

Summarised inspection findings

Burrelton Primary School

Perth and Kinross Council

25 June 2019

Key contextual information

The school is situated in the village of Burrelton in the Strathmore Valley of Perth and Kinross. The children come from Burrelton, Woodside and the neighbouring rural area, including Campmuir. At the time of inspection, the roll was 76. Children are taught across four composite classes.

2.3 Learning, teaching and assessment

very good

This indicator focuses on ensuring high-quality learning experiences for all children and young people. It highlights the importance of highly-skilled staff who work with children, young people and others to ensure learning is motivating and meaningful. Effective use of assessment by staff and learners ensures children and young people maximise their successes and achievements. The themes are:

- learning and engagement
- quality of teaching
- effective use of assessment
- planning, tracking and monitoring

- The school is proud of its status as a Rights Respecting School and the achievement of gaining the silver award. Children speak with good knowledge about what the United Nations Convention on the Rights of the Child articles mean to them. They are positive about their school experiences and confident about their roles and responsibilities. Almost all children are engaged and motivated in their learning and treat one another with respect. They enjoy a wide variety of interesting learning activities and almost all children take responsibilities for their own learning. The school has successfully promoted the use of digital technologies and children are becoming skilled in using these to support their learning. The links with the wider community are a strength of the school and the involvement of the community artist, funded by the 'Living Communities Grant', has further enhanced intergenerational work and contextualised learning. Children speak confidently about their involvement in a range of committees that influence the work of the school. The eco committee has been sustained successfully over a number of years and children take a strong lead in its activities.
- All staff work effectively as a team and continually strive to improve their practices and share their skills. They work closely to deliver the vision, values and motto of the school and expectations of children's achievements. Together, they plan across Curriculum for Excellence levels and involve children in deciding what they want to learn. The unique context of the school is used very effectively to provide outdoor learning experiences that are relevant and linked well to the curriculum.
- Overall the quality of teaching is of a consistently very good quality. All teachers make clear explanations and ensure children understand the purpose of their learning. Almost all children understand themselves as learners and know what they need to do to be successful in their tasks and activities. They speak positively about the way the 'learning ladders' help them to reflect on their learning and when they have achieved success. Questioning is used skilfully to challenge children's thinking and to give them sufficient time to consider their responses. Enterprise topics and problem solving are helping children to be creative in their thinking and to apply skills in cooperative groups. Children are engaged by the creative approaches teachers use to make them curious about what they are going to learn. They speak confidently about the skills they are learning and applying and reflect on how well they are developing new skills.
- Teachers make use of a variety of assessment information to inform the progress children are making within Curriculum for Excellence levels. National standardised assessments are

analysed in order to identify areas for further development in numeracy, reading and writing. The headteacher is committed to ensuring best outcomes for children and has a clear insight to how they are attaining and achieving. She has a regular teaching commitment in each class. This direct contact with children and their progress is evaluated on a daily and weekly basis through ongoing informal professional dialogue. The headteacher also monitors learning and teaching through planned, formalised lesson observations. These visits generate professional dialogue about children's progress and whether any additional support may be necessary to ensure appropriate progress is made. Helpful feedback records are linked to the forward planning teachers undertake for groups and individuals. The headteacher and staff should consider including assessment information and data as a feature of their professional dialogue and formal recording format. This will help sharpen the focus on assessment being used to build on prior learning for each curricular area and support the process of moderation. The school should implement its plans to develop assessment and progression for all curricular areas.

- The school has had a recent focus on developing numeracy and prior to that, reading. We agree with the school to focus next on children's skills in writing. Teachers have very good professional relationships and teamwork is strong. They should build on the high level of trust and mutual respect they have for one another to share children's writing together more regularly. This will lead to increased confidence in assessing writing based on robust evidence. Children requiring support are tracked systematically and appropriate interventions identified. Going forward, the school should continue to review and measure the effectiveness of interventions and ensure all children are making the best possible progress.

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. At the time of the inspection, there were no identified areas for development.

3.2 Raising attainment and achievement

very good

This indicator focuses on the school's success in achieving the best possible outcomes for all learners. Success is measured in attainment across all areas of the curriculum and through the school's ability to demonstrate learners' achievements in relation to skills and attributes. Continuous improvement or sustained high standards over time is a key feature of this indicator. The themes are:

- attainment in literacy and numeracy
- attainment over time
- overall quality of learners' achievement
- equity for all learners

Attainment in literacy and numeracy

- Across the school, attainment in literacy and numeracy is very good. Teachers' professional judgement of Curriculum for Excellence levels is based on a range of evidence from day-to-day learning and teaching, assessment and analysis of standardised assessments. Overall, almost all children are making very good progress.

Literacy and English

- Overall, the standard of literacy and English attainment across the school is very good. Most children are making expected progress and a few are attaining beyond expected levels. Children who require additional support are making appropriate progress.

Reading

- At the early level, almost all children are confident in using their phonic skills to read new words and read with increasing fluency and expression. They enjoy reading to one another and with adults. At first level, almost all children read with enthusiasm and for pleasure. They are making very good progress in developing an understanding of new vocabulary. They read confidently and fluently in reading groups and demonstrate very good levels of comprehension. By second level, most children are reading a wide range of texts and enjoy making personal choices of texts. Almost all read regularly for pleasure and to research information. They access the well-stocked school library and the community's mobile library to build on their skills and interests.

Writing

- At the early level, most children use their reading skills to write words independently and spell accurately. They write simple sentences using capitals and full stops with accuracy. At first level, most children are skilled in writing descriptive texts to convey their thoughts and compose imaginative texts. By second level, most children are achieving well in making choices about the layout of their writing including digital texts. A few pieces of writing are of a high standard. There is scope for all children to further develop their skills in writing and apply them to a consistently high quality across all curriculum contexts.

Talking and listening

- At the early level, almost all children speak confidently about their learning and respond well to positive encouragement from staff and peers, including at whole school gatherings. They are skilled as independent learners and follow instructions well. At first level, almost all children talk confidently about their learning and listen attentively to one another when discussing texts they have read. By second level, almost all children are confident when talking to adults and visitors to the school. They talk enthusiastically about their learning and are confident about sharing their views. They are skilled in cooperative group work where they treat one another with respect, make effective eye contact and build on the ideas they share. A few children

have outstanding skills in presenting and challenging ideas when working collaboratively in small groups.

Numeracy and mathematics

- Overall, most children are making very good progress in numeracy and mathematics. Across the school, children very effectively develop their skills when applying them in new and unfamiliar situations. All teachers enhance children's experiences through opportunities to learn outdoors leading to children learning in meaningful situations.

Number, money and measure

- At the early level, almost all children show a very good understanding of number processes. Children use this knowledge to confidently carry out addition and subtraction calculations mentally to ten. They also successfully double numbers to a total of ten, mentally. Almost all children use simple language of measure to describe and compare the capacity of various containers. At first level, almost all children identify the value of each digit in a whole number up to thousands and round numbers to the nearest ten and 100. Almost all children demonstrate mental agility skills in addition and subtraction using a variety of strategies. They calculate successfully how many minutes activities last for when given the start and the finish time. By second level, almost all children use the four operations confidently and make accurate calculations. They successfully compare costs and determine what they can afford within a given budget.

Shape, position and movement

- At early level, almost all children name 2D shapes and identify a range of shapes around them. By second level, almost all children accurately identify acute and obtuse angles in shapes around them. They also make effective use of their knowledge of complementary and supplementary angles to calculate missing angles.

Information handling

- Across all levels, the school should build on children's skills in using digital technologies to display information in a variety of forms. By second level almost all children accurately interpret information displayed in graphs and tables.

Attainment over time

- The headteacher and teachers take a planned approach to ensure all children are making progress over time. Teachers have gathered attainment data over a number of years, showing improvements in attainment in literacy and numeracy. The headteacher and teachers meet regularly to ensure that all children are making progress. They identify and implement appropriate interventions to support individuals and groups of children to ensure they make the best possible progress. Teachers use a range of evidence to make robust professional judgements about children's progress. They make effective use of formative and summative assessments, combined with standardised assessments, to support professional dialogue about achievement of a level.

Overall quality of learners' achievement

- A wide range of clubs is provided for children by staff and partners, including choir, cycling and football. All clubs are well attended and children speak very positively about the benefits of participating. The school offers children the opportunity to select and participate in masterclasses. These encourage children to develop a wide range of interests and skills. Teachers keep a record of children's involvement in a number of different activities. They identify children who are not taking part as a result. It would be helpful for the headteacher and staff to include this record of involvement during regular meetings with teachers.

- Across the school, almost all children demonstrate their skills as successful, confident learners. All children regularly have opportunities to develop their skills as responsible citizens through the various pupil voice groups. These include the school improvement group, eco committee, Rights Respecting Schools group, digital learning committee, charities' committee and house captains. Most children have a good understanding of how their skills are developing. They articulate clearly and confidently how they will use these skills in their learning, life and work.
- Children's achievements are celebrated at 'together time' assemblies and very effectively through newsletters and social media. The school is proactive in seeking opportunities for recognition of its achievements. The school community is proud to have recently been awarded its sixth greenflag from Eco Schools Scotland.
- Children document their successes through their helpful 'learning journeys' and are encouraged by staff to select work they are proud of. This involves children in talking about their progress in learning. Children have the opportunity to share their learning through the learning journeys with parents and carers. This practice could be developed further so that children and families can reflect more on children's learning. Staff should now consider increasing the focus on children recording their achievements in a number of different areas.

Equity for all learners

- All staff have a good understanding of children's barriers to learning. Those children who require additional interventions and support are making appropriate progress overall. The school checks routinely that the needs of all children are being met. Staff should continue to maintain a focus on achieving equity of success for every child.
- The school currently receives additional resources from the Pupil Equity Fund. They have directed some of this funding to aspects identified when checking children's progress. Whilst there is emerging evidence of positive impact, the school should continue to ensure that such interventions are leading to improved outcomes for all children.

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.