

Summarised inspection findings

Burghead Primary School

Moray Council

4 March 2025

Key contextual information

Burghead Primary School is a non-denominational school serving the coastal town of Burghead and surrounding area of Roseisle. The school is led by an acting headteacher who has been in post since August 2023. There are currently 114 children across five classes. Within the school community, 43% of children live in Scottish Index of Multiple Deprivation deciles 5 and 6 and 57% in deciles 8 and 9. Just under 30% of the children are identified as having an additional support need.

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

- Children benefit from learning in a caring, respectful environment where all staff strive to create a positive ethos. All staff ensure the school values of safety, respect, inclusion, resilience and success are embedded into daily experiences. All staff know children and their families very well and demonstrate care and compassion in all their interactions with children. Almost all children feel that the school helps them to understand and respect others. As a result, most children enjoy learning at school and say they have someone they can talk to if they are worried or upset. Almost all parents feel staff know their child as an individual and most feel staff treat their child fairly. Children benefit from having agreed class charters that exemplify classroom expectations clearly and supports their understanding of children's rights. Staff need to now refer more regularly to these during day-to-day activity in school.
- Led highly effectively by the acting headteacher, all staff role model positive relationships with each other and with children. They support children effectively to resolve issues and manage their emotions in a calm and reassuring way. Almost all children demonstrate respect when engaging with staff and their peers. Learning environments are positive with almost all children engaging enthusiastically in their learning and behaving well in lessons.
- Staff have engaged positively with the Moray Standard and research texts to review approaches to improving the quality of learning and teaching across the school. This is beginning to lead to more consistency of experience across classes. All teachers provide clear explanations and instructions to support children to undertake learning activities and share the purpose of a lesson well with children. In most lessons, teachers share with children how they can be successful however, these are not always specific to the purpose of the lesson. Staff now need to review their approaches to identifying better how children can be successful in their learning. Teachers have recently introduced new resources to support the teaching of writing and numeracy. However, there is an overreliance on the use of worksheets. Teachers need to consider more creative ways to support children's learning. As planned, the acting headteacher should work with children and staff to create a learning and teaching policy which identifies clearly the key features of highly effective lessons.

- Support staff collaborate with teachers to plan and implement support for children facing barriers to their learning. All support staff undertake their role effectively. They provide helpful support for identified children and value access to professional learning which helps them do so.
- All teachers use questioning appropriately in lessons to clarify instructions and explanations. In a minority of classes, teachers ask questions that develop children's curiosity and creativity. In these classes, children are developing well their higher order thinking skills. Staff now need to ensure this practice is shared more widely across all classes. A minority of teachers use plenary sessions effectively. This provides children with increased opportunities to consolidate their learning and reinforces key teaching points.
- Teachers use Moray's digital skills progression to plan experiences to support children's digital literacy. In a majority of older classes, children use digital technology well to develop skills in programming, coding and research. Teachers of younger children must now plan increased opportunities for children to develop their digital literacy skills. All teachers use electronic whiteboards effectively to support their teaching. Staff use the school grounds and local community regularly to provide exciting opportunities for children to develop skills through outdoor learning. The acting headteacher and staff should continue as planned, to develop a skills-based outdoor learning progression.
- Teachers at early level are at the initial stages of developing play pedagogy to support children's learning. As planned, teachers need to liaise with nursery colleagues and engage with national research and guidance. They should begin by reviewing the learning environments in order to provide opportunities for children to learn through play. Staff need to provide more open-ended, child-initiated activities to extend children's thinking and learning. This is to ensure that all play opportunities allow children to deepen and enrich their learning. As teachers develop play pedagogy further, they need to use their observations to identify what children are learning and use this to support their planning.
- Most teachers use formative assessment strategies appropriately to support children's learning and to provide verbal feedback. In most classes, teachers provide written feedback to children, in particular in writing. Staff need to now work together to improve the effectiveness of written feedback. In doing so, they must ensure this links closely to the purpose of the lesson and how children can be successful. Most children talk confidently about the impact of their developing skills in self-assessment. Staff should now review and develop further the use of peer assessment to encourage children to reflect on each other's learning.
- Staff use a range of teacher devised and commercially produced assessments to evaluate children's progress. Staff are beginning to use a few summative assessments and national assessments to support and inform judgements of attainment. The acting headteacher must now work with staff to create an assessment calendar that identifies key assessments and timescales for completion across different stages in the school. This will ensure a more robust approach to planning and using assessment materials that support teachers' understanding of children's progress in learning. In addition, teachers need to use the assessment data more robustly to plan more effectively to meet the needs of all children. The acting headteacher should continue to support teachers to develop a shared understanding of high-quality assessments when planning for learning and teaching. This will ensure children have opportunities to apply learning in new and unfamiliar contexts.
- All teachers plan appropriately over different timescales using the local authority progression planners. Teachers need to involve children more in planning and evaluating their learning. Most teachers plan well for children who require support with their learning. Teachers have

engaged enthusiastically in moderation activity across their associated schools' group. The acting headteacher should now plan moderation activity within the school covering other aspects of the moderation cycle such as planning and use of assessment.

- The acting headteacher and key staff have recently introduced school tracking systems to monitor children's progress and attainment in literacy, numeracy and health and wellbeing. Senior leaders meet with staff termly to discuss the progress of individual children, groups and cohorts. They use this information well to track progress and identify appropriate interventions. Staff are at the early stages of monitoring the impact of interventions. The acting headteacher and staff need to continue to ensure robust evaluation of all planned interventions. This will allow them to identify which interventions are having the greatest impact on raising the attainment of targeted children. The acting headteacher must continue to build staff confidence in using a range of data effectively. This should include using this data to identify gaps in learning clearly and to plan next steps to support this.

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. Areas for development have been agreed with the school and the education authority that need to be addressed as a matter of urgency.

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

- Overall, most children at early level achieve national levels of Curriculum for Excellence in all areas. At first level, a majority of children achieve expected levels in numeracy and just less than half of the children achieve expected levels in listening and talking, reading and writing. At second level, most children achieve expected levels in listening and talking and a majority achieve expected levels in reading, writing and numeracy. A minority of children are capable of attaining better.
- A majority of children with additional support needs are making appropriate progress against their own targets.

Attainment in literacy and English

- Overall, a majority of children are making satisfactory progress in literacy and English.

Listening and talking

- At early level, most children generate rhyming words successfully from a given word. A majority of children share their ideas and opinions confidently with others in a group. However, a few children could develop stronger skills in taking turns. At first level, most children take turns during discussions and use appropriate body language such as eye contact to engage others. A few children need to ensure all their peers are fully included in group discussions. In addition, a minority of children need to gain skills in asking and answering different types of questions. At second level, most children demonstrate respect for the viewpoint of others in group discussions. Most children contribute to the views of others by asking questions and supporting or respectfully challenging their opinions. They would benefit from increased opportunities to take part in debates and present talks to their peers.

Reading

- Most children at early level talk enthusiastically about their favourite stories. They use their knowledge of sounds and blends to read words and simple sentences effectively. They would benefit from exploring simple features of fiction and non-fiction texts. At first level, most children read with accuracy using simple punctuation appropriately to support them. A minority of children need to improve expression when reading aloud. In addition, they would benefit from revisiting the key features of fiction and non-fiction texts. At second level, most children confidently describe and use reading skills such as skimming, scanning and summarising. They talk confidently about different authors and their differing styles of writing. Most children respond well to inferential and literal questions about a text. However, they need more practice in responding to evaluative questions.

Writing

- At early level, the majority of children recognise and write lower and upper-case letters. Most children write from left to right and use their knowledge of sounds and blends to spell simple unfamiliar words. A few children need to remember to leave a space between words when writing. A majority of children at first level confidently write notes under given headings. They write texts using simple punctuation effectively such as capital letters and question marks. At second level, a majority of children understand and use a range of increasingly sophisticated punctuation to support their writing such as apostrophes and exclamation marks. A majority of children confidently use conjunctions to vary the lengths of their sentences. Across first and second level, most children need more regular opportunities to write extended pieces. In addition, they need to improve their presentation and handwriting.

Numeracy and mathematics

- A majority of children are making satisfactory progress in numeracy and mathematics.

Number, money and measure

- At early level, most children have a good understanding of number and order forwards and backwards to 20. A majority of children solve word problems involving addition and subtraction and calculate change from 10p. Most children would benefit from exploring time, in particular reading digital and analogue clocks. A majority of children at first level confidently estimate and round numbers to 10 and 100. A majority calculate amounts of money accurately, however, need practice in calculating change from £10. Most children would benefit from more practice of multiplication facts to improve mental agility. At second level, a majority of children understand place value and convert fractions to percentages and decimals well. A majority of children would benefit from increased opportunity to calculate durations of time and develop their understanding of the link between speed, distance and time.

Shape, position and movement

- Most children at early level identify and classify common two-dimensional shapes. Most identify and describe shapes with one line of symmetry. At first level, a majority of children name and identify the properties of three-dimensional objects and show lines of symmetry in common shapes with confidence. Most children would benefit from developing their understanding of angles. At second level, a majority of children describe and classify a range of angles confidently. This enables them to calculate missing angles with ease. A majority of children plot and describe the location of a point using co-ordinate notation accurately.

Information handling

- Most children at early level use their knowledge of colour, shape, size and other properties to match and sort items. At first and second level, a majority of children are aware of ways to collect and present data in different ways. Across the school, children need to develop skills in information handling such as collecting, analysing, interpreting and presenting data in a variety of contexts.

Attainment over time

- The majority of children are making satisfactory progress over time in literacy and numeracy at early and second level. Children at first level could be making greater progress over time. The acting headteacher and key staff have developed a more robust tracking system to monitor and track the progress of individuals, cohorts and groups of children. Working together with staff they should continue to develop teachers' confidence in using data to support their understanding of children's progress over time.
- The acting headteacher has appropriate procedures in place to monitor and track attendance of all children. They are supported by partners to ensure there is regular contact between

school and families to improve children's attendance and provide support where required. Due to the school's approaches, attendance has improved over the past three years and is above the local and national average.

Overall quality of learners' achievements

- All staff value and recognise children's achievements. These are regularly celebrated in class, at assemblies, and through the school's 'CLAN Awards' which are prominently displayed within the school. The acting headteacher and staff work closely with community partners to enhance and enrich children's learning experiences. Most children achieve positive outcomes from a range of activities such as sports clubs and outdoor activities. Children are developing their confidence and resilience well through these opportunities. The acting headteacher and staff are proactive in seeking opportunities for children's achievements to be formally accredited by external organisations. Children feel their achievements are valued and they are proud of their successes.
- All children demonstrate responsibility and contribute to the life of the school through pupil groups. Children influence positive change through groups such as the eco, values and rights respecting groups and as they act as play leaders and buddies. As a result, children are developing skills in teamwork, leadership and communication. Staff need to now support children to understand and link their achievements to skills for learning, life and work. The acting headteacher and staff should now ensure they are tracking children's achievements and skills development.

Equity for all learners

- All staff have a clear understanding of the context of the school and the socio-economic needs of the children and families in the school community. They demonstrate a strong knowledge of their children and families and understand potential barriers. Staff use this knowledge effectively to inform decision-making about the allocation and use of resources to support children, ensuring equity of opportunity for all.
- The school is an integral part of the Burghead community and staff are proactive in collaborating with members of the local community to enhance children's experiences. Staff and community volunteers make effective use of local facilities and a range of environments such as the beach, harbour and community gardens. This is impacting positively on children where they experience success, exercise responsibility and contribute to the life of the wider community of Burghead. Key staff provide all families with a helpful weekly bulletin signposting a range of supports and family activities within the local community.
- The acting headteacher uses data effectively to identify children who require support and those experiencing barriers to learning to ensure equity for all. Pupil Equity Fund (PEF) is used to enhance staffing and provide targeted support to raise attainment in literacy and numeracy. Additional staff promote inclusion and wellbeing appropriately and support children's attendance and engagement in learning. There is now a need to better evidence the impact of interventions more robustly by setting clear, measurable outcomes for these. This will better demonstrate progress towards closing the poverty-related attainment gap.

Other relevant evidence

- All children from P1 to P5/6 learn French and children in P6/7 learn Spanish as part of the 1+2 modern languages programme.
- All classes engage in regular physical education (PE) lessons weekly both indoors and out. The acting headteacher must now work with staff to ensure children receive their full entitlement to two hours of high-quality PE.
- All teachers use the Moray progression pathway to support the teaching of religious and moral education. Staff have strong links with the local church who support learning about Christianity through visits to the church and in lessons. Children talk positively about their growing knowledge of other world religions.
- The acting headteacher needs to ensure that children, staff and parents are consulted on plans and evaluations for the allocation of PEF funding.

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.