

**South Ayrshire Council**

**Report by Depute Chief Executive and Director of Education  
to Cabinet  
of 23 April 2024**

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**Subject: Inspection of Girvan Academy: Education Scotland Report**

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**1. Purpose**

1.1 The purpose of this report is to inform the Cabinet of the outcome of the Education Scotland Inspection of Girvan Academy.

**2. Recommendation**

**2.1 It is recommended that the Cabinet:**

**2.1.1 considers the contents of the report by Education Scotland as contained in [Appendix 1](#); and**

**2.1.2 agrees that the main points for action will be addressed by the Headteacher and Quality Improvement Manager.**

**3. Background**

3.1 Education Scotland inspectors inspected the school in December 2023 and looked at some particular aspects of the school's recent work. The inspection was carried out using the short inspection model. This involves inspectors evaluating learning, teaching and assessment across the school and raising attainment and achievement within the school.

3.2 The report for Girvan Academy was published on 5 March 2024.

3.3 The inspection of Girvan Academy found the following key strengths:

- The strong leadership of the headteacher, well supported by leaders at all levels. This is resulting in a positive culture of learning across the school, including in the support and wellbeing department.
- A comprehensive, effective system for tracking young people's progress in all curriculum areas from S1 to S6. This is helping staff to have a strong understanding of young people's attainment and next steps. It is also enabling them to provide young people with appropriate support to enhance their learning.
- Young people are attaining well and develop important skills for learning, life and work through an extensive range of activities.

3.4 Education Scotland Inspectors agreed the following key points for action with the leadership team of the school and educational services:

- Further improve the consistency of high-quality learning, teaching and assessment, by building on examples of very strong practice that exist across the school.
- Teachers should further develop approaches to ensure young people understand more effectively the purpose of their learning and how they can be successful. They should increase levels of challenge for the most able learners.
- Continue to maximise attainment, especially those capable of attaining high-quality passes.

3.5 The Headteacher of Girvan Academy will link with the Quality Improvement Manager to build on the strengths identified in the inspection report and address the key points for action.

#### **4. Proposals**

4.1 It is proposed that the Cabinet notes the key strengths and points for action in the Education Scotland report and agrees to the Headteacher addressing these in conjunction with the Quality Improvement Manager.

4.2 Given the positive nature of the report there will be no further visits by Education Scotland in relation to this inspection.

#### **5. Legal and Procurement Implications**

5.1 There are no legal implications arising from this report.

5.2 There are no procurement implications arising from this report.

#### **6. Financial Implications**

6.1 Not applicable.

#### **7. Human Resources Implications**

7.1 Not applicable.

#### **8. Risk**

##### ***8.1 Risk Implications of Adopting the Recommendations***

8.1.1 There are no associated risks.

##### ***8.2 Risk Implications of Rejecting the Recommendations***

8.2.1 Educational Services may be downgraded as part of the Shared Risk Assessment process carried out by the Local Area Network responsible for scrutiny if the service does not address the main points for action.

## 9. Equalities

- 9.1 The proposals in this report have been assessed through the Equality Impact Assessment Scoping process. There are no significant potential positive or negative equality impacts of agreeing the recommendations and therefore an Equalities Impact Assessment is not required. A copy of the Equalities Scoping Assessment is attached as [Appendix 2](#).

## 10. Sustainable Development Implications

- 10.1 **Considering Strategic Environmental Assessment (SEA)** - This report does not propose or seek approval for a plan, policy, programme or strategy or document otherwise described which could be considered to constitute a plan, programme, policy or strategy.

## 11. Options Appraisal

- 11.1 An options appraisal has not been carried out in relation to the subject matter of this report.

## 12. Link to Council Plan

- 12.1 The matters referred to in this report contribute to Priority Two of the Council Plan: Live, Work, Learn and Outcome One: Education and lifelong learning.

## 13. Results of Consultation

- 13.1 There has been no public consultation on the contents of this paper.
- 13.2 Consultation has taken place with Councillor Stephen Ferry, Portfolio Holder for Education, and the contents of this report reflect any feedback provided.

## 14. Next Steps for Decision Tracking

- 14.1 If the recommendations above are approved by Members, the Depute Chief Executive and Director of Education will ensure that all necessary steps are taken to ensure full implementation of the decision within the following timescales, with the completion status reported to the Cabinet in the 'Council and Cabinet Decision Log' at each of its meetings until such time as the decision is fully implemented:

| Implementation  | Due date  | Managed by                  |
|---|-----------|-----------------------------|
| Meeting to be arranged with the Headteacher to agree a plan to address the action points contained in the report and monitor progress in conjunction with the planned programme of visits | June 2024 | Quality Improvement Manager |

**Background Papers**    **None**

**Person to Contact**    **Lyndsay McRoberts, Depute Chief Executive and Director of Education**  
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**Date:**    **11 April 2024**



5 March 2024

Dear Parent/Carer

In December 2023, a team of inspectors from Education Scotland visited Girvan Academy. During our visit, we talked to parents/carers and young people and worked closely with the headteacher and staff.

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

- The strong leadership of the headteacher, well supported by leaders at all levels. This is resulting in a positive culture of learning across the school, including in the support and wellbeing department.
- A comprehensive, effective system for tracking young people's progress in all curriculum areas from S1 to S6. This is helping staff to have a strong understanding of young people's attainment and next steps. It is also enabling them to provide young people with appropriate support to enhance their learning.
- Young people are attaining well and develop important skills for learning, life and work through an extensive range of activities.

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

- Further improve the consistency of high-quality learning, teaching and assessment, by building on examples of very strong practice that exist across the school.
- Teachers should further develop approaches to ensure young people understand more effectively the purpose of their learning and how they can be successful. They should increase levels of challenge for the most able learners.
- Continue to maximise attainment, especially those capable of attaining high-quality passes

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 Girvan Academy

| Quality indicators  | Evaluation  |
|---|-------------|
| <b>Learning, teaching and assessment</b>  | <b>good</b> |
| <b>Raising attainment and achievement</b>   | <b>good</b> |
| Descriptions of the evaluations are available from:<br><a href="#">How good is our school? (4<sup>th</sup> edition), Appendix 3: The six-point scale.</a> |             |

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

Dr Celia McArthur  
HM Inspector

**South Ayrshire Council  
Equality Impact Assessment  
Scoping Template**

Equality Impact Assessment is a legal requirement under the Public Sector Duty to promote equality of the Equality Act 2010. Separate guidance has been developed on Equality Impact Assessment's which will guide you through the process and is available to view here: <https://www.south-ayrshire.gov.uk/equalities/impact-assessment.aspx>

Further guidance is available here: <https://www.equalityhumanrights.com/en/publication-download/assessing-impact-and-public-sector-equality-duty-guide-public-authorities/>

The Fairer Scotland Duty ('the Duty'), Part 1 of the Equality Act 2010, came into force in Scotland from 1 April 2018. It places a legal responsibility on Councils to actively consider ('pay due regard to') how we can reduce inequalities of outcome caused by socio-economic disadvantage, when making strategic decisions. [FSD Guidance for Public Bodies](#) in respect of the Duty, was published by the Scottish Government in March 2018 and revised in October 2021. See information here: <https://www.gov.scot/publications/fairer-scotland-duty-guidance-public-bodies/>

## 1. Policy details

|                                       |   |
|---------------------------------------|---|
| Policy Title                          | Inspection of Girvan Academy  |
| Lead Officer<br>(Name/Position/Email) | Lyndsay McRoberts, Depute Chief Executive and Director of Education – lyndsay.mcroberts@south-ayrshire.gov.uk |

**2. Which communities, groups of people, employees or thematic groups do you think will be, or potentially could be, impacted upon by the implementation of this policy? Please indicate whether these would be positive or negative impacts**

| Community or Groups of People  | Negative Impacts | Positive impacts |
|--|------------------|------------------|
| Age – men and women, girls & boys  | No               | No               |
| Disability   | No               | No               |
| Gender Reassignment (Trans/Transgender Identity)   | No               | No               |
| Marriage or Civil Partnership  | No               | No               |
| Pregnancy and Maternity  | No               | No               |
| Race – people from different racial groups, (BME) ethnic minorities and Gypsy/Travellers | No               | No               |
| Religion or Belief (including lack of belief)  | No               | No               |
| Sex – (issues specific to women & men or girls & boys)                                   | No               | No               |

| Community or Groups of People   | Negative Impacts | Positive impacts |
|---|------------------|------------------|
| Sexual Orientation – person’s sexual orientation i.e. LGBT+, lesbian, gay, bi-sexual, heterosexual/straight | No               | No               |
| Thematic Groups: Health, Human Rights & Children’s Rights   | No               | No               |

**3. What likely impact will this policy have on people experiencing different kinds of social disadvantage i.e. The Fairer Scotland Duty (This section to be completed for any Strategic Decisions). Consideration must be given particularly to children and families.**

| Socio-Economic Disadvantage  | Negative Impacts | Positive impacts |
|--|------------------|------------------|
| Low Income/Income Poverty – cannot afford to maintain regular payments such as bills, food, clothing   | No               | No               |
| Low and/or no wealth – enough money to meet Basic living costs and pay bills but have no savings to deal with any unexpected spends and no provision for the future                    | No               | No               |
| Material Deprivation – being unable to access basic goods and services i.e. financial products like life insurance, repair/replace broken electrical goods, warm home, leisure/hobbies | No               | No               |
| Area Deprivation – where you live (rural areas), where you work (accessibility of transport)   | No               | No               |
| Socio-economic Background – social class i.e. parent’s education, employment and income  | No               | No               |

**4. Do you have evidence or reason to believe that the policy will support the Council to:**

| General Duty and other Equality Themes<br>Consider the ‘Three Key Needs’ of the Equality Duty  | Level of Negative and/or Positive Impact<br>(High, Medium or Low) |
|--|---|
| <b>Eliminate unlawful discrimination, harassment and victimisation</b>   | Low   |
| <b>Advance equality of opportunity</b> between people who share a protected characteristic and those who do not  | Low   |
| <b>Foster good relations</b> between people who share a protected characteristic and those who do not. (Does it tackle prejudice and promote a better understanding of equality issues?) | Low   |
| Increase participation of particular communities or groups in public life  | Low   |
| Improve the health and wellbeing of particular communities or groups   | Low   |
| Promote the human rights of particular communities or groups   | Low   |
| Tackle deprivation faced by particular communities or groups   | Low   |



## 5. Summary Assessment

|  |   |
|--|---|
| <b>Is a full Equality Impact Assessment required?</b><br>(A full Equality Impact Assessment must be carried out if impacts identified as <b>Medium and/or High</b> )                           | <del>YES</del><br><b>NO</b>                                 |
| <b>Rationale for decision:</b><br><br><b>An Equality Impact Assessment is not required on this occasion as this report is asking for elected members to note the outcome of the inspection</b> |   |
| <b>Signed:</b> Lyndsay McRoberts<br><br><b>Date:</b> 15 March 2024   | <b>Depute Chief Executive and<br/>Director of Education</b> |