

REPORT TO: Education Committee

MEETING DATE: 24 September 2013

BY: Depute Chief Executive (Resources and People Services)

SUBJECT: Inspection of Dunbar Grammar School by Education Scotland

1 PURPOSE

- 1.1 To report to Committee on the report by Education Scotland on the inspection of Dunbar Grammar School.

2 RECOMMENDATIONS

- 2.1 The Committee is asked to: -
- (i) Note the content of the Education Scotland report (Appendix 1).
 - (ii) Note that, as a result of the very good quality of education provided by the school, Education Scotland will make no further evaluative visits in connection with the inspection.
 - (iii) Congratulate the Head Teacher and staff on the contents of the report.

3 BACKGROUND

- 3.1 Dunbar Grammar School was inspected in January 2013 and the Education Scotland report was published as a letter to parents/carers on 9 April 2013 (Appendix 1). The evaluations of the key quality indicators were published online on the same date (Appendix 2 and web link below) <http://www.educationscotland.gov.uk/inspectionandreview/reports/school/primsec/DunbarGrammarSchoolEastLothian.asp>.
- 3.2 The report noted that the particular strengths of the school were:
- Confident young people who enjoy their learning.
 - The overall quality and range of young people's attainment and achievement
 - The outstanding support provided to young people requiring additional support with their learning.

- The dedication and commitment of staff to working together to meet the needs of young people.
- 3.3 During the inspection, aspects of innovative practice were identified and future good practice visits are to be arranged by Education Scotland in order to share this practice more widely.
- 3.4 Education Scotland, the school and the education authority agreed that the school should continue to:
- Develop the curriculum to ensure young people can make progress appropriate to their learning needs.
 - Increase the involvement of community partners and external agencies in evaluating the work of the school and planning for improvement.

4 POLICY IMPLICATIONS

4.1 None

5 EQUALITIES IMPACT ASSESSMENT

5.1 This report is not applicable to the well being of equalities groups and an Equalities Impact Assessment is not required.

6 RESOURCE IMPLICATIONS

6.1 Financial - None

6.2 Personnel - None

6.3 Other – None

7 BACKGROUND PAPERS

7.1 Dunbar Grammar School Inspection Report 9 April 2013 (Appendix 1 & 2)

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DATE	8 July 2013

9 April 2013

Dear Parent/Carer

**Dunbar Grammar School
East Lothian 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 curriculum development, learners' experiences, how the school meets the needs of all learners, including the most vulnerable and how pupil voice informs school improvements. 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?

Young people learn and achieve very well within an inclusive learning environment. They engage very well in lessons and enjoy learning at school. Young people benefit from teachers' clear explanations and effective questioning. They work well together in pairs and groups, supporting each other and learning together. The school regularly seeks the views of young people to improve learning and teaching. Staff share the purposes of lessons with young people, encourage them to work to the best of their ability and build their self-confidence. Young people feel safe and well cared for and are confident staff will provide help and support when needed. Where teachers provide high quality feedback to young people about their learning and progress, this supports young people to have a clear understanding of their next steps in learning. There is scope to make this good practice more consistent across the school.

Young people are achieving very well in a range of cultural, sporting and citizenship activities. Through an extensive range of opportunities provided by the school, they are developing skills and attributes to prepare them for life and work. Young people contribute very effectively to the life and work of the school, particularly in the senior stages. They develop skills in leadership through roles such as school captains and house captains, young sports ambassadors and prefects. Young people in S6 demonstrate responsible and mature attitudes as they participate in weekly community experience. Across the school, young people are developing confidence and performing skills as they take part in musical concerts and shows. Young people achieve well in a range of sporting activities at local and national level including football, basketball and golf. Many young people have notable success in the Duke of

Edinburgh's Award scheme. The annual Battlefields Experience trip to France and Belgium, for all young people in S3, has a significant impact on young people and their understanding of global citizenship.

Young people from S1 to S3 are progressing well through the broad general education. At S4–S6 young people achieve very well in National Qualifications. By the end of S4, young people's attainment is above national averages in all key measures. By the end of S5, young people's attainment is well above national averages and is above, or in line with, national averages by the end of S6. Overall, the school's performance is stronger than other schools which serve young people with similar needs and backgrounds. Those who require extra help to learn are making very good progress.

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

Within its caring learning environment, young people across the school are supported very well to develop and learn. Teachers plan tasks and activities carefully to meet the needs of young people. Staff across the school have a very good knowledge of the needs of learners and are skilful at providing them with appropriate support. Teachers and support staff share a clear commitment to understanding young people's needs, and to taking action to meet those needs. Support for learning staff are highly skilled and have a clear impact on the quality of young people's learning experience, achievement and attainment. Across the school, staff work very well together to support young people's social, emotional and learning needs. They work very effectively with a range of partner agencies and quickly identify and act to resolve any barriers to learning. The school has notable success in meeting the needs of vulnerable young people, including through the Learn to Succeed programme.

Staff are making good progress in implementing changes to the curriculum to reflect the principles of Curriculum for Excellence. In S1, S2 and S3 the school provides a broad general education for young people. New approaches and courses are in place in curriculum areas to provide young people with opportunities to progress in their learning and develop a range of skills. There is scope to provide more opportunities which allow young people to link and apply their learning across a range of contexts. The curriculum from S4 to S6 offers a range of courses which provide progression and lead to certification. The school is planning to provide more vocational opportunities for young people in the senior phase. Most young people leaving the school progress to positive destinations in further study, employment or training. Staff should continue to plan approaches for developing young people's skills in literacy across their learning.

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

Staff use a range of approaches to evaluate the work they do, and the difference it makes to young people's learning and achievements. Faculties make use of a number of very effective approaches to monitor and improve aspects of their work. Class visits, surveys and regular discussions about approaches to learning and teaching all result in a shared understanding about what works well and where improvement is needed. Each session, teachers have the opportunity to be part of a Learning Team and take forward and evaluate new approaches in the classroom. This work has

resulted in improvements to classroom practice across the school. There is scope to involve partners more in evaluating the school's work and planning for improvement.

The headteacher has a strong and clear commitment to taking the school forward. He is dedicated to improving life chances for all young people. He knows the school very well and encourages staff to be reflective and take forward improvements. As the new senior leadership team becomes established, the school is well placed to build on these strengths.

This inspection of your school found the following key strengths.

- Confident young people who enjoy their learning.
- The overall quality and range of young people's achievements and attainment.
- The outstanding support provided to young people requiring additional support with their learning.
- The dedication and commitment of staff to working together to meet the needs of young people.

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

- Continue to develop the curriculum to ensure young people can make progress appropriate to their learning needs.
- Continue to increase the involvement of community partners and external agencies in evaluating the work of the school and planning for improvement.

What happens at the end of the inspection?

We are satisfied with the overall quality of provision. We are confident that the school's self-evaluation processes are leading to improvements. As a result, we will make no further evaluative visits in connection with this inspection. During the inspection, we identified an aspect of innovative practice which we would like to explore further in order to share the practice with others. As a result we will work with the school and local authority in order to record and share more widely the innovative practice. We will ask the school, in discussion with the local authority, to let parents know the outcome of the innovative practice visit(s).

Carol McDonald
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/DunbarGrammarSchoolEastLothian.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 0141 282 5000, or 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 Dunbar Grammar School.

Improvements in performance	very good
Learners' experiences	very good
Meeting learning needs	very good

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

The curriculum	good
Improvement through self-evaluation	very good

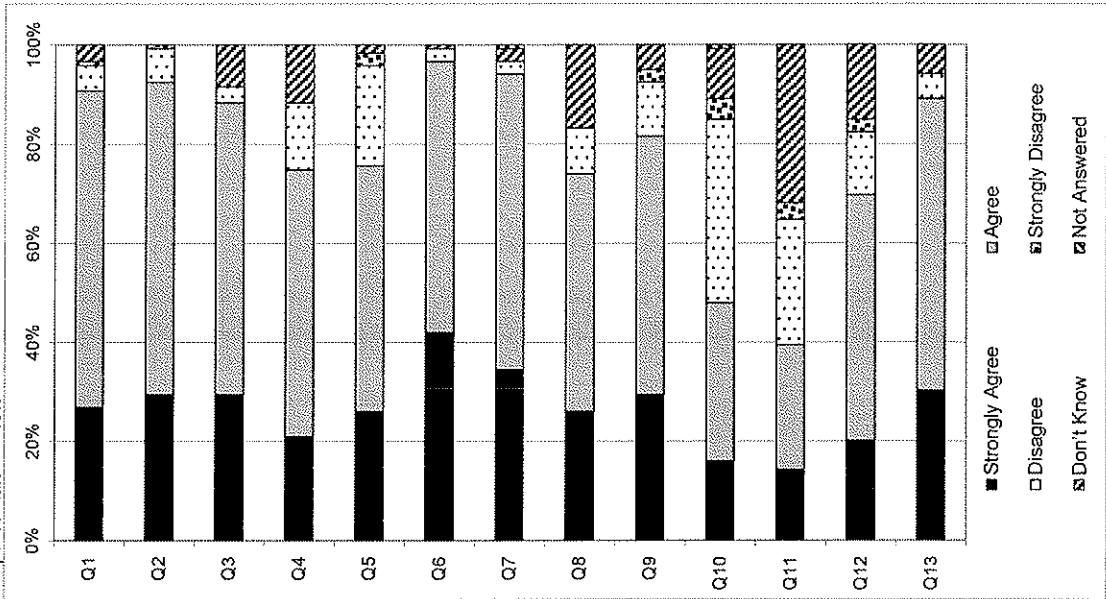
A copy of the full letter is available on the Education Scotland website at <http://www.educationscotland.gov.uk/inspectionandreview/reports/school/primsec/DunbarGrammarSchoolEastLothian.asp>.

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

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 Dunbar Grammar School
 SEED Number 5555736
 Quest. Issued 250
 Quest. Input 119
 Response Rate 48%

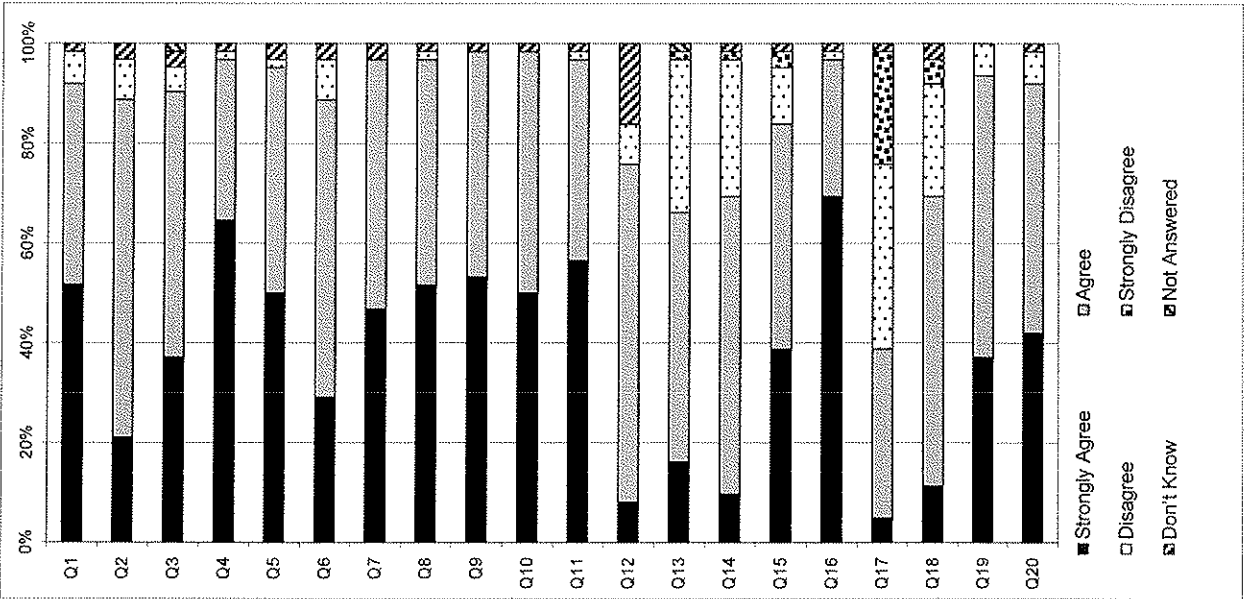


	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Not Answered	Strongly Agree & Disagree
Q1 The school helps my child to be more confident.	27%	64%	5%	1%	3%	0%	91%
Q2 My child enjoys learning at school.	29%	63%	7%	1%	0%	0%	92%
Q3 My child's learning is progressing well.	29%	59%	3%	0%	8%	0%	88%
Q4 My child is encouraged and stretched to work to the best of their ability.	21%	54%	13%	0%	12%	0%	75%
Q5 The school keeps me well informed about my child's progress.	26%	50%	20%	3%	2%	0%	76%
Q6 My child feels safe at school.	42%	55%	3%	0%	1%	0%	97%
Q7 My child is treated fairly at school.	34%	60%	3%	0%	3%	1%	94%
Q8 I feel staff really know my child as an individual and support them well.	26%	48%	9%	0%	17%	0%	74%
Q9 My child benefits from school clubs and activities provided outside the classroom.	29%	52%	11%	3%	5%	0%	82%
Q10 The school asks for my views.	16%	32%	37%	4%	10%	1%	48%
Q11 The school takes my views into account.	14%	25%	25%	3%	32%	0%	39%
Q12 The school is well led.	20%	50%	13%	3%	15%	0%	70%
Q13 Overall, I am happy with the school.	30%	59%	5%	0%	6%	0%	89%

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

Teacher Questionnaire Summary

Centre Name Dunbar Grammar School
 SEED Number 5555736
 Quest. Issued 79
 Quest. Input 62
 Response Rate 78%



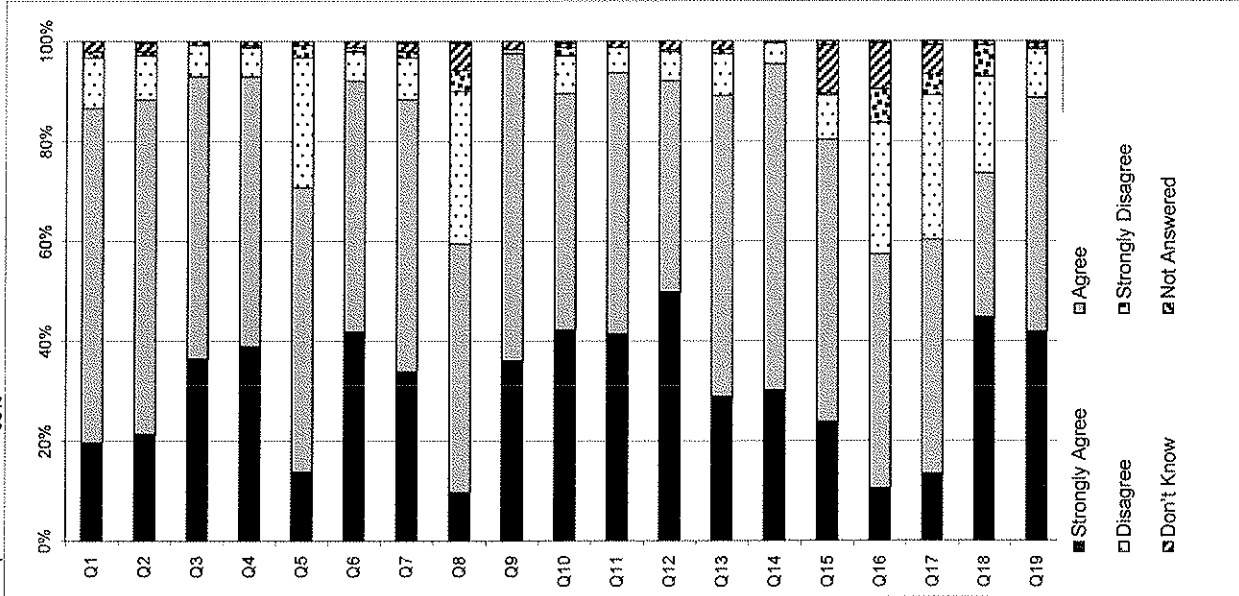
Question	Percentage %						
	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't know	Not Answered	Strongly Disagree & Disagree
Q1	52%	40%	6%	0%	2%	0%	6%
Q2	21%	68%	8%	0%	3%	0%	8%
Q3	37%	53%	5%	0%	3%	2%	5%
Q4	65%	32%	2%	0%	2%	0%	2%
Q5	50%	45%	2%	0%	3%	0%	2%
Q6	29%	60%	8%	0%	3%	0%	8%
Q7	47%	50%	0%	0%	3%	0%	0%
Q8	52%	45%	2%	0%	2%	0%	2%
Q9	53%	45%	0%	0%	2%	0%	0%
Q10	50%	48%	0%	0%	2%	0%	0%
Q11	56%	40%	2%	0%	2%	0%	2%
Q12	8%	68%	8%	0%	16%	0%	8%
Q13	16%	50%	31%	2%	0%	2%	32%
Q14	10%	60%	27%	2%	0%	0%	29%
Q15	39%	45%	11%	3%	2%	0%	15%
Q16	69%	27%	2%	0%	2%	0%	2%
Q17	5%	34%	37%	23%	2%	0%	60%
Q18	11%	58%	23%	5%	3%	0%	27%
Q19	37%	56%	6%	0%	0%	0%	6%
Q20	42%	50%	6%	0%	2%	0%	6%

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

DISCLOSURE CONTROL APPLIED

Pupil Questionnaire Summary

Centre Name Dunbar Grammar School
 SEED Number 5555736
 Quest. Issued 250
 Quest. Input 239
 Response Rate 96%



Question	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Not Answered	Strongly Agree & Disagree
Q1 The school is helping me to become more confident.	20%	67%	10%	1%	2%	0%	87%
Q2 I enjoy learning at school.	21%	67%	9%	1%	2%	0%	88%
Q3 I am getting along well with my school work.	36%	56%	6%	0%	1%	0%	93%
Q4 Staff encourage me to do the best I can.	39%	54%	6%	0%	1%	0%	93%
Q5 Staff talk to me regularly about how to improve my learning.	14%	57%	26%	3%	1%	0%	71%
Q6 I get help when I need it.	42%	50%	6%	1%	1%	0%	92%
Q7 Staff listen to me and pay attention to what I say.	34%	54%	8%	1%	2%	0%	88%
Q8 I have a say in making the way we learn in school better.	10%	50%	31%	4%	5%	0%	59%
Q9 Staff expect me to take responsibility for my own work in class.	36%	62%	1%	0%	2%	0%	97%
Q10 Staff and pupils treat me fairly and with respect.	42%	47%	8%	2%	1%	0%	90%
Q11 I feel safe and cared for in school.	41%	52%	5%	0%	1%	0%	94%
Q12 I have adults in school I can speak to if I am upset or worried about something.	50%	42%	6%	0%	2%	0%	92%
Q13 I find it easy to talk to staff and they set a good example.	29%	60%	8%	1%	2%	0%	89%
Q14 Staff make sure that pupils behave well.	30%	65%	4%	0%	0%	0%	95%
Q15 Staff are good at dealing with bullying behaviour.	24%	56%	9%	0%	10%	1%	80%
Q16 The pupil council is good at getting improvements made in the school.	10%	47%	26%	7%	9%	0%	57%
Q17 The school encourages me to make healthy-food choices.	13%	47%	29%	4%	6%	1%	60%
Q18 I take part in out-of-class activities and school clubs.	45%	29%	19%	6%	0%	1%	74%
Q19 I know what out-of-school activities and youth groups are available in my local area.	42%	47%	10%	0%	1%	0%	89%

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