

Summarised inspection findings

Corrie Primary School

North Ayrshire Council

29 August 2023

Key contextual information

Corrie Primary School is a small rural school located in Corrie on the Isle of Arran, North Ayrshire. At the time of inspection there were 16 children on the school roll, who are taught in two multi-composite classes. The headteacher and two depute headteachers have been in post for a number of years. They have well-established shared leadership responsibilities across six primary schools and five nursery classes in Arran. There have been a number of changes to the staff team this session with both teachers and clerical staff new to the school.

All children live in deciles seven and eight of the Scottish Index of Multiple Deprivation. This session, the school received £3675 in Pupil Equity Funding.

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

- Relationships across Corrie Primary School are very positive. The headteacher and stakeholders across all six partner schools have developed a shared vision. The chosen values reflect and celebrate the uniqueness of each school and the 'sixness' of their situation. Staff model the values of belonging, creativity, kindness, positivity, supporting and wisdom in their daily interactions with each other and with children. They have created a nurturing and inclusive ethos where all children are valued. Children benefit from the calm, happy and welcoming environments and enjoy learning together as part of the 'Corrie family'.
- The headteacher, supported well by two depute headteachers, leads by example. She ensures children are at the heart of the school's work. Staff place children's wellbeing at the centre of their practice. They know children and their individual needs very well. They develop and maintain strong relationships with families which helps them provide the right support for children. They use class charters based on relevant articles from the United Nations Convention on the Rights of the Child. This supports children to understand their rights and the rights of others. As a result, children support one another very well. They enjoy learning with their peers and experiencing success.
- Teachers share the purpose of the learning and encourage children to talk about what they need to do to be successful. They plan a range of learning and teaching approaches to engage children, taking account of their differing stages of development. Teachers differentiate very well, planning activities and experiences that meet the varying needs of all children. For example, teachers at the early stages use a wide range of engaging texts for children working at different levels to practise their reading skills. This supports children to apply their skills such as prediction, using increasingly challenging and unfamiliar texts.
- Almost all children engage very well with their learning. They are keen to share their ideas and opinions with adults and each other. Children contribute purposefully when choosing contexts

for learning based on the experiences and outcomes planned. Teachers use questioning skilfully to engage children, extend their thinking and build on the ideas of others. They plan an appropriate balance of activities that allow children to work individually, in pairs and in groups. Children demonstrate independence when working individually and with others and use their skills in problem solving and communication well during these tasks. They are confident when taking on a number of group roles such as the 'discussion director'. These roles motivate children and support them to contribute to group tasks.

- Children benefit from the regular and individualised verbal feedback from teachers which helps them to improve and identify their next steps. Children contribute to developing their own learning targets and talk about their next steps in learning. Learning targets are relevant and link well to the progress children make in literacy, numeracy and health and wellbeing. Teachers should increase the use of written feedback to support children to improve their skills in writing. They should plan for more regular learning opportunities for children to write at length, using teacher feedback to inform their next steps.
- Teachers make good use of technology to enhance children's learning. They use interactive boards effectively to help children visualise and understand new concepts and unfamiliar contexts. Children at all stages use devices confidently to practise skills and consolidate learning using a range of apps and games. For example, older children can plan, programme and test a set of codes to move a robot. They select a range of movements to navigate increasingly complex routes and challenges. As planned, senior leaders and teachers should develop a digital technologies framework to support learning that is progressive.
- Teachers are at the early stages of developing outdoor learning and play pedagogy. They use professional learning well to incorporate playful activities into children's daily experiences. They plan daily opportunities for children to take their learning outdoors using the engaging outdoor environment to stimulate children's thinking. Teachers think carefully about how to provide a range of learning experiences for children at different ages and stages of development. As planned, teachers should continue to develop approaches in these areas. They should continue to engage in professional reading using national practice guidance such as *Realising the Ambition: Being Me (2020)* to develop their thinking. Senior leaders should continue to provide opportunities for teachers to share practice across partnership schools to support the development of these pedagogies in multi-stage composite classes.
- The headteacher and depute have supported staff very well to establish positive and effective partnerships across the primary schools on the island. Teachers benefit from opportunities for professional learning as a larger staff team. They work closely with stage partners from other schools to discuss children's progress and moderate examples of children's work. Children benefit from the regular, planned joint experiences across the schools, learning alongside new friends from a wider group. They develop relationships beyond their school community and as they transition to secondary school.
- Teachers plan well appropriate learning across all curriculum areas. They use a helpful three-year plan, developed by the depute headteacher, to ensure children experience breadth across the curriculum. Children share their interests and select appropriate contexts in which to learn. As planned, teachers should continue to build in opportunities for children to experience personalisation and choice in their learning. This could include increasing opportunities for pupil participation and leadership as part of the re-introduction of children's leadership groups.
- The headteacher introduced a helpful assessment calendar to support teachers to plan assessment approaches throughout the year. Teachers use a range of assessment approaches to measure the progress children are making in literacy and numeracy. The principal teachers provide valuable guidance and professional learning to support teachers to

link their planning and assessment effectively. This approach ensures children experience learning at the right level as well as appropriate challenge. Teachers engage in helpful moderation with partner schools. This is supporting them to make increasingly accurate judgements about the progress children are making. As planned, senior leaders should support teachers to engage in moderation activities across all areas of the curriculum using National Benchmarks. This should support teachers to develop further their understanding of national standards.

- Staff use the staged intervention process well to identify short term and achievable targets for children who require additional support. They involve appropriate professional agencies and incorporate effective strategies which support children very well to access their learning and improve their outcomes.

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.

3.2 Raising attainment and achievement

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

Attainment in literacy and numeracy

- At the time of inspection, the school roll comprised of small cohorts of children at each stage. Because of this profile, attainment and progress will be expressed in 'overall' statements, rather than for specific year groups or Curriculum for Excellence levels.
- Data presented by the school demonstrates that in June 2022, almost all children achieved appropriate Curriculum for Excellence levels in literacy and numeracy. Children with additional barriers to learning make very good progress and attain well for their individual levels of need. Almost all parents feel that their children are very well supported by staff at Corrie Primary School. They appreciate the individualised support provided for their children. Detailed tracking information indicates almost all children are on track to achieve expected levels in reading, listening and talking and numeracy with most on track to achieve in writing.

Attainment in literacy and English

- Overall, children are making good progress from prior levels of attainment in literacy and English.

Listening and talking

- Across the school, children listen well to adults and their peers. They engage very well in group and class discussions. Children ask and answer questions thoughtfully. They are articulate and share confidently their ideas, thoughts and opinions. They present their ideas and research formally, using their voice and eye contact effectively to engage an audience. Children benefit from the links with other primary schools and gain confidence when interacting with a wider audience. For example, children present to larger audiences when taking part in the annual Christmas show and Burns' competition. Teachers should now plan increased opportunities for children to present in different contexts such as school committees and at assemblies. This should support children to develop the skills required to present to different audiences.

Reading

- As children progress through the school, they become fluent readers who read aloud with expression. They understand the features of different types of texts with older children able to talk about their favourite genre and author. Children enjoy reading and appreciate the wide range of texts on offer in their well-resourced library. Older children would like to have regular input when deciding which texts should be purchased for the library. Children ask and answer a range of questions about different texts. They generate questions using key information from the passage. Children are not as confident when generating inferential questions for their peers although use surrounding evidence well from a text to answer these questions.

Writing

- Staff have identified correctly raising attainment in writing as a key area of school improvement. As children move through the school, they write at increasing length using the features of genres such as letter writing and information reports. They include interesting vocabulary to engage the reader and add detail to their texts. Children understand that figurative language enhances their writing. Older children present their work well and use punctuation such as commas, speech marks and apostrophes accurately. Across the school, children do not write regularly and for a range of purposes and audiences. Teachers should now address this to support children to make better progress when writing at length across a range of contexts. Children are less confident using subject specific vocabulary to enhance their writing.

Numeracy and mathematics

- Children are making good progress from prior levels of attainment in numeracy and mathematics.

Number, money and measure

- Children show confidence and accuracy in mental agility. Their presentation is of a high standard in numeracy which supports them to calculate with accuracy. Older children use the order of operations correctly to solve increasingly challenging calculations. Teachers plan relevant and interesting contexts to link numeracy to real-life. For example, older children plan and calculate travel times to make journeys using ferry, train and plane timetables. Children confidently calculate fractions, decimals and percentages, moving between them accurately.

Shape, position and movement

- Children show a good understanding of the different triangles and the properties associated with them. They identify an increasing range of two-dimensional shapes and three-dimensional objects, naming their properties. Children identify and draw multiple lines of symmetry using a range of regular and irregular two-dimensional shapes. Older children use their knowledge of directions and movement to programme devices accurately.

Information handling

- Overall, children gather, collate and interpret information through bar graphs, pie charts and tables. They use information and data relevant to their experiences and interests and display this accurately. Children are not yet confident collating and displaying data using technologies.

Attainment over time

- Given the small school roll and changing cohorts of children each year, attainment over time is a varied picture. Senior leaders and teachers track effectively the progress children make towards their individual targets. They use assessment information and National Benchmarks well to align professional judgements with Curriculum for Excellence levels. The planned moderation with cluster schools should continue to support teachers to make accurate professional judgements using a wider range of evidence.
- The headteacher and staff monitor closely children's attendance. Attendance overall is consistently higher than local authority and national average levels.

Overall quality of learners' achievements

- Children's achievements are recognised and celebrated through displays, online journals and newsletters. Children enjoy sharing their achievements and parents comment positively on seeing children's learning through the online platform.
- Staff involve children in the wider life and work of the school and through worthwhile local partnerships in the community. For example, the majority of children participate in the Arran

Music Festival and Day of Dance. Older children take on responsible roles such as reading buddies to support younger children to engage with a wider range of texts. They are involved in planning school events which helps them to develop leadership skills such as communication and teamwork. Children gain skills in a wide range of sporting activities such as netball, basketball, and participate in football tournaments as part of an Arran Sportshall team at Ayrshire level. Teachers should now support children to identify the skills they develop as a result of these roles. This will support children to understand how different experiences develop their skills relevant to learning, life and work. The headteacher has plans to re-introduce and increase leadership roles for children across the school. Staff should support children to reflect on the skills they develop using the Career Education Standard (3-18) and Meta Skills Toolkit.

Equity for all learners

- The headteacher and staff have a very strong focus on inclusion and equity. They have a clear understanding of the socio-economic background of children and families and the challenges families can face living in a rural location. The headteacher is committed to ensuring there is no cost to the school day and uses Pupil Equity Funding well to provide additional experiences for children. They track the progress of individuals and ensure those who require additional support receive it which supports children to make very good progress against individual targets. The Parent Council support the school very well to fundraise to ensure all children have access to annual swimming lessons without cost. Children also participate successfully in regular swimming galas.
- Staff have worked hard to ensure children have equality of opportunity as children from larger and mainland schools. Children's learning experiences are enriched through visits from science groups. Senior leaders plan well improvements to school resources to provide children with a wider understanding of world views. For example, staff have increased reading materials with a focus on diversity and equality. They link with partners to provide children with a range of experiences such as after school clubs at the high school. Teachers link closely with staff from Arran High School to plan and support smooth transitions for children moving on to secondary 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.