

Summarised inspection findings

Balbeggie Primary School

Perth and Kinross Council

21 August 2018

Key contextual information

Balbeggie Primary School and Nursery Class is six miles outside the city of Perth. There are 56 children attending the school in three composite classes and 31 children access the nursery class across the week. Up to 40% of pupils come to the school after successful placing requests. The headteacher has a shared headship with Collace Primary School, which is three miles away. She has a commitment to Balbeggie Primary School for half of the week. The principal teacher has a 0.8 teaching commitment.

1.3 Leadership of change

satisfactory

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, values and aims have been recently revised in full consultation with children, parents and staff. They have been developed and agreed taking full account of the social, economic and cultural context of the school and relevant national policies. Children designed a visual representation, which defines the school's values as 'LEARN': Learn, Encourage, Achieve, Responsible and Nurture. These values incorporate the wellbeing indicators and are articulated well by children. The school should now consider how children's rights could support the shared understanding of the values, which underpin the life, and work of the school.
- Staff have an awareness of the importance of ensuring equity for all children. This is underpinned by an effective rationale for the use of Pupil Equity Fund (PEF) to support closing the poverty related attainment gap. The school has identified the need to develop writing further, through greater phonological awareness. Robust evaluation of the impact of these initiatives 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 School Improvement Plan contains a manageable range of priorities based on a range of self-evaluation activities. Staff should continue to monitor the impact of these priorities on learning outcomes. There is scope to increase the opportunities for children, their parents and partners to be more involved in the school improvement planning process.
- The senior leadership team reviews teachers' planning and children's work as part of its annual monitoring calendar. The school has identified the need to review its curriculum pathways to ensure these take account of national benchmarks for children's attainment. The senior leadership team observe lessons using an agreed focus. There is scope to increase the frequency of these lesson observations to give more timely feedback on the quality of learning and teaching and to raise expectations. As part of the quality assurance process, staff participate in peer classroom visits. The school should now consider developing this further through more focused observations against aspects of learning and teaching. This will help teachers identify further best practice, which can be shared across the school.

- The headteacher demonstrates a calm and purposeful style of leadership. She is focused on securing improved outcomes for children. She is well respected by learners, parents and the local community and is held in high regard. The headteacher gathers the views of parents, children, partners and staff regularly. They share ideas about what is going well in the school and what needs to improve. This information and the wide range of data collected by the school, now needs to be analysed more systematically as part of the school's self-evaluation. The headteacher is well placed to challenge the views of staff as they move forward. This will ensure that the pace of change increases. There is scope to introduce ways to provide better feedback to parents and children such as 'here is what you asked and here is what we did'.
- The headteacher shows a strong commitment to developing staff and teamwork. In this small staff team, staff take on positions of responsibility linked to their skills, interests and the school's priorities for improvement. This includes developing approaches to literacy and numeracy, and to wider achievement. There is a strong sense of teamwork, with staff striving to secure positive outcomes for children and their families. Career long professional development is linked to the schools and Perth Academy Local Management Group's (LMG) improvement priorities.
- The team works effectively with its partner school, Collace Primary School, and there are opportunities to identify and share practice. Staff share school priorities, plan and assess together and carry out moderation activities with schools in the LMG. This is having a positive impact on developing staff confidence in sharing and agreeing appropriate standards. The headteacher works closely with the principal teacher to promote these very effective partnerships.
- Within the school, there are effective approaches for Personal Review and Development for all staff, which, for teachers, are clearly aligned to the General Teaching Council for Scotland (GTCS) standards. Staff are actively encouraged and supported well to participate in career-long professional learning linked to career aspirations and professional update. Professional learning activities are linked to achieving outcomes in the school improvement plan, meeting the needs of children and addressing agreed personal professional development. In moving forward senior leaders should now plan to encourage and support approaches to practitioner enquiry, which they see as integral to the thinking and practice of staff.
- The school has achieved success in involving all children in contributing to pupil voice groups and children have a good range of opportunities to develop their leadership skills across the school. Children have a voice in organising and leading charity events update news on the school's website and buddy up with other children at playtimes as part of the pupil council. The eco committee enables all children to grow and tend plants in the poly tunnel and the enterprise group collect food for the local food bank. The media group communicate with the school community through their very own newspaper. As a result, children are learning important skills for life and work. In developing children's leadership skills further, there is scope for children to develop and lead lunchtime clubs.
- The headteacher has established very productive working relationships across and beyond the school. She has harnessed successfully the talents of parents and partners to support the work of the school. Community partnerships are having a positive impact on the development of children's citizenship skills. The school is well placed to use rigorous self-evaluation to ensure these positive aspects lead to positive outcomes for children's attainment.

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 at Balbeggie enjoy warm and caring relationships with staff and their peers. The school's vision, LEARN, is displayed around the school and features as a discussion point in some lessons. The majority of children listen well to teachers' instructions and are motivated to complete their tasks. In the middle and upper stages, children work well together in pairs and in small groups. They enjoy group challenges, which require them to report back to the whole class. Staff should ensure all children actively participate in these activities. A few children miss out, as others dominate the learning. As children move through the school, they develop independence and confidence in tackling their learning activities. As they mature, children understand the purpose of their learning and can talk about how learning in school links to skills needed outwith school and in the world of work. Children particularly enjoy sharing information about their parents' jobs. Children have limited understanding of children's rights and there is scope for this aspect of learning to feature more regularly across the school and become embedded in the school's vision and aims.
- Children have access to a range of digital learning tools and activities, including PCs and tablets. Older children use digital templates to design and construct a community newsletter and research examples of sensory gardens on the internet for their class enterprise activity. They use tablets to film, photograph and record their work. However, there is scope to increase the use of digital technology across the school and offer children more choice in how and when they use these devices.
- The quality of teaching across the school is variable. In the best lessons, explanations and instructions are clear and children have quality time for discussion and activities. All staff share what is to be learned, and most offer children information about how they know they will be successful. There is scope for children to be more involved in constructing success criteria. Feedback is used well in most classes to support and motivate learners. In the best practice, it is also used well to support next steps in learning. Most staff use questioning well to check understanding and include all learners. There is scope to make more effective and appropriate use of higher-order thinking skills.
- Staff often begin lessons addressing the whole class. This offers all children the opportunity to be involved, but can also result in children sitting waiting whilst others are given guidance or instruction. We have asked the school team to review approaches to meeting the needs and interests of children across the school. In the most successful lessons, teachers provide appropriately challenging and enjoyable experiences. However, we observed too many children off task, and too many lessons are interrupted by low-level behaviour. Learning activities become fragmented and the focus is lost. There is a need to reach a shared understanding of appropriate differentiation and challenge across the multi-stage classes. Children at early level would benefit from a more play-focused curriculum. Across the school,

staff need to consider the needs and interests of boys in class and in outdoor learning. Children are motivated by active learning opportunities and learning outdoors.

- Staff use a range of assessment approaches to monitor children's learning. Regular spelling and reading assessments provide information about children's progress in these areas. Teachers evaluate the quality of children's learning across the curriculum through their on-going work in class. Children's progress is tracked formally three times each year. Children gather samples of their work in the 'Jigsaw Journal' files. This includes evidence of writing, numeracy and health and wellbeing. We have discussed with staff the need to ensure that assessment is integral to the planning of learning and teaching. There is scope for children to have opportunities to demonstrate their knowledge and skills in unfamiliar settings. Children interviewed had difficulty recalling aspects of learning that had not been covered for some time. Expectations of standards are not yet consistently high enough across the stages and across all curriculum areas. This includes expectations for the presentation of children's work. Staff have begun to engage with national benchmarks. The school should continue to work with its partner school, and the LMG to support robust arrangements for moderation. This includes planning learning, teaching and assessment as a collegiate team to support consistency, progression and shared standards.
- Staff continue to develop and improve their approaches to planning. They have long-term plans to support children's progress in multi-stage classes. This includes three-year cycles for cross-curricular learning to avoid repetition and support children accessing a broad general education. Children are involved in the development of medium term topic plans, where they influence questions to be explored. Staff use short-term plans well to organise children's learning on a weekly basis. Staff should be rigorous in their self-evaluation to ensure children regularly experience learning across all curriculum areas. The school makes use of local authority and in-school tracking processes. These provide clear information on children's attainment, and predictions for future attainment. Staff know the children and their families very well. They monitor the progress of all children across literacy and numeracy, with a clear focus on those facing additional challenges. School leaders meet staff regularly to discuss children's progress. There is scope to ensure this information is used more effectively to ensure gaps in children's learning are addressed promptly.

2.2 Curriculum: Learning and development pathways

- Staff, children and parents have developed an overarching curriculum rationale, which illustrates the school's shared vision, aims and aspirations for how the curriculum supports children's learning and development. The school's LEARN mantra is displayed around the school and children understand that all staff want them to do their best. A next step could be to develop this further to highlight the knowledge and skills children will experience in the unique setting of Balbeggie.
- School staff work with their colleagues in their partner school, and across the cluster to continue to develop the curriculum. Progression pathways are in place to support continuity in literacy, numeracy and health and wellbeing. Staff also make use of well-established guidance for planning across curriculum areas. This includes a three-year rolling context for learning grid to support the selection of topics for cross-curricular learning to ensure breadth of learning for children in multi-stage classes. In discussion with staff, it was acknowledged that this approach needed updated and refreshed. There is scope to review the contexts for learning to offer children more relevant experiences, which better reflect the local area and 21st century Scotland.
- Staff have recently begun a whole school focus on the world of work, with children at all stages engaged in understanding about a range of jobs, and identifying the skills required to be effective in these roles. The school has worked well with parents and partners to make this a meaningful experience at all levels. This has included parents sharing information about jobs and children developing enterprise projects. As they move forward in their development of the curriculum, staff plan to embed the learning of skills for learning, life and work across the curriculum to ensure progression and avoid duplication and repetition.
- Staff have begun to work with the national benchmarks and recognise the contribution this can make to improving progression and shared standards across the school.
- Children experience two hours of PE each week. Staff make effective use of the limited indoor accommodation and outdoors in the playground and local park. In addition, children benefit from sports and cultural festivals including the Perth and Kinross cricket event.
- Children enjoy weekly art lessons from a class teacher and drama from a visiting specialist. Staff plan well together to ensure these activities link to learning in class, and offer children progression in their development of skills and knowledge in these areas. We have asked the school to ensure this extends to ensure children make progress across the music curriculum.

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

3.1 Ensuring wellbeing, equity 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

- Staff know children, their families and the community well. They know the barriers that a very small number of children face because of the socio-economic context of the school. Staff show commitment to the wellbeing of children and have caring attitudes towards them.
- The school considers children as individuals and has a good understanding of their needs. Children know they can talk to adults in the school and share any worries or concerns about matters affecting their wellbeing.
- Across the school, there is a strong sense of community, and staff have shared values and an understanding of wellbeing. There is a mutual respect between staff and children. Staff model behaviour to promote wellbeing and dignity. Whilst there are a few children who find it hard to concentrate in lessons, most children demonstrate a high standard of behaviour across the school and respond positively to staff and visitors. All staff at Balbeggie are proactive in building positive relationships with children and their families. Important information about children's health and wellbeing is shared appropriately. Throughout the school, all adults and children demonstrate relationships, which are supportive, and caring which helps to create a strong family ethos where all children feel safe and valued. Pupil support assistants provide highly effective and sensitive support in a variety of ways and classrooms and the school grounds are calm and purposeful environments for learning and socialising.
- Children engage well in the life of their school and wider community through the inclusive model of pupil committees where they increasingly give voice to decisions that affect them. Participation in these groups, and being part of a vertical house system, is effective in building relationships across the school and gives children a sense of belonging. Children are growing in confidence and self-belief. While there are systems that give children a say in matters that affect them there is still work to be done to ensure all children's views are valued and lead to change for the better.
- Children are knowledgeable about the wellbeing indicators. They can use these to describe the range of ways in which the school supports their wellbeing, and appreciate how these can help them to understand and reflect on their own wellbeing. In developing this further, the school should consider how the wellbeing indicators could be used to support children to develop personal targets. During context learning themes, children are beginning to learn about their rights. There is scope to ensure that the United Nations Convention on the Rights of the Child is fully integrated into the life and work of the school to ensure that children experience their rights on a daily basis.
- Children can discuss a range of learning in health and wellbeing. They can describe ways they can ensure they stay safe online. They have good understanding of different food groups and the need to eat these in different quantities to have a balanced diet. Children in the upper

stages, are aware of substance misuse and the effects drugs can have on the body. Children are learning about different emotions and feelings and beginning to understand how these can affect their behaviours and choices that they make, particularly in the context of relationships.

- Children use the outdoor spaces for energetic activity and to deliver aspects of the curriculum. Children, across the school benefit from planned opportunities to learn outdoors which they enjoy. For example, using the playground to learn about angles in numeracy relating this learning to real life contexts. A range of fruit and vegetables are grown in the school's poly-tunnel. There is scope to do more cooking with the produce and explore how the produce grown can be used in different ways. Children grow flowers as part of the Blooming Balbeggie community initiative. As children transplant these flowers in the school and wider community, they learn how they can contribute to an enhanced environment. Children benefit from the school's proximity to the local park and village hall where there is scope for greater physical activity. The school has recognised the need to develop further outdoor learning.
- During a recent health promotion week, children sampled a wide range of sports including golf, rugby and netball provided by a diverse range of effective partners and parents. These activities supported children's understanding of how to keep themselves fit and healthy.
- The school has sound arrangements in place to comply with statutory requirements. The principal teacher works closely with the support for learning teacher, teaching staff, support staff and other agencies to ensure that they are proactive in fulfilling their legislative duties. Staff engage in professional training which helps them improve the way they support and care for children. The headteacher and principal teacher maintain support for learning records. The information they hold is shared appropriately and used by teaching staff and others to plan learning for individuals. The majority of the tasks and activities, which teachers plan for children who need additional support, are suitably challenging.
- As the school does not have a diverse population itself, staff recognise the need to continue to ensure that the curriculum offers appropriate opportunities for children to learn about and understand diversity.
- The school has procedures in place to identify and support children with additional support needs. The staged intervention approach is used well to consider the needs of children and identify appropriate interventions. The school should continue to collate data relating to the attainment of children with additional support needs. Staff are aware that they now need to review how they use this information so that it shows more clearly the impact of the strategies being used to support identified groups of children.
- There is a clear focus on improving the lives and achievements of children including those facing barriers in their lives. Children's plans are in place. These plans are reviewed regularly and involve children and their families. We have asked the school to review these plans to ensure that both long- and short-term targets are more specific.

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
- equality for all learners

- At early and first levels, a majority of children are making satisfactory progress from their prior levels of attainment. By P7, children close to achieving second level are making good progress.
- The analysis of attainment data at Balbeggie takes account of the small and varying numbers of children at each stage year on year. Attainment across the school is variable. However, by P7 most children achieve appropriate levels.
- Data provided by the school illustrates that most children make satisfactory progress year on year as they move through the school. By P7, most children are making good progress. Predictions for June 2018 outline that most children in P7 are on track to achieve second level in literacy and numeracy. Progress is less strong at early and first levels. Inspection activity, including class observations, focus groups, sampling children's work and discussions with staff supports teacher professional judgement for this session. Teacher evaluation of listening and talking is over optimistic.

Literacy and English language

The overall quality of children's attainment in literacy and English language is satisfactory.

- The overall quality of children's writing is too variable across the school. The school has identified writing as an area for improvement and plans to introduce a new writing framework to support teachers in their planning and assessment of writing across the curriculum. By P7, children's attainment in writing is good.

Listening and talking

- Across the school, a majority of children listen well in class. At early level, a few have developed skills in taking turns to listen to each other. They can verbalise simple predictions about texts. As children move through the school, most children listen respectfully to their peers and teachers. At first level, children show understanding of the main ideas of texts and lessons by responding appropriately. At second level, most children work well in groups and can build on the ideas of others by adding suggestions and ideas for group challenges. However, at all stages there is a need to improve children's skills in listening and talking.

Reading

- The majority of children are making satisfactory progress in their reading. By P7, most children are achieving second level. At early level, most children are developing skills in hearing and saying the sounds made by a combination of letters. A few read aloud with confidence and use context cues to support understanding of their core reading texts. The progress of children at early level is too slow. Children at first level enjoy finding key information in their texts, and can answer and ask questions about texts in class. Children close to attaining second level

read with fluency and understanding. Most apply appropriate expression and tone. They can confidently skim books and digital texts to select relevant information to support their research. Older children talk with confidence about their preferred authors and genre. Only a few expressed enjoyment in reading. There is scope to motivate more children to engage with a wider range of texts, in particular boys at all stages.

Writing

- A few children at early level are developing appropriate writing skills. The pace of children's progress at the early stages is too slow. At first level, a few children can write detailed descriptions of photographs using sentences and paragraphs. A few wrote good quality newspaper reports. Most children at second level write good quality texts of appropriate length, for a range of purposes and audiences. They make appropriate choices about layout, and use punctuation and spelling accurately. Most use figurative language well in their poetry writing. Children can order their writing chronologically to offer an account of events on the Titanic. They organised information well in their factual reports about Scottish islands. A few older children present their work very well. There needs to be a consistent expectation of standards of presentation across the school.
- To ensure children moving through the school attain appropriate levels in literacy and English language, we have asked staff to review approaches to learning and teaching.

Numeracy and mathematics

- The overall quality of children's attainment in numeracy and mathematics is satisfactory. By P7, most children achieve appropriate levels.

Number, money and measure

- Only half of the children at early level can count on and back in ones to add and subtract with confidence and accuracy. Most would benefit from support in how to use practical materials better to help them understand number processes. They can link daily routines to time sequences. The majority of children at first level can tell the time correctly using o'clock, half-past and quarter to using analogue clock faces on a worksheet. They were less confident applying this skill in real-life situations. They could draw a line of a given measurement accurately and label in centimetres. Children working at second level applied their knowledge of 24-hour clock when reading flight timetables, and working out lengths of flights. Most can demonstrate skills in calculations with whole numbers and fractions. Across the stages, children need more practice in mental calculation to improve accuracy and speed in their responses.

Shape, position and movement

- At early and first levels, children are becoming familiar with the names and features of simple 2D shapes and 3D objects. By P7, most children can describe a range of angles correctly, using appropriate labels, in class tasks. They understand the link between compass points and angles.

Information handling

- Children working at first level can use tally marks when gathering information about their classmates' favourite drinks, and sports to watch on TV. They can use the data to construct a simple bar graph. They need support to label the graph accurately. Older children lacked confidence in this aspect of mathematics.
- Across the school, there is scope to ensure all children have regular opportunities to demonstrate and apply their skills and knowledge in numeracy and mathematics across the

curriculum, and in unfamiliar settings. Staff should ensure all tasks met the needs of learners in the multi-stage classes.

Achievement

- Children's achievements in and out-with school are recognised and celebrated. Children enjoy a range of wider achievement opportunities across the school year. This includes sporting and cultural events. Children enjoy success in art and music festivals and competitions. They are particularly proud of winning awards in a classic car art competition at Scone Palace. A recent cricket event offered children an opportunity to develop and practise their skills with children from across the local area. Children record their achievements on the 'rainbow link' display in school. These illustrate the rich range of opportunities children have outwith school, including swimming, gymnastics and rugby. Staff monitor children's achievements and experiences to ensure no one is at risk of missing out. Steps are taken to ensure all children can participate in excursions and residential trips. A number of lunchtime activities are planned to offer experiences to children who perhaps cannot attend after school events. Senior leaders should continue to ensure all children have access to appropriate opportunities, and that any barriers to participation are removed. As staff continue their work embedding skills for learning, life and work, and in refreshing curriculum contexts, they should ensure children understand and can articulate the skills they are developing across their wider achievements. Staff are helpfully involved in local authority developments to improve this aspect of school life and have plans to introduce new approaches to promoting, recording and celebrating achievement.

Equity for all learners

- Senior leaders and all staff know children, their families and the community very well. Tracking of children's progress takes account of children's circumstances, including any barriers to learning and economic disadvantage. A small PEF allowance has been used appropriately to increase hours for support staff. This has allowed targeted support for a few children. This is at an early stage of implementation, and there are emerging positive signs of improved literacy skills for a few children. New resources are beginning to be used to support the development of early level numeracy skills. We would now encourage staff to review their understanding of closing the attainment gap and take prompt action to ensure a shared understanding of the unique needs of children and families in their school. Staff would benefit from a deeper understanding of the work of the Scottish Attainment Challenge and ensure they take account of national advice. To improve attainment, all staff should refresh regularly their approaches to learning and teaching to ensure they meet the needs of all learners and their families.

Choice Q1: 2.7 Partnerships

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

- Almost all parents and carers who responded to inspection questionnaires felt that the school works in partnership with them to care and educate their child. Parents commented on the school's very welcoming ethos. Relationships between staff and families are very positive which supports effective partnership working. Building on the already positive partnerships there is scope to continue to increase family engagement in learning.
- Almost all parents said that they receive information about their child's progress at the right time. The school reports offer comment on how well children are progressing through Curriculum for Excellence levels. Parents' evenings provide an opportunity for parents to meet with staff to discuss their child's progress and next steps in learning. As a next step, the school should consider involving parents in children's groups such as the eco committee.
- Parents are involved in supporting their child's learning through open afternoons, evenings, and curriculum workshops. They talk positively about the work that children are achieving. The school should progress plans to engage parents more fully in learning and monitor the impact of this on raising attainment and achievement.
- There is a range of ways parents and families can be involved in the life of the school. The Parent Council is active in supporting the school through fund raising and providing feedback on school initiatives such as supportive on line numeracy guides. Parents have also been involved in helping children learn about the world of work by visiting classes to talk about skills they need to do their own jobs. They support in classes with art, cooking, reading and numeracy. Parents engage well in school surveys. For example, after the health-promoting week they expressed opinions on what sports children liked. Staff are aware of the need to be creative in how to engage families given the high number of working parents/carers to ensure everyone is empowered to contribute to decisions. The school is committed to improving opportunities for parents to support learning across the primary stages.
- The school communicates well with parents through newsletters and social media. Useful Jigsaw Journals provide parents with examples of children's work and parents are encouraged to comment on children's learning. Parents have opportunities to comment on the progress the school is making towards its priorities. There is scope to provide parents with a summary of the key messages from these surveys so that these are aware of the next steps in the schools development.
- Practitioners have fostered strong supportive partnerships with parents. Parents report that they are very satisfied with the work of the setting and appreciate the level of care and support offered to their children. Parents are encouraged to stay in the nursery to play with their children. At pick up times, a number of parents choose to stay for longer periods to play alongside their children. They are very comfortable to do this.
- Parents of children in the nursery are informed about their child's progress both formally and informally. They value the weekly email they receive which keeps them up to date about learning in the nursery. They also like the social media app where practitioners share

photographs and information about learning. This is reassuring for parents when they are settling new children.

- The school has a range of highly effective professional partnerships which support and enhance children's experiences, within the immediate community and more widely. Working with their partner school, Collace, and the wider Perth Academy LMG, staff share experiences and expertise, work together to develop the curriculum, moderate samples of children's work and take part in professional learning together. This is leading staff to a better understanding of national standards and children experiencing a greater range of learning experiences. There is potential to develop further the scope of partnerships to include more local businesses and third sector organisations such as the successful Blooming Balbeggie group. This will help the school to secure outcomes that are more positive for children in the important skills for life.
- The nursery has developed a number of partnerships. These include the health visitor, speech, language therapist, and colleagues from the early inclusion team. Practitioners make good use of information and advice to support individuals and groups of learners.

Explanation of terms of quality

The following standard Education Scotland terms of quality 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.