

Summarised inspection findings

Carradale Primary School

Argyll and Bute Council

19 September 2023

Key contextual information

Carradale Primary School is located in the village of Carradale on the Kintyre peninsula in Argyll and Bute. Fifteen children currently attend the school across one multi-composite class. At the time of the inspection, there were no children in Primary 1. The school roll and number of children at each stage varies from year to year. Four children have joined the school this session.

The headteacher is supported by an acting depute headteacher. They are also the leadership team for Castlehill Primary School and Drumlemble Primary School. In addition to the leadership team, a fulltime principal teacher and a part-time teacher work at Carradale Primary School.

The school is situated in a rural location. Children access the local forest and beach areas regularly.

All children live in Scottish Area of Multiple Deprivation area five. The school receives a very small amount of Pupil Equity Funding and attendance levels are in line with the national average.

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

- Children at Carradale Primary School experience a very inclusive, caring and nurturing ethos. Relationships across the school are very positive and reflect well the school values and children's rights. As a result, children are happy, settled and ready to learn.
- Children interact respectfully with their friends, adults, and visitors to the school. Staff have worked with children to create a bright, stimulating learning environment. Children are particularly proud of the quiet area they created in their classroom. Children's achievements and successes across the curriculum are prominently displayed by staff throughout the school.
- Almost all children engage enthusiastically in their learning. Children work well with each other across the multi-composite class. They work well together in pairs and groups. Children are developing effective skills in communication, negotiation and compromise through these opportunities. Older children work well with younger children in their class. Staff ensure all children contribute to group work and that they are supported sensitively to share ideas and views. Teachers use a range of interesting, real-life contexts to support interdisciplinary learning. They are currently using a project to develop the school grounds to plan creative numeracy and literacy experiences. Children are particularly engaged and motivated by this approach.
- Teachers work well with a range of community partners to plan interesting and relevant learning experiences for children. They are proactive in accessing opportunities to work with others to enhance children's learning. Children talk positively about their science work with

local business and make clear links with this learning and life beyond school. Teachers participated in an online 1+2 modern languages team teaching programme to explore how they ensure appropriate challenge and enjoyment for children learning French. Teachers also participated in a successful art project with the Fishermen's Trust. Teachers should continue to work with others to plan and deliver engaging and exciting learning experiences for all children and across the curriculum.

- Overall, the quality of teaching is good. Teachers' instructions and explanations are clear. They share the purpose of learning with children at the start of every lesson. As a result, children start tasks and activities quickly and articulate clearly what they are doing. Teachers should build on this by sharing with children the steps they need to take to be successful in their learning. Teachers use a range of questioning appropriate to the age and stage of children within the class. They ask questions to check children's understanding and to clarify thinking. They should develop this further to extend children's higher-order thinking skills.
- Teachers provide verbal feedback to children throughout the day. They use written feedback in jotters to praise children's efforts and successes in their learning. Children receive more detailed feedback in writing which provides next steps in learning. Teachers should ensure all feedback supports children to understand what they are doing well and the steps they should take to continue to improve. Children set targets in writing at the start of each year. Teachers plan to extend this next session to include targets for numeracy. In taking this forward, teachers should consider the frequency of target setting and steps needed to help children see the progress they are making. There is scope to develop children's use of their online learning platform to support this work and give children ownership of the process.
- Teachers make effective use of technology to enrich learning experiences. They use interactive whiteboards well to show video clips and share examples of children's work. Children regularly use laptop computers to create extended pieces of writing. They use word processing tools well to organise and edit their writing. Children recently worked with staff from the local cinema in Campbeltown to create short animations. They are now using these skills in class to create longer animations linked to their learning about water safety. Children are developing their digital literacy skills well as a result of this approach.
- Children benefit from regular opportunities to learn outdoors. Teachers currently plan weekly outdoor maths lessons. Children recall clearly other activities that they have been involved in outdoors, for example, art lessons in the forest and on the beach. Teachers rightly plan to revisit the outdoor learning progression pathway. This will support them to plan further opportunities for outdoor learning to support children to progress appropriately in their learning.
- Teachers have engaged in professional learning to support play at early level, however there are no children at Primary 1 this session. Teachers are reengaging with professional learning to support children who will move from the nursery class into Primary 1 next session. They should extend their work with colleagues in the nursery class and spend time with the children in the nursery setting to deepen their understanding of learning through play.
- Teachers plan a wide range of weekly, termly and annual summative and standardised assessments in literacy and numeracy. They use these assessments to inform their judgements on children's attainment and to identify next steps in literacy and numeracy. They gather a comprehensive range of data from these assessments to ensure they are not missing key information about children's progress. Senior leaders should work with teachers to review the range of assessments and the frequency of their use. This will support teachers to find a better balance between the information they gather through formative and summative assessment.

- Teachers make effective use of a three-year overview planner to plan learning for the multi-composite class. This ensures coverage of experiences and outcomes across the curriculum. They use a range of local authority progression frameworks, school-based planners and commercial resources to plan over the medium and short term. Teacher's weekly plans take good account of children's individual needs as well as Curriculum for Excellence experiences and outcomes across all levels. As a result, children experience learning that is well matched to their needs. Teachers should review the documentation used for planning alongside their assessment approaches. This should help them to streamline their approaches and ensure planning and assessment do not become overly bureaucratic.

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

- The number of children at each stage varies and is relatively small. Overall statements have been made about attainment and progress to ensure individuals are not identified. A significant number of children across the school have additional support needs.
- School achievement of a level data shows that a majority of children are on track to achieve expected Curriculum for Excellence (CfE) levels in literacy and numeracy. Overall, a majority of children are making good progress in literacy and numeracy. Children with additional support needs are making good progress from their prior levels of attainment.

Attainment in literacy and English

Listening and talking

- Across the school, children interact well with children in their class, adults and visitors to the school. Children listen well to the ideas of others and ask questions to find out more information. As children move through the school, they gain confidence in presenting information to larger groups. A majority use skills such as eye contact and gesture to engage the audience.

Reading

- Most children talk confidently about their class novel. They summarise the main points and predict what might happen next appropriate to their stage of development. Younger children use their knowledge of phonics to decode unfamiliar words with increasing confidence and accuracy. Older children offer reasons for their choice of personal reader. They are building confidence in referring to author style and their preferred genre. Children read books linked to their reading ability for their home reading programme. They summarise key points and answer literal and inferential questions related to their books.

Writing

- Younger children write a few sentences to recount personal news and create simple stories. As children move through the school, they write for an increasing range of purposes. They organise their writing using paragraphs. Older children write across a range of genre. They make effective use of techniques such as, varying sentence length and rhetorical questions, to capture the reader's interest. Across the school, children require support to apply their knowledge of spelling, punctuation and grammar rules in their extended writing.

Numeracy and mathematics

Number, money and measure

- Most children across the school have a good understanding of addition and subtraction. They articulate well the range of strategies they can use to solve calculations. They need to develop confidence in applying this when completing word-based problems. Younger children identify simple fractions such as halves, thirds and quarters. As they move through the school, children recognise equivalent fractions and work out a fraction of an amount. Older children make links between fraction, decimals and percentages.

Shape, position and movement

- Younger children recognise, name and sort two-dimensional shapes using simple properties. They build on this as they move through the school and use vocabulary such as faces, edges and vertices to describe three-dimensional objects. Older children describe the properties of circles using language such as diameter and radius.

Information handling

- Younger are developing their information handling skills through a project to develop the school grounds. They create surveys and use tally marks to record the responses. They present their information on pictograms and simple bar graphs. Older children recognise a range of charts and graphs, for example, pie charts and bar graphs. They interpret data and answer simple questions about charts presented to them. They should develop their skill in accessing and presenting data in a range of increasingly complex ways, including through the use of technology.

Attainment over time

- The leadership team are aware that the changing roll and variations in class sizes makes it difficult to identify trends over time. They have a sound understanding of the needs of individual learners and make effective use of the local authority tracking system to track attainment in literacy and English and numeracy and mathematics over time. Staff now need to track children's progress across all curriculum areas.

Overall quality of learner's achievements

- Staff celebrate children's achievements in school and beyond through the assembly programme, attractive displays, children's individual online learning platforms and the school website. Children are proud of their achievements and value the time staff take to learn about their skills and talents. They recognise the skills and talents of others.
- Staff plan opportunities for children to develop a range of skills in class and across the life of the school. Primary 7 children enjoy cycling lessons with children at Castlehill Primary School. They value the opportunity to make new friends as they prepare to move to high school. All children take part in swimming lessons through the physical education (PE) curriculum. Children understand the importance of water safety and swimming skills in their coastal community. The leadership team track children's participation in clubs and activities outside of school. This information is used well to identify children who might be missing out on opportunities. As a next step, they should track the skills children are developing through their participation.

Equity for all learners

- All staff have a strong understanding of the community and of challenges individual families may face. They respond sensitively to any needs that arise. The headteacher and deputy headteacher monitor closely attainment and attendance data relating to children with potential barriers to participation and learning. As a result, they plan timely interventions and supports to

meet the needs of individual children and families. Attendance rates are improving for targeted families and children are making good progress in class against their individual targets.

- The depute headteacher works effectively with staff, children and parents to meet the varied needs of individuals. Individual support plans clearly outline children's barriers to learning and any gaps in learning. Staff plan supports and interventions for children using clear, succinct targets. They monitor closely the progress children make towards their targets. As a result, all children with additional support needs are making good progress.

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.