

A summary of the HMIE inspection of Beeslack Community High School**Report by Michelle Strong, Education Chief Operating Officer, Children, Young People and Partnerships.****Report for Information****1 Recommendations**

Performance Review and Scrutiny Committee is requested to:

- (i) Note the content of the summary of the inspection report.
- (ii) Congratulate the pupils, parents and staff connected with this report.

2 Purpose of Report/Executive Summary

The report outlines the inspection of Beeslack Community High School.

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3 Background/Main Body of Report

3.1 In January 2024, a team of inspectors from Education Scotland visited Beeslack Community High School. The report was published on 23 April 2024, and is available on the Education Scotland website,

3.2 Education Scotland is responsible for inspecting education settings throughout Scotland. This inspection was a full model inspection using core quality indicators from How Good is Our School;

		School	Evaluation
QI	1.3	Leadership of Change	good
QI	2.3	Learning, teaching and assessment	satisfactory
QI	3.1	Ensuring wellbeing, equality and inclusion	good
QI	3.2	Raising attainment and achievement	satisfactory

3.3 Identified strengths of the setting

The inspection team found the following strengths in the school's work:

- The headteacher has shown strong leadership in developing a school culture and ethos with a particular focus on wellbeing and working together. All school staff feel that they play a key role in improvements. As a result, the school is well-placed to improve further.
- The trusting, caring relationships between staff and young people are leading to a calm and respectful learning environment. Young people are proud of their school and eager to learn.
- Staff ensure that young people are supported to recognise their own wellbeing needs. Young people are well supported by staff and partners through creative and well-considered wellbeing strategies to help them make progress.

3.4 Identified areas for improvement

- Senior and middle leaders should continue to develop approaches to strategic planning for continuous improvement. This should include refining systematic approaches across the school for quality assurance, self-evaluation and tracking and monitoring.
- Teachers should continue to explore approaches to learning, teaching and assessment to improve their shared understanding of high-quality learning experiences. This should provide all young people with appropriate support and challenge in their learning.

- Senior leaders should continue to review and improve the curriculum. This includes young people's experiences from S1-S3. This is to ensure that all young people benefit from well-planned experiences leading to raised attainment.
- Staff should raise attainment for all young people in the Annex. This should include ensuring young people are able to access National Qualifications at the highest possible level.

3.5 Conclusion

The local authority has confidence that Beeslack Community High School has sufficient capacity for continuous improvement. The setting's Quality Improvement Manager will continue to monitor improvement through the quality improvement process and standards and quality improvement plan.

4 Report Implications (Resource, Digital and Risk)

4.1 Resource

There are no resource implications.

4.2 Digital

There are no digital implications.

4.3 Risk

Education Scotland's team of Inspectors visit a sample of education settings every year to find out how they are performing. A report is published which informs parents about the key strengths of the setting and its capacity for further improvement.

Following the publication of the report further visits may be made to the setting, by the Education Authority to assist improvement and monitor progress.

Monitoring, review and evaluation of progress by central officers in the Education Team is the control measure in place to reduce the risk of failure of settings to demonstrate their capacity to improve.

4.4 Ensuring Equalities (if required a separate IIA must be completed)

4.4 Additional Report Implications (See Appendix A)

Appendices

Appendix A – Additional Report Implications

Appendix B – Background Papers: Inspection report [Beeslack High School](#)

APPENDIX A – Report Implications

A.1 Key Priorities within the Single Midlothian Plan

Themes addressed in this report:

Getting it right for every Midlothian child
Improving opportunities in Midlothian

A.2 Key Drivers for Change

Key drivers addressed in this report:

- Holistic Working
- Hub and Spoke
- Modern
- Sustainable
- Transformational
- Preventative
- Asset-based
- Continuous Improvement
- One size fits one
- None of the above

A.3 Key Delivery Streams

Key delivery streams addressed in this report:

- One Council Working with you, for you
- Preventative and Sustainable
- Efficient and Modern
- Innovative and Ambitious
- None of the above

A.4 Delivering Best Value

Noted within.

A.5 Involving Communities and Other Stakeholders

Copies of the reports have been made available to Elected Members, parents and carers of children currently in the setting and other interested parties.

A.6 Impact on Performance and Outcomes

The setting will continue to improve its work in line with the school improvement plan and central officers in the Education Team will continue to challenge and support the setting in relation to developing and implementing a range of quality improvement strategies.

A.7 Adopting a Preventative Approach

The Education (Scotland) Bill aims to take preventative action in order to close the attainment versus deprivation gap by implementing key policies and programmes which are designed to target support to children and young people from

disadvantaged communities. Midlothian is highly committed to closing the poverty related attainment gap.

A.8 Supporting Sustainable Development

The School Improvement and Action Plan allows for sustainable development and improvement.