

27 June 2023

Dear Parent/Carer

In March 2023, a team of inspectors from Education Scotland and the Care Inspectorate visited Rephad Primary School and Nursery Class. 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.

- Across the nursery, children are happy, confident and enjoy the range of experiences provided both indoors and outdoors. Within the playroom for children aged two - three years, there are positive and nurturing relationships between practitioners and children. This is supporting the youngest children to settle well.
- Across the school, children are articulate, confident and keen to contribute their ideas and talk about learning. They are enthusiastic and rightly proud to share their achievements.
- Within the school, senior leaders and staff support each other well to develop professionally and improve their practice. There is strong effective teamwork across the primary staff which is positively impacting on the quality of teaching and learning. All adults who work in the school know children well and are invested in supporting them to achieve and thrive.
- Children, staff and parents are developing areas around the school which promote literacy. This is encouraging and supporting children to become more skilled and confident readers and writers.

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

- Improve leadership of the nursery and in doing so ensure senior leaders and staff more fully understand their roles and responsibilities and review current policies and procedures.
- Together, senior leaders and staff should develop how they gather information on how well the nursery is doing. It will be helpful to have clearer priorities and to check that changes are leading to improvements for children.
- Improve the quality of learning experiences for children in the nursery ensuring these build on prior learning and support their wellbeing.
- Across the school and nursery, senior leaders and staff should develop further approaches to planning and assessing progress for children who require additional support with their learning and wellbeing. This should include working closely with parents and children.

- The headteacher and primary staff should develop further the curriculum and link this more closely to the local area and community. This should be in partnership with children and parents and include support for teachers' planning and assessment.

We gathered evidence to enable us to evaluate the school's work using four quality indicators from [How good is our school? \(4th edition\)](#) and [How good is our early learning and childcare?](#) 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 Rephad Primary School and Nursery Class

| Quality indicators for the primary stages | Evaluation |
|----------------------------------------------------------------------------------------------------------------------------------------------------------|------------|
| Leadership of change | good |
| Learning, teaching and assessment | good |
| Ensuring wellbeing, equality and inclusion | 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 | |

| Quality indicators for the nursery class | Evaluation |
|------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|
| Leadership of change | weak |
| Learning, teaching and assessment | satisfactory |
| Ensuring wellbeing, equality and inclusion | weak |
| Securing children's progress | satisfactory |
| Descriptions of the evaluations are available from: How good is our early learning and childcare? Appendix 1: The six-point scale | |

We gathered evidence to enable us to evaluate the early learning and childcare setting using the quality indicators from [A quality framework for daycare of children, childminding and school-aged childcare](#). The framework supports settings, providers and inspectors to assess what is working well and what needs to be improved. Following the inspection of each setting, the Scottish Government gathers details of our evaluations to keep track of how well early learning and childcare settings are doing. The Care Inspectorate evaluations are also used by local authorities when considering how settings are meeting the national standard for funded early learning and childcare.

The Care Inspectorate's evaluations for the early learning and childcare setting are:

| Detailed evaluations | Evaluation |
|---------------------------------------------------------------------|-----------------|
| Key question 1: How good is our care, play and learning? | weak |
| 1.1 Nurturing care and support | weak |
| 1.3 Play and learning | adequate |
| Key question 2: How good is our setting? | |
| 2.2 Children experience high quality facilities | adequate |
| Key question 3: How good is our leadership? | |
| 3.1 Quality assurance and improvement are led well | weak |
| Key question 4: How good is our staff team? | |
| 4.3 Staff deployment | adequate |

Requirements made by the Care Inspectorate for the early learning and childcare setting.

Requirement 1

By 30 June 2023, the provider must ensure children are safeguarded and protected from harm. To do this, the provider must, at a minimum:

- a) Ensure any children identified with safeguarding concerns are referred to relevant agencies.
- b) Ensure an audit of safeguarding procedures are carried out within the service.

c) Ensure the manager and staff have the required skills and knowledge in relation to recognising and responding to child protection concerns.

d) Ensure the manager and staff are competent and knowledgeable about national, local, and the service's own child protection procedures and 'Getting it Right for Every Child' (GIRFEC).

This is to comply with Regulation 4(1)(a) (Welfare of users); Regulation 7(2)(c) (Fitness of managers); and Regulation 9(2)(b) (Fitness of employees) of The Social Care and Social Work Improvement Scotland (Requirements for Care Services) Regulations 2011 (SSI 2011/210).

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS), which state that: 'I am protected from harm, neglect, abuse, bullying, and exploitation by people who have a clear understanding of their responsibilities' (HSCS 3.20). 'If I might harm myself or others, I know that people have a duty to protect me and others, which may involve contacting relevant agencies.' (HSCS 3.25)

Areas for improvement made by Care Inspectorate for the early learning and childcare setting.

Area for improvement 1

To support children's health, welfare and safety needs management and staff should ensure information gathered within children's personal plans is used appropriately to support children's individual needs. This includes support strategies for children who require them.

This is to ensure care and support is consistent with the Health and Social Care Standards (HSCS), which states that: 'My personal plan (sometimes referred to as a care plan) is right for me because it sets out how my needs will be met, as well as my wishes and choices.' (HSAC 1.15) 'My care and support meets my needs and is right for me.' (HSCS 1.19)

Area for improvement 2

The manager should continue to develop their approaches to child-led planning to support children to achieve their potential by ensuring appropriate levels of challenge and depth in play and learning. Consideration should be given to how individualisation is captured within planning. In addition, planning should be closely linked to observations in children's journals where meaningful next steps should be recorded. These should be monitored to ensure consistent quality of written observations.

This is to ensure care and support is consistent with the Health and Social Care Standards (HSCS), which states that: 'My care and support meets my needs and is right for me' (HSCS 1.19), and 'I experience high quality care and support based on relevant evidence, guidance and best practice' (HSCS 4.11).

Area for improvement 3

To ensure children's safety management should implement an audit tool for accidents and incidents that occur within the setting. This should include any actions in relation to the environment, resources, and individual children to identify any common patterns, appropriate action should be taken where required.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS), which state that: 'I am supported and cared for sensitively by people who anticipate issues and are aware of and plan for any known vulnerability or frailty.' (HSCS 3.18) 'If I might harm myself or others, I know that people have a duty to protect me and others, which may involve contacting relevant agencies' (HSCS 3.25).

Area for improvement 4

The management team should further develop and implement systems for monitoring and evaluating the impact of staff practice. Robust quality assurance systems should continue to be developed to support the service and improve outcomes for children. In order to achieve this the management team should:

- a) ensure monitoring of staff practice and the implementation of organisational policies and procedures are carried out frequently and purposeful feedback is provided to support staff to make and sustain improvements.
- b) consult with and involve all stakeholders including staff, children, and parents in self-evaluation processes.

This is to ensure that management and leadership is consistent with the Health and Social Care Standards (HSCS), which states that: 'I benefit from a culture of continuous improvement, with the organisation having robust and transparent quality assurance processes' (HSCS 4.19).

Area for improvement 5

To ensure children are safe and always receive high quality experiences, the provider and manager should, as a minimum review and make appropriate changes to staff deployment to improve experiences for children.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS), which state that: 'I have confidence in people because they are trained, competent and skilled, are able to reflect on their practice and follow their professional and organisational codes' (HSCS 3.14).

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?

As a result of our inspection findings we think that the school needs additional support and more time to make necessary improvements. We will liaise with Dumfries and Galloway Council regarding the school's capacity to improve. We will return to carry out a further inspection of the school within six months of the publication of this letter. We will discuss with Dumfries and Galloway Council the details of this inspection. When we return to inspect the school we will write to you as parents/carers informing you of the progress the school has made.

As a result of the Care Inspectorates findings and evaluations, further scrutiny intervention will be considered to support improvements in the early learning and childcare setting.

Lisa Marie McDonnell
HM Inspector

Mags Milloy
Care Inspector