

# Summarised inspection findings

**Arinagour Primary School and Pre-Five Unit**

Argyll and Bute Council

8 October 2019

## Key contextual information

Arinagour Primary School is a non-denominational school situated in the village of Arinagour, Isle of Coll. The school covers stages P1 to P7 and houses a Pre-Five Unit. At the time of inspection the school roll was seven and there was one child in the Pre-Five Unit. Oban High School is the associated secondary school. The context of the school is unique and children who progress to Oban High School live in Glencruitten Hostel in Oban. Some parents choose to enrol their children in private boarding schools for their secondary education.

### 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

#### Learning and engagement

- Relationships across the whole school community are positive and respectful. Children are proud of their school and are happy to be there. Most children are well behaved and attentive. The pace of learning in some lessons is too slow and this impacts on progress. Children are eager to learn and would welcome more challenge in their learning and more voice in improving their school.
- Staff know the children well and support them in their learning journey. Children's voice is evident in some aspects of the school's work but they have limited involvement in leading their own learning. Almost all children work well on their own or together in groups. Staff should now introduce more challenge and encourage children to become more independent learners. This would increase the pace of progress and impact on children's attainment.
- Parents would welcome the opportunity to become more involved in their children's learning and in school improvement. Some parents are involved in talking to children about their work and identifying skills required for this.

#### Quality of teaching

- All teachers share the purpose of learning in a clear and relevant way. They provide clear explanations and use questioning techniques well to elicit previous learning. Pupils experience planned learning and teaching across the curriculum. Staff are aware of the need to plan learning for beyond the classroom and into the local community. Outdoor learning is at an early stage and staff should now implement their plans to enhance children's outdoor learning experience to reflect the context of the school.
- Class teachers plan differentiated learning experiences across the multi-composite classes. They should now ensure that appropriately challenging activities are available at each stage to support and enhance the learning particularly of the most able children. It is important that staff participate in relevant professional development in what constitutes current good practice in delivering the curriculum.

- The headteacher monitors learning and teaching across the school. In the regular shared learning discussions, information on individual learners' progress is monitored and tracked. The school has made a good start in using this data to plan next steps and should now take forward its plans to embed this more effectively as children set their own learning targets.

### **Effective use of assessment**

- Teachers use a range of assessment approaches to evidence attainment in learning. This includes summative, formative and standardised assessments. They are developing their understanding and use of holistic assessments. Staff are aware of the National Benchmarks and use them to inform their planning in literacy and numeracy. They should now undertake further professional dialogue and training in moderation to ensure robust understanding of what constitutes achievement of a level.

### **Planning, tracking and monitoring**

- Teachers make use of progression pathways in literacy and numeracy to track children's progress. They are developing the use of pathways for other curricular areas. The school is aware of the need to ensure that the pathways they have in place are developed to reflect more fully the local unique context of Arinagour Primary School.
- Children are involved in planning aspects of their learning in a limited way. The school has correctly identified this and has plans to develop and extend children's voice in the school.
- The headteacher has developed approaches to tracking and monitoring children's progress in literacy and numeracy. A recently introduced holistic assessment folder is providing a more complete picture of each learner. This, as well as other appropriate data, is used as a basis for discussions at attainment meetings. Staff also engage in regular informal discussions about children's progress and attainment. We have asked staff to continue to develop their approaches to assessment, planning, tracking and monitoring, which is not yet sufficiently robust, to ensure children's progress across all areas of the curriculum.

## 2.1 Safeguarding and child protection

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

## 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

### Attainment in literacy and numeracy

- There is one multi-stage composite class in the school. As the number of children in year groups varies and is often very small, overall statements have been made about progression to ensure anonymity. Overall, most children are achieving appropriate Curriculum for Excellence levels in literacy and numeracy.
- Inspection activities included observing children's learning at all stages, sampling of children's work, engaging with children in class and in focus groups. A number of gaps in children's learning, particularly in mathematics and numeracy, have been identified.

### Literacy and English

- Overall, attainment in literacy is good across the school. Most children attain appropriate levels. The majority make appropriate progress from prior levels of attainment.

### Listening and talking

- Attainment in listening and talking is good. The majority of children listen to adults and to each other in a respectful way. They respond to questions appropriately. They are developing skills in distinguishing fact from fiction when listening to debate. Most children communicate confidently with adults and other children in a clear expressive manner. Children identify main ideas in unseen text, make notes and summarise main ideas. They should now have further opportunities to develop skills in talking to a range of audiences.

### Reading

- Overall, children's progress in reading is good. Across the school most children read with fluency and understanding at an appropriate level. They readily identify different genres and author styles. They identify main characters and events. There are opportunities for children to predict outcomes of stories. A few children across the school are not yet skilled in answering literal or inferential questions on texts. There is scope for teachers to provide further opportunities for children to discuss and question texts.

### Writing

- Overall, children's attainment in writing is satisfactory. There are planned opportunities for children across the school to develop skills in writing. Almost all children work individually and collaboratively to produce written work at an appropriate level. They are developing skills in evaluating their own work and work of other children. This should now be more closely focussed on next steps in learning. The children's recent work on setting their own targets is beginning to have an impact on the development of their writing skills but it is too early to measure this impact. In focussed writing lessons children use plans to produce pieces of

extended writing. They would benefit from more opportunities to develop skills in writing for a wide range of purposes across the curriculum.

### **Numeracy and mathematics**

- Overall, attainment in numeracy and mathematics is satisfactory. The data provided by the school shows that almost all children are achieving national standards in numeracy and mathematics. The inspection team does not support this evaluation. There are a number of gaps in children's knowledge and understanding of numeracy and mathematics. The school is aware of this and are taking steps to address these gaps.

### **Number, money and measure**

- Across the school children would benefit from further work on patterns, fractions, adding three digit numbers and calculating time using digital and analogue clocks. Children identified simple fractions of a cake and followed up by making pizza to reinforce their understanding of fractions and percentages. There is a need to further develop mental agility skills for children. Children would benefit from more opportunities to apply their learning in other areas of the curriculum and in real life contexts.

### **Shape, position and movement**

- Across the levels children display an appropriate understanding of 2D shapes and 3D objects. At appropriate stages they can identify properties of shapes and objects.

### **Information handling**

- There is scope to develop children's skills in collecting, organising and displaying data accurately. During the inspection, children could not recall learning in this area. When prompted a small number of children could talk about bar graphs and charts.

### **Attainment over time**

- The school can provide historical data showing the attainment of Curriculum for Excellence levels over a three year period. Systems are in place to track individual children's progress over time. This is not yet sufficiently robust. The school is well placed to ensure that information gathered is used for planning at whole school and individual level. Overall, the school is able to demonstrate that most children are making progress from their prior levels of attainment. As discussed, the school should track children's progress across a broader range of curricular areas. The pace of progress for a few children could be increased to help promote independence in learning.

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

- Children have represented the school at different sporting events and competitions. They are rightly proud of the school's achievement in gaining the SportsScotland gold school sports award.
- The school is supported by members of the local community including fishermen who offer their time and expertise to supply additional achievement and learning opportunities for children.
- They produce an annual concert for members of the local community which is well attended.
- Their enterprise project of making sea collages and reproducing them on postcards sold well in the local post office.

- The school has achieved two Eco-Schools Scotland Green Flags and although they no longer participate in this award the school is very well placed to explore the sustainability of the local environment which is rich in natural resources. The school has plans to develop this through outdoor learning.
- The whole school participates in walks on the beach, beach clean, walks to study local flora and fauna. There are opportunities for some children to take part in sailing sessions.
- Every child in the school learns a musical instrument and they regularly play in concerts. They also develop an appreciation of Gaelic culture through song and music.
- The school regularly plans residential trips to the mainland where all children spend three to five days travelling, shopping and making cultural visits to cities such as Glasgow and Edinburgh. These trips are used effectively to develop skills through experiences not readily available on the island.
- Children have an opportunity to develop skills for work with the joint junior chef programme in partnership with the local hotel.
- In carrying out the planned review of the curriculum to recognise the unique context of the school there is a real opportunity to enhance and add value to the children's achievements through more meaningful structured learning experiences.

### **Equity for all learners**

- All staff have a good understanding of children and their families. They have a good awareness of the particular context of the island. This enables them to provide a range of interventions to ensure individual needs are met. An individualised approach to addressing potential barriers is supporting children well.
- The school has not received any Pupil Equity Funding in the current year but previously the funding was used to ensure all children were able to participate in the various residential trips.

## 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.