

Summarised inspection findings

Glenlivet Primary School

Moray Council

23 April 2019

Key contextual information

Glenlivet Primary School is a small, rural school. It has a single, multi-stage composite class. At the time of the inspection there were 16 children. There were children at all stages except P7. The headteacher has leadership responsibility across two schools.

1.3 Leadership of change

very 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

- The headteacher knows the school and its community very well. She provides clear direction and leadership to the school. Her collegiate approach empowers children, staff and parents to play an active role in school improvement. Their contributions are respected and valued. A very effective staff team ably supports the headteacher. This enthusiastic and supportive team show a clear commitment to the school and its approach to continuous improvement.
- The whole school community has a clear understanding of the school's vision and values. Developed in partnership with children, staff and parents, the vision and values are embedded in practice. The school's commitment to their vision, 'Success for all of us', is evident throughout all aspects of the school's work. Staff maximise the benefits of the school's rural location and size, while ensuring children have access to wider experiences beyond the school.
- Quality assurance procedures, supported by a range of data, are used effectively to inform self-evaluation activities. Staff benefit from regular professional dialogue with colleagues from other schools. This provides opportunities for reflection and the sharing of good practice. On-going dialogue across the staff team ensures constant reflection on the impact of school improvement priorities in raising attainment and achievement. Staff make use of 'How good is our school?' (4th edition). There is scope to use this in a more focused way to explore specific aspects of the school's work in greater detail.
- Priorities for school improvement are agreed collectively. The school improvement plan is a key driver for school improvement. It is effectively enabling improvements, such as the development of curricular programmes that support the sustained development of skills for learning, life and work. The direction and pace of change is managed effectively and meets the needs of children and families.
- A strong understanding of the social, economic and cultural context of the school is supporting staff to make decisions about school improvement. For example, the social isolation faced by children due to the rural area in which they live has informed plans for the use of Pupil Equity Funding. Working in partnership with the Parent Council, plans are well established for the development of the school grounds for the benefit of the school community.

- Through their involvement in the 'Glenlivet Go Getters' (pupil council), all children make a significant contribution to the leadership of change. Children are very proud of their school, and speak confidently about the contribution they make to improving it. They feel their views are valued and that appropriate action is taken as a result. All children have leadership roles and responsibilities, including weekend tasks such as tending to the school's chickens. Having recently engaged with 'How good is OUR school', the strength of pupil voice continues to be enhanced.
- The headteacher is skilled at establishing effective partnerships. As a result, a range of organisations and community groups contribute to, and enhance, the work of the school. Successful funding applications, in partnership with the Parent Council, are enabling the school to undertake larger scale improvements, such as the planned development of the school grounds.
- All staff benefit from an annual professional review. Planned training is closely linked to school improvement priorities and individual development needs. A few staff have benefitted from formal leadership training. Staff are encouraged to look outwards to practice in other schools. Working with partners, staff are involved in small tests of change to inform the impact and effectiveness of joint projects.

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 headteacher and staff have developed very positive relationships within the school that ensures a very strong, nurturing and inclusive ethos. Relationships are based on mutual trust and respect, and these are underpinned by a commitment to children's rights. Children are fully engaged in their learning and thrive in the stimulating environment. This extends beyond the classroom to the outdoors and wider community.
- Children are highly motivated and enthusiastic learners. All children are eager and active participants in their learning and display very high standards of behaviour. This ensures that children learn within a calm, purposeful environment. Children are keen to talk to visitors about their learning and share how proud they are of their school. Children frequently support, encourage and show great empathy towards each other. Staff skilfully enable flexible approaches to learning, taking advantage of the age range across the multi-composite class. This provides frequent opportunities for children to lead learning.
- The provision of a range of well-planned activities include opportunities for personalisation and choice across the four contexts for learning. Individual responsibilities enables all children to contribute to the life of the school. All children take on specific responsibilities, such as updating and sharing information on the school website and social media.
- A wide range of digital technology is used very effectively to support and enhance learning across the curriculum. For example, partnership working with 'The Artists', is developing children's technology skills in creative ways. Using relevant technologies, children are capturing, creating, manipulating and editing images and sounds for a community art installation. Wildlife cameras installed at key locations within the school grounds are enabling children to capture data about local wildlife. The school is well placed to develop further children's digital technology skills, such as coding.
- A broad range of learning activities and experiences promotes curiosity. This is particularly strong in relation to outdoor learning. The school grounds and local environment are used very well to provide rich contexts for learning. Involvement in real-life scientific and environmental studies enables children to engage with the scientific community. As a result, they contribute in a relevant and meaningful way to local and global issues. For example, through their involvement in Citizen Science research activities, children contributed data to the Big Wasp Survey and the RSPB Big Bird Watch.
- The overall quality of teaching is consistently very good. Teaching and support staff work very effectively as a team to enhance children's learning experiences. All staff give clear explanations, enabling all children to understand the purpose of their lessons. Questioning is

used very effectively by staff to deepen children's understanding. They provide effective verbal and written feedback that clearly identifies strengths and next steps in learning.

- The school uses effective approaches to help children understand how well they are learning. Central to this approach are the individual 'reflective portfolios' and 'learning logs'. These support children to reflect on their learning against the four capacities and development of skills. Children know when they are being successful, confident, responsible and effective. This supports them to have a strong understanding of themselves as a learner, their strengths and next steps in learning. The 'reflective portfolios' support ongoing learning conversations with staff. By sharing these weekly with parents, parents understand how they can reinforce and extend their child's learning at home. This is enhanced by helpful guidance to support homework. Parents feel well informed about their child's learning as a result.
- In this small school, staff know children very well as individuals and are able to be highly responsive to the needs of individuals. Through the use of effective strategies, staff consistently support children very well. A variety of approaches, and a wide range of well-matched resources, are used. Effective planning is in place for children facing barriers to learning. Parents and children are actively involved in planning and reviewing processes.
- Assessment is integral to planning learning and teaching. Staff use an appropriate range of assessments, including formative, summative and standardised assessments. Effective systems are in place to enable all staff to contribute to assessment. Children have regular opportunities to self and peer assess. Assessment data is used effectively to inform children's progress. For example, the analysis of data arising from the Scottish National Standardised Assessments highlighted gaps in learning in numeracy, enabling staff to address this. Teacher's professional judgement regarding children's progress in relation to National Benchmarks is strengthening. Participation in a programme of moderation events with colleagues from other schools is assisting the development of a shared understanding of standards. This is enabling teachers to have an accurate understanding of how children are progressing within national expectations.
- Effective planning meets the needs of all learners. Planning is undertaken across different timescales, with evidenced outcomes for progression and achievements. Learners are actively involved in planning. Progression pathways are well established in most curricular areas and are used to ensure progression when planning. Daily planning discussions ensure support staff and resources are effectively used to meet the needs of individuals. Interventions are regularly evaluated and tracked. Their impact is monitored to ensure the best outcomes for the children.

2.2 Curriculum: Learning pathways

- The principles of curriculum design are evident across all areas of the curriculum. It maximises the use of the rich contexts for learning and provides appropriate flexibility. This enables staff to maximise opportunities which arise locally, nationally and globally to meet the motivations and aspirations of children. As a result, children receive a broad, balanced curriculum that meets the entitlements within Curriculum for Excellence. The curriculum builds successfully on the strengths of being a small rural school. It also allows children to engage with the wider community through regular school excursions and partnership working. The school has rightly identified the need to refresh its curriculum rationale to ensure it reflects the unique context of Glenlivet Primary. At present, this does not accurately reflect the quality of the curriculum being provided.
- Progression pathways are used to enable the children to build upon their prior knowledge and to ensure appropriate progression for all learners. Work has been undertaken to refresh curriculum pathways over the past two years. The school is well placed to continue with their plans to develop progression pathways for health and wellbeing and technologies.
- Children experience high quality learning experiences across the totality of the curriculum. The development of sustainable community partnerships has enriched the curriculum. This enables children to build on prior learning, ensuring appropriate progression for all learners. The many child led developments in the outdoor areas have both enhanced the school grounds as well as providing meaningful and exciting contexts for learning. For example, following a cross-pollination investigation, the children worked with a local beekeeper to install a beehive in the school grounds. The children were fully involved in the research and the installation of the beehive and were pro-active in writing persuasive letters to provide the school with protective clothing for looking after the bees. They are now developing their bee-keeping skills as well as planning to extend their learning about honey and the use of wax. Approaches to outdoor learning, learning for sustainability and strengths of the school. Through these learning activities, children are developing a very strong understanding of their environmental responsibilities.
- All staff take responsibility for literacy, numeracy, health and wellbeing and digital learning across the curriculum. The quality of staff interactions to support these curricular areas is a strength across the school. For example, the introduction of the 'scrap shed' provides opportunities for staff to reinforce and extend literacy and numeracy through play.
- Children have opportunities to learning both French and German. They can use these languages to talk about the date, counting and participate in simple conversations. The school has benefited from support for language learning from the local high school.

2.7 Partnerships: Impact on learners – parental engagement

- See choice QI

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

- A very caring, nurturing and inclusive ethos supports children's health and wellbeing very well. All children feel safe, included and valued. There is a very strong sense of community that is underpinned by shared values and high expectations. The children treat each other with kindness and respect. They support each other very well in class and around the school. Standards of behaviour across the school are very high. Very positive relationships are evident between all members of the school community. Children are encouraged to play an active part in the school and wider community. The small size of the school is enabling all children to play an active part in decision-making on an on-going basis. Pupil voice is valued and respected by all staff and, as a result, children are active participants in the decisions made about them.
- Staff know the children and families very well. As a result of very effective relationships, parents feel able to raise concerns, confident that they will be addressed quickly and appropriately. Parents who met with inspectors indicated that communication between school and home is very effective. They feel very involved in their child's learning and the work of the school.
- Children are developing an awareness of healthy lifestyles and how to be active in their own lives. The school chickens and a beehive enables a high level of engagement and discussion about healthy eating. Children know how to ensure the wellbeing of their chickens and bees and enjoy looking after them. Raised beds and a poly tunnel in the school grounds, and access to a community orchard, provides children with their own produce with which to cook. During the inspection, some children used the fresh eggs produced by the school's chickens to make omelettes.
- Regular reflection against the school's 'Smart' targets is enabling children to understand aspects of their own wellbeing. This supports on-going discussion with staff, and enables children to share and address concerns. Staff clearly demonstrate their understanding of 'Getting it right for every child' through their practice. Approaches used to develop resilience are supporting children to progress in their learning.
- The promotion of children's physical health is encouraged and forms part of children's weekly reflection activities. All children receive physical education in line with national guidance. Tuition from members of the Royal Scottish Country Dance Society is supporting the school to learn a range of dances. Children are excited about performing these at a forthcoming Day of Dance event. Staff use their knowledge of children well to extend their experiences of different sports, such as swimming, bowling and cycling.
- Staff have begun to track children's progress in health and wellbeing using Moray Council's tracking system. The school has identified the need to develop their health and wellbeing

curriculum to ensure it provides a cohesive and progressive programme for all children. The school is well placed to develop this as planned, taking due account of the unique context of the school.

- Effective transition programmes are in place for children joining Glenlivet Primary School, and as they transfer to secondary school. Staff seek to establish relationships with families long before children are due to start school. By working effectively with other schools in the Associated Schools Group, children are supported well at the point of transition. Relationship building with children from other small schools is an important, and a successful feature of the school's transition programme.
- Appropriate training, policies and procedures are in place to ensure that the headteacher and staff have the necessary knowledge and understanding about statutory duties. Policies and practices are well grounded in current legislation. The effective application of a staged intervention approach is ensuring that additional planning is in place for children who may require it.
- Staff actively promote inclusion and equity to support all children to make very good progress. Strategies designed to promote inclusion and equality are very successful in meeting the needs of all children. Children feel supported to achieve their best. Having identified the potential to develop further children's understanding of equality, this features in the school's improvement plan. As a result, the school has begun its journey towards becoming a Rights Respecting School. Staff provide opportunities to develop informed attitudes about inclusion and diversity. For example, through regular access to current affairs news programmes, and through religious and moral education. There is scope to develop this further.
- Using detailed knowledge of the local community, plans are well established to enhance the school grounds to address the social isolation children may experience as a result of children living in a rural area. Pupil Equity Fund is being used to support this work. Opportunities for children to work with children from other schools are provided. This enables relationships to develop which support children when they transfer to secondary school.

3.2 Raising attainment and achievement

very good

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

Overall attainment in literacy and numeracy

- Overall, the data presented by the school demonstrates that most children are achieving appropriate Curriculum of Excellence levels in literacy and numeracy. A few children are exceeding expected levels. Classroom observations, children's work and discussions with children and staff during the course of the inspection support this evidence. Although attainment levels are similar across both literacy and numeracy, inspection evidence indicates that attainment in literacy is stronger than numeracy.
- Staff use data from the Scottish National Standardised Assessments to appropriately. These contribute to the overall teacher professional judgement as part of a range of high quality assessments. As a result of the effective tracking and monitoring of children's progress on an individual basis, learners are very well supported and challenged.
- Staff participation in moderation activities with other schools is developing a shared understanding of standards. As planned, staff should continue to engage in moderation activities, and extend this work to other areas of the curriculum.

Literacy and English

- Overall, attainment in literacy is good. Almost all children are making good progress in literacy from their prior levels of attainment.
- Reading: Overall, children's attainment in reading is good, with a minority of children exceeding expected levels. The school provides a literacy-rich environment to support reading. Children have opportunities to read for pleasure on a daily basis, and are encouraged to take books home. Children have access to a wide range of reading materials, and have a choice in the books that they study. Younger children are making a very good start to their reading by developing their phonic skills. They can use decoding and blending skills well to read unfamiliar words. They can identify the main ideas within text. Older children read with fluency and expression, using appropriate pace and tone. They can find, select and sort relevant information from a range of sources.
- Writing: Overall, children's attainment in writing is good. By ensuring writing has a real-life, relevant purpose, children have frequent opportunities to apply their writing skills. This is helping to increase the quality of children's writing across a range of genres. For example, children wrote letters to various community members for specific assistance with school projects. Staff use the local environment very effectively as a stimulus for writing, such as 'A wee walk in the Cairngorms'. Across the school, children can create a variety of texts for different purposes. Younger children can share their viewpoints and attempts to persuade the reader as appropriate to the purpose. Older children can write at length. This was evident from

the lengthy presentations they prepared to support their personal projects. They can use digital technology confidently to present writing for a variety of purposes, including contributing to the school website, social media and emails.

- **Listening and talking:** Overall, attainment in listening and talking is good. A significant minority are performing beyond expected levels. Children are developing and applying skills in listening and talking across all areas of the curriculum. They listen exceptionally well to each other, and respond appropriately. For example, having listened to formal presentations by their peers, children asked very appropriate questions relating to what they had just heard. Across the school, all children speak with confidence and are able to express their views clearly. The children are given a wide range of opportunities to present to different audiences, both in school, and in the local and wider community. This includes sharing their learning with their peers, neighbouring schools, and at public events. For example, all children have been filmed delivering a presentation based on their personal research for an art installation at Drumin Castle. Older children presented confidently to a large audience at the launch of the Dark Skies Park. The school should continue to maximise opportunities for children to develop and extend their listening and talking skills beyond the school.

Numeracy and mathematics

- Overall, progress in numeracy is good. A minority of children are exceeding expected levels. There is scope to develop further the application of numeracy and mathematics across the curriculum.
- **Number, money, measure:** Strategies used to increase mental agility has increased children's confidence and speed of calculation. A few children have demonstrated the positive impact of their learning at a maths conference, and to newly qualified teachers. Younger children can use a range of concrete material well to increase their understanding of place value. Older children can use multiplication and division problems to solve problems. Younger children can tell the time using half past, quarter past and quarter to, using analogue and digital 12-hour clocks. Older children can read and record time in both 12 hour and 24-hour notation, and convert between the two. Children have a sound awareness of measurement in practical situations and use these skills well. For example, when making bird-boxes, or preparing for the planting of hedging in the school grounds.
- **Shape, position and movement:** Younger children can name, identify and classify a range of simple 2D shapes and 3D objects. They can use them to make pictures, designs and models. Older children can identify the properties of 2D shapes and 3D objects using specific vocabulary.
- **Information handling:** Children are able to collect, organise and display data according to their age and stage of development. Many opportunities are provided to gather and record data in meaningful contexts. For example, collecting data for the RSPB Bird Watch. Children also record the number of eggs laid by the school's chickens using tally marks on a daily basis. Older children can use digital technology to represent information in tables, graphs and pie charts.

Attainment over time

- Robust systems are in place to track individual children's progress over time. This is enabling staff to monitor the pace of progress, and plan appropriate interventions as and when required. All children are making appropriate progress, with a minority exceeding expectations. As planned, track children's progress across a broader range of curricular areas.

Overall quality of learners' achievement

- There is a wide range of opportunities within the school for children to develop the four capacities. Children are encouraged to reflect against these on a regular basis. All children have areas of responsibility, which they undertake with enthusiasm and commitment. All children, through their membership of the Glenlivet Go Getters (pupil council) are empowered to lead school improvement.
- Children's achievements are recognised and celebrated through display, school communications, learning logs and assemblies. Almost all children have a very clear understanding of their achievements. The inclusion of achievements within personal learning logs enables staff to monitor and track the development of learners' skills and their articulation with wider achievement. This enables staff to ensure the needs of all children are successful in their achievements.
- The school's participation in community and cultural events is enabling them to achieve beyond the school. In partnership with The Royal Society of Country dancing, all children perform at a Day of Dance event. Traditional song workshops, in partnership with Crowne Estates Scotland has enabled children to celebrate their local heritage through song. School events, such as 'Soup and Sweet', enables children to invite the local community into their school to share their work. This strengthens children's confidence through sharing their learning, and enables them to celebrate their achievements.

Equity for all learners

- All staff have a very good understanding of children and their families. This enables them to provide a range of high-quality interventions to ensure individual needs are met. A highly individualised approach to addressing potential barriers to learning and is ensuring equity.
- The judicious use of partners is enabling very specific, targeted support to be provided, ensuring equity of opportunity.

Choice of QI : 2.7 Partnerships

- The development and promotion of partnerships
- Collaborative learning and improvement
- Impact on learners

- Parents and partners have a very good understanding of the school's context, its needs and its interests. The school community has a shared understanding of the schools visions and values.
- There is very regular engagement and communication with parents. Parents feel very well informed about their children's learning through their weekly involvement sharing their child's reflective learning log. A supportive Parent Council are well informed about the work of the school and take an active role in driving forward improvement.
- A wide range of partners supports the school on a very regular basis. They demonstrate a very high level of commitment to the school. Partnerships are supported by agreed plans. A collegiate approach to planning ensures joint work meets the needs of everyone involved. The school has effectively developed sustained partnerships, which is ensuring that joint planning builds on prior learning.
- Children are gaining significantly from the skills and expertise being provided through partnership working across a range of curricular areas. For example, Historic Environment Scotland supported the development of research techniques. Children then transferred this learning to support personal research projects about a local castle. This linked to a long-term partnership project with 'The Artists' to create an installation for Drumin Castle. This involved children filming presentations, using their research. Children also play a key role in informing and developing partnerships. For example, their frequent letter writing for specific purposes. Partnership working is building the capacity of staff across a range of skills and developing sustainability. It is strengthening leadership at all levels. For example, involvement in environmental work enables children to feel increasingly empowered to improve their local and wider environment.
- Partnership working with other schools enables staff and children to learn from each other's environments. This enables the sharing of ideas and supports planning around the specific needs of individual children and cohorts.
- The partners who met with inspectors find the motivation, engagement and enthusiasm of children and staff at Glenlivet Primary School inspiring. Staff, children and partners collaborate to plan, deliver and evaluate projects. As a result, the outcomes of their partnership work is informing the direction of future projects with other schools. Highly effective partnership working is mutually beneficial to everyone involved and is strengthening the sense of community and the children's role within it.
- Approaches to partnership working are improving the learning provision, and helping remove potential barriers faced by being a very small, rural school. This is enabling children to be outward looking, and is having a positive impact on raising attainment. This is extending the range of learning pathways through developing children's skills for learning, life and work.

Practice worth sharing more widely

- Partnerships working to support and enhance the curriculum.
- Key contact is the headteacher
- The school's highly effective approach to partnership working is leading to improved outcomes for children and families. Partners make a significant and sustained contribution to children's learning. Children's skill progression is evident as a result of their involvement in partnership projects, enabling them to build confidence and take increasing leadership responsibility. This work is enriching the curriculum, particularly in relation to learning for sustainability, science, technology, expressive arts and literacy. The use of the local environment is ensuring this work is very relevant to the school and its community. Partners describe their involvement with the school as being mutually beneficial, as it is informing their future work. The school plans, delivers and evaluates joint working with its partners to ensure success.
- Partners include the Tomintoul and Glenlivet Landscape Partnership, Crowne Estates Scotland, Tomintoul and Glenlivet Wildlife Group and Spey Fishery Board. There is strong support from parents and the local community. Heritage Lottery Funding is supporting a four-year programme with a group of artists. This has significantly developed children's digital technology skills. A focus on cultural activities, such as Scottish country dancing, and music are also being developed through partnerships.

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.