

**South Ayrshire Council**

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

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**Subject: Inspection of Girvan Primary School: Education Scotland Report**

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**1. Purpose**

1.1 The purpose of this report is to inform Cabinet of the Education Scotland Report on Girvan 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 Quality Improvement Manager.**

**3. Background**

3.1 Education Scotland inspectors inspected the school in November 2022 and looked at some particular aspects of the school's recent work. The inspection was carried out using the full inspection model. This involves inspectors evaluating learning, teaching and assessment, leadership, wellbeing and inclusion, and raising attainment and achievement.

3.2 The report for Girvan Primary School was published on 31 January 2023.

3.3 The inspection of Girvan Primary School found the following key strengths:

- The headteacher provides effective leadership to the school community. She is supported well by the senior leadership team. Their continued focus on involving staff, children and families in school improvement is helping children to achieve positive outcomes.
- The warm, positive relationships among children and between children and staff. All staff share a focus on wellbeing which is helping children feel safe, valued as individuals, and cared for in the school and Support and Wellbeing Department.
- Senior leaders and teachers make effective use of a range of data to identify any gaps in children's learning and provide support to help children

to make progress in their learning. This is helping them to raise attainment of children and close the poverty related attainment gap in writing and numeracy.

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 approaches to improve learning and teaching to ensure there is consistently high-quality practice across all classes. Senior leaders and teachers should ensure that learning is at the right level of difficulty for all children.
- Continue to develop approaches to fully involve all children in leadership and school improvement to help them understand how their views improve the work of the school.
- Teachers in the Support and Wellbeing department should continue to improve planning that helps children develop individual skills to overcome difficulties in learning.

#### **4. Proposals**

4.1 It is proposed that Cabinet notes the key strengths and points for action in the Education Scotland report and agrees to the Headteacher of Girvan PS linking with the Quality Improvement Manager 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	Quality Improvement Manager

**Background Papers**    None

**Person to Contact**    **Lyndsay McRoberts, Director of Education**  
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**Date: 14 April 2023**



31 January 2023

Dear Parent/Carer

In November 2022, a team of inspectors from Education Scotland visited Girvan 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.

- The headteacher provides effective leadership to the school community. She is supported well by the senior leadership team. Their continued focus on involving staff, children and families in school improvement is helping children to achieve positive outcomes.
- The warm, positive relationships among children and between children and staff. All staff share a focus on wellbeing which is helping children feel safe, valued as individuals, and cared for in the school and Support and Wellbeing Department.
- Senior leaders and teachers make effective use of a range of data to identify any gaps in children's learning and provide support to help children to make progress in their learning. This is helping them to raise attainment of children and close the poverty related attainment gap in writing and numeracy.

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

- Continue to develop approaches to improve learning and teaching to ensure there is consistently high-quality practice across all classes. Senior leaders and teachers should ensure that learning is at the right level of difficulty for all children.
- Continue to develop approaches to fully involve all children in leadership and school improvement to help them understand how their views improve the work of the school.
- Teachers in the Support and Wellbeing department should continue to improve planning that helps children develop individual skills to overcome difficulties in learning.

We gathered evidence to enable us to evaluate the school's work using four quality indicators from [How good is our school? \(4<sup>th</sup> edition\)](#). 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 Primary School

Quality indicators	Evaluation
<b>Leadership of change</b>	<b>good</b>
<b>Learning, teaching and assessment</b>	<b>good</b>
<b>Ensuring wellbeing, equality and inclusion</b>	<b>good</b>
<b>Raising attainment and achievement</b>	<b>good</b>
Descriptions of the evaluations are available from: <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:

<https://education.gov.scot/education-scotland/inspection-reports/reports-page/?id=2713>

### 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.

Katharine Crombie  
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	<b>Inspection of Girvan Primary School: Education Scotland Report</b>
Lead Officer (Name/Position/Email)	<b>Lyndsay McRoberts, Director of Education</b> <a href="mailto:lyndsay.mcroberts@south-ayrshire.gov.uk">lyndsay.mcroberts@south-ayrshire.gov.uk</a>

**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	–	–

