

# Summarised inspection findings

**Stanley Primary School**

Perth and Kinross Council

4 March 2025

## Key contextual information

Stanley Primary School is a non-denominational primary school located in the village of Stanley in Perth and Kinross. At the time of inspection, there were 117 children on the roll organised across six classes. There is also a nursery class. The headteacher has been in post for a number of years. The headteacher is supported by a principal teacher who has a 0.5 full time equivalent teaching commitment. A majority of children live in Scottish Index of Multiple Decile 3. About 28% of children are registered for free school meals. The school reported that 37% of children require additional support with their learning.

### 1.3 Leadership of change

**satisfactory**

This indicator focuses on collaborative leadership at all levels to develop a shared vision for change and improvement which is meaningful and relevant to the context of the school within its community. Planning for continuous improvement should be evidence-based and linked to effective self-evaluation. Senior leaders should ensure the need for change is well understood and that the pace of change is appropriate to ensure the desired positive impact for learners. The themes are:

- developing a shared vision, values and aims relevant to the school and its community
- strategic planning for continuous improvement
- implementing improvement and change

- The vision for the Stanley school community is relevant and meaningful for the school and nursery class. It is based on positive relationships, developing children's belief in themselves and effective partnership working. The core values of 'Welcoming, Inclusive, Safe, Achieving and Respectful' (WISAR) have been developed and agreed in collaboration with children, staff and parents. They are displayed prominently throughout school and discussed during assemblies and in class. Children can talk about the school values and are developing an understanding of how to apply these in their everyday lives.
- The headteacher is well regarded by children, staff, parents and the school's partners. She provides effective leadership, underpinned by her encouraging and calm approach. The headteacher is supported well by a principal teacher. Together, they have developed successfully a collaborative and supportive culture.
- Senior leaders have created an appropriate quality assurance calendar which outlines activities to monitor the effectiveness of the work of the school. They implement these systematically across the year. Quality assurance activities include, classroom observations, reviewing children's work and talking to groups of learners. In addition, they hold helpful termly discussions with teachers regarding children's attainment, progress and achievements. Staff review the impact of the school's work using 'How good is our school? 4<sup>th</sup> Edition'. These approaches are not yet supporting staff to implement consistent high-quality learning and teaching sufficiently well across the school. There is a need to ensure that approaches to self-evaluation ensure staff evaluate more accurately the quality of the school's work. The headteacher should increase the rigour of these systems and processes to ensure that quality assurance activities support consistent high-quality learning and teaching and high expectations across the school.
- Senior leaders consider and plan the pace of change to ensure there is a balance of new and current initiatives over time. They protect time for all staff to engage regularly in discussions that inform the school's improvement plan. Teachers share their views on school development, for example, when contributing to future school improvement plans. Almost all staff feel

included and valued in school improvement. The current improvement priorities focus suitably on key areas of learning, teaching and assessment, raising attainment in reading and assessment of mathematics and numeracy. Senior leaders have identified desired outcomes as a result of planned improvement. They need to refine these further to ensure impact can be measured and evaluated clearly. The headteacher should continue to review approaches to school improvement planning to ensure maximum impact children's learning experiences and outcomes.

- Staff rightly identified a need to improve attainment in writing. Teachers participated in effective professional learning to support the introduction of a new approach to teaching writing. All teachers are now more confident in delivering learning in this area and children are more motivated to write. This approach is beginning to impact positively on children's attainment in writing across the school.
- Staff are encouraged and empowered to embrace leadership roles in the school. All teachers have responsibility for pupil leadership groups and areas of curriculum development. For example, teachers have developed a digital tracking document which is beginning to be used across the school. They are a reflective team who are keen to develop their skills. Staff seek professional development opportunities actively, and this is agreed through the annual professional review process. They talk readily about their professional learning and its impact on their practice in such areas as digital technology, outdoor learning and numeracy. Staff work together very well as a team and are supportive of each other. They share their learning with each other and support colleagues to implement change and improvements. The headteacher should continue to develop the capacity of the whole staff team to lead aspects of school improvements actively.
- All children contribute to the school community and have a voice in decision making through the pupil council and 'get together' sessions. There are a number of pupil leadership groups including the Eco Committee, Playground and Rights Respecting Schools groups. The headteacher and staff recognise the importance of ensuring that all children are offered leadership opportunities. This can support them to develop their skills for learning, life and work. Most children who are part of leadership groups are beginning to understand their role in influencing change. For example, improvements to the playground and outdoor spaces. Staff have made a positive start to gathering children's views about the work and life of the school. Senior leaders should now increase children's participation in the development and review of school improvement priorities in a more systematic way.
- Staff have a clear understanding of the social, economic and cultural context of the school. The headteacher has a strategic plan for Pupil Equity Funding (PEF). She has allocated this funding effectively for additional staffing and resources to support children with their wellbeing and learning. The headteacher should now involve parents and children more fully in determining the focus of PEF to address any poverty related attainment gap.

## 2.3 Learning, teaching and assessment

**satisfactory**

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

- Children across the school are polite, caring and motivated to learn. Staff work together to ensure children experience a positive ethos with a focus on children's rights. Children and staff model the core school values well in their daily interactions. Almost all children feel that staff treat them with respect and they are encouraged to express their views and opinions. Children recognise that these views are listened to and are taken into account.
- Overall, behaviour across the school is positive. Staff work together effectively to ensure positive relationships underpin their response to behaviour. They increasingly use the principles of emotional regulation and restorative approaches to support children. Staff have considered the impact of learning environments on children. They have developed calm spaces in classrooms which children access when necessary to regulate their emotions independently. Where behaviour is a barrier to learning, staff are beginning to support children using visual prompts, social stories and de-escalation strategies with increasing effectiveness. Teaching and support staff collaborate well to promote this consistent approach to responding to dysregulated behaviour across the school. As a result, this is supporting children well to overcome particular barriers to learning and increase engagement in class.
- In a majority of lessons children are motivated and engaged in their learning when they work independently, in pairs and in groups. This positive attitude to learning is most evident when tasks and activities are well matched to children's needs and interests. Children become disengaged when learning is overly teacher led. This includes, for example, prolonged periods of listening. In a few classes the pace of learning is well matched to the needs of children. To minimise low level disruption and best meet the needs of all learners, senior leaders should support staff to consider the pace and the level of challenge provided in learning across the school.
- A majority of children understand the purpose of their learning and are clear on what they need to do to be successful. In a few lessons, teachers co-construct success criteria with children, when appropriate. As planned, teachers should continue to develop this aspect of their practice to support children to have a clearer understanding of their progress in learning.
- In most lessons, teachers provide clear explanations and instructions. They use questioning effectively to elicit key information and to check on children's understanding. A few teachers use questioning well to build on children's responses and extend their thinking. Teachers should continue to improve their use of questioning further to develop children's higher order thinking skills.

- In a majority of classes, staff provide children with opportunities to self-assess their work. In a few lessons, teachers provide effective feedback to children to help them progress in their learning. Children would benefit from more frequent and specific verbal and written feedback to support their understanding of what they are doing well and their next steps in learning. Across the school, staff provide opportunities for children to set personal targets. Staff should ensure that target setting leads to increased expectations and ambition for all children.
- Senior leaders and staff have developed a learning and teaching policy. This is not yet supporting all staff to have a consistent and shared understanding of high-quality learning and teaching across the school. As planned, the headteacher and staff should now review this document and consider the key features of highly effective learning and teaching. All staff must work together to ensure approaches to high-quality learning and teaching and high expectations are embedded consistently across the school.
- In a majority of lessons, teachers, aided by support staff, ensure that children are supported when they require additional help in their learning. Where this is most effective, children experience appropriate levels of support and challenge. In the majority of lessons, teachers rely on whole class teaching. Senior leaders and teachers should work together to develop their shared understanding of effective pace and challenge. This can help to ensure that tasks and activities meet the needs all children more consistently and that learning time is not lost to low level tasks and activities.
- Staff are beginning to provide a range of learning through play experiences for children at early level. Teachers should continue to develop their shared understanding of play. This should include engaging with national practice guidance and working with colleagues across early level. Senior leaders should support staff to develop further their understanding of the relevance of play and help to plan for quality interactions, spaces and experiences. This can help to ensure children access and lead high quality play which consolidates and extends their learning.
- Staff use digital technology, such as interactive screens successfully to support class lessons. Children use digital devices appropriately to play games to reinforce learning, undertake research and to capture evidence of learning. They use an online platform to share examples of work with their parents effectively. Children who require support with learning use digital assistive technology well to access learning experiences independently.
- Staff use local authority curriculum pathways and a range of school guidance to support planning for the curriculum. Teachers plan for breadth of learning effectively over a range of timescales. Staff are not yet consistently planning experiences that build on children's prior learning. Staff need to review and streamline planning approaches to ensure all children experience learning which supports them to develop a range of skills across all areas of the curriculum.
- Staff use a range of assessments to monitor children's progress in literacy and numeracy. This includes the use of National Standardised Assessments for Scotland to help evaluate progress. Teachers should continue to develop high-quality, ongoing assessments to enable them to make accurate judgement of children's progress. They need to use this information to ensure that all children build on what they already know.
- Staff have engaged well in moderation within the school and with colleagues in other schools to support ongoing improvements in numeracy. These experiences are valued by staff. The headteacher now needs to proceed with plans in place to continue to build on this good

practice to support continued improvement in standards. She should ensure staff develop their shared understanding of national standards across the curriculum.

- The headteacher meets with teachers at key points in the year to discuss how well children are progressing. Tracking discussions now need to be increasingly driven by data generated at classroom level, with a sharp focus on the attainment and achievement of individual children, identified groups and cohorts.

## 2.2 Curriculum: Learning pathways

- Teachers use Curriculum for Excellence (CfE) experiences and outcomes to plan learning experiences. They refer to local authority progression pathways and to support progressive planning for all curricular areas. Progression is supported by termly tracking conversations. Supported by senior leaders, staff need to collaborate regularly to ensure increased rigour and consistency in the quality of planning across the curriculum.
- The school's curriculum reflects children's rights and a strong commitment to pupil voice. Children across the school have regular opportunities to influence interdisciplinary learning. In best practice, staff support children to experience real life relevance and make connections across subjects. Staff should now work together and with the school community to develop further the school's curriculum rationale to best reflect the unique context of the school.
- Teachers have increased the number of outdoor learning opportunities children experience. Work has begun to extend the use of the outdoors to support and enhance learning. As planned, staff now need to maximise the potential of the extensive school grounds and develop a progressive and skills-based approach to outdoor learning.
- All children learn French as a modern language. The headteacher must now seek and introduce appropriate support and materials to bring the school's curriculum in line with languages 1+2.
- Children receive their entitlement to 2 hours of quality physical education (PE) each week.
- Transitions in and out of the school and across stages are planned well. Teachers share information to ensure transitions to new classes are smooth.

## 2.7 Partnerships: Impact on learners – parental engagement

- The active Parent Council works well with staff and supports the work of the school. Senior leaders are at an early stage of involving parents effectively to evaluate the work of the school. A minority of parents indicate that they would welcome more opportunities to influence change and improvement in the school.
- Most parents feel staff know their children well as individuals. Staff have established positive relationships with parents who feel that the teachers in the school are friendly, supportive and approachable. Most parents feel comfortable approaching the school with questions, suggestions and concerns.
- Most parents value the effective communication from staff and feel informed about their child's achievements and progress. They appreciate the range of approaches used to communicate information. These include newsletters, pupil progress meetings and the use of a digital platform to share achievements and examples of learning.



## 2.1 Safeguarding

- 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.

### 3.1 Ensuring wellbeing, equality and inclusion

good

This indicator focuses on the impact of the school's approach to wellbeing which underpins children and young people's ability to achieve success. It highlights the need for policies and practices to be well grounded in current legislation and a shared understanding of the value of every individual. A clear focus on ensuring wellbeing entitlements and protected characteristics supports all learners to maximise their successes and achievements. The themes are:

- wellbeing
- fulfilment of statutory duties
- inclusion and equality

- Children experience a positive, welcoming and respectful ethos which is underpinned by the core school values. The school values are visible in interactions and in the work and life of the school. This is evident in all classes and in the playground. Most children treat others with respect and dignity. There are very few examples of children demonstrating dysregulated behaviour. Over recent years there have been no incidents of exclusion. Almost all children in the school report that they have a trusted adult in the school with whom they feel comfortable speaking to if they are worried or upset. Across the school, teachers have developed ways for children to share their feelings, including any worries they may have.
- Staff use a range of approaches to support positive relationships and behaviour which includes restorative approaches, children's rights and trauma-informed practices. This results in most children displaying positive relationships and behaviours towards each other. Staff have recently introduced a common approach to developing children's understanding of emotions and self-regulation skills. Children talk enthusiastically how they can manage their emotions using the strategies taught. Staff should continue to develop this successful work to support all children to manage their emotions independently.
- Staff help children well to understand and use the wellbeing indicators. Children talk with confidence about each of the wellbeing indicators and how they relate to them. Staff monitor children's wellbeing regularly. They use this information effectively to respond to individual children's needs as they arise. Children assess their own health and wellbeing using the wellbeing indicators at several points across the school year. Ongoing work in classes and assemblies helps children understand how they can use the wellbeing indicators to understand and improve their own wellbeing. Staff are beginning to track children's progress in health and wellbeing. They should now use this information to target support and evaluate progress more effectively.
- Children's understanding of their rights, and the need to respect the rights of others, has been enhanced through the whole school focus on United Nations Charter for the Rights of the Child. Children are very proud of their accreditation for their work on understanding their rights. All children have worked to develop class charters to promote and develop their understanding of inclusion and respect. As a result, children have a clear understanding of their rights and those of others.
- Throughout the school, children learn about wellbeing as part of the health and wellbeing curriculum. This includes a focus on staying safe online and on road safety. Most children are able to describe different aspects of wellbeing and what it means for them. As part of the health and wellbeing learning pathway and school routines, children are learning successfully to increase their resilience when they find situations overwhelming.

- Children engage successfully in a range of physical activities out with the school day supported by teachers and active schools coordinators. These opportunities include football, multi-sports, tennis and badminton. Children indicate that they would welcome a wider range of opportunities to participate in clubs and activities at lunchtimes. Children also benefit from swimming lessons to promote physical activity and develop their sense of water safety. Almost all children feel that the school is supporting them to lead a healthy lifestyle.
- Senior leaders and staff have a firm understanding of their statutory duties. All staff complete mandatory local authority courses which ensure that they are aware of their statutory responsibilities. Staff approach their duties using their understanding of national guidance such as Getting it right for every child (GIRFEC).
- Staff understand most children's individual needs well, including those of the most vulnerable learners. Staff follow established and effective processes for identifying children who may have additional support needs. Staff and partners take account of the legislative framework related to wellbeing, equality and inclusion. Children's plans identify targets, actions and reviews which include the views of parents and children. These plans do not yet consistently identify specific aims and detailed evaluations of the impact or progress children make. The headteacher should support staff to produce clear and sufficiently detailed individualised plans to meet the needs of all children who require additional support with their learning. This will help staff to ensure all children make appropriate progress in their learning and wellbeing.
- Children benefit from the school's effective partnerships with other agencies and specialists. Senior leaders and staff work closely with health professionals and partners to support children's wellbeing. Partners speak very positively about how staff in the school engage with them to implement considered support for children. Staff should continue to develop their engagement with partners to ensure the learning and wellbeing needs of children are met well.
- Senior leaders monitor incidents and allegations of bullying and take steps to mitigate these. However, a few children feel bullying is not always dealt with in the school. Moving forward, it would be beneficial for staff to provide assurance to children that action has been taken. Senior leaders should review regularly the relationships policy with all stakeholders to ensure the school's approaches are well understood by all members of the school community.
- Children are developing their awareness, understanding and appreciation of different religious beliefs and cultures. Staff promote and develop this understanding through class work and school assemblies. Staff need to strengthen children's knowledge about equalities, diversity and inclusion through well-planned and progressive opportunities. This can help to support children to feel able to better recognise and challenge discrimination and intolerance when as it arises.

### 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 numeracy

- Overall, children's attainment in literacy and numeracy is good. In June 2023-24, most children at early and second level achieved nationally expected CfE levels in literacy and numeracy. At first level, a majority of children achieved national expectations. Across the school, a few children would benefit from further challenge in their learning. This would ensure all children make the best possible progress in literacy and numeracy.
- Most children who require additional support with their learning make satisfactory progress towards their individual targets. A minority of children are capable of achieving more.

#### Attainment in literacy and English

- Overall, most children are making good progress from prior levels of attainment in literacy and English.

#### Listening and talking

- Across the school, most children speak with confidence to adults and peers. At early level, most children listen to each other and take turns. They follow simple instructions well. At first level, most children communicate clearly with one another and listen to the ideas of their peers in discussions. Children working at second level speak enthusiastically about giving presentations to classmates or at 'get together'. They are becoming more aware of different communication techniques such as eye contact, clear annunciation, and use of tone to engage the listener. Across the school, there are a few children who need to be reminded to listen attentively and take turns appropriately.

#### Reading

- At all stages, children enjoy reading for pleasure. Most children can discuss favourite texts and explain the reasons for their choices. Children use class libraries to support learning and develop their literacy skills.
- At early level, most children recognise initial sounds and sound-out simple words. Most children at first level read aloud with fluency. They identify the difference between fiction and non-fiction texts. They should develop further their confidence in answering inferential questions about texts. At second level, children discuss features of the text and author's use of figurative language to engage the reader. Children would benefit from strengthening their knowledge of non-fiction texts and the reliability of online sources.

#### Writing

- At early level, most children write their name and form lower case letters correctly. They are beginning to write simple phonetic words. Children now need to write independently, more

regularly and for a range of purposes, including in their play. At first level, most children punctuate sentences accurately and spell common words correctly. At second level, most children describe and use a range of techniques and figurative language such as alliteration and onomatopoeia in their writing. Children at first and second level should be supported to write more regularly for a range of purposes across different genres to apply the skills they are learning.

## **Numeracy and mathematics**

- Overall, most children are making good progress from prior levels of attainment in numeracy and mathematics. At first level there are some gaps in children's learning. They would benefit from revisiting taught concepts to consolidate their learning in numeracy and mathematics.

## **Number, money and measure**

- At early level most children count soundly up to 20. Most children add numbers within 10 and are confident in doubling. They need to practise counting backwards. At first level, most children round whole numbers to the nearest 10 and 100. Most children identify the value of each digit in a three-digit number and demonstrate understanding of the commutative law in multiplication. Children need to develop their skills solving two step problems and extend their understanding of fractions. At second level, most children read, write and order numbers up to 1,000,000. They compare costs and determine affordability within a given budget. Most children can order numbers less than zero and place them on a number line. Children need to improve their understanding of the links between fractions, decimals and percentages.

## **Shape, position and movement**

- Most children at early level name and describe a range of two-dimensional shapes and three-dimensional (3D) objects. They use their knowledge of numbers and colours to continue a pattern. Children are less familiar with a single line of symmetry. At first level most children are building confidence in using mathematical language to describe the properties of a range of common 3D objects. They are less confident in telling quarter past and quarter to times using digital clocks. At second level, most children use mathematical language to describe and classify a range of angles. Most use knowledge of the link between the eight compass points and angles to describe and follow directions. Children need to strengthen their understanding of area and perimeter.

## **Information handling**

- Most children at early level interpret information from simple charts and graphs. They are now ready to create their own simple charts to record a variety of data. At first level, almost all answer questions to extract key information from bar graphs and tables. At second level, children analyse and draw conclusions from a variety of data. Children at both first and second levels would benefit from developing data handling skills further, including through real-life contexts and using digital technology.

## **Attainment over time**

- Senior leaders track children's progress and attainment in literacy, numeracy and health and wellbeing. This includes relevant data about specific cohorts and socio-economic factors that may impact on children's attainment. Overall, data shows that most children make expected progress as they move through the school. There is a dip in attainment at first curriculum for excellence level and this shows recovery as children progress through second level. The headteacher and staff now need to review all targeted interventions so that impact on children's progress can be measured more effectively. Staff should evaluate which interventions have made the biggest difference in improving outcomes for children.

- Children's attendance is in line with the national average. Senior leaders monitor the attendance of children to identify those who are falling below 90% attendance in line with the local authority policy. Staff build trusting relationships with families and communicate closely with families where non-attendance is persistent. This is impacting positively for a few children. A recent focus on raising awareness of the impact of attendance on learning has led to improvements for a few children.

### **Overall quality of learners' achievements**

- Children's achievements in and out of school are recognised and celebrated. Children are proud of achieving their 'WISAR' awards that they receive from adults or their peers. Children record their achievements in their pupil profile. Children are beginning to reflect on the skills they are developing as part of this work. The school community has achieved national accreditation for its work in eco schools, digital technology and children's rights. Most children talk about these achievements with confidence and are rightly proud of them.
- Children are enthusiastic about the contribution they make to the life of the school. Across the school, children increasingly demonstrate leadership skills through their participation in a range of citizenship groups such as Eco, Rights Respecting and Pupil Council groups. Children in P7 take turns to lead the weekly 'get together' assemblies. This allows children to develop confidence, teamwork and responsibility.
- Senior leaders track children's participation in afterschool clubs and outside activities. They identify quickly children who may be at risk of missing out. They work closely with active schools coordinators to offer the clubs suggested by the children to maximise participation.

### **Equity for all learners**

- All staff have a clear understanding of the socio-economic circumstances of the children and their families. They consider the cost of the school day and have taken active steps to address this. For example, a 'good as new' uniform swap and equipment required for sports and activities are available for children to access. Staff support children and families by signposting them to support available and offer discreet interventions where required.
- Senior leaders use PEF to enhance staffing and buy resources to support children who require support with their learning. Staff should strengthen approaches to gathering more consistent and explicit measures to evidence the impact of PEF on children. This should support senior leaders to demonstrate more clearly the impact of interventions and understand better the progress towards closing gaps and accelerating progress.

## 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.