

South Ayrshire Council

**Report by Director of Education
to Cabinet
of 25 April 2023**

**Subject: Inspection of St Patrick’s Primary School: Education
Scotland Report**

1. Purpose

1.1 The purpose of this report is to inform Cabinet of the Education Scotland Report on St Patrick’s Primary School.

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 Assistant Director - Education.

3. Background

3.1 Education Scotland inspectors inspected the school in December 2022 and looked at some particular aspects of the school’s recent work. The inspection was carried out using the short inspection model which involved inspectors evaluating learning, teaching and assessment and raising attainment and achievement.

3.2 The report for St Patrick’s Primary School was published on 7 February 2023.

3.3 The inspection of St Patrick’s Primary School found the following key strengths:

- Articulate, enthusiastic and confident children who clearly demonstrate their school and gospel values. They are motivated by meaningful leadership opportunities and are very proud of their school.
- The strong leadership provided by the school’s senior leaders. They create and support a positive, nurturing and inclusive ethos and lead change well. They are highly respected by the school community.
- All staff work very well together as a team. They engage well in professional learning and regularly reflect on their practice. This is driving forward improvement and securing positive outcomes for all children.

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

- Continue to develop and embed a shared understanding of what high quality teaching and learning looks like at St Patrick's Primary School.
- Develop methods to more fully measure the impact of interventions. This will help evaluate what difference these make to children's progress and attainment to refine approaches to planning and assessment and extend opportunities for children to plan and lead their learning.
- Continue to develop and embed literacy and numeracy approaches which support raising attainment.

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 of St Patrick's PS linking with the Assistant Director – Education to build on the strengths identified in the inspection report and address the key points for action.

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 risks associated with adopting the recommendations.

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 and there are no significant equality impacts of

agreeing the recommendations. 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.

12. Link to Council Plan

- 12.1 The matters referred to in this report contribute to Priority 2 of the Council Plan: Live, Work, Learn/ Education and lifelong learning (Outcome 1).

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 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	30 June 2023	Assistant Director - Education

Background Papers None

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Date: 14 April 2023



7 February 2023

Dear Parent/Carer

In December 2022, a team of inspectors from Education Scotland visited St Patrick's 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.

- Articulate, enthusiastic and confident children who clearly demonstrate their school and gospel values. They are motivated by meaningful leadership opportunities and are very proud of their school.
- The strong leadership provided by the school's senior leaders. They create and support a positive, nurturing and inclusive ethos and lead change well. They are highly respected by the school community.
- All staff work very well together as a team. They engage well in professional learning and regularly reflect on their practice. This is driving forward improvement and securing positive outcomes for all children.

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

- Continue to develop and embed a shared understanding of what high quality teaching and learning looks like at St Patrick's Primary School.
- Develop methods to more fully measure the impact of interventions. This will help evaluate what difference these make to children's progress and attainment.
- Continue to develop and embed literacy and numeracy approaches which support raising attainment.

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 St Patrick's Primary School

Quality indicators	Evaluation
Learning, teaching and assessment	good
Raising attainment and achievement	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: [Reports page | Inspection reports | 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.

Lisa Marie McDonnell
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: [Equality Impact Assessment including Fairer Scotland Duty](#)

Further guidance is available here: [Assessing impact and the Public Sector Equality Duty: a guide for public authorities \(Scotland\)](#)

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. See information here: [Interim Guidance for Public Bodies](#) in respect of the Duty, was published by the Scottish Government in March 2018.

1. Policy details

Policy Title	Inspection of St Patrick's Primary School: Education Scotland Report
Lead Officer (Name/Position/Email)	Scott Mulholland, Assistant Director - Education Scott.Mulholland@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	–	–
Disability	–	–
Gender Reassignment (Trans/Transgender Identity)	–	–
Marriage or Civil Partnership	–	–
Pregnancy and Maternity	–	–
Race – people from different racial groups, (BME) ethnic minorities and Gypsy/Travellers	–	–
Religion or Belief (including lack of belief)	–	–
Sex – gender identity (issues specific to women & men or girls & boys)	–	–
Sexual Orientation – person's sexual orientation i.e. LGBT+, lesbian, gay, bi-sexual, heterosexual/straight	–	–
Thematic Groups: Health, Human Rights & Children's Rights	–	–

3. What likely impact will this policy have on people experiencing different kinds of social disadvantage? (Fairer Scotland Duty). 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	–	–
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	–	–
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	–	–
Area Deprivation – where you live (rural areas), where you work (accessibility of transport)	–	–
Socio-economic Background – social class i.e. parent’s education, employment and income	–	–

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

General Duty and other Equality Themes Consider the ‘Three Key Needs’ of the Equality Duty	Level of Negative and/or Positive Impact (High, Medium or Low)
Eliminate unlawful discrimination, harassment and victimisation	Low
Advance equality of opportunity between people who share a protected characteristic and those who do not	Low
Foster good relations 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

Is a full Equality Impact Assessment required? (A full Equality Impact Assessment must be carried out if impacts identified as Medium and/or High)	YES NO
Rationale for decision: The review focuses on past performance of educational services and has some proposals for improvement but is largely about continuing what the service is currently doing. Therefore there are no significant new or additional activities as a result of the review	
Signed : Scott Mulholland	Title: Assistant Director - Education
Date: 24 March 2023	