

Summarised inspection findings

Inverkeilor Primary School

Angus Council

20 June 2023

Key contextual information

Inverkeilor Primary School is set in a rural village midway between the towns of Arbroath and Montrose. There are 71 pupils on the roll. Children are arranged into four classes. The school has its own nursery.

Staffing consists of four full-time and two part-time teaching staff who share a class. Most children travel to school by bus from Auchmithie and the surrounding area, whilst others live in the village of Inverkeilor.

Most children live in Scottish Index of Multiple Deprivation (SIMD) deciles six and seven.

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

- Staff have warm and nurturing relationships with children across the school. Children are friendly and support each other well in the multi-staged groupings. There is a calm, happy atmosphere in the school. In all classes, children are engaged and enthusiastic about their learning. Children are pleasant, well-behaved and proud of their school. Now that COVID-19 restrictions have ceased, staff should increase the use of the outdoors and the local areas to enhance learning.
- Staff make good use of digital technologies to enhance learning in the classes. All children have access to a laptop which they use effectively to access the curriculum. Most children use their digital skills well to work independently. Staff make good use of an online platform to share children's learning with their parents.
- Across the school, the quality of learning and teaching is good. Teachers ensure children understand the purpose of their learning and what they need to do to be successful. They provide well-planned lessons to children that meet the needs of different groups well within classes. They give clear instructions and explanations to children about learning activities and provide appropriate support for children who find learning challenging. The class sizes have been reduced across the school to allow teachers to provide support for children more effectively. This is working well. The visiting teacher for additional support needs and the school's support assistant also give additional help to identified children.
- Teachers make good use of questioning to check children's understanding. They need to use questioning more effectively to encourage children's thinking and to increase their voice in their learning. Across the school, children contribute well to the life and work of the school. They develop leadership skills through the pupil council, house captains, the Eco Group and the Rights Respecting Committee. Staff are now well placed to provide all children with more opportunities to share their views on learning and take more responsibility across the school.

- Staff in the P1/2 class have made a good start to developing learning through play opportunities for children. They make good use of the space indoors and outdoors to develop learning through play. Staff provide children with regular opportunities for adult-directed and child-initiated learning. In moving forward, teachers should work with staff in the nursery and review how they balance adult-directed learning with learning through play. Staff in the P1/2 and nursery practitioners should work together to plan learning across the early level. This will help ensure that children can make the progress they are capable of before they move into P1. Staff working across the early level would benefit from shared professional learning using the national practice guidance, *Realising the Ambition: Being Me* (2020).
- Teachers provide regular written and oral feedback to children about how to improve their learning. They often encourage children to peer- and self-assess their work. Teachers have been involved in moderation activities with staff in the local cluster. As a result, staff are more consistent in their approach to teaching writing and children are benefitting from now writing daily. Staff should now develop clearer ways of recording children's progress in writing. Teachers have recently reviewed how they teach reading and have altered how they develop children's knowledge of early phonics and common words. Staff have taken appropriate steps to monitor the impact of the new approach.
- Staff plan learning using progression pathways in all curriculum areas. This helps ensure they provide a broad curriculum for children that builds well on their previous learning. They plan well for children who have additional support needs. As a result, children are making good progress in their learning. At present, staff provide parents with opportunities to review children's progress through an online platform and open book evenings. However, a significant number of parents would like to meet staff more regularly and have clearer information on their child's progress in learning.
- Staff meet the headteacher termly to review children's progress and identify children that may need support or challenge in their learning. They use a range of standardised and diagnostic assessments, including Scottish National Standardised Assessments (SNSA) to support their decisions.
- The headteacher and staff are aware of the individual circumstances of children and their families and make very good use of this information to provide positive outcomes for all. Individual education plans are in place for those children who require this. All staff involved in supporting identified children regularly review their progress towards clearly defined targets within children's individual plans. This includes working with a range of partner agencies, where appropriate, to ensure children have access to the type of support that best meets their needs.

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

This indicator focuses on the school's success in achieving the best possible outcomes for all learners. Success is measured in attainment across all areas of the curriculum and through the school's ability to demonstrate learners' achievements in relation to skills and attributes. Continuous improvement or sustained high standards over time is a key feature of this indicator. The themes are:

- attainment in literacy and numeracy
- attainment over time
- overall quality of learners' achievement
- equity for all learners

Attainment in literacy and numeracy

- Overall, attainment in literacy and numeracy is good. Children who need additional support are making good progress towards achieving their individual targets.

Attainment in literacy and English

Listening and talking

- Across the school, almost all children listen well to adults and peers in a range of situations. They follow instructions confidently. At early level, children listen and talk to each other well in the role play ice cream shop. They negotiate roles and add a narrative to their play. The majority of children at first and second levels share their views with adults when prompted. They listen to each other and a few children show this well by asking questions or contributing to conversations effectively. At the second level, children lack confidence when talking in new situations. They need more experience in developing their listening and talking skills in new situations, including outside school, to develop their self-confidence further.

Reading

- Overall, children's progress in reading is good. The school has introduced a new approach to developing reading skills. This is at an early stage of development. It is too soon to see the improved outcomes yet. At early level, almost all children can identify letter sounds and most can blend sounds to read simple words. When working with an adult, almost all children can read a sentence. They have a few opportunities to read short captions and sentences through play activities. Children should now be given more opportunities and prompts to read in their play to build their confidence and fluency in reading. The majority of children at first and second levels enjoy reading and can read fluently with growing expression. They lack confidence in reading aloud. Children at first and second levels have access to a range of different texts. They should now have wider access to books to read at home. Most children at second level can talk about their favourite authors and their reasons for choosing particular books to read. They answer literal questions well about texts they read, but are less confident in answering inferential and evaluative questions.

Writing

- Children's progress in writing at the early level is satisfactory. Almost all children at early level are able to hold a pencil with control and form most letters legibly. Most children can write a short sentence when working with an adult. A few children choose to write during play, such as writing messages in cards they have made. Children would benefit from more opportunities for independent writing across curriculum areas and during play. At first and second levels, children's progress in writing is good. Across first and second levels, children write for a range of different purposes and audiences. They use increasingly complex sentence structures and interesting vocabulary. Staff should have higher expectations of presentation and length of children's writing.

Numeracy and mathematics

- Most children at the beginning of the early level recognise and use numbers to 10 in their learning and in their play. A few children working towards the early level should be supported to develop their early numeracy skills at a faster pace and to work with larger numbers. They have a limited understanding of measure but a good understanding of time. Children at the first and second levels are confident in using the times tables. At the first level, they can add and subtract two-digit numbers successfully but are less confident working with three-digit numbers. They have a good understanding of fractions and work out simple fractions of a whole number. They recognise money values but lack confidence in working out change from £1. They estimate units of measure accurately, such as a metre and a kilogram. Children at second level can add mentally but are less confident using strategies to subtract. They are confident in carrying out simple calculations involving fractions, decimals and percentages. They multiply and divide decimals by multiples of ten. Across the second level, children lack understanding of probability and chance.

Shape, position and movement

- Children working at early level understand positional language. They recognise two-dimensional shapes and can identify three-dimensional objects. At first level, children can describe three-dimensional objects and understand the concept of symmetry. They have a good understanding of right angles. Children working at second level can draw nets of three-dimensional objects and identify a wide range of angles.

Information handling

- Across the school, children have limited understanding of how to collect, organise and display information in a range of ways, including using graphs appropriate to their age and stage.

Attainment over time

- The headteacher has introduced a robust tracking system that enables staff to monitor over time the progress of individuals and groups of children in literacy, numeracy and wellbeing. Data provided by the school shows that most children across the school are on track to attain expected levels of attainment in literacy and numeracy. Staff engage with the headteacher at key points in the year to make predictions and analyse information about children's progress. This helps inform decisions on how to support and challenging learners effectively. Staff should ensure these termly meetings have a renewed focus on raising attainment for all children across the school.

Overall quality of learner's achievements

- The school celebrates children's wider achievements through assemblies, an online platform and displays across the school. Staff record children's participation in activities no child misses out. Staff should now begin to track children's wider achievements more effectively and help make children aware of the skills they are developing through these opportunities. A few children take part in leadership groups and a few are house captains. Children's participation in these opportunities impacts positively on the work of the school. Staff should continue to develop the leadership skills of all children across the school to develop children's self-confidence further.

Equity for all learners

- The whole school community is committed to providing equity for all children. Children, staff and parents work together to ensure that all activities, including clubs and trips, are accessible for everyone. The headteacher consulted with staff, parents and children to agree on how to use PEF (Pupil Equity Funding). As a result, staff have used their allocation to finance increased pupil support hours and to purchase a range of resources to help raise attainment in literacy and numeracy. These are being used to provide both universal and targeted support for children across the school. This is having a positive impact on children's progress. As

planned, the headteacher should now increase the focus on demonstrating how the use of PEF is raising attainment of the children in most need across 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.