

Summarised inspection findings

Garlieston Primary School

Dumfries and Galloway Council

30 April 2019

Key contextual information

Garlieston Primary School is situated in a small harbour village, in a rural area of South Machars in Dumfries and Galloway. The school is part of a partnership with Whithorn Primary School which is five miles away. There is a headteacher across both schools. Twelve children attend the school, from P1 to P7. In the last academic year there was an education authority consultation on closure. The consultation impacted on admissions. In this school year significant renovations to the fabric of the building have been undertaken. At the time of the inspection, the hall/dining room and one classroom were not available for use, the library had just been returned to the school and the children were working in a temporary classroom.

1.3 Leadership of change

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 school's vision, 'We aspire to fly high through expectations, challenge and achievement' is displayed in the school environment and is linked to children's achievement stars. Children talk confidently about what the vision means for them. They are able to demonstrate how they are working independently and with their peers to achieve well. The headteacher is working with children, parents and staff to review this vision to ensure that it reflects the local rural and coastal context of the school more closely. When in place, this revised vision needs to be widely shared and understood by the school community.
- The headteacher is welcoming and approachable and has a positive, 'can do' attitude to ensuring children receive their entitlement to a broad general education. She has earned the trust and respect of the staff and wider school community. She has a strong commitment to children, their families and the local community which she knows very well. She is visible across the school and ensures there is an open door policy. In her five years in post she has driven forward positive improvements in the school. This includes developing a more appropriate curriculum and fostering very productive and positive relationships across the partnership and cluster. She values working with a very supportive group of colleagues who share a common aim to improve outcomes for learners for children and families.
- The headteacher and staff demonstrate a commitment to ensuring that all children achieve their potential and that they experience school as a place in which they feel safe and valued. Staff know their children and families very well and the school serves as an active rural community. Staff take good account of the social, economic and cultural context of children and their families. Staff have a sound knowledge of individual children and their needs and they use this information effectively to ensure equity for almost all children. There is scope for a few children's needs to be better met through individualised support.
- The school is using self-evaluation well to guide change. The headteacher has introduced a wide range of strategies to monitor the work of the school. These approaches to self-evaluation are used to audit the work of the school and are having a positive impact on

children's learning. By increasing the depth of engagement with national guidance and self-evaluation frameworks such as How good is our school? (4th edition) staff will be better placed to reflect on their work further. An improvement calendar has been implemented across the partnership which outlines the range of collaborative approaches and activities used to ensure continuous improvements.

- The headteacher has developed a partnership school improvement plan in line with national guidance. There are a manageable range of improvement priorities. As a result of the plan addressing the development needs of both schools, it is difficult to identify and define the priorities specific for Garlieston Primary School. In developing future improvement plans, the headteacher and staff should ensure that priorities are responsive to the school's unique context and measure the impact of these on children's outcomes. The standards and quality report also reflects the partnership. As a result, parents at Garlieston Primary School may be unaware of the impact school improvement priorities have on their children's learning.
- The headteacher actively encourages staff to take on leadership roles across the school and views this distributive leadership approach as a key driver for change. Staff are also encouraged to initiate informed change. They are increasingly taking on responsibilities as curricular leaders such as digital leaders and in developing the Careers Education Standard. As a result, children are more confident in using technology, they are learning to code and record using a green screen. They are beginning to understand the world of work through visits from parents who talk about their jobs.
- Partnership working with Whithorn Primary School is a strong feature of the school. Teachers report that they feel supported by their colleagues, and are able to share expertise and resources. They appreciate opportunities to learn together, and use self-evaluation tools to identify common areas for school improvement. They benefit from teachers at Whithorn Primary School developing aspects of the curriculum with them. Children also benefit from the strong partnership with colleagues in Whithorn Primary School. They benefit from theatre company visits, science and music events. As a result, children are developing further their social skills, confidence and friendships ready for transition to high school.
- Professional learning and development of staff is well led by the headteacher. She encourages regular professional learning events to support and take forward school improvement priorities. A few teachers also undergo post graduate learning such as Scottish College for Educational Leadership 'Into Headship' programme. Staff welcome these opportunities and can demonstrate how their learning contributes to children's progress, for example, in literacy and numeracy. Staff show commitment to shared educational values and professional standards as part of the professional review and development process (PRD). Teachers are proactive in planning their professional learning, which is linked to their PRD and priorities in the school improvement plan.
- The headteacher has prioritised the use of Pupil Equity Fund (PEF) across the partnership to raise attainment and close the attainment gap for identified children through the development of literacy and numeracy, supported by an additional teacher. This PEF plan is not yet closely linked to improving outcomes and closing the attainment gap for those children facing social and economic challenges at Garlieston Primary School. As a result, of this it is difficult to evaluate the impact on children's outcomes in the school effectively. The headteacher, however, reports that almost all children are making good progress in their engagement with reading. Robust evaluation of the impact of initiatives to raise attainment in Garlieston Primary School, including the analysis of a range of data, will help staff to identify gaps in learning and inform the most appropriate next steps to address this.

- The headteacher observes teaching and gives written and verbal feedback to teachers. Feedback from observations of teaching could be more detailed and include clear actions for improvement to be taken forward. The headteacher should continue with plans to reintroduce peer observations across the cluster and the partnership. In doing so, teachers will benefit from further opportunities for focused professional dialogue to support collegiate professional learning for staff.
- Pupil voice is being developed effectively in the school. All children are members of groups such as pupil council, house captains, Junior Road Safety Officers or as part of the eco-committee. Children feel a sense of pride in their school and have a sense that they can make a positive difference. Children agree that these groups are making improvements in the school. As planned, the school should increase opportunities for children to evaluate the life of the school by engaging with How good is OUR school?
- Parents and members of the local community are involved in the school in a variety of ways to support children's learning. For example, parents lead after school clubs where children identify what activities they would like to undertake in sports, arts, sustainability and dance.
- We spoke to partners during the inspection and they felt their relationship with the school was very supportive and that their contributions were valued. They talked highly about the headteacher's welcoming and positive 'can do' attitude so that no child is missing out because of the rural context of the school. The parent-led wider achievement club is supported by colleagues in the community learning and development team. As a result, of this partnership, and encouraged by the headteacher, a few parents have achieved Scottish Qualification Accreditation in, 'Parents into volunteering'.

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 enjoy positive relationships with each other and staff. All children were observed to be polite and respectful to one another and to visitors to the school. They told us that they enjoy learning and are happy in school. As a result of the small numbers and the positive ethos in the school, there is a strong sense of family. Older children are patient and kind to younger children in the class. Overall, most children are motivated and have a positive attitude to their learning. They engage well with the range of learning experiences provided for them and most can work well independently and in pairs and small groups for different learning activities. Children demonstrate a stronger engagement in their learning when involved in more active learning contexts such as technology and science.
- Digital technology is used well to enhance learning and teaching. Children display well-developed skills in using a range of digital tools such as the computer, microphones, cameras and the green screen to reinforce and develop learning. They worked well using a variety of digital tools to create their own weather forecasts.
- For the most part, children access learning experiences which are matched to their needs. However, a few activities were pitched at too high a level for some children. This was particularly evident when children were undertaking online activities or completing worksheets. The pace of learning is brisk. However, at times it is too rushed as a few children require more time and support to complete their tasks appropriately. They need to have a greater understanding of the tools they can access to support them and of ways to ask for help with their learning. More careful organisation of displays and resources could support this. Staff have begun to engage with ways of making learning more visible and report that this is beginning to have a positive impact on their practice. This was still at a very early stage of development and we have asked that this is developed further. Children can talk about their learning, but they are not yet fully confident in identifying their strengths and next steps in learning.
- Staff are developing children's personal learning plans (PLPs) to support children to understand themselves as learners. Termly targets are set and children review and document their progress in overtaking them. The school has introduced learning conversations. Staff recognise the need to develop these further. Helpfully, PLPs are shared regularly with parents at meetings and open afternoons. The school plans to develop the PLP's further to allow them to be used to support learning more effectively in class.
- In most lessons, teachers share the purpose of lessons and provide children with guidance for what they need to do to be successful. There is scope for teachers to develop further questioning techniques to promote children's higher-order thinking skills.

- Teachers plan learning using the experiences and outcomes from Curriculum for Excellence. They make use of local authority progression pathways for a few curricular areas. They have also developed their own pathway for science. Teachers work collaboratively with colleagues from their partner school to plan learning. They are positive about the benefits of this partnership approach which enables them to develop a better understanding of the curriculum and share ideas and resources. Children are involved in planning aspects of their learning with their teacher. For example, they are consulted about what they would like to learn as part of class topics. They also are encouraged to choose which digital tools to use to showcase aspects of their learning. Teachers evaluate learning across all curricular areas on a termly basis.
- Staff make use of a range of assessment information to support and challenge learners. This includes summative assessments and standardised tests. There is a need to make more effective use of formative assessment. Staff meet with the headteacher and support for learning teacher to discuss each child's progress. They identify different interventions required to support and challenge children. Staff should build on this to ensure plans identify which areas require additional adult input as opposed to being resource based.
- The school has introduced new approaches to tracking children's progress. Progress in literacy, numeracy, aspects of health and wellbeing and more recently, science is tracked. This data, as well as other pertinent data is used as a basis for discussion at attainment meetings. We have asked the staff to continue to develop further their approaches to tracking to ensure children's progress across all areas of the curriculum is undertaken in line with improvement planning.

2.2 Curriculum: Learning pathways

- Staff have developed a curriculum rationale in a child-friendly format. The curriculum takes positive account of the unique local context of the school. The school has put in place curricular overviews for all areas of the curriculum. There is a three year overview in place, this is helping to ensure coherence and progression for learners as they move through the school. In doing so, consideration has been taken to ensure the needs of a multi-stage class have been taken account of. French is being taught across all stages.
- Staff work with their partner school and colleagues within the cluster to continually refresh and develop the curriculum. Recent positive examples include the science and technologies programme. Headteachers across the cluster have been developing more streamlined overviews for literacy and numeracy. Staff are beginning to use these to inform planning of learning for these areas.
- Staff are developing children's understanding of the world of work in different ways. Good use is made of partners and parents to support this. Children have explored a range of jobs to identify the necessary knowledge and skills required. They have also visited local resources such as the hotel to meet and engage with staff to support this.
- Outdoor learning is at an early stage of development. The weekly parent-led after school club attended by all children provides good opportunities for children to make use of the exciting and interesting local environment. While there are a few opportunities for children to learn through play there is great scope to develop this further.
- Good use is made of the local context to enhance the curriculum. This includes strong links with Whithorn Trust which enables children to learn about historical events. Due to the rurality of the area, the school is proactive in bringing in a variety of resources and specialists in to the school to support children's learning across the curriculum. This includes, Wigtown Book Festival authors, Glasgow Science Centre Roadshow and Dark Skies Planetarium.

2.7 Partnerships: Impact on learners – parental engagement

- Parents have been consulted in the development of the school's new vision, values and aims. Taking in the local context the new vision values and aims puts children at the centre of partnership working. Staff and children now need to work with parents and the wider community to understand how this new vision, values and aims can lead to children making improved progress in their learning.
- The inclusive ethos provides a caring environment for the children. Children feel safe and know that they have someone to talk to about any worries. The headteacher has an 'open door' policy. A few parents reported that they did not feel confident that concerns would be listened to and acted upon.
- The Parent Council is very supportive of the work of the school. They raise funds to enhance children's experiences as part of the after school club they run in partnership with children. They are consulted about learning conversations, PLPs, behaviour approaches, and personal learning profiles. There is scope to involve parents more fully in identifying improvement priorities and other important decisions, such as the use of the school's allocation of the PEF.
- Almost all parents value the school's efforts to work with them to improve experiences and outcomes for their children. Almost all parents say they receive helpful, regular feedback about how their child is learning and developing, and the school gives them advice on how to support their child's learning at home. A few parents reported that they would like to be involved in a review of homework. Almost all parents say the school takes their views into account when making changes. A few parents say they would appreciate receiving more feedback from the school on how it acts on their views.
- The school is making effective use of the expertise and skills of a few parents. Recently, parents were invited into the school to help children to develop their understanding about the world of work. They have also been encouraged to volunteer in the school running afterschool and chess clubs. There is scope for parents to have greater involvement in learning in the classroom, for example, through supporting reading, and digital learning.

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. Areas for development have been agreed with the school and the education authority.

3.1 Ensuring wellbeing, equality and inclusion

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

- There is a welcoming ethos, positive relationships and a climate of mutual respect and trust throughout school. These are based on school's vision and values. The school has established an environment which promotes and supports the wellbeing of children, staff and families. All staff are clear about their responsibilities and roles in relation to the wellbeing of all children. The school ensures that all staff, including learning support assistants, have suitable opportunities for training to build their confidence and skills.
- The caring and nurturing ethos in the school provides a context in which all children, and their families, are encouraged and supported to feel a valued part of their community. Children are happy at school and relationships with teachers are positive. Children are polite and well behaved and are confident when speaking with adults. During the inspection visit children demonstrated consideration for others around them, both inside the school building and in the outside areas. Almost all children are included and engage well in their learning.
- Children are very well-known to staff. The calm, purposeful environment in classrooms and around the school supports children in their learning and encourages them to socialise together. This supportive culture is helping children to gain confidence to talk about issues affecting them and, with the support of staff and partners, to take action to address any concerns they may have.
- Children have a good understanding of the wellbeing indicators. Every child completes a wellbeing assessment. These assessments are used to plan next steps in children's learning in health and wellbeing. The school is tracking the progress and impact of this work to support and enhance wellbeing of all learners. Older children work with local authority staff to articulate what the wellbeing indicators mean to them as part of their transition programme. Staff should continue to extend the use of wellbeing indicators with children, and begin to use them in everyday language to help children reflect on their own progress.
- Children are in the early stages of working with the United Nations Convention on the Rights of the Child. Learners are identifying which rights are most important to them and comparing their rights with children in other countries, for example, children in India. There is scope to link this work on rights to the school's new vision and values, the wellbeing indicators and the Respect for All policy.
- The wellbeing of children is central to the life and work of the school and is reflected in the broad range of health promoting activities which are delivering positive outcomes for children. Overall, children have a good understanding of the need for a healthy lifestyle. They are learning to develop a greater understanding of the links between their emotions and behaviour and strategies for coping with this. They know what they need to do to stay safe online.

- From the range of inspection activities undertaken, all children feel safe at school and that the school helps them to feel safe. Children say that they have someone to speak to if they are worried or upset. They feel that the school helps them lead a healthy lifestyle. Children think that they have lots of chances to take regular exercise and enjoy taking part in the daily mile.
- Staff work together very well to provide an inclusive environment for learning in which children, parents and partners feel that their opinions and views are sought and valued. Children recognise that their contributions matter and that they can bring about change, for example, through their eco work.
- The school works effectively with partners to support whole school approaches to promoting wellbeing. There is a wide range of committed partners supporting the work of the school. Through these partnership experiences, children are developing skills of confidence and teamwork, becoming responsible citizens and effective contributors within the wider community.
- The headteacher is fully aware of the legislative requirements of meeting learners' needs and has made appropriate arrangements to ensure children's needs are tracked and monitored. The school has helpful policies to promote equalities, anti-bullying and diversity. The progress of a few children requiring additional support, whilst carefully tracked and monitored, is not yet resulting in effective interventions being in place. We have asked the school to review the need for an additional support plan for a few children. These plans can be used to identify and record targets for a few children identified as requiring support. The headteacher monitors attendance and punctuality regularly and is proactive in dealing with and monitoring any issues that may arise.
- Transitions between the home/nursery and the school and between the school and the high school are well considered. There is a programme of visits and an appropriate induction to the new setting for children starting school and later in moving to the high school. Children who require extra support at the time of transition benefit from an enhanced transition programme.
- All children are included, engaged and involved in the life of the school. There are regular professional learning opportunities for teaching and support staff to understand diversity. Through the school's ethos, lessons, assemblies, discussions and the school's Religious and Moral Education programme children are helped to understand differences and accept others for who they are. Children talk positively about school and feeling part of the school community. Teachers acknowledge that the school does not have a particularly diverse community. As a result, they need to consider how best to support children to understand, value and celebrate diversity and challenge discrimination.
- The school understands very well the community it serves. Pupil equity funding provides targeted support for numeracy and literacy across the partnership. In speaking to inspectors the headteacher identified that early indications indicate that boys, for example, are gaining in confidence to engage with reading more readily.

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

- There is one multi-stage class in the school. Due to the fact that every cohort in this school is fewer than ten, statements about progress have been made to ensure the anonymity of individual children. Data presented by the school indicates that most children are achieving appropriate Curriculum for Excellence levels in literacy and numeracy. Their data also indicates that a few children are exceeding expected levels.
- Inspection activities which included observing children's learning at all stages, sampling of children's work, engaging with children in class and in focus groups, support the majority of teacher judgements. A few children are moving too quickly through the levels before having appropriate opportunities to experience breadth and depth in learning. To ensure the validity of attainment data, the school should continue to engage in rigorous moderation processes to ensure expectations, outcomes and experiences for all children are accurate.
- A few children who may have barriers to their learning require a more structured and planned approach to support them to make better progress in their learning. The school was able to share examples of the positive impact support for learning has had on a few older children.

Attainment in literacy

- Overall, children's progress in literacy and English is satisfactory. Most children are on track to achieve appropriate CfE levels by the end of the current session.

Listening and talking

- In class, children listen well to their teacher. They have opportunities to work in pairs and groups which is supporting the development of their listening and talking skills. Throughout the year they are able to present to different audiences for a variety of purposes. A few children told us about the power point presentations on internet safety they had created and how much they had enjoyed sharing these with their classmates. Although children have experiences such as these, they are not yet able to articulate the different skills they are developing in listening and talking.

Reading

- There were no children in attendance during the inspection working at early level. According to data made available by the school, a few children working at early level are not yet confident in recognising initial sounds and require more support to enable them to engage more successfully with print. Staff should consider establishing a daily programme to support the development of key early literacy skills.
- At the start of first level, most children are able to read different texts as part of their online reading programme and reciprocal reading activities. They are developing their skills in simple

comprehension. A few children are not able to identify and make use of different reading strategies to decode unfamiliar texts. By second level, children are able to skim and scan different texts for key ideas and information. They are able to make notes to make new texts, for example, eco posters. Across the school children display a keen interest in books and most are able to identify their favourite author or book. While children report they enjoy the challenge of progressing through the different levels for their online reading programme, there is a need to be alert to any unnecessary pressure this may cause. Staff should explore ways in which children can access dedicated reading time in school to help to reduce the amount of time children are expected to read their book at home.

Writing

- At the early level, most children are on track to achieve appropriate levels in writing. A few children require more support to develop their early writing skills. This will include more regular opportunities to engage in activities which support the development of their fine motor skills. A few children at early level, are increasingly able to write a simple sentence. They need more regular practice in letter formation. At the beginning of first level, most children write for different purposes. For the most part they write sentences and use simple joining words. They are not able to consistently apply their skills in independent writing. By the end of first level, most children write for a variety of purposes. By the end of P4, children are developing skills to write more extended pieces in imaginative writing. They are able to use paragraphs and attempt to start their sentences in different ways to engage the reader. Towards the end of second level, the majority of children can create texts of length for a variety of audiences and a range of purposes with increasing confidence. Across the stages, there is a need for children to have a clearer understanding of the standards expected of them. An agreed presentation standard would help to support this. In addition, written feedback to children needs to be more effective and help them to improve their work further. Children are not routinely reviewing their learning targets to help them to be successful. They have regular opportunities to up level their work on the computer. Positively, children have opportunities to write articles for the class newsletter.

Numeracy and mathematics

- Overall, children are making satisfactory progress in numeracy and mathematics.

Number, money and measurement

- There were no children in attendance during the inspection working at early level. From looking at jotters and data, most children are on track to achieve with a few not yet working at early level. At the start of first level, most children are confident in counting beyond 20. A few need support to identify even and odd numbers. Most are able to undertake addition within 20 although a few require help with this. Revisiting the concept of addition with a focus on concrete materials is required. Towards the end of first level children can identify the value of each digit in a three digit whole number. They can manipulate numbers well to double and to round to the nearest 100. They can add, subtract, multiply and divide at an appropriate level. They are able to undertake addition of different amounts of money and identify change from £10. They can identify simple fractions such as a half and a quarter and can explain equivalence. They are not yet confident in articulating the different strategies they can use to solve number problems.
- By the end of second level, most children are making good progress with a few making very good progress in aspects of numeracy. They demonstrate a good understanding of decimals, fractions and percentages. They require more practice in tackling multi-step and word-based problems. Children at all stages would benefit from learning a wider range of strategies to support their mental agility. Across all levels, children require regular reinforcement and consolidation of their learning. Staff recognise the need to ensure children have regular

opportunities to demonstrate and apply their learning. This is necessary for all aspects of numeracy and mathematics. We discussed ways in which this could be achieved within a multi-stage class. Staff recognise the need to ensure children have regular opportunities to revisit topics and offer children more opportunities to demonstrate and apply their learning. Only a few children have experience of calculating profit and loss.

Shape, position and movement

- Across the levels children display an appropriate understanding of 2D shapes and 3D objects. A few children require a little prompting to be able to identify more complex shapes. At first level children can identify and demonstrate lines of symmetry in 2D shapes. At second level, most children use appropriate vocabulary to describe different familiar shapes.

Information handling

- Children across the levels have engaged with different ways to interpret and display data. Children were unable to recall recent learning in this area.

Time

- Overall, children have a good understanding of the concept of time. By the end of first level children can identify o'clock, half past and quarter to and past the hour. They are beginning to become familiar with 24 hour notation. Most children working at second level can record time in both 12 hour and 24 hour notation. They are able to carry out simple conversion calculations for hours and minutes into minutes.

Overall quality of learners' achievement

- Children's achievements are displayed around the school, within PLP's, at assemblies, and in the fortnightly class newsletter. Staff record and track children's individual achievements. We have asked staff to build on this positive start and support children to make links to and between their achievements to skills for learning, life and work. In doing so, it will be important for staff to monitor children's participation and access to different contexts to ensure there are no significant gaps. 'Wider achievement' afternoons are organised which enable Garlieston Primary pupils to join other children at their partner school. As part of this staff, parents and volunteers organise and deliver a wide range of learning contexts for children. Children told us that they enjoy their trips to Whitburn Primary School, as it allows them to become acquainted with children they will join in S1 at the high school. We have discussed with staff the potential benefits of allowing children to take a stronger lead in organising and leading clubs. There is also scope for children to introduce and develop their own lunchtime clubs.

Attainment over time

- The school has been tracking children's progress in literacy, numeracy, and aspects of health and wellbeing for the last two years. This session, the school has begun to track science. Overall, the school is able to demonstrate that most children are making appropriate progress from their prior levels of attainment. Staff report that as a result of new approaches to tracking, they believe they now have a more robust picture of children's attainment as they move through the school. We have asked that staff interrogate the data carefully to identify why a few children's progress dips at certain points in time. There are different opportunities for staff to engage in moderation work within and out with the school. Staff report that they are becoming more confident in making reliable professional judgements. They work effectively with their partner school, to develop a shared understanding of levels. We have asked the school to continue to develop this further while exploring ways of working with a wider group of colleagues.

Equity for all

- In this very small school, staff know children and their individual circumstances well. They take positive steps to ensure all children feel included and valued. Due to the rural context, staff have organised a 'wider achievement afternoon' for children to join pupils at Whithorn Primary School each week.
- We have asked that staff track the impact of PEF within this school more robustly.

Choice of QI : 1,1 Self-evaluation for self-improvement

- Collaborative approaches to self-evaluation
- Analysis and evaluation of intelligence and data
- Impact on learners successes and achievements

- The views of staff, children, parents and partners are valued and encouraged by the headteacher. As a result, a strong ethos of teamwork is evident throughout the school. The headteacher's leadership approach supports a culture where self-evaluation is a central feature of the life of the school. The headteacher is embedding a range of comprehensive strategies to monitor the work of the school. As a result, all staff are developing a better understanding of the importance of self-evaluation. All staff and children across the partnership regularly engage in both formal and informal self-evaluation activities to measure the impact of school developments. Self-evaluation for self-improvement is an integral part of the school's continuous improvement calendar.
- Children and parents are now playing a greater part in improving the life and work of the school. The pupil council display board identifies what steps the school has taken as a result of feedback from children. Through surveys and open afternoons parents are provided with opportunities to feedback on what the school is doing well and what it can do better. Inspectors discussed with the headteacher ways to more fully engage all children, parents, partners and the wider community in identifying what the school does well and identify more clearly how their contribution influences school improvement.
- Staff have responded well to opportunities to reflect on the work of the school and to make suggestions for improvement. Staff have reported there is an increase in the collective responsibility for development. Staff have a clearer understanding of the journey the school needs to take to improve outcomes for learners. As a result, staff are aware of the school's priorities for improvement and can discuss their responsibilities for implementing these priorities. The collegiate approach in the school and across the partnership has raised the confidence of staff who are now taking lead roles on improving aspects of the work of the school.
- Staff work very effectively as a team across the school partnership with Whithorn Primary and are keen to share practice. Visits to other schools, and partnership with colleagues from the cluster, would provide opportunities for staff to reflect on their own practice and learn from the experiences of others. Staff would benefit from identifying what good practice looks like in Garlieston Primary School. Professional learning opportunities are closely linked with the school improvement priorities.
- Supported by the headteacher, teachers engage in professional reading widely to look at what will work best within the context of their school. The headteacher carries out termly monitoring of classroom practice. She provides feedback to individual teachers. There is scope to improve the rigour in feedback to include next steps to improve practice. Feedback should also be collated to provide important messages to staff about what is going well and what needs further improvement across the school. Peer observations are planned for later in the year. These would benefit from a sharper focus on fewer priorities.
- Consideration is given to ensuring that planning, monitoring, tracking and evaluating is manageable. The school recognises that there is more to be done to reduce bureaucracy, particularly in relation to planning.

- The headteacher regularly engages teachers in conversations to analyse and use data. There is particular focus on literacy and numeracy, reflecting the key development priorities within the school. These conversations track the progress of all learners in addition to providing a strategic overview of the school progress in relation to closing the attainment gap and raising attainment and achievement.
- Teachers use a range of different assessments to support teacher evaluations and to measure children's progress across literacy numeracy, health and wellbeing and most recently, science and PE. The headteacher and her staff have plans to increase its tracking of children's progress in other curriculum areas.
- Teachers work with colleagues across the partnership and cluster to moderate learning using the National benchmarks. Teachers are becoming more confident in evaluating children's achievement of a level through agreed standards and expectations.
- The school's Standards and Qualities (S&Q) report usefully details the many successes over the previous session across the partnership. Progress, impact and evidence are helpfully outlined against the priorities in the improvement plan. There is scope to identify in these partnership reports the specific progress made in raising attainment for all children.
- Self-evaluation across the partnership is beginning to focus more clearly on the key aspects of learner's successes and achievements. We have discussed with the headteacher how she might ensure that clear evidence of the impact of improvement for Garlieston learners is identified as a result of self-evaluation. The headteacher should continue with plans already started to develop and embed effective mechanisms to ensure the whole school community is actively involved in the self-evaluation process and in improving the life and work of the school. This could include, as suggested by the headteacher, establishing parent focus groups to discuss, monitor and contribute to change and improvement.

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.