

Summarised inspection findings

Glendelvine Primary School

Perth and Kinross Council

24 September 2019

Key contextual information

Glendelvine is a small, rural school which sits between the villages of Caputh and Spittalfield. The roll is currently 21, with children allocated in two classes, P1-3 and P4-7. The headteacher has a teaching commitment of 3.5 days in the P4-7 class. The headteacher returned to Glendelvine Primary School in August 2018, following a two-year secondment at a different school.

2.3 Learning, teaching and assessment

good

This indicator focuses on ensuring high-quality learning experiences for all children and young people. It highlights the importance of highly-skilled staff who work with children, young people and others to ensure learning is motivating and meaningful. Effective use of assessment by staff and learners ensures children and young people maximise their successes and achievements. The themes are:

- learning and engagement
- quality of teaching
- effective use of assessment
- planning, tracking and monitoring

- Relationships across the school community are positive and based on mutual respect. Across the school, children demonstrate a good understanding of school values and wellbeing indicators. They respond positively to the '3 simple rules' of being ready, respectful and safe. This is supporting a calm and positive environment for learning, which is recognised and valued by children, parents and partners. Staff and parents describe a positive shift in focus from behaviour management towards developing a more inclusive ethos. This is beginning to promote nurture and wellbeing as fundamental to effective learning. The headteacher is making good progress in engaging stakeholders in developing such an ethos.
- Most children are eager to learn and engage well in the tasks they are given. Children co-operate well with each other in pairs and groups. However, they need to develop independent learning skills and lead learning for themselves and others. Teachers should work with children to help them develop a clearer understanding of the purpose of their learning. Children's involvement in co-creating criteria against which they evaluate the quality of their work would help children to be more independent in their learning.
- Children contribute to the life of school through their work on committees and the pupil council. In this way, children feel that their views are listened to and respected. Children are less confident in talking about their rights. As planned, staff should reflect on how they can best support children's learning in this area. This should focus on helping children to see the links between their own roles and responsibilities, and issues that impact on the rights of children globally.
- Teachers give clear instructions and explanations when leading learning. In a few examples, they make effective use of questions to check children's understanding and support them to think more deeply. However, at times, learning can be overly teacher-directed. Teachers should consider how they can build on dialogue with individuals and groups to support children's understanding of their learning. Teachers now need to ensure that their interventions with children are well-timed to check their understanding, and to ensure appropriate progress in learning is being made. Teachers also need to have high-quality dialogue with children about their learning to monitor individual progress and agree appropriate next steps in learning.

- Teachers are helping children increasingly to focus on skills they need for learning, life and work. They are supporting children to increase their confidence in relation to learning through developing positive mind sets. Teachers use digital tools in the classroom. As planned, the school should now focus on how children can be supported to develop their digital skills more progressively.
- Teachers make good use of information from a range of assessments, including Scottish National Standardised Assessments (SNSAs), to plan children's learning. Activities are differentiated for groups and for individual children. However, these are not always well-matched to children's needs. We have asked teachers to engage children more directly in evaluating their success and planning next steps in learning. Children need to develop their skills further as independent learners. Staff have correctly identified the need to put in place progression frameworks for literacy and English, and numeracy and mathematics to support more cohesive planning for children's learning. This should ensure children are fulfilling the capacity they have to further improve.
- Effective use of praise and verbal feedback is made by teachers to support children to learn. This provides encouragement and helps to build children's confidence to improve their learning. Teachers should now consider how they can make more effective use of written feedback to provide more detailed support to children to improve their learning. Along with a more flexible approach to target-setting, ensure that all children progress in their learning at a more appropriate rate.
- Teachers work with colleagues in other schools to develop a shared understanding of standards through moderation activities. As a result, teachers feel more confident in making professional judgements about when children meet national expectations in achieving a level. Moderation events also help teachers to share effective practice with colleagues from other schools. There are indications that this is beginning to have a positive impact on identified children in helping them develop their understanding of mathematical concepts and processes.
- Teachers use a wide range of information and data well to identify the needs of children and assess their progress in learning. They make effective use of tracking and monitoring data to inform termly discussions about the progress of each child. The headteacher is aware of the need to ensure that there is a manageable number of interventions in place at any one time. Staff need to be clear about the impact of these interventions on improving children's learning and attainment.

2.1 Safeguarding and child protection

- The school submitted self-evaluation information related to child protection and safeguarding. Inspectors discussed this information with relevant staff and, where appropriate, children. In addition, inspectors examined a sample of safeguarding documentation. Areas for development have been agreed with the school and the education authority.

3.2 Raising attainment and achievement

good

This indicator focuses on the school's success in achieving the best possible outcomes for all learners. Success is measured in attainment across all areas of the curriculum and through the school's ability to demonstrate learners' achievements in relation to skills and attributes. Continuous improvement or sustained high standards over time is a key feature of this indicator. The themes are:

- attainment in literacy and numeracy
- attainment over time
- overall quality of learners' achievement
- equity for all learners

Attainment in literacy and English, and numeracy, and mathematics

- Given the small numbers of children, class or stage groups are not referred to in this section in order not to identify individuals. Data presented by the school demonstrates most children are on track to achieve appropriate Curriculum for Excellence (CfE) levels at early, first and second levels in reading and writing, and a majority in numeracy and mathematics. A few children are exceeding expected levels. From inspection activity, we agree with this data. Most children are making good progress building on prior learning, including those requiring additional support. Most children are on track to achieve appropriate levels in listening and talking. However listening and talking experiences are not always of a high enough quality and this is impacting on children's skills as learners.

Attainment in literacy and English

- Overall, most children are making good progress in literacy and English.

Listening and talking

- Across the school, most children are confident in expressing their views about the school. They are less confident in talking about their learning. At early level, all children enjoy listening to stories. They listen to their teacher and follow simple instructions well. They are beginning to listen to each other, and a few respond to others' ideas. They are confident sharing their ideas with the teacher, however contributions are often not relevant to the discussion or task. There is scope to further develop children's skills as listeners. At first and second level, children are articulate, and most are confident in giving their opinions. They contribute to class discussion using appropriate vocabulary. At second level, most children interact in discussions, and a few build on the ideas of their peers well. They plan and deliver presentations with relevant content. Across the school, children need to develop their skills in listening and talking. Overall, there is scope to improve the pace of progress in this area.

Reading

- Almost all children across the school enjoy reading. At early level, children read words with some confidence. They enjoy stories, and can talk about the book they are reading. They share what they like about a familiar text they have listened to, and confidently answer a simple question about the story. They are not yet familiar with the terms such as author or illustrator. At first level, children discuss settings, characters and describe the main ideas from books they are reading. A few children are less confident about the meaning of new words and need to develop strategies to support them when they encounter new words. At second level, children confidently name a range of authors and articulate their preference for choosing texts by these authors. Children read aloud with expression, and show an understanding of what the author is conveying through the text. They describe the main characters and ideas with

appropriate detail, and a few talk confidently about the writer's structure, use of language, and how it affects them personally.

Writing

- Across the school, most children enjoy writing, and are developing well their skills in writing. At early level, most children are beginning to write independently. They can write a list, using relevant vocabulary. At first level, most children confidently convey relevant information in sentences, lists and pictures. They spell commonly used words and vocabulary linked to their topic mainly accurately, and use their 'have a go' jotters if they are unsure. They start sentences in a variety of ways to structure their writing. At second level, children write regularly for a range of purposes. They spell most words correctly and use a range of punctuation. They use paragraphs to separate thoughts and ideas. They edit their writing and that of their peers. At P7, children plan a film of their learning journeys through storyboards. However, they are not always developing a wide range of literacy skills in other aspects of their learning. They need to improve the standard of their writing in other areas.

Attainment in numeracy and mathematics

- Overall, the majority of children are making good progress in numeracy and mathematics.

Number, money and measure

- At early level, most children compare objects of different size and are confident in their understanding of number bonds up to ten. They write numbers and count to 20. They are starting to measure and understand units of length and weight in different contexts, including learning outdoors. Children working at first level know times tables up to six. They are confident in counting forwards and backwards in twos, fives and tens, and with basic number operations involving two-digit numbers. They count on and back from numbers, including negative numbers, and are confident in rounding to 10 and 100, in estimating length of everyday objects, and can use coins up to £2. Children working within second level can multiply and divide by 10, 100 and 1,000. They can compare for best value and work out a budget. They show thinking by using brackets when solving a problem in different steps. They can measure using scales and convert between units of measurement. Children recognise and create patterns and sequences. They can perform calculations involving improper fractions and mixed numbers, and work out equivalent fractions.
- Children at first and second levels are not confident in discussing different strategies for approaching calculations. Overall, they lack confidence in using decimals and percentages and relating these to fractions. They often make mistakes in calculations, particularly those involving time and money. Children need to develop a greater understanding of how mathematical concepts relate to each other and how they can apply their mathematical skills in new contexts.

Shape, position and movement

- At early level, children recognise and create simple symmetrical patterns. They sort objects according to shape and talk about some of the properties of simple 2D shapes. They are developing their skills well in recognising and making patterns. At first level, children are confident in describing a range of 2D shapes and 3D objects. They identify basic angle shapes and use compass points to follow directions on a simple map. Children working within second level draw acute, obtuse and reflex angles accurately using a protractor. They make symmetrical patterns and reflect shapes in two mirror lines. They recognise the qualities of basic 2D shapes and can rotate them through 90, 180 and 270 degrees. There is scope for children to develop the use of specific vocabulary more accurately. They need to use digital technologies and mathematical instruments more regularly to develop further their understanding of 3D objects.

Information handling

- Children working at early level use simple tally charts, bar graphs and diagrams to display and read information. They need to develop further their skills in data analysis. Children working at first level use a range of ways to display and read information, including tally and bar charts, pictograms, graphs and simple timetables. Children working at second level use pie charts to record dice rolls, and line graphs to record the flight of a balloon over time. Most can confidently extract information from a table. They now need to explore different ways of using information and data handling to extend their skills of analysis, for example in drawing conclusions or planning across a series different calculations.

Attainment over time

- School data shows that over time, children are making good progress building on prior learning. A few children are exceeding expected levels. A range of targeted interventions are in place and are beginning to have a positive impact on the attainment of a few children.
- Attendance is in line with national levels. The headteacher regularly monitors attendance and takes appropriate action if levels fall.

Overall quality of learners' achievement

- Children are developing the four capacities through taking part in a range of activities, such as a challenge programme and out-of-school clubs. Clubs are organised by staff and parents, such as science, baking, and craft. Parents organise a gardening club at weekends growing fruit, vegetables and herbs. Most children attend a range of sports activities through 'Active Sports'. A few children enjoy leadership roles, such as junior librarians, prefects and house captains which are helping them to further develop their confidence. All children participate in committees, and have their say on aspects of school life. There is scope to involve them more fully in planning and leading the learning.
- The school tracks children's participation in wider achievements, in and out of school to identify gaps, and to ensure that they experience a range of achievements. Successes and achievements are celebrated at assemblies and through displays. They are shared with parents through social media, and an interactive online tool for sharing learning, and recording achievements. Children are responsible for maintaining their record of achievements. The school is now well-placed to track and monitor more robustly children's progress in developing the skills and attributes for learning, life and work.

Equity for all learners

- The school has a variety of interventions in place for children with potential barriers to the learning, or at risk of missing out. As yet, the school does not fully evaluate the impact of these on raising attainment. We discussed with staff how these interventions could be reviewed and evaluated to ensure they are improving children's progress.
- Parents support the school very well, and a few have undergone minibus training to minimise the costs of excursions to ensure all children can take part.
- Pupil Equity Funding is focused on improving children's learning in literacy and English, and numeracy and mathematics. This focus is beginning to impact on children's achievements.

Explanation of terms of quantity

The following standard Education Scotland terms of quantity are used in this report:

All	100%
Almost all	91%-99%
Most	75%-90%
Majority	50%-74%
Minority/less than half	15%-49%
A few	less than 15%

Other quantitative terms used in this report are to be understood as in common English usage.