

Summarised inspection findings

**Gartocharn Primary School and Early Learning and Childcare
Centre**

West Dunbartonshire Council

26 November 2019

Key contextual information

Gartocharn Primary School is a non-denominational school situated on the edge of the village of Gartocharn close to the southern shore of Loch Lomond. Children who attend the school live in the village of Gartocharn and the surrounding area. At the time of inspection, the school roll was 85 and 30 children attend the nursery provision. In the primary school children are taught across four composite classes.

1.3 Leadership of change

excellent

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 leadership of change is outstanding.
- The headteacher has developed very successfully a shared vision, values and aims in partnership with parents, children, staff and partners. He ensures effectively, that the vision, 'Learning, Playing and Discovering Together,' is meaningful and relevant to the unique context of Gartocharn campus. Commendably, the headteacher places significant emphasis on enriching children's experiences through outdoor learning. He has built a school community which takes every opportunity to exploit the richness of the school's situation. As a result, children's learning experiences are of the highest quality and enjoyable for all. The school values are an integral part of day-to-day practice. They shape effectively all aspects of the school's work.
- The highly effective headteacher, supported well by the principal teacher, has established a culture of openness and trust across the school community. He is very well respected by children, staff, parents and partners. He brings enthusiasm, energy and determination to delivering the best possible outcomes for all children. With staff, he has developed very positive relationships across the school, with its community and with partners. As a result, everyone involved works collaboratively to improve outcomes for all children.
- The headteacher has led the school strategically through a five year period of significant change. His clarity and focus on key areas of improvement are leading to high levels of performance. He plans carefully the process of change to ensure sufficient time to embed improvements. He has skilfully guided the strategic direction of the school and pace of change to ensure positive and sustainable improvements and outcomes for children. He has introduced very effective systems and procedures to enable staff to deliver an ambitious improvement agenda. He motivates and inspires staff to lead change. Staff take collective ownership for school improvement and support each other very well in a culture of collegiality. Children, parents and partners all make meaningful contributions to school improvement that are valued highly by the headteacher and staff.
- The headteacher and principal teacher implement a well-planned, thorough programme of quality improvement and self-evaluation. This ensures a clear focus on school priorities which

have significant impact. All staff are involved in the change process and in evaluating the impact of improvements. The school has identified appropriate priorities for improvement for the current academic year. All staff lead successfully on aspects of improvement. Staff model positive relationships effectively for children. A notable feature is the high level of collaborative team working amongst staff. Children are gaining important skills for learning, life and work through taking on various leadership roles across the school. They enjoy influencing decision-making in the school through a wide range of opportunities and various school councils. Older children are good at evaluating classroom environments through opportunities to make learning visits to classrooms with senior leaders. This arrangement has been agreed with staff as part of their systems to improve practice.

- The headteacher is strongly committed to ensuring high quality professional learning for staff. He has successfully created a culture of empowerment. Almost all staff have been trained in a problem based enquiry approach to learning and teaching. This professional learning has had a positive impact on the quality of children's learning experiences. The quality of learning experiences and children's level of engagement have improved significantly as a result of the range of professional learning provided for staff. The headteacher nurtures innovation by encouraging teachers to engage in collaborative action research. As a result, teachers successfully learn with and from others within their setting and beyond. This evidence based approach to continuous improvement is a regular feature and is linked to very reliable and honest self-evaluation. This work is having a positive impact on improving outcomes for children's learning and progress. Staff are eager to develop further their professional skills, knowledge and understanding to benefit all children. They initiate well-informed change with confidence. They value highly the investment in their continuing development and the positive impact this has on their practice.
- The school has shared its successful pedagogy in delivering a Curriculum for Excellence with educators visiting from the Netherlands. Teachers engaged in professional dialogue, learning from their experiences in different education systems. Dutch and Scottish colleagues reflected critically on their approaches to learning and teaching. As a result, teachers at Gartocharn Primary reviewed the design of their curriculum further. They created opportunities to be even more responsive to the needs of children. They increased further personalisation and choice and relevance of learning for children.
- The headteacher is an active leader within the context of the Vale of Leven learning community, the local authority and beyond. Currently he plays a lead role in developing effective approaches to moderation across the cluster. He implemented successfully the development of problem-based learning and was seconded part time to coordinate a programme of professional learning across the local authority. The local authority supports the school effectively in its leadership of authority wide priorities and initiatives leading to positive outcomes for children. The headteacher has contributed positively to providing high quality professional learning in and beyond West Dunbartonshire. Teachers at Gartocharn share willingly highly effective practice in outdoor learning. They welcome colleagues from other schools to work alongside them. Colleagues report the positive impact this collaboration has on their practice.

2.3 Learning, teaching and assessment

very 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

- The staff team works collaboratively to plan and deliver motivating and meaningful experiences for learners. Overall, relationships between all staff and children are very positive and children enjoy their learning. Everyone is very proud of the school and its place in a small, rural community. Almost all learners are motivated by the interesting and relevant learning opportunities teachers deliver. They are actively involved in their learning and know what they need to do to be successful. They articulate the skills they have learned and identify new ones they need to learn to apply in practical, cooperative group tasks. Children's experiences are well-matched to their interests and help them to be independent. Almost all children learn effectively in mixed groupings across composite classes. This encourages them to learn cooperatively and to support one another well.
- Teachers ensure that the pace of learning across the school is well-judged and activities are well organised and managed. This results in efficient use of time and allows children to maximise their learning. Children are becoming accomplished as leaders of learning. They are especially successful in leading topic expeditions and science adventures. The skills framework supports children to understand themselves as learners and what they need to do next. Children demonstrate leadership in many aspects of their school work. Almost all are confident, articulate and engaged in their learning. They know their strengths in their skills for learning, life and work. Staff should take forward the school's plans to increase children's opportunities for active citizenship.
- The school has achieved successfully improvement in a range of priorities in recent years. Most notable are the outdoor education opportunities and children's high quality learning experiences using the local environment. Children experience an outstanding quality of outdoor learning. Children are developing skills for life such as resilience, problem solving and communication through composites and mixed Curriculum for Excellence level groupings. Children support one another in new challenges and have increasing opportunities for personalisation and choice. Children are happy. They have positive relationships, enjoy learning and are developing inquisitive minds, particularly through interdisciplinary learning. The whole-school focus on play is also a success. All children have the skills to make choices, play cooperatively and interact skilfully with one another, adults and visitors. Children's behaviour is exemplary throughout the school. They apply their cooperative and creative play skills effectively when playing freely together in the school grounds.
- Staff have successfully raised the profile, and use of digital technologies to support learning. Children working within first and second level access their own 'our-cloud' accounts and use digital learning across the curriculum. Staff have enhanced learning profiles through introducing new software that gives children access to record their learning. Children are proud of their achievements and their posts that are shared with others. They are also proud of the

feedback they receive from parents and adults at home. The school should now build on this success and take forward its plans to embed electronic profiling across the school.

- The staff team understand the school's values and uphold these in their daily interactions. Teachers make highly effective use of the school, its environment and local community. They use technologies well to enhance teaching and also gain the motivation and interests of the children. Children use digital videos effectively to help them learn about the local area and the wildlife living there. All teachers provide clear direction and use questioning well to check for children's understanding and to make them think.
- Teachers provide a wide range of motivating and creative learning opportunities to engage children. They ensure well-planned outdoor activities and include a variety of partners and local businesses to support learning. Children are confident and curious about their learning and engage positively with one another and adults. They articulate what they are learning and are encouraged to ask questions about their understanding. They are actively involved both in the physical environment but also in their cognitive development. This is having a positive impact on children's wellbeing and the happy ethos of the school.
- Teachers use assessment information effectively to plan next steps in children's literacy, numeracy and health and wellbeing. Teachers' judgements about children's progress are supported by holistic assessments and literacy rubrics. The school's moderation activities are leading to improved teacher confidence about when a level is achieved. Their moderation of children's writing results in accurate judgements about how well children are applying their learning and writing skills. Teachers need to continue to support new staff by sharing their expectations about what children can achieve. They should also share their understanding of the standards in writing to expect from children over time. The school is well placed to do this using the very effective moderation profiles. Staff share strong professional relationships which support collegiate working and sharing of good practice. Teachers plan very effectively for children's next steps in learning. A well-developed and clear rationale for curriculum supports effectively this planning.
- The headteacher implements a comprehensive monitoring calendar which commendably, incorporates a framework for assessment. The school's systematic approaches to assessment support self-evaluation leading to self-improvement. Teaching staff are regularly involved in tracking and monitoring children's progress through the effective curriculum maps. Staff use this together with a range of assessment information and professional dialogue to provide robust approaches to monitoring children's progress. As a result, teacher judgements are confident and reliable. The school's arrangements for moderation are embedded. Teachers use information gathered to provide them with supportive guidance on expectations of standards and what children can be expected to achieve. Staff have a full understanding of children's progress at all times through the school's thorough and systematic tracking systems.

2.2 Curriculum: Learning pathways

- The headteacher and staff are leading the ongoing development of the curriculum successfully and continually allow their work to evolve in line with the needs of children. Pathways for learners take very good account of the learning needs and interests of all learners.
- Children experience a broad general education founded on the curriculum design principles. The school values have a strong emphasis on learning and staff are well supported by the school's thorough and systematic approaches to delivering Curriculum for Excellence. Children progress well through coherent programmes that are sufficiently flexible to allow them personalisation and choice. Teachers have bundled the experiences and outcomes leading to children enjoying relevant learning and gaining knowledge and skills. Teachers have a shared understanding of what they want children to achieve through well-planned learning experiences. The school implements effectively the local authority progression pathways in literacy and numeracy. Children's learning in each of the composite classes is progressive and coverage of the experiences and outcomes is well planned for in the school's curriculum map. As an ongoing development, staff should continue to use National Benchmarks to evaluate children's progress in all aspects of the curriculum.
- The school places a strong focus on outdoor learning within the curriculum. Teachers are supporting children to be actively involved in their local environment and beyond. Children know the skills they have acquired and those they need to develop to carry out the interesting tasks and activities teachers set them. The school makes effective use of interdisciplinary learning and holistic assessment to create opportunities for children to apply their skills in meaningful contexts. Children's application of literacy and numeracy skills is especially successful and leads to raised attainment.

2.7 Partnerships: Impact on learners – parental engagement

- Led by the headteacher, the school has developed and maintained strong partnerships with parents and the wider community. All partnerships are based on mutual trust and respect.
- The high quality of partnership working has increased parental engagement in children's learning. Almost all parents value the number of opportunities they have to learn with their child. As a result, they feel highly valued partners in their child's education. Positive relationships ensure that almost all parents feel comfortable approaching the school with questions, suggestions or a concern.
- The active Parent Council supports the life and work of the school well. The headteacher routinely and regularly involves members of the Parent Council in discussions about school improvement. Members of the Parent Council offer their views and suggestions and trust that these are acted on. An example of this has been the successful development of learning conversations leading to the review of reporting to parents. Almost all parents highlight that their engagement in learning conversations has led to improved understanding of their child's next steps in learning.
- The school effectively enables parents and families to contribute to the life of the school. Many parents willingly offer their time and expertise to enhance learning experiences. For example, a Science, Technology, Engineering and Mathematics (STEM) evening organised by children involved a number of parents working in the STEM industry. Many parents from backgrounds in the media, farming, medicine and finance contribute to interdisciplinary learning. Parent members on a variety of school councils enhance the experience for children. This also gives parents another opportunity to impact on children's learning. Opportunities for parental engagement in outdoor learning are used effectively. High numbers of parents offer their own time to accompany children on outdoor expeditions in the local area. For example, a farm walk, bike ride, climbing Conic Hill and a science expedition.

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. At the time of the inspection, there were no identified areas for development.

3.1 Ensuring wellbeing, equality and inclusion

very 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's health and wellbeing is nurtured through the positive ethos at Gartocharn Primary School. All staff aim to ensure that children have an enriched, fulfilling and happy school experience. A range of evaluative feedback from children, parents and staff shows that almost all children feel safe, included and happy in school. Relationships across the school are exceedingly positive based on mutual trust and respect. Children, staff, parents and partners are proud of the school and its strong sense of community.
- The culture and ethos of the school is focused on wellbeing. The school community has a shared understanding of wellbeing which is underpinned by the school's vision, values and aims. The school is improving the outcomes for all children as a result. All staff are fully committed to enhancing the social and emotional wellbeing of all children. For example, 'Friends in the Forest' and 'Come Grow with Me' are interventions used well to support children who are facing emotional challenges. These highly effective groups support children to explore their feelings within the context of nature and gardening. All staff take effective approaches to support children's ability to succeed, to ensure their wellbeing.
- Children's regular involvement in outdoor learning and the natural environment is a key factor in their strong sense of wellbeing. Outdoor spaces are used well to promote positive relationships and wellbeing. All children benefit greatly from regular, planned, high quality outdoor learning. This is the result of significant investment in the regeneration of the outdoor learning environment and associated high quality professional learning for all staff. Children's learning experiences are enhanced by the contributions from partners such as, the Royal Highland Educational Trust and the Leamy Foundation and Environmental Trust. Children's learning about food and where it comes from is meaningful and relevant. This is partly due to the school's vegetable garden and poly tunnel where children grow their own produce.
- Across the school, children are active when learning and playing. Most children have increased their understanding of the importance of fitness following the introduction of the daily mile three years ago. The 'Healthy Heroes' initiated and led this introduction. Children take part in and enjoy a range of interesting and engaging physical and sporting activities. This is in addition to two hours of quality physical education. Close partnership with Active Schools and parent volunteers, supports this. There is a broad range of wider achievement opportunities for all age groups in sport and other areas. This is often in response to suggestions from children. There are high levels of participation and all children are actively encouraged and supported to become involved. This is recognised in the school's Sportscotland silver school sports award.
- The school's skills framework includes as key features health and wellbeing skills of communication, working together and compromising. As a result, all children demonstrate kindness, consideration and respect for one another. Almost all children are confident, positive and fair with each other. Every child is included.

- Senior leaders are fully aware of their roles in relation to statutory duties which they fulfil effectively. Children who require additional support have effective wellbeing plans in place. These plans increasingly involve children, parents and staff effectively in their development, implementation and review. Senior leaders have established clear procedures for identifying any barriers to learning which individual children may face. They share information effectively amongst staff and take prompt action as a result. A range of high quality targeted support is in place. Staff review and adapt the support regularly to meet children's needs. Identified support interventions are having a positive impact on the outcomes for individual children. Learning assistants are deployed effectively supporting children in, and outwith class, individually and in groups. They provide high quality support for children to access their learning and make good progress. All staff know children very well and plan learning that supports all children to achieve. All children are making very good progress as a result.
- Senior leaders create time for class teachers to have termly conversations with individual children about skills development and progress in their learning. As a result, children are becoming more reflective and increasingly skilled in articulating their sense of wellbeing. They plan to develop further, approaches to these conversations to increase children's involvement in creating wellbeing targets. They recognise that children's voice needs to be included more consistently in individual support plans.
- Learner participation has led to improvements in children's health and wellbeing. For example, the school sports council and playground pirates have increased opportunities for children to be active during breaks and lunchtime. This is either through imaginative or physical play. Older children enjoy the responsibility of being buddies for younger children. Parents of younger children speak highly of the positive impact this has on their children.
- All staff promote gender equality through the school's work on developing skills for learning, life and work and the STEM agenda. All staff support children well to do their best. All children are included and engaged as a result. They are knowledgeable about equalities and inclusion and feel able to challenge discrimination. The school should take forward its plans to raise children's awareness of active citizenship, building on its well-planned Religious and Moral Education curriculum.

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 is very good. The school uses assessment information effectively to track children's progress. Monitoring of Curriculum for Excellence levels demonstrates high levels of attainment over recent years.

Literacy and English

- Overall, the standard of literacy and English attainment across the school is very good. Almost all children are making expected progress and a few are attaining beyond expected levels. Children who require additional support are making appropriate progress.

Listening and talking

- Almost all children are making very good progress in listening and talking. Across the school, children listen well to instructions from their teachers and are confident and articulate. Most share their views confidently when working in small cooperative groups. At the early level, children take turns when talking and listening to others. They listen attentively to teacher directions and answer questions confidently. At first level, they communicate clearly when working independently in small groups. They contribute their thoughts and ideas appropriately and are confident in making contributions in a variety of contexts. By second level, almost all children are articulate in sharing their opinions and build effectively on one another's ideas. They are confident in taking roles in mixed groups and responding to questions from teachers. They are becoming skilled evaluators and can analyse when they have been successful and how to build on their skills.

Reading

- Almost all children are making very good progress in reading. At the early level, almost all children recognise initial sounds and simple common words. They are confident in using clues to predict simple texts when reading aloud. Children working at first level, are enthusiastic about reading and use their skills well in a variety of learning contexts. They are skilled in applying their reading and research skills using non-fiction texts linked to topics of interest. By second level, almost all children read independently and with very good comprehension. They use their skills in clarification to ensure understanding of texts they have read. They select from a variety of fiction books to encourage personal reading and in reading circle activities. They are developing very good understanding of character and skills in questioning. Children create rubrics to continually self-improve and identify key features of a good summary.

Writing

- Almost all children are making very good progress in writing. At the early level, most children are developing the confidence to write independently. A few form lower case letters legibly to write simple words. They are developing good oral vocabulary and spoken language as they progress towards writing independent stories. At first level, most children organise their writing appropriate to the tasks they are given. They apply writing skills across the curriculum and

write for a variety of purposes. At second level, almost all are making very good progress. They write well-crafted pieces across a variety of genre and know how to apply their skills in other curricular contexts.

Numeracy and mathematics

- Overall, almost all children are making very good progress in numeracy and mathematics.

Number, money and measure

- Across the school, almost all children are developing mental agility skills. At early level, almost all children use one-to-one correspondence well to count a given number of objects. Most children identify 'how many?' in regular dot patterns in a dice and a ten frame. Almost all use the language of before and after appropriately. Most children working at first level apply correctly strategies to determine multiplication facts and use repeated addition. Almost all children identify the value of each digit in a whole number with three digits and solve addition problems with three digit whole numbers with ease. Most children apply appropriately their mental agility skills to calculate the total spend in the farmer's shop and to calculate change. At second level, most children calculate skilfully the perimeter of straight sided 2D shapes in metres. Almost all children read, write and order whole numbers to 1,000,000. A few children across the school need to continue to develop their skills in number, money and measure.

Shape, position and movement

- Almost all children at early level understand and correctly use the language of position and direction. This includes their use of in front, behind, forwards and backwards while walking to the forest. At first level, most children use mathematical language well to describe the properties of a range of 2D shapes and some 3D objects including side, face, edge and angle. At second level, almost all children identify 2D shapes and 3D objects correctly within the environment. They describe them and explain why their properties match their function.

Information handling

- At early level, almost all children use knowledge of colour, shape, and size well to match and sort items in a variety of ways. Almost all children at first level, gather information effectively by listing key features of the tractors from the local farm. At second level, almost all children collect, organise and display data accurately and in a variety of ways including with the use of digital technologies. Most carry out investigations and create tables, bar graphs and pie charts with confidence to display accurately their findings. Most analyse and interpret successfully a variety of data.

Attainment over time

- The school has raised attainment in almost all aspects of literacy and numeracy over the past three years. Senior leaders should continue to focus on working collegiately with staff to strengthen further a common understanding of standards. They should continue to support staff to develop clear expectations for all children.

Overall quality of learners' achievement

- All children are supportive of one another and proud of their individual achievements. They apply their skills in play very effectively in the playground and take responsibility for helping one another to succeed. Similarly, they apply responsible attitudes to learning and engage very positively in active learning opportunities including outdoors. They enjoy leading and participating in lunchtime clubs offering dance, STEM activities and football. Children are successful in a range of opportunities available to them in school. They participate in a wide range of activities beyond the classroom, clubs and groups. They speak enthusiastically about the achievements of the various school councils, such as the sustainability squad. They value highly the contributions they make to the life of the school. They are aware that this gives them opportunities to apply literacy skills as well as develop important team working skills for future

life and work. Children relish the responsibility they take across the school and recognise the effective contribution they make to the school community. Links with the Women's Institute, local charities and community concerts encourage cross-generational working. Wider achievements are celebrated and children enjoy the recognition of their successes. Children and parents comment favourably about the use of electronic profiles to share children's learning and achievements.

Equity

- The headteacher and staff know children and their families very well. The school's focused interventions are having a positive impact on improving outcomes in children's achievements in reading. This has been successful particularly in ensuring all children achieve success and any difference between genders is minimised. Children are improving and applying their skills in self-regulation and resilience. This is the result of staff developing nurturing approaches through gardening groups and afterschool clubs. Parents are also involved well in these activities. The school's targeted interventions support children and their families effectively. The school monitors participation levels to ensure all children have opportunities to take part in a range of clubs. Children develop their skills in various ways as a result.

Choice of QI: 2.6 Transitions

- Arrangements to support learners and their families
- Collaborative planning and delivery
- Continuity and progression in learning

- The school has a very positive ethos founded on strong partnerships with parents and support for children. The school successfully tracks and monitors the progress of all children year on year and at key points of transfer into P1 and S1. The school roll continues to grow through placing requests from outwith the school catchment. All staff support children who transfer from other schools, at varied times throughout the school session very well. As a result, children settle quickly. All staff meet the social and emotional needs of children who are new to the school well. They are encouraged to make friendships through the wide variety of active learning opportunities across the school. Staff get to know children's interests and provide personalisation and choice through interdisciplinary learning. They plan effectively for next steps including health and wellbeing. Parents feel welcome and are valued as partners in the education of their children. They are confident the school provides high quality learning experiences and support for children.
- The school has an early learning and childcare centre on site and ensures it is an integral part of school life. Senior leaders create many planned opportunities for staff in the early years setting and teachers in the primary stages to work collaboratively together. This leads to a natural and smooth progression when planning for children's next steps in learning and pastoral care. Staff plan effective transition arrangements across the school session in preparation for pre-school children beginning their first term in P1. Carefully planned events build on knowledge and information sharing about children's learning and supporting their wellbeing. Parents are positive about their involvement and the support the school provides for children. As a result, children are independent and skilled in taking responsibilities. This leads to them being successful and confident. Enhanced transitions begin promptly to ensure all partners and agencies can plan together and share in meeting the needs of all children. Staff share information appropriately and parents are fully involved.
- Children's transitions from the nursery class to P1 are highly effective. Staff ensure continuity in children's learning through ongoing collaboration and effective record keeping on children's progress. They use information well to build on children's prior learning. Staff establish systems that support ongoing planning, assessment and monitoring leading to children's success in achievements. The school's curriculum planning from nursery through primary and flexible approaches to personalisation and choice support progression effectively. Children's transitions from P7 to first year in secondary school are well established. Headteachers in the Vale of Leven Academy learning community liaise regularly to develop arrangements and continue to improve children's experiences. Early in the current session, teachers established new links with the mathematics department at the high school. The school is enthusiastic about furthering these links to build on pedagogy and continuity in children's learning. This is in addition to established links made with the science department. The school should take forward plans to increase opportunities for teachers to collaborate in developing holistic assessment in numeracy and working directly with Vale of Leven Academy.

Practice worth sharing more widely

Outdoor learning experiences

- The quality of children's outdoor learning experiences is outstanding.
- Teachers provide a wide range of motivating and creative learning opportunities to engage children using the local environment. High quality outdoor activities are regular, well planned and include a wide range of partners and local businesses to support learning. This is the result of significant investment in the regeneration of the outdoor learning environment and associated high quality professional learning for all staff.
- Children are developing skills for learning, life and work such as resilience, problem solving and communication through learning outdoors. Teachers create opportunities for children to apply their skills in meaningful contexts. For example, children make very good use of digital technologies to help them learn about the local area and the wildlife living there.
- Teachers' professional judgements about achievement within Curriculum for Excellence levels are robust and reliable. Using the richness of the outdoor environment, they provide a wealth of opportunities for children to apply their skills across all curriculum areas in new situations. This is having a positive impact on the progress of all children and attainment levels across the school.
- Children's regular involvement in outdoor learning and the natural environment is a key factor in their strong sense of wellbeing. The school uses outdoor spaces very well to promote positive relationships and wellbeing amongst children, staff, parents and partners.

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.