

Summarised inspection findings

Logiealmond Primary School

Perth and Kinross Council

3 September 2019

Key contextual information

Logiealmond Primary is a small, rural school. It has a single, multi-stage composite class. At the time of inspection there were 11 children. There were children at all stages except P1 and P2.

1.3 Leadership of change

good

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 headteacher is well respected and valued by the school community. Parents find her hardworking, committed, and approachable. This contributes to a warm, positive and friendly ethos where children and parents feel included and part of the school. All staff are knowledgeable about the rural context of the school and the opportunities and challenges that this can bring. The headteacher includes the local community in events such as school shows, open days, end of term services and enterprise activities. As a result, Logiealmond Primary is a school at the heart of the local community.
- The school has an established vision and set of values. These were recently reviewed by staff, children and parents. All agreed they were relevant and meaningful to the school and its community. To raise the profile of, and refresh the vision and values, children are currently creating a motto and designing a mosaic to be displayed in school. A useful next step will be to use the vision and values more regularly to influence the life and ethos of the school and curriculum design. Moving forward, it will be important to review the vision and values regularly to ensure they continue to reflect the unique context of the school.
- Teachers undertake a range of relevant career long professional learning (CLPL). This supports developments across the curriculum and the school's approaches to supporting children with potential barriers to their learning. The headteacher is part of the Perth and Kinross Single Teacher School Network. This provides valuable opportunities for moderation of standards and sharing good practice. The headteacher has rightly identified the need for all teachers to be involved in moderation activities. Staff would now benefit from engaging in further professional learning opportunities, including those beyond the local authority. This will support the school to develop policies and approaches linked to latest research and practice.
- The school improvement plan (SIP) takes account of the National Improvement Framework and the school's own self-evaluation. Current priorities focus on raising attainment in writing and developing children's skills for learning, life and work. A detailed collegiate calendar sets out the annual activities to achieve these priorities. These include collegiate activities with the newly established Bertha Park local management group (LMG). Improvement priorities are shared with parents and children, who contribute to the evaluation of the SIP through ongoing, informal opportunities. An annual Standards and Quality report shares the school's successes with parents. The headteacher should now engage parents and children more fully in evaluating the work of the school and setting improvement priorities.

- All children are part of the pupil council. They organise a range of fundraising events. All children have responsibilities around the school. For example, older children lead lunchtime activities such as chess, football and bug hunts. Children feel their views are listened to. There is scope to build on these positive experiences by involving all children more fully in leadership opportunities across the school. Use of How Good is OUR School? would support children in evaluating the work of the school and identifying areas to improve.
- The school is very well supported by an active and eager Parent Council. The positive impact of their work is clear. They organise a range of events to bring parents together, improve the school and enhance learners' experiences. They recently secured £9,400 of national funding for the 'We Are Logiealmond!' project. This project is shaping the curriculum, developing the wider community and providing leadership opportunities for children. They have also taken a lead role in the development of outdoor learning. Working alongside staff and children, they created an attractive outdoor learning area and run an annual two day activity programme.
- The school is at the early stages of using additional funding from the local authority to support children who may face barriers to their learning. We have asked the headteacher to continue to use data to identify gaps, plan interventions and evaluate their impact on closing the attainment gap.

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 at Logiealmond Primary between staff and children are very positive and supportive. The school has a nurturing ethos and culture. The area surrounding the school's attractive rural location offers good space for outdoor learning and is well used for play. The recent purchase of an outdoor cabin, funded by the Parent Council, is a further positive development in providing creative outdoor learning. Parents and the community support the school well, for example, through the annual summer plant sale. Children attend a nearby school on a weekly basis to ensure they receive two hours of quality physical education (PE).
- All children are polite and respectful to each other, adults and visitors to the school. They engaged well with the inspection team. Due to the school's positive ethos and the small number of children who attend the school, there is a strong sense of 'family' within Logiealmond. Overall, most children are motivated and have a positive attitude to their learning. They engage well with the range of learning experiences provided for them and most work independently, in pairs and small groups. Teachers should now encourage children to lead their learning across the curriculum.
- Teachers use digital technologies well to enhance learning and teaching. Children use computers and tablets to access a range of software and online games. They use tablets to programme robots, which they have designed and constructed. Children use digital technologies well to enhance their writing skills. Teachers should continue to work with children, parents and partners to identify progressive opportunities for children to apply their digital skills across the curriculum. This should be part of the school's work to continue developing children's wider skills for learning, life and work.
- Overall, across the school the quality of teaching is good. The learning environment is bright and stimulating. Staff listen well to children and respond appropriately to their comments and ideas. Teachers provide clear and helpful explanations and instructions. In most lessons children are appropriately challenged in their learning. This was most evident in literacy and numeracy lessons. In most lessons teachers use questioning techniques to build on prior learning and check for understanding. There is scope for teachers to develop questioning techniques further to promote children's higher order thinking skills. Approaches to developing resilience are being developed to encourage children to take responsibility for their learning. In most lessons teachers share the purpose of the learning, and provide children with guidance as to how they can achieve success in their learning. At times lessons are too teacher directed and limit opportunities for children's choice and independence. Verbal and written feedback to children about their learning outcomes is helpful. Children also self and peer assess, which is encouraging them to be reflective learners.
- Children set targets termly for literacy, numeracy and health and wellbeing in consultation with their teachers. These are recorded in their Steps to Success folder and shared with their

parents on a recently introduced electronic app. Children reflect on their targets during the term and are encouraged to collect evidence of achievement of their targets by the end of the term. They share their learning outcomes regularly with their parents on the app and through evidence in their 'Snapshot Jotters'. Parents are encouraged to use these tools to comment on their children's progress in learning. This helps the children to reflect purposefully on their learning. It help them to understand how they are progressing and what they need to do to improve across all curricular areas. Teachers provide quality feedback in children's writing jotters. As a result, children are able to talk about their next steps in learning in writing. Children and teachers work together to plan class topics, building on children's prior knowledge and particular areas of interest. Teachers should now build on this, providing opportunities for children to plan their learning across the curriculum.

- Teachers use a range of approaches to assess children's progress in literacy and numeracy. These approaches support teacher's professional judgements and reporting to parents. Teachers make use of assessment information including the Scottish National Standardised Assessments, formative and summative assessments. This informs their understanding of individual progress over time and helps them to make plans for children who may require additional support. Teachers have been involved in moderation activities in writing and French with staff from schools within the Bertha Park LMG. The school should continue to develop a more consistent approach to assessment, linking assessments to planned learning and teaching. Holistic assessments should be a focus for further assessment developments and moderation activities to ensure breadth, challenge and application.
- Teachers plan learning using Curriculum for Excellence experiences and outcomes. They make use of local authority progression pathways for a few curricular areas. Staff meet termly to discuss the progress of all children in literacy, numeracy and health and wellbeing. Progress is recorded using the local authority tracking system. Progression pathways and monitoring and tracking of children's progress should now be developed across all curricular areas. This will ensure progress in learning across the curriculum is of an appropriate pace and is suitably challenging for all children.

2.2 Curriculum: Learning pathways

- The curriculum takes a positive account of the local context of the school. It aims to meet the needs of children, preparing them for learning, life and work. The school has curricular overviews for a few areas of the curriculum. This should be developed further to include all curricular areas. A seven year cycle gives suggested contexts for learning. This provides flexibility to respond to current events in the local community, Scotland and the wider world. It also ensures progression and coherence for children as they move through the school. A useful next step will be a review of the curriculum rationale involving children and their parents.
- Teachers have developed learning pathways for literacy, numeracy and health and wellbeing linked to National Benchmarks. These support children to build on their prior learning and ensure appropriate progression for all. Teachers use these learning pathways to plan, track and monitor children's progress in learning. Recently there has been a focus on developing creativity, digital and employability skills across the curriculum. Outdoor learning is being well developed across the school. Creating a progressive learning pathway would ensure that children are making appropriate progress with their skills in this area. The further development of learning pathways across all curricular areas should now be addressed to ensure progression in learning.
- Staff are developing children's understanding of the world of work in a variety of ways including older children being involved in 'Take your Child to Work' day. The knowledge and skills of parents are used well to support curricular areas when organising outdoor activity days and events. Children are familiar with skills for learning, life and work and can relate their significance to the purpose of their learning experiences. Annually children use their entrepreneurial skills to organise a plant sale for the local community, which is well attended. The children use the profits from this sale to develop their school playground further.
- Good use is made of the local context to enhance the curriculum. Currently, the 'We are Logiealmond!' context for learning is a good example of this. Due to the rurality of the area, the school is proactive in bringing a variety of partners into the school to support children's learning across the curriculum. For example, visits from Dundee Science Centre, a robotics workshop, participation in the Perth Theatre stage design competition, sporting events and the craft fair. Staff take children on a range of educational trips to enhance their learning experiences, for example, to Stanley Mills and the Bluebell Woods.

2.7 Partnerships: Impact on learners – parental engagement

- The school has selected this Quality Indicator (QI) for their chosen QI.

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

- The headteacher has created a caring and nurturing environment for all children and their families. Parents and children find all staff supportive and approachable and feel their views are valued and respected. All staff take great pride in knowing children and families well. They work very well together to create strong and effective relationships across the school and the wider community. Together, this knowledge and the strong relationships is leading to appropriate support for children and families. The school uses a range of programmes in health and wellbeing to develop children's resilience.
- All staff are aware of their role in promoting wellbeing. They have a shared understanding of the wellbeing indicators and ensure children are supported to feel safe, healthy, active, nurtured, achieving, respected, responsible and included. The school follows a health and wellbeing curriculum pathway offering a range of learning experiences for children. Health and wellbeing is also developed through interdisciplinary learning (IDL) and is clearly planned for in the schools seven year planning cycle. Progress in health and wellbeing is tracked termly. As a result, children across the school have a strong understanding of the wellbeing indicators and have shared this with their parents. They talk confidently about the wellbeing indicators and issues that may affect their wellbeing. All children use these indicators to consider their own wellbeing and set termly personal targets. These targets are shared with parents. Staff use this information to identify children who may require additional support.
- All children feel safe and that staff treat them fairly. Their involvement in developing the outdoor learning area has given them valuable experience in assessing and managing risk through using tools and equipment. Opportunities to cook are helping children to develop an understanding of healthy eating and food hygiene. A recent workshop on smoking allowed children to explore how choices they make can affect their health and wellbeing. All children participate in the schools cycling programme. As well as supporting their physical health, this provides a relevant context for children to learn how to keep themselves safe whilst cycling. Almost all children have a school lunch. They enjoy eating together and choosing additional buffet items. Inspectors discussed with the headteacher ways this experience could be developed to give children more responsibility and independence.
- The headteacher has a good understanding of legislative requirements. All staff are aware of guidance and responsibilities in relation to wellbeing, equality and inclusion. Children who require additional support with their learning are identified and timely interventions are put in place. Parents and children are involved in creating individual plans which include strengths, needs and supports. Children's individualised plans are written in child friendly language. As a result, children and parents are clear about the support and interventions in place. There is scope to develop further develop plans to ensure targets are clear and measurable. More

regular review and evaluations of the plans will help monitor the impact of interventions and supports.

- Religious Observance opportunities are planned and delivered across the year. This is supported by the local minister. Through religious and moral education and health and wellbeing, children are exploring a range of beliefs. Teachers need to ensure that the curriculum offers sufficient opportunity for children to develop their awareness of diversity and protected characteristics in a planned and progressive way, across the four contexts for learning.
- Staff know children and families very well and are proactive in removing potential barriers to participation and engagement. For example, all school trips are fully funded by the school.

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

- Logiealmond has one multi-stage composite class. As every cohort in this school is fewer than ten, statements about progress have been made to ensure the anonymity of individual children. At present there are no children working at the early level.
- Overall, children's attainment in literacy and English language and numeracy and mathematics is good. Most children are predicted to achieve the appropriate Curriculum for Excellence levels in literacy and numeracy, with some exceeding national expectations. Most children across the school are making good progress from their prior levels of attainment.

Literacy and English language

- Overall, attainment in literacy and English language is good. Most children are making good progress in all areas of literacy and English language.

Listening and talking

- Overall, attainment in listening and talking is good. Children across the school engage well with each other and adults. They speak confidently and articulately. At first level, children listen and respond to others appropriately. They are respectful of their peers, take turns and contribute to discussions. At second level, children work well as a group, building on each other's contributions by clarifying points and supporting each other's ideas. Children would benefit from developing their debating skills.

Reading

- Overall, attainment in reading is good. Across the school children enjoy reading and are encouraged to read for pleasure. They have access to a range of books within the school library and from the visiting library bus. At first level, children read with confidence and fluency. They explain their preferences for particular texts and authors. At second level, children read with fluency, understanding and expression using appropriate pace and tone. They identify the main ideas of a text with appropriate detail. They have a good understanding of genre and explain their preferences and the authors whose work they choose to read. Teachers should continue to provide children with opportunities to read across the curriculum.

Writing

- Overall, attainment in writing is good. Children write for a range of purposes and audiences, for example, letters, recipes, posters and poems. At first level, children write independently punctuating most sentences accurately and link sentences using common conjunctions. At second level, children write in a fluent and legible way. They use paragraphs to separate their thoughts and ideas. Children at first and second levels write imaginatively and creatively to create acrostic poems.

Numeracy and mathematics

- Overall, attainment in numeracy and mathematics is good. Most children are making good progress building on prior learning.

Number, money and measure

- At first level, children understand place value of hundreds, tens and units. They round numbers to ten and 100. They identify 24 hour notation and know that there are 60 minutes in an hour. They recognise fractions such as half and quarter. At second level, children are confident with number operations involving two and three digit numbers, and in word problems identify correctly which operation to use. They have a good understanding of place value and the relationship between simple fractions, decimals and percentages. They explain the properties of a prime number. Children are not confident at explaining their strategies for solving problems. Across the school children would benefit from opportunities to learn about a range strategies to support their mental agility.

Shape, position and movement

- At first level, children identify 2D shapes such as a square, rectangle, triangle circle and pentagon. They recognise and describe a few properties of 3D objects, such as edges and faces. At second level, children are confident at 2D shapes and describing the properties of 3D objects using appropriate mathematical language. They recognise a right angle is 90 degrees and know the difference between acute and obtuse angles. They know the radius is half of the diameter.

Information handling

- At first level, children are familiar with bar graphs and pictograms and extract key information from these. They use tally marks to gather relevant information. At second level, children devise ways of collecting data in the most suitable way for the given task, for example, using tally marks. They are familiar with line, bar graphs and pie charts. They analyse and interpret a variety of data. Across the school children could make better/more frequent use of digital technologies to collect, organise and display data.

Overall quality of learners' achievement

- Children are encouraged to record their achievements outside of school in their 'Steps to Success' folder. Achievements are celebrated in school and on the new app. The children are proud of their school and its environment. They participate in the John Muir award and a residential trip. Almost all children are involved in lunchtime clubs. This is impacting positively on their confidence and independence. They are actively involved in the life of the school through the pupil council and consider that their opinions are listened to and acted upon.
- A next step will be to track children's skills development related to skills for learning, life and work. The school should consider working towards accreditation schemes and awards to support ongoing work, for example, Eco Schools Green Flag award.

Attainment over time

- The school has been tracking children's progress over time using the local authority monitoring and tracking system for the last three years. Teachers in the school appreciate that small numbers of children in individual year groups may make it difficult to continuously evidence improvements over time. Overall, the school is able to demonstrate that most children are making appropriate progress from their prior levels of attainment. Moderation of standards in literacy and numeracy and other curricular areas continues to be an area for further professional development. This will ensure children make progress from prior levels of attainment across the curriculum.

Equity for all

- In this very small school, staff know children and their individual circumstances very well. They take positive steps to ensure that all children feel included and valued. The school is not in receipt of Pupil Equity Funding due to its socio-economic context but did receive a small sum of money from the local authority, which they used to purchase resources to support children in developing their writing skills.

Choice of QI: 2.7 Partnerships

- The development and promotion of partnerships
- Collaborative learning and improvement
- Impact on learners

- The current 'We are Logiealmond!' heritage project is bringing the school closer to the community. It identifies the challenges of living in a rural setting and aims to bring members of the community together to learn about and celebrate its past, present and future. Children were involved in the funding application through creative workshops and have been leaders on some of the activities, for example, guided walks. This project has had a strong influence on the curriculum, making relevant, real life contexts for the children to learn through. The school should continue to use these strong partnerships beyond the project life to create further opportunities for children to learn in this way.
- The school has become part of the new Bertha Park cluster of schools. Bertha Park High School will receive its first S1 intake in August 2019. The headteacher is part of the LMG of cluster headteachers working in partnership to plan for this transition. Commendably, P7s across the cluster of schools are taking a lead role in this. They attend meetings, visit the new school site and work with staff from the new school. They have responsibility for reporting back to their wider school community. As a result, children are building strong links with their new year group and staff from Bertha Park High. The LMG have already started to plan collegiately to share resources and approaches to learning and teaching.
- Parents are very involved in the life and work of the school. In addition to the active Parent Council, parents run an afterschool club for children. This club provides a wide range of activities including sport, arts and crafts and team building. Parents have also set up a weekly Stay and Play group for children under five years old. This provides opportunities for parents to get together and for young children to spend time in Logiealmond Primary before they start school.
- The school has links with Perth and Kinross Single Teacher School Network. This partnership facilitates regular support and discussion on the benefits and challenges of single teacher schools. Moderation activities, professional reading and sharing good practice discussions provide opportunities for the headteacher to look outwards to learn from and influence practice beyond Logiealmond Primary School.
- The school values its place at the heart of the community. The strong links provide opportunities for children to become responsible and respected members of the wider community. School shows, open days, plant sales and coffee mornings are held for parents and the local community to visit the school. These events are very well attended and parents and residents value the contribution this makes to the life of the local area and the sustainability of the community.
- The school has developed strong partnerships with Ruthvenfield Primary. Children attend Ruthvenfield Primary every Tuesday for PE and morning interval. The schools hold an annual, joint sports day. This provides children with valuable opportunities to meet up with their peers.
- Children's targets are shared with parents through their Snapshot Jotter, Steps for Success folders and the newly introduced electronic app. Children collate examples of their work to share with parents the progress they are making towards achieving these targets. Parents are very positive about the new app. They value the opportunities it offers to talk to their children about their learning and for them to provide written feedback instantly. As planned, the

headteacher should review the use of these approaches and evaluate the introduction of the app to ensure the process is streamlined and meets the needs of the school and parents. Involving parents and children in the evaluation of this and agreed process will be important.

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.