

# Summarised inspection findings

**Kinloch Rannoch Primary School**

Perth and Kinross Council

10 September 2024

## Key contextual information

Kinloch Rannoch Primary School is a small, rural, non-denominational primary school in Kinloch Rannoch, Perth and Kinross. The school has a wide catchment area covering Kinloch Rannoch, Rannoch Station, Dunalistair, Tummel Bridge, West of Trinafour and north and south of Loch Rannoch. At the time of the inspection, the school roll was 19 children across one class. The headteacher has been in post for two years. She has a class teaching commitment for 0.55 FTE each week. In February 2023, almost all children were registered for free school meals of whom almost all accessed this entitlement. In September 2022, almost all children lived in quintile three of the Scottish Index of Multiple Deprivation. Attendance is in line with the national average. There have been no exclusions for a number of years.

### 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

- When appointed, the headteacher rightly recognised the importance of improving children's ownership of their learning and their learning environment. She consulted effectively with staff and children in 2022 to create school values of resilience, kindness, aspiration, creativity and respect. These values are becoming embedded within the life of the school. All staff and most children demonstrate these values effectively in their interactions with each other.
- The headteacher consulted staff, parents and children in refreshing the school's vision and aims this session. The vision of 'ensure the learning environment allows all children to be treated as individuals, supported to be their best selves and to develop a curiosity and love of learning', fully reflects the shared aspirations of the whole school community. The headteacher is enthusiastic and hardworking at embedding this vision across the school community. She has a clear, strategic vision for school improvement and a well-informed rationale for change. She provides strong leadership and is ambitious for children to achieve success. All stakeholders respect her as a leader. As a result, there is a calm and happy ethos across the school. Most children are well behaved and respond well in lessons.
- Since her appointment, the headteacher has extended and enhanced approaches to self-evaluation, including stakeholder engagement activities. She recognises that the rural location of the school can make it difficult for parents to engage fully with the school. She has been creative in using on-line questionnaires to gather the views of parents. She also engages parents in a range of activities when they visit the school to attend children's showcase events. As planned, the headteacher should develop further approaches to involve all stakeholders in evaluating the work of the school and agreeing future priorities.
- All staff are focused on making a positive difference to children's lives. They have high aspirations for children and a strong focus on supporting children's emotional wellbeing. The headteacher encourages staff to be reflective and to engage in professional learning to improve their practice. They have engaged in meaningful professional learning to support

emotional wellbeing across the school. This is having a positive impact on children's experiences. In particular, the use of shared, consistent language helps children to understand their feelings and is supporting most children to control their emotions better. Staff should build on this professional learning further to continue to improve learning experiences for all children. Staff have also engaged in professional learning in improving assessment as part of learning and teaching. They have engaged in moderation activities with colleagues across the Local Management Group of schools (LMG) to develop confidence relating to standards of attainment. The headteacher should continue to improve moderation processes to ensure that teachers' professional judgements about children's progress in learning are more accurate and robust.

- All staff work very well together as a team. They have a very good understanding of the school's socio-economic context. They know all children, their needs and their backgrounds well. The headteacher and staff allocated Pupil Equity Fund (PEF) to provide support for children with gaps in their learning across the school. They should now target this funding more closely to increase the pace in closing the gap in children's attainment that occurs as a result of economic disadvantage.
- The headteacher has created a culture of leadership at all levels to promote responsibility and ownerships within and beyond the school. All staff have an additional responsibility, and a few have a leadership role within the school. As a result, they feel valued in the life and work of the school and are passionate about improving outcomes for children. All children are part of a range of leadership groups to improve different aspects of school life. They can choose to join the pupil council, rights group, eco group or have a role as digital or play leader. These groups are effectively supporting children's development for learning, life and work. For example, children work collaboratively to create action plans with clear targets for success. They then evaluate these plans to determine their impact. Children speak positively regarding their involvement in these groups.
- Members of the Parent Council are aware of the school's priorities and are keen to be more involved in informing this work. They support the school with activities to reduce the cost of the school day and to ensure equity for all learners. This is helping to remove any potential barriers to children being able to engage fully in the wider experiences of the school.

## 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

- All staff are interested in every child as an individual. They are well attuned to learners and are responsive to their emotional needs. They promote positive and respectful relationships through a caring and non-confrontational approach. They have created calm and purposeful learning environments where most children are motivated to learn and can experience success. Support staff demonstrate a thorough understanding of children's emotional needs and support them sensitively to be included and to make appropriate progress with their learning. The school is at the early stages of becoming a rights based school. Children are beginning to engage with the United Nations Convention on the Rights of the Child (UNCRC). They have created a class charter which is linked to sustainable development goals. A more consistent approach is needed however to ensure all children fully understand their needs and rights under the UNCRC. All staff encourage children to see how rights affect their interactions with others.
- Teachers audit how inclusive their classroom is at regular intervals. This is helping them to provide more flexible, inclusive learning environments for most children. They are building on their understanding of universal support to meet children's needs. Teachers use visual images to support a few children to communicate and manage their behaviour well. They should use these visual images more consistently to support all children.
- Staff need to ensure that all learning experiences and the classroom environment meet more effectively the needs of all children. They should support a few children to manage their behaviour better when they become overwhelmed and dysregulated. The headteacher should continue to support staff to further develop knowledge and practice in meeting all children's needs to enhance children's opportunities for success and achievement.
- Across the school children engage well in their learning most of the time. They work well in pairs and groups. The majority of children are respectful of each other and participate well in class discussions. In most lessons, teachers' instructions and explanations are clear. This helps children understand the purpose of their learning. Teachers need to support children more consistently to ensure they understand how they can be successful in learning. In a majority of lessons, children are able to discuss what they need to do to improve. Throughout lessons, teachers provide quality verbal feedback that supports children well. They should continue to develop approaches to written feedback to provide clearer guidance for children on how to improve further.
- In most lessons, questioning is used to check for understanding of the task. In a few lessons, teachers ask open-ended questions to extend children's thinking. Teachers should ensure that high-quality questioning is used more consistently to support and challenge children in their learning.

- Overall, teachers set work at the right level of difficulty for the majority of children. For a minority of children, teachers need to plan more consistently learning that matches children's learning needs and provides the right level of challenge. In most lessons, teachers need to increase the pace of learning to ensure children remain engaged and motivated. In addition, they should support children to take responsibility for their learning further. This should allow teachers time to provide quality, discrete teaching sessions for children who require more support and those who need increased challenge.
- Teachers use digital technology, such as interactive whiteboards, successfully to support whole class lessons. Children access tablet devices to support learning. The headteacher should continue as planned to develop the use of digital technology across the school. In doing so, she should ensure that children learn digital skills progressively to enable them to build on their prior learning. This should increase children's engagement in learning.
- Staff are at the early stages of developing play pedagogy for younger children. They plan blocks of play known as 'learning passports' for children to experience personalisation and choice. During play children develop their communication skills and increase their resilience and social skills. Staff plan for teacher directed and child-led experiences at different points through the day. As a next step, they should work with nursery colleagues to review their approach to integrate quality play experiences throughout a child's day. They should offer activities that support children to return to experiences across the day to deepen and extend learning further.
- Teachers use a range of formative and summative assessments to evaluate children's learning and determine next steps. However, children would benefit from having a greater understanding of their individual progress. They should be involved in drafting and tracking their own learning targets. This should also offer children greater ownership and responsibility within their learning.
- Teachers use summative assessments to determine children's progress and gaps in their learning. They plan for the long, medium and short term using local authority curriculum pathways across all areas of the curriculum. They use these pathways to focus on the delivery of relevant experiences and outcomes for children. Teachers ensure children's interests are considered and plan opportunities for children to lead their learning. Within literacy and numeracy, national Benchmarks are used to determine children's progress towards achievement of a level. Teachers should now use national Benchmarks across all curriculum areas to assess children's progress.
- Teachers have worked with colleagues across the LMG to moderate children's writing at early level. They should now plan further moderation activities across all curricular levels and across the wider curriculum. The headteacher should ensure staff participate in further moderation activities to support more robust judgement of levels of attainment and increase outcomes for children.
- The headteacher tracks children's attainment in literacy and numeracy effectively using a local authority tracking tool. She submits this data to local authority officers three times a year. Staff use this data well to plan appropriate support to ensure children make relevant progress in their learning. They also use the tracking data to measure the impact of interventions and support strategies. The headteacher should now consider how attainment across the wider curriculum can be tracked to ensure that children make the best possible progress across all areas of the curriculum.

## 2.2 Curriculum: Learning pathways

- Staff use local authority progression pathways across all curricular areas based on the experiences and outcomes, and design principles of Curriculum for Excellence (CfE). They use these consistently to plan learning and teaching. These progression pathways are sufficiently flexible to meet the needs of children requiring additional support. Staff use curriculum planners to outline clearly learning experiences and the approach to assessment for all curricular areas.
- Staff refresh the school's curriculum rationale annually in consultation with children. The rationale identifies well relevant learning experiences across the four contexts for learning within CfE. It is built around children's interests and the unique context of the school.
- Children enjoy learning outdoors. Staff plan learning in the school grounds to enhance the curriculum and offer opportunities for children to learn about sustainability. Children would like more opportunities to take their learning outdoors. The headteacher is researching different approaches to outdoor learning. She rightly recognises the importance of developing a progressive outdoor learning programme to ensure that all children build on their prior learning and are appropriately challenged in their learning outdoors.
- All children have access to two hours of high-quality physical education every week. All children learn French progressively. This enables them to build on their prior learning. They enthusiastically participate in weekly Gaelic lessons led by a visiting specialist. Children should be given the opportunity to revisit their learning in Gaelic in class to ensure that they build further on their developing language skills.
- Children have access to a range of reading books within their classes and the school library. They are visited by the mobile library monthly. Children would like to have a greater ownership of the choice of books available to enhance their reading for enjoyment. This should encourage them to choose reading as a worthwhile activity.

## 2.7 Partnerships: Impact on learners – parental engagement

- Staff have positive relationships with families. They regularly ask parents for their views on the work of the school. Almost all parents are comfortable in approaching the school with questions or suggestions. The majority of parents recognise the school takes their views into account when planning school improvement. Most parents feel that they receive helpful feedback about how their child is learning and developing. The headteacher recognises that an important next step is to develop further opportunities for parents to engage in the life of the school and support their children's learning at home.
- The Parent Council is very supportive of the school. Parent members regularly raise funds to support staffs' ambition to reduce the cost of the school day. For example, they ensure that all school trips are free of charge to all pupils. As a result, children have had the opportunity to visit the Glasgow Science Centre, Edinburgh Castle, and Perth Theatre.

## 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

**satisfactory**

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 a strong focus on supporting and improving children's wellbeing. As a result, there are supportive, nurturing relationships between staff and children. Almost all children throughout the school are friendly, articulate and well-mannered. They are considerate of one another and of visitors to the school. Most children say the school helps them to become confident and almost all children say that they enjoy learning.
- Staff model behaviour which promotes and supports the wellbeing of all. Children are developing an understanding of the wellbeing indicators. They are beginning to use the language of the wellbeing indicators in daily school life. They are also developing their ability to recognise and talk about their emotions using a commercial resource. This enables them to discuss and better reflect on their own wellbeing.
- Over the last few years, the headteacher and staff have prioritised supporting children's emotional wellbeing. All staff have undertaken appropriate training for this. As a result, children are developing well their emotional literacy. They make use of different tools to share how they are feeling. Children evaluate their wellbeing yearly using developmentally appropriate tools. Regular emotional check ins support children well to consider how they are feeling and understand their emotions. Staff track children's emotions effectively to determine patterns or trends. The headteacher monitors this carefully. Staff use this information well to plan and provide appropriate support. Almost all children feel they can talk to a trusted adult about their concerns. This is significantly improving the outcomes for almost all children. The majority of children report that they feel safe in school and most feel that staff treat them fairly and with respect.
- The majority of children and all parents agree that the school deals well with bullying. Staff have recently reviewed the anti-bullying policy to ensure a clear understanding across the whole school community. This policy reflects the language from national guidance. The headteacher should ensure that all incidents of bullying are recorded appropriately and in line with this guidance.
- All children are fully involved in the life of the school. They have opportunities to participate in a range of leadership groups. Children are developing their skills for learning, life and work through their participation.
- Almost all children feel that staff teach them to have a healthy lifestyle. During health and wellbeing lessons, children consider aspects of healthy lifestyles and making choices. Children benefit from being active through a range of additional physical activities, provided by school staff and parents. As a result, they are developing their gross motor skills, building resilience and developing teamwork.

- Staff have a good understanding of the range of children's needs within class. Plans are in place for children who require significant additional support with their learning. The targets in these plans need to be more specific and measurable. Parents are aware of decisions made about their child. A minority of parents feel their child does not receive the help that they need to do well. Children's progress in relation to planned targets should be reviewed and measured more regularly with children and parents to ensure interventions are effective, and lead to improved outcomes.
- As a result of annual training and guidance, all staff understand and apply the statutory requirements and codes of practice in relation to child protection. The headteacher has developed robust systems to support child protection procedures and keep children safe. The headteacher and staff evaluate the learning environments to develop further the school's approaches to inclusive practice. They are at the early stages of developing a range of communication approaches to support all children at a universal level. The headteacher should ensure this is embedded across the daily life of the school.
- The school submitted information relating to compliance with the revised Nutritional Regulations 2020 and key duties as required by The Schools (Health Promotion and Nutrition) (Scotland) Act 2007. The Health and Nutrition Inspector (HNI) discussed this information with relevant staff and children. In addition, the HNI examined documentation relating to the effectiveness of whole school approaches to improving the health and wellbeing of children through food in school. A few areas for improvement have been agreed with the school and the school meals provider.
- There are well-established transition programmes in place which support children well as they move into P1 and secondary school. Children engage in daily school activities when in nursery which helps them to transition successfully to school. The headteacher links well with the associated secondary school to support children as they move from P7 to S1. All children have the benefit from an enhanced transition programme. They have opportunities to visit the academy for a range of events. This helps to build children's confidence when transitioning to secondary school.
- Children across the school do not yet have a consistent understanding of equality, inclusion or diversity. Staff should ensure children have increased opportunities to understand, promote and celebrate diversity. In doing so, they should ensure that children fully understand their place in the world as global citizens. This should help children to develop further their skills and understanding to tackle discrimination and intolerance.

### 3.2 Raising attainment and achievement

**satisfactory**

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

- Over time, children's attendance is consistently in line with the national average. Currently, children's attendance across the school is 94.1%. Twenty one percent of children have an absence of 10% or more. The headteacher monitors closely the absence and lateness of individual children. She is proactive in understanding the reasons behind children's individual absences. She works effectively in partnership with partners to support families to improve attendance rates. The headteacher highlights to parents how attendance and timekeeping affects children's attainment and wellbeing with parents.

#### **Attainment in literacy and numeracy**

- The number of children at each stage varies and is relatively small. Overall statements have been made about attainment and progress to ensure individual children are not identified. A significant number of children across the school have additional support needs. These children are working towards individual targets based on prior levels of attainment.
- Overall children's attainment in literacy and English and numeracy and mathematics is satisfactory. As children progress through the school, their levels of attainment are not maintained. Teacher's professional judgements of attainment of a level are not yet robust. Most children's attainment is lower than reported.
- Most children with additional support needs are making good progress towards their individual targets.

#### **Attainment in literacy and English**

- Most children are making satisfactory progress in literacy and English.

#### **Listening and talking**

- Almost all younger children take turns and contribute to discussion at appropriate times. Across the school, most children are confident when giving a talk or presentation, for example, at assemblies. They listen and respond appropriately to others. Younger children talk about simple stories and answer questions. The majority of older children share their views confidently. They are keen to discuss their interests. Older children need well planned opportunities to improve their ability to answer inferential and literal questions about texts.

#### **Reading**

- Most younger children are building fluency and expression when reading aloud. They read unfamiliar text well using a range of skills and retell familiar stories. The majority of older children describe characters and the main ideas in books they read. They are becoming more aware of how the writer uses their craft to create interest and excitement. They would benefit from support to read with greater fluency and expression, using appropriate pace

and tone. Children across the school should be offered greater opportunity to experience of a wider range of texts that interest them.

## **Writing**

- Most younger children write one or more sentences independently. They use capital letters and full stops correctly. They apply their knowledge of sounds to spell tricky words. The majority of older children enjoy writing for a range of purposes, using notes well to help them to plan their writing. They create a range of short and extended texts regularly for different purposes. Older children would benefit from further support to confidently use a range of language techniques. For example, to use simile, metaphor and a greater variety of punctuation to engage their reader. Handwriting is not of a consistently high standard across the school. Children would benefit from support in forming letters correctly and presenting their work appropriately.

## **Numeracy and mathematics**

- Most children are making satisfactory progress in numeracy and mathematics.

## **Number, money and measure**

- Most younger children identify and write numbers to 100 confidently. They identify the number before after and between with confidence. They accurately add and subtract numbers within 10. The majority of older children have a sound understanding of place value. Most solve three-digit addition and subtraction problems with an increasing range of strategies. They identify and write simple fractions. Most are not yet confident in the relationships between fractions, decimals and percentages. They are not confident in converting 12 hour time to 24 hour time notation.

## **Shape, position and movement**

- Across the school, children would benefit from greater opportunities to learn about an increasing range of two-dimensional shapes and three-dimensional objects. They are unable to use simple mathematical language to describe the properties of two-dimensional shapes and three-dimensional objects. The majority of older children recognise an increasing range of angles and identify lines of symmetry in simple shapes. They would benefit from applying their knowledge further in real-life contexts.

## **Information handling**

- Children gather and display data using tally marks and simple bar graphs. They answer simple questions about information presented in an increasing range of tables and charts. Overall, children across the school do not have sufficient understanding of information handling.

## **Attainment over time**

- The headteacher gathers attainment data relating to CfE levels for individual children in literacy and English and numeracy and mathematics over time. This data is not yet robust and therefore does not provide a reliable picture of children's attainment over time. The headteacher is developing approaches to gathering data that accurately illustrates attainment over time for all children.

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

- Children across the school take part in a range of leadership groups. They are developing leadership and communication skills and the ability to work effectively in a group to achieve set goals. Children create action plans to support improvement across the school. They use these to evaluate the progress that they make.

- Staff recognise and celebrate children's achievements regularly during assemblies, social media posts and school displays. Staff and a few parents provide a number of extra-curricular opportunities within the school day. The headteacher recognises that an important next step is to develop pathways to ensure that children build progressively on their skills across all stages. In doing so, staff should support children to make links between their achievements and the skills they are developing.

### **Equity for all learners**

- The headteacher makes use of local authority data to understand the unique challenges within their rural context. She knows families very well and has a very good understanding of the needs of the community. She uses data to identify attainment gaps well across the school, including for children affected by the cost of living crisis. The headteacher uses PEF to provide universal support to wellbeing, literacy and numeracy across the school. Staffing difficulties have had a negative impact on the progress of planned interventions. Moving forward, the headteacher should offer opportunities for the Parent Council be more involved in the decision-making process relating to the spending of PEF. Together, they should consider how PEF can be used more effectively to accelerate progress in closing the poverty related attainment gap.
- The headteacher is mindful of the need to minimise the cost of the school day. She ensures that all activities and opportunities, including school clubs and trips, are free of charge. This is helping to ensure that all children have equity of experience in their learning and a wide variety of enrichment activities beyond the school.

## 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.