improvement based on their systems to review practice and by acting on the findings from a quality improvement visit conducted by The Highland Council. Staff are involved in improvement teams to take forward these targets. Their commitment to improvement has been strengthened further through all staff's involvement in analysing young people's performance in national qualifications. This review now needs to be extended to having a detailed look at how well young people are progressing in S1 to S3. Staff are increasingly acknowledging the value of receiving feedback from senior leaders on their learning and teaching approaches. They have responded well to the use of coaching approaches to evaluate their practice. The majority of principal teachers are using self-evaluation effectively to improve provision in their subject areas. In continuing to improve the school, we have asked all staff to be part of ensuring that all young people achieve as highly as possible. Young people and parents participate in some self-evaluation activities. However, there is a need for them to have a greater role in improving the work of the school. Senior leaders need to continue to give direction by setting clear and high expectations to help realise well-paced improvements in a climate where all staff work together.

This inspection found the following key strengths.

- The improving climate for learning where most young people enjoy their learning.
- The positive relationships between staff and young people, including high-quality pastoral care.
- The school's improved standing in the community.
- The range of support services for young people.

We discussed with staff and The Highland Council how they might continue to improve the school. This is what we agreed with them.

- Involve all staff in securing well-paced change as part of continuous improvement.
- Ensure that all staff plan for consistency in high-quality learning which is appropriately challenging.
- Develop further the strategic leadership of the curriculum so that young people can make suitable progress in all aspects of their learning.
- Strengthen the approaches to assessing and monitoring young people's progress to continue to improve attainment.

What happens at the end of the inspection?

We are satisfied with the majority of the school's provision. We are confident that the majority of the school's self-evaluation processes are leading to improvements. Our Area Lead Officer will work with The Highland Council to build capacity for improvement and will maintain contact to monitor progress. We have asked The Highland Council to continue to work with the school to build capacity for improvement. Within a year of publication of this letter, we will ask The Highland Council for a progress report on how well the school is continuing to improve. We will also ask The Highland Council to keep parents informed of the extent to which Nairn Academy is improving.

Joan C. Esson
HM Inspector

Additional inspection evidence, such as details of the quality indicator evaluations, for your school can be found on the Education Scotland website at <http://www.educationscotland.gov.uk/inspectionandreview/reports/school/primsec/NairnAcademyHighland.asp>

If you would like to receive this letter in a different format, for example, in a translation please contact the administration team on the above telephone number.

If you want to give us feedback or make a complaint about our work, please contact us by telephone on 0131 244 4330, e-mail: complaints@educationscotland.gsi.gov.uk or write to us addressing your letter to the Complaints Manager, Denholm House, Almondvale Business Park, Livingston EH54 6GA.

Quality indicators help schools, education authorities and inspectors to judge what is good and what needs to be improved in the work of the school. You can find these quality indicators in the publication *How good is our school?*¹. Following the inspection of each school, the Scottish Government gathers evaluations of three important quality indicators to keep track of how well all Scottish schools are doing.

Here are the evaluations for Nairn Academy.

Improvements in performance	satisfactory
Learners' experiences	satisfactory
Meeting learning needs	satisfactory

We also evaluated the following aspects of the work of the school.

The curriculum	satisfactory
Improvement through self-evaluation	satisfactory

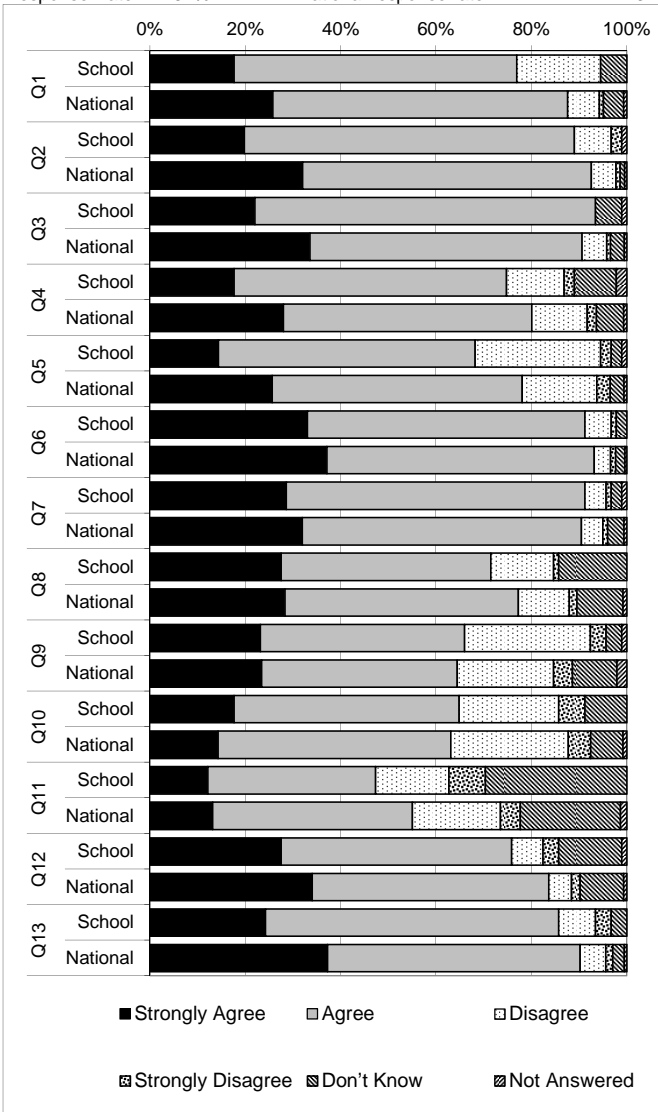
A copy of the full letter is available on the Education Scotland website at <http://www.educationscotland.gov.uk/inspectionandreview/reports/school/primsec/NairnAcademyHighland.asp>

¹ *How good is our school? The Journey to Excellence: part 3*, HM Inspectorate of Education, 2007, http://www.educationscotland.gov.uk/Images/HowgoodisourschoolJtEpart3_tcm4-684258.pdf
Please note that the term "adequate" in the document has been replaced with "satisfactory".

A sample of parents, children and young people, and all members of staff were invited to give their views of the school using a pre-inspection questionnaire. Their views informed the inspection process, including the nature of discussions in a number of meetings. Strengths and issues identified were explored by the inspection team, and the findings are included in the inspection report. The following information gives the statistical detail from those that returned questionnaires.

Parent Questionnaire Summary

Centre Name Nairn Academy
 SEED Number 5153131
 Quest. Issued 270
 Quest. Input 91
 Response Rate 34% National response rate 37%

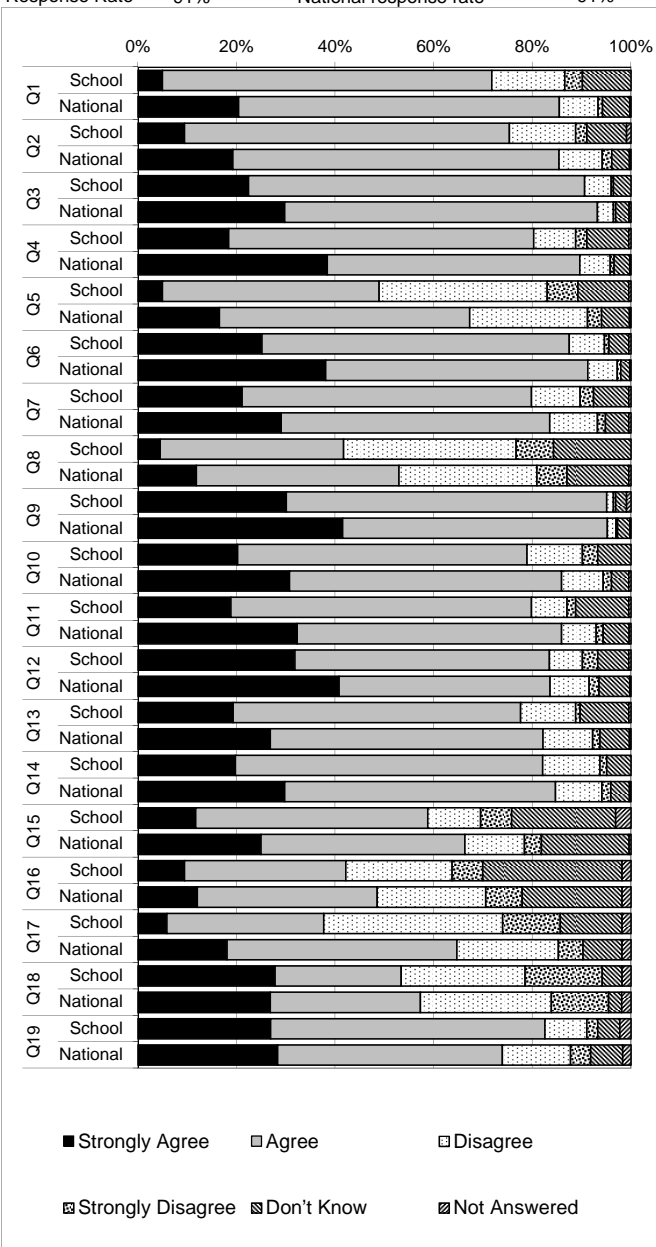


		Percentage %							
		Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Not Answered	Strongly Agree & Agree	Disagree & Strongly Disagree
Q1	School	18%	59%	18%	0%	5%	0%	77%	18%
Q1	National	18%	59%	18%	0%	5%	0%	77%	18%
Q2	School	20%	69%	8%	2%	0%	1%	89%	10%
Q2	National	20%	69%	8%	2%	0%	1%	89%	10%
Q3	School	22%	71%	0%	0%	5%	1%	93%	0%
Q3	National	22%	71%	0%	0%	5%	1%	93%	0%
Q4	School	18%	57%	12%	2%	9%	2%	75%	14%
Q4	National	18%	57%	12%	2%	9%	2%	75%	14%
Q5	School	14%	54%	26%	2%	2%	1%	68%	29%
Q5	National	14%	54%	26%	2%	2%	1%	68%	29%
Q6	School	33%	58%	5%	1%	2%	0%	91%	7%
Q6	National	33%	58%	5%	1%	2%	0%	91%	7%
Q7	School	29%	63%	4%	1%	2%	1%	91%	5%
Q7	National	29%	63%	4%	1%	2%	1%	91%	5%
Q8	School	27%	44%	13%	1%	14%	0%	71%	14%
Q8	National	27%	44%	13%	1%	14%	0%	71%	14%
Q9	School	23%	43%	26%	3%	3%	1%	66%	30%
Q9	National	23%	43%	26%	3%	3%	1%	66%	30%
Q10	School	18%	47%	21%	5%	9%	0%	65%	26%
Q10	National	18%	47%	21%	5%	9%	0%	65%	26%
Q11	School	12%	35%	15%	8%	30%	0%	47%	23%
Q11	National	12%	35%	15%	8%	30%	0%	47%	23%
Q12	School	27%	48%	7%	3%	13%	1%	76%	10%
Q12	National	27%	48%	7%	3%	13%	1%	76%	10%
Q13	School	24%	62%	8%	3%	3%	0%	86%	11%
Q13	National	24%	62%	8%	3%	3%	0%	86%	11%

Note: Will not always sum to 100% due to rounding

Pupil Questionnaire Summary

Centre Name Nairn Academy
 SEED Number 5153131
 Quest. Issued 245
 Quest. Input 223
 Response Rate 91% National response rate 91%

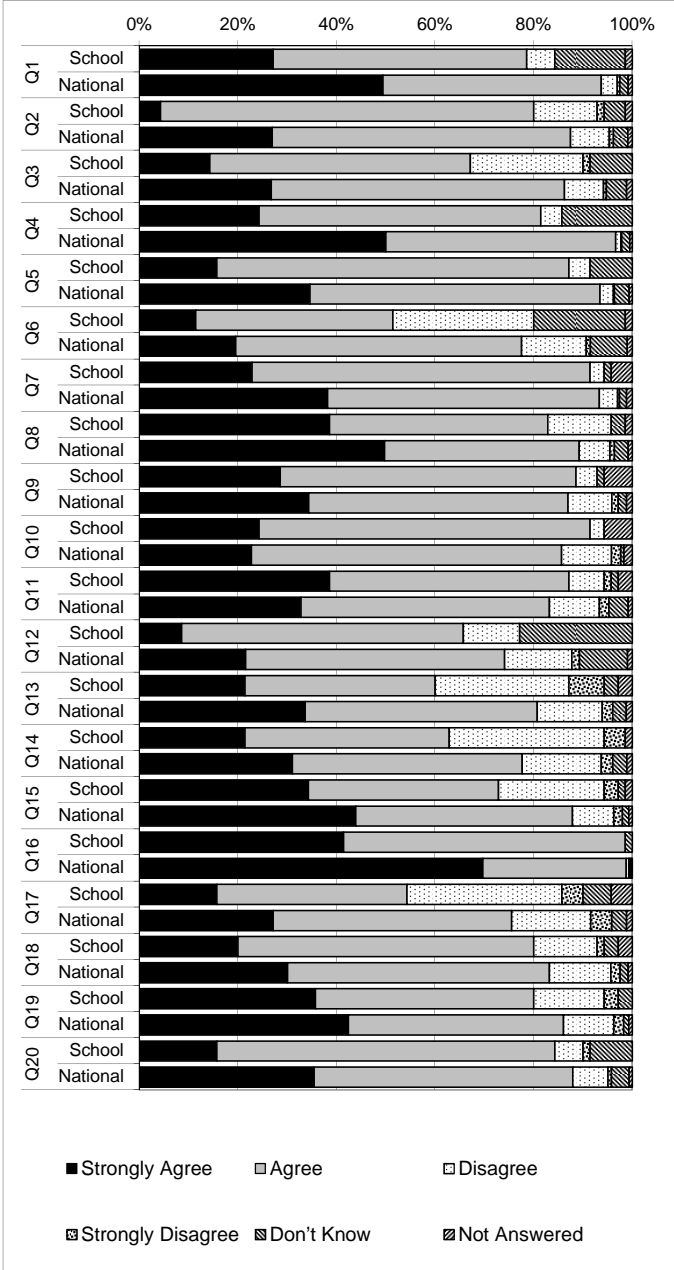


		Percentage %							
		Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Not Answered	Strongly Agree & Agree	Disagree & Strongly Disagree
Q1	School	5%	67%	15%	4%	10%	0%	72%	18%
	National	9%	66%	13%	2%	8%	1%	75%	16%
Q2	School	22%	68%	5%	0%	4%	0%	91%	6%
	National	18%	62%	9%	2%	9%	0%	80%	11%
Q3	School	5%	44%	34%	6%	10%	0%	49%	40%
	National	25%	62%	7%	1%	4%	0%	87%	8%
Q4	School	21%	59%	10%	3%	7%	0%	80%	13%
	National	4%	37%	35%	8%	16%	0%	42%	43%
Q5	School	30%	65%	1%	0%	2%	1%	95%	2%
	National	20%	59%	11%	3%	7%	0%	79%	14%
Q6	School	19%	61%	7%	2%	11%	0%	80%	9%
	National	32%	52%	7%	3%	6%	0%	83%	10%
Q7	School	19%	58%	11%	1%	10%	0%	78%	12%
	National	20%	62%	12%	1%	5%	0%	82%	13%
Q8	School	12%	47%	11%	6%	21%	3%	59%	17%
	National	9%	33%	22%	6%	28%	2%	42%	28%
Q9	School	6%	32%	36%	12%	13%	2%	38%	48%
	National	28%	26%	25%	16%	4%	2%	53%	41%
Q10	School	27%	56%	9%	2%	4%	2%	83%	11%
	National								
Q11	School								
	National								
Q12	School								
	National								
Q13	School								
	National								
Q14	School								
	National								
Q15	School								
	National								
Q16	School								
	National								
Q17	School								
	National								
Q18	School								
	National								
Q19	School								
	National								

Note: Will not always sum to 100% due to rounding

Teacher Questionnaire Summary

Centre Name Nairn Academy
 SEED Number 5153131
 Quest. Issued 84
 Quest. Input 70
 Response Rate 83% National response rate 66%



		Percentage %							
		Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Not Answered	Strongly Agree & Agree	Disagree & Strongly Disagree
Q1	School	27%	51%	6%	0%	14%	1%	79%	6%
	National	27%	51%	6%	0%	14%	1%	79%	6%
Q2	School	4%	76%	13%	1%	4%	1%	80%	14%
	National	4%	76%	13%	1%	4%	1%	80%	14%
Q3	School	14%	53%	23%	1%	9%	0%	67%	24%
	National	14%	53%	23%	1%	9%	0%	67%	24%
Q4	School	24%	57%	4%	0%	14%	0%	81%	4%
	National	24%	57%	4%	0%	14%	0%	81%	4%
Q5	School	16%	71%	4%	0%	9%	0%	87%	4%
	National	16%	71%	4%	0%	9%	0%	87%	4%
Q6	School	11%	40%	29%	0%	19%	1%	51%	29%
	National	11%	40%	29%	0%	19%	1%	51%	29%
Q7	School	23%	69%	3%	0%	1%	4%	91%	3%
	National	23%	69%	3%	0%	1%	4%	91%	3%
Q8	School	39%	44%	13%	0%	3%	1%	83%	13%
	National	39%	44%	13%	0%	3%	1%	83%	13%
Q9	School	29%	60%	4%	0%	1%	6%	89%	4%
	National	29%	60%	4%	0%	1%	6%	89%	4%
Q10	School	24%	67%	3%	0%	0%	6%	91%	3%
	National	24%	67%	3%	0%	0%	6%	91%	3%
Q11	School	39%	49%	7%	1%	1%	3%	87%	9%
	National	39%	49%	7%	1%	1%	3%	87%	9%
Q12	School	9%	57%	11%	0%	23%	0%	66%	11%
	National	9%	57%	11%	0%	23%	0%	66%	11%
Q13	School	21%	39%	27%	7%	3%	3%	60%	34%
	National	21%	39%	27%	7%	3%	3%	60%	34%
Q14	School	21%	41%	31%	4%	0%	1%	63%	36%
	National	21%	41%	31%	4%	0%	1%	63%	36%
Q15	School	34%	39%	21%	3%	1%	1%	73%	24%
	National	34%	39%	21%	3%	1%	1%	73%	24%
Q16	School	41%	57%	0%	0%	1%	0%	99%	0%
	National	41%	57%	0%	0%	1%	0%	99%	0%
Q17	School	16%	39%	31%	4%	6%	4%	54%	36%
	National	16%	39%	31%	4%	6%	4%	54%	36%
Q18	School	20%	60%	13%	1%	3%	3%	80%	14%
	National	20%	60%	13%	1%	3%	3%	80%	14%
Q19	School	36%	44%	14%	3%	3%	0%	80%	17%
	National	36%	44%	14%	3%	3%	0%	80%	17%
Q20	School	16%	69%	6%	1%	9%	0%	84%	7%
	National	16%	69%	6%	1%	9%	0%	84%	7%

Note: Will not always sum to 100% due to rounding

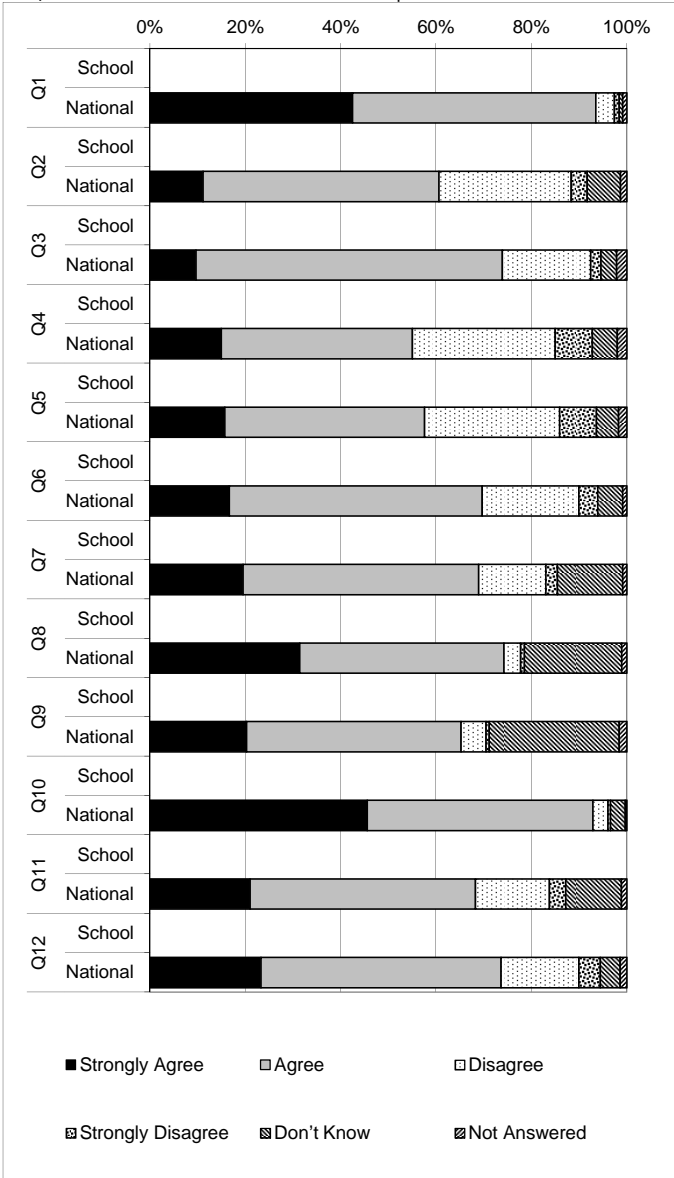
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Non-Teaching Questionnaire Summary

Centre Name Nairn Academy
 SEED Number 5153131
 Quest. Issued 13
 Quest. Input 8
 Response Rate 62%

Fewer than 10 responses received therefore the data has not been published.

National response rate 55%



		Percentage %							
		Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Not Answered	Strongly Agree & Agree	Disagree & Strongly Disagree
Q1	I have access to the information I need to carry out my work	0%	0%	0%	0%	0%	0%	0%	0%
Q2	All staff and pupils respect each other.	0%	0%	0%	0%	0%	0%	0%	0%
Q3	Pupils are well behaved.	0%	0%	0%	0%	0%	0%	0%	0%
Q4	I am involved in staff discussions about how to achieve school priorities.	0%	0%	0%	0%	0%	0%	0%	0%
Q5	I have good opportunities to be involved in making decisions.	0%	0%	0%	0%	0%	0%	0%	0%
Q6	Staff communicate effectively with each other.	0%	0%	0%	0%	0%	0%	0%	0%
Q7	Staff treat all pupils equally.	0%	0%	0%	0%	0%	0%	0%	0%
Q8	Support for pupils with additional support needs is effective.	0%	0%	0%	0%	0%	0%	0%	0%
Q9	Parents are fully involved in the school and their children's learning	0%	0%	0%	0%	0%	0%	0%	0%
Q10	I am aware of the school's procedures for protecting children	0%	0%	0%	0%	0%	0%	0%	0%
Q11	Leadership at all levels is effective.	0%	0%	0%	0%	0%	0%	0%	0%
Q12	I have good opportunities to take part in training activities.	0%	0%	0%	0%	0%	0%	0%	0%

Note: Will not always sum to 100% due to rounding

DISCLOSURE CONTROL APPLIED