

**South Ayrshire Council**

**Report by Quality Improvement Manager  
to Leadership Panel  
of 15 February 2022**

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**Subject: Follow Through Inspection of Braehead PS and Early Years Centre (EYC): Education Scotland**

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**1. Purpose**

1.1 The purpose of this report is to inform the Leadership Panel of the Education Scotland follow through letter regarding the inspection of Braehead PS and EYC.

**2. Recommendation**

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

**2.1.1 considers the contents of the [letter](#) of the follow through inspection by Education Scotland; and**

**2.1.2 agrees that the Headteacher will prepare a plan and address the key areas for improvement identified in the letter.**

**3. Background**

3.1 In November 2017, HM Inspectors published a letter on Braehead PS and EYC following an inspection in September 2017. The letter set out a number of areas for improvement.

3.2 In February 2019, HM Inspectors returned to the school to look at how it had continued to improve its work, and published another letter in April 2019.

3.3 In November 2021, HM Inspectors visited the school again to see how the school had further improved. They reported on the progress the school had made and how well it is supporting young people's learning and achievements.

3.4 The letter for Braehead PS and EYC was published on 18 January 2022.

3.5 In the January 2022 letter, in response to the pandemic, the following was noted:

- The school has been affected by COVID-19 through long periods of isolation for staff, children and parents over the last 18 months. Parents we spoke to told us that overall, the headteacher and staff worked hard to support children and their families during this time. They speak very positively about the support the headteacher and the staff team provided during periods of remote learning. The school hub was well attended and

provided a safe base for children to learn alongside their friends and work with a variety of teachers. Staff used digital technology very well to provide online learning for children and regular wellbeing check-ins. The school provided children with digital devices and supported parents and children in using these effectively. Commendably, staff offered practical assistance to families such as food boxes and paper copies of learning materials, and distributed these to homes. Upon children's return to in-school learning, senior leaders and staff took significant steps to address children's wellbeing needs. As a result, they provide a nurturing environment to help children flourish and learn.

### 3.6 Education Scotland Inspectors identified the following key strengths and improvements:

- Staff have taken positive steps to address the impact of the pandemic on children's attainment. They are making effective use of a range of assessments to identify gaps in learning to ensure children continue to make progress. Support assistants provide helpful support to individual children. All staff take actions to support children's wellbeing needs and provide a nurturing environment to help them flourish and learn.
- The drive and passion of the headteacher and senior leadership team support staff, children and families in Braehead Primary very well. The appointment of a permanent headteacher, a deputy headteacher and a principal teacher bring stability to the school. Together, they provide strong leadership and clear guidance to manage change well.
- All staff are active in planning, implementing and evaluating change. The leadership team are effective in promoting a culture which involves staff, children and parents in making decisions about school improvement. Staff now make it a priority to seek the views of children and parents and have introduced a calendar of activities to gather regularly feedback about the work of the school.
- Children are now more involved in decision making across the school and are more active in their learning. Children now have more opportunities to work in groups, pairs and independently on tasks and activities in classes. Children report they find their learning enjoyable and most children are engaged in their learning. They are provided with opportunities to use digital devices during lessons, which promotes their independent learning skills.
- In the ELC, staff provide children with opportunities across a wide range of learning, including outdoors. In P1, children learn through play, which is more suitable to their age and stage of development. Children access all areas of learning through motivating well-planned play experiences. Across the school, teachers provide learning experiences which are now more suited to children's needs. As a result, there have been improvements in the pace and level of difficulty of planned learning.
- The curriculum now provides children with experiences across a broad range of learning. Staff now provide children with learning opportunities which better meet their needs and are more relevant to their local context.

- Staff now use an increased range of methods to plan and monitor children's progress in learning. As a result, they now have a more accurate picture of where children are in their learning and can more effectively use assessment information to identify when children have achieved a level.

3.7 The Headteacher of Braehead PS and EYC will continue to link with the Quality Improvement Manager to build on the strengths identified in the follow up letter and to address the key points for action.

#### **4. Proposals**

4.1 It is proposed that the Leadership Panel considers the progress and improvements and points for action in the Education Scotland report.

4.2 Education Scotland are confident that the school has the capacity to continue to improve so will make no more visits in connection with this inspection. South Ayrshire Council will inform parents about the school's progress as part of its arrangements for reporting on the quality of its schools.

#### **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 There are no specific financial implications arising from this report.

#### **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 There are no risks associated with rejecting the recommendations.

#### **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 1](#).

#### **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 Commitment 1 of the Council Plan: Fair and Effective Leadership/ Leadership that promotes fairness.

## 13. Results of Consultation

13.1 There has been no public consultation on the contents of this report.

13.2 Consultation has taken place with Councillor William Grant, Portfolio Holder for Children and Young People, and the contents of this report reflect any feedback provided.

## 14. Next Steps for Decision Tracking Purposes

14.1 If the recommendations above are approved by Members, the Quality Improvement Manager 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 Leadership Panel in the 'Council and Leadership Panel Decision Log' at each of its meetings until such time as the decision is fully implemented:

<i>Implementation</i>	<i>Due date</i>	<i>Managed by</i>
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	31 May 2022	Quality Improvement Manager

**Background Papers**    **None**

**Person to Contact**    **Gavin Pitt/ Aileen Valenti, Quality Improvement Manager  
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**Date:**    **8 February 2022**

## 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	Follow Through Inspection of Braehead PS and EYC: Education Scotland
Lead Officer (Name/Position/Email)	Gavin Pitt, Quality Improvement Manager – gavin.pitt@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	-	X
Disability	-	X
Gender Reassignment (Trans/Transgender Identity)	-	X
Marriage or Civil Partnership	-	X
Pregnancy and Maternity	-	X
Race – people from different racial groups, (BME) ethnic minorities and Gypsy/Travellers	-	N/A
Religion or Belief (including lack of belief)	-	N/A
Sex – gender identity (issues specific to women & men or girls & boys)	-	N/A
Sexual Orientation – person's sexual orientation i.e. LGBT+, lesbian, gay, bi-sexual, heterosexual/straight	-	N/A
Thematic Groups: Health, Human Rights & Children's Rights	-	N/A

**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 impact
Advance equality of opportunity between people who share a protected characteristic and those who do not	High Impact
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?)	High Impact
Increase participation of particular communities or groups in public life	High Impact
Improve the health and wellbeing of particular communities or groups	High Impact
Promote the human rights of particular communities or groups	High Impact
Tackle deprivation faced by particular communities or groups	Low impact

**5. Summary Assessment**

<b>Is a full Equality Impact Assessment required?</b> (A full Equality Impact Assessment must be carried out if impacts identified as <b>Medium and/or High</b> )	<input type="checkbox"/> <b>YES</b>  <input checked="" type="checkbox"/> <b>NO</b>
<b>Rationale for decision:</b>	
<p><b>The proposals in this report allow scrutiny of performance. The report does not involve proposals for policies, strategies, procedures, processes, financial decisions and activities (including service delivery), both new and at review, that affect the Council’s communities and employees, therefore an equality impact assessment is not required</b></p>	
<b>Signed :</b> Gavin Pitt/ Aileen Valenti	<b>Quality Improvement Manager</b>
<b>Date:</b> 25 January 2022	