

Summarised inspection findings

Kinlochbervie Primary School

The Highland Council

22 May 2018

Key contextual information

The Kinlochbervie 3-18 Associated Schools Group (ASG) has been established to serve the rural communities of the north west of Sutherland. This 3-18 ASG comprises Durness, Kinlochbervie and Scourie Primary Schools, and Kinlochbervie High School. As of August 2017, a single management structure has been in place to lead this ASG. This comprises, a headteacher and a job-share deputy headteacher post, and five principal teachers. A single Parent Council has been established to represent the 3-18 ASG. As a result of recent severe weather, the initial meeting of this newly formed Parent Council has still to take place.

Only Kinlochbervie Primary School is the subject of this inspection report. At the time of the inspection there were 26 children attending Kinlochbervie Primary School, split across two, multi-stage, composite classes. On Wednesdays they are joined by all children and staff from Durness and Scourie primary schools, forming three composite classes and a P7 class (49 children in total). The 'Window on Wednesday' timetable is delivered by staff from all three primary schools and Kinlochbervie High School. Some of these lessons are delivered within the high school.

1.3 Leadership of change

weak

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

- Kinlochbervie Primary School's vision, values and aims were produced in 2014 with the involvement of all stakeholders. As a result of the recent introduction of the ASG, a working group has been established to develop a new, shared vision. This will reflect the new leadership structure and approaches to partnership working. Still in the very early stages of development, initial work has focussed on exploring the uniqueness of this group of schools. Building on this positive start, senior leaders should ensure that staff, children, parents and partners are actively involved in this development process. By doing so, the school community will have ownership of the vision, values and aims, enabling them to work together to turn the shared vision into a sustainable reality. Care should be taken to ensure the individual identity of Kinlochbervie Primary School is not lost in the process.
- The new senior leadership team work well together and are developing a shared understanding of how change can be effectively managed. Together, they are exploring creative and innovative approaches through which effective partnership working can be enhanced. Greater strategic leadership is required to ensure that change is informed by rigorous and robust self-evaluation, reflecting the specific development needs of Kinlochbervie Primary School. A review of senior leaders' roles and responsibilities, and participation in leadership training to reflect the specific ASG context, would further enhance the team's effectiveness. Leadership opportunities across the school should continue to be developed.

- There is some evidence that previous school improvement plans have supported improvements. For example, the use of 'visible curriculum' planning is in use, and the school website has been developed. The school's own evaluation of progress correctly identifies the need to develop its approaches to tracking and monitoring and to further review its curriculum rationale. These are appropriately reflected in this session's improvement plan.
- The current school improvement plan has a specific focus on the development of the ASG this session. In particular, the development of a 3-18 curriculum rationale, improving learning through the professional development of teachers and raising attainment in literacy and numeracy. As this plan is implemented it is essential that there is a greater focus on meeting the very specific needs of Kinlochbervie Primary School. All teachers are involved in one of the three working groups tasked with taking responsibility for the development of an aspect of the school improvement plan. The level of detail within the school improvement plan should be increased to ensure greater clarity about the staff involved, key dates and the measures to be used to assess progress. By doing so, school leaders will be better placed to guide and manage the strategic direction and pace of change.
- Staff and leaders have a good understanding of the social, economic and cultural context of the school. The rationale for the use of Pupil Equity Funding (PEF) is clearly linked to the development of the ASG. The school recognises the prompt need to identify the measures with which it can determine how its use of PEF is closing the poverty-related attainment gap. The planned development of a more effective tracking system should help address this.
- Parents were actively involved in the consultation process with regards to the proposed introduction of the ASG and the use of PEF. However, parents who met with inspectors during the inspection process were unaware of the current school improvement plan. There is significant scope to involve the Parent Council, and the wider Kinlochbervie Primary School parent forum, in the school improvement planning process. The headteacher should ensure that parents contribute to plans for continuous improvement and that the specific needs of Kinlochbervie Primary School are addressed, in addition to those of the ASG.
- A three-year self-evaluation calendar is in place to enable staff to engage with a range of quality indicators from How Good is Our School? (4th Edition). This is supported by a self-evaluation calendar. This is helping to ensure that most staff are involved in the process of change, and in evaluating the impact of improvements. All staff would benefit from a higher level of engagement in self-evaluation activities, taking due account of national guidance and quality indicators. The development of a more strategic quality assurance programme will strengthen the effectiveness of current practice. Through discussion with the inspection team, senior leaders identified a range of ways this could be taken forward.
- Some steps have been taken to develop pupil voice in relation to school improvement. For example, the 'Renew, Refresh, Repair' playground development initiative arose from children's ideas. Older children are given the opportunity to lead lunchtime clubs. They are proactive and take a pride in their responsibility, even creating their own displays. Children are not yet confident in understanding how their views are impacting on practice across the school. Further consultations and involvement of children in making decisions will allow all children to have greater ownership over their school and contribute to school improvement.
- All staff are benefiting from the increased opportunities available to them to enter into professional dialogue with colleagues from other schools. Participation in coaching and mentoring training by members of the senior leadership team has enhanced their ability to provide appropriate support and guidance to staff. A few staff are engaging with professional enquiry to refresh their pedagogical practice. School leaders should continue to strengthen the

processes they have in place to effectively monitor the work of the school to ensure positive outcomes for all children.

2.3 Learning, teaching and assessment

weak

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

- Staff know the children very well. There is a caring ethos, and this is demonstrated through the positive relationships evident across the school. Most children are eager to participate in learning activities, and the majority say that they enjoy learning at school. Children are starting to take responsibility for their own learning by setting personal learning targets in literacy and numeracy. These targets should now be developed further to ensure they are suitably challenging to motivate and meet the needs of all children. In a few lessons children are active in their learning. When provided with choice, they demonstrate increased responsibility for their learning. Overall, children need to be given more opportunities to make choices and take the lead in their learning.
- Most children interact positively with others during learning activities. Children have opportunities to work in pairs and small groups, as well as independently. Working with children from Durness and Scourie primary schools on Wednesdays is providing greater opportunities for Kinlochbervie children to work alongside children of a similar age. This unique collaboration enables children to extend their friendships and engages them effectively in their learning. It provides opportunities for collaborative learning and participation in larger teams, enabling children to develop important skills for life. Children are responding positively to this initiative.
- A few Kinlochbervie staff have recently embarked on a significant programme of professional development designed to review and refresh their teaching practice. Supported by Pupil Equity Funding (PEF), this training forms part of the school's approach to raising attainment. This is beginning to have a positive impact on the level of professional dialogue between teachers. Still at the early stages of development, this learning is not yet having a significant impact on improving learner's experiences or raising attainment. Across the range of learning experiences observed over the course of the inspection week, the quality of learning and teaching was too variable. Too many teacher-led whole-class lessons across all areas of the curriculum is resulting in a lack of differentiated learning. To raise attainment, learning and teaching approaches need to be better matched to the needs of learners. The senior leadership team need to establish a shared understanding of effective learning and teaching across the school as a matter of priority.
- Most teachers provide explanations and instructions that are clear. Learning intentions and success criteria are shared with children in most lessons. In a few lessons observed, children were involved in the setting of success criteria. Involving children more actively in identifying success criteria will help them understand the purpose of their learning in addition to better supporting their peer and self-assessment activities. The quality of questioning should be developed further across the school to support the development of higher order thinking skills.

While there are a few examples of personalisation and choice in learning, this could be a more consistent feature of learning.

- Approaches to written feedback are variable and do not always suitably support children to progress at an appropriate pace. Staff should work together with the children to identify best practice and ensure they provide consistently high-quality feedback which gives children a clear understanding of their strengths and next steps in learning.
- Across the school children have limited opportunities to use and develop their digital skills to support and enhance their learning on a regular basis. When they have access to digital tools, children are motivated and engaged. For example, older children talk confidently about developing their coding and programming skills in digital technology. They have also used a range of different applications to apply their knowledge in a practical way including setting up a wildlife camera to capture all of the animals visiting the school area at night. Building on these positive examples, the school should continue to develop its use of digital technology across the school.
- Staff use a few approaches to assess children's learning as part of daily teaching and to support their reporting to parents. These are not consistently well-matched to children's learning needs or planned well enough to enable children to demonstrate their learning effectively. As a result, staff do not take sufficient account of children's varying needs and abilities when planning next steps for individuals and groups.
- Moderation approaches in literacy are being developed across the ASG and are at an early stage of development. To ensure professional judgements are reliable and robust, senior leaders should ensure that all teachers are involved in effective moderation activities. Further professional learning in relation to the national benchmarking standards will support the development of a shared, consistent understanding of national expectations.
- Staff plan learning and teaching using a range of useful support materials created by the Local Authority and across the ASG. Termly planning is shared with parents, through the school website and through display on the learning wall at the front of the school. The school's updated curriculum rationale gives staff the broad guidance and support to start the planning process for children's learning across all stages. Staff now need to use this guidance more effectively to ensure all children are receiving their entitlement to a broad, general education.
- There is a need to ensure an accurate picture of children's progress over time and the school's overall progress in raising attainment and achievements. The school recognises that they are at the early stages of tracking and monitoring children's progress and are currently developing new approaches to support this in collaboration with staff in Kinlochbervie High School. Commendably staff are tracking children's experiences out of school. They now need to use this information strategically to identify children who may be at risk of missing out due to financial hardship.

2.2 Curriculum: Learning and development pathways

- The school is currently developing its curriculum rationale in order to develop a 3-18 curriculum to meet the needs of the ASG. Staff are committed to ensuring children experience a broad general education, and develop skills for learning, life and work. They have taken time to reflect on the unique features of the ASG. As this work progresses, staff should ensure that children have access to high-quality learning across all curricular areas. All curricular developments should take account of the school's approach to reducing the poverty-related gap in children's experiences and attainment. This activity should involve children, parents and partners in decision making and developments
- The school makes use of The Highland Council's learning pathways for literacy and numeracy to provide the core structure for planned learning across the school. To ensure staff are using these pathways flexibly to raise attainment and meets the needs of all learners, teachers need to plan how they are being used. The absence of effective planning, tracking and monitoring systems is resulting in children making insufficient progress in their learning. The school has already identified this as an area for improvement, and should progress their plans to address this as a matter of priority.
- There is a health and wellbeing curriculum in place. The school has identified the need to develop this further. Where appropriate, parent workshops are provided to support aspects of curriculum delivery, such as the sexual health and relationships programme. Staff training is provided to support specific aspects of health. Use is made of external providers, such as the National Society for the Prevention of Cruelty to Children (NSPCC), to support and enhance health and wellbeing
- Significant work has been undertaken to establish the learning experiences and curricular programmes for the ASG's 'Windows on Wednesday' joint learning day at Kinlochbervie. This includes weekly lessons in literacy, numeracy, science, physical education, Spanish, and food and nutrition. The programme is based on Curriculum for Excellence experiences and outcomes and includes a particular focus on aspects within a curricular area. For example, functional writing is the key focus of literacy lessons. Still in its early stages of implementation, careful monitoring of these programmes will be required to ensure the programme provides a cohesive curriculum which builds on prior learning. Ensuring that all teaching staff involved in the delivery of these plans are actively involved in the planning and review process on a regular basis will be vital to its success. At present, this programme is too disconnected from the learning which takes place over the course of the week. The appropriateness of including Curriculum for Excellence third level outcomes should be reconsidered, as this does not reflect children's current educational progress.
- The local environment in which the school is situated is rich and diverse and is ideally suited to supporting learning outdoors. As a result, children have good opportunities to learn through a range of outdoor contexts, including the participation of older children in an annual residential experience. The school should continue to develop approaches to outdoor learning, ensuring progression in learning across curricular areas and through real life contexts.

2.7 Partnerships: Impact on learners – parental engagement

- The school provides opportunities for parents to contribute to the life and work of the school. For example, parents are invited to join the children on Fridays as part of the school's 'Repair, Renew, Refresh' project. As a result, the maintenance and development of the school grounds is being addressed.
- A range of approaches are used to communicate with parents, including newsletters and the school website. The majority of parents feel that they receive regular and helpful feedback about their child's learning. Termly planning overviews are shared with parents through displays and the school website. At the upper stages, learning logs are sent home weekly and parents are invited to open afternoons. To ensure equity, consideration should be given to extending this to include the whole school. Some parents would welcome more information about their child's progress in learning.
- Parents of children facing barriers to learning, such as those with additional support needs, feel actively involved in the planning and review process for their child.
- The school has recently sought the views of parents about homework. The initial results of this survey have been shared with parents. To ensure parents understand how these views have been used to inform the development process, further clarity should be provided on completion of the review task.
- A new ASG Parent Council has been formed to reflect the new leadership structure of the school. Recent severe weather resulted in the postponement of its initial meeting. At the time of the inspection this has still to take place. Kinlochbervie Primary School parents, and those of the other schools involved, wish to retain their independence when fundraising. This funding is currently funding free fruit to all children in the school four days per week. Moving forward, the Parent Council and the wider Kinlochbervie Parent forum should consider how matters pertinent to Kinlochbervie Primary School, along with those related to the ASG are addressed.

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 that need to be addressed as a matter for urgency.

3.1 Ensuring wellbeing, equality and inclusion **satisfactory**

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 and families very well and have a strong understanding of the local community. As a result, they are sensitive to their wellbeing needs and this is resulting in positive outcomes for children and their families. Positive relationships between staff and children, and between children, are evident across the school.
- Children's responses within the pre-inspection questionnaires identified the need to increase their understanding of the wellbeing indicators. The use of wellbeing indicators is not currently an integral feature of school life. By developing their use children will be more able to reflect on their own wellbeing, and help staff identify their wellbeing needs. Although the majority of children set targets for literacy and numeracy, this process does not yet include health and wellbeing targets. The inclusion of these would increase children's understanding of their progress in relation to their own health and wellbeing needs. As the school continues to develop its tracking and monitoring systems, it should seek to review how children's wellbeing is included in this process.
- Across the school, children would benefit from a refreshed look at the school's approach to promoting positive behaviour. Children in the focus group identified the need to develop the school's approach to restorative practices to ensure the effective resolution of concerns. Systems previously in place to support behaviour, such as Golden Time, are no longer in use. Parents identified a need for greater clarity regarding the school's approach to behaviour management. Senior leaders should involve all stakeholders in this review process. This should include the ASG partners who work alongside Kinlochberrie Primary School on Wednesdays in order to ensure a shared understanding and consistency of practice.
- Kinlochberrie Primary School parents fund the provision of free fruit for snack four days a week. This has resulted in an increase in the amount of fruit children are eating and a reduction in their eating of crisps, biscuits and sweets. The opportunity to extend gardening skills to develop a deeper understanding of aspects of health and wellbeing gives children across the school a positive experience of healthy lifestyles and the importance of a well-balanced diet. Gardening activities also linked into other curricular areas as the children sold some of the surplus produce giving them real life opportunities to develop financial management skills. There is potential to build on these positive initiatives by creating stronger links between learning and teaching and healthy food choices.
- A tooth-brushing programme is in place, however this needs to more consistently followed to ensure maximum benefit.
- The school participates in internet safety day and provides information for parents. There is scope to develop this further to ensure that safety messages are reinforced throughout the year, and where relevant, across curricular areas.

- All children benefit from a block of swimming lessons in addition to their normal PE programme. As a result of the increased number of children attending Kinlochbervie Primary School on Wednesdays, opportunities for children to participate in more team games with children of a similar age have been created. Having access to the sports facilities within the high school provides ample space for physical activity.
- Participation in an annual residential experience is provided for children in P6 and P7. Visits rotate annually between Orkney and a mainland outdoor adventure centre, extending their scope further. These provide children with opportunities to experience new challenges and develop their resilience. As children from the other ASG schools also participate, this contributes to the development of relationships prior to children's transition to high school.
- The school grounds have been enhanced to provide a range of play areas, including a natural woodland area, playhouse and garden area. Effective partnership working has supported this development. There is potential to develop children's understanding of risk by involving them in assessing risk in the playground and outdoor learning activities.
- All staff benefit from regular training and guidance in relation to child protection. The new senior leadership team would benefit from undertaking enhanced training.
- Over the course of this session, the majority of pupils' attendance level is below the national average. Expectations of attendance need to be increased to address this.
- While there is a learning pathway for RME in place, the application of this is not visible in the teachers' termly planning overview. Senior leaders should review its approaches to the planning and delivery of Religious Education and Religious Observance to ensure that it meets the statutory requirements.
- Pre-inspection questionnaires indicate that, while the majority of children feel well supported in their learning, this is not the case for all children. The school should review its approaches to address this concern.
- Systems are in place to ensure that children experiencing barriers to learning, such as those with additional support needs, are identified, and action is taken to address their needs. Their views form part of the planning and review process. Other agencies are involved as appropriate. Consideration is given to children's social and emotional wellbeing and targeted support is provided when required. We have asked the school to review its approaches to individualised planning to ensure clear targets are in place, enabling progress to be monitored more effectively.
- Through participation in the British Council's 'Connecting Classrooms' project, children across the school have a very good understanding of global citizenship. They can talk confidently about issues which impact on the lives of others in Kenya. This partnership has informed their understanding of gender equality, enabling them to make accurate and thought-provoking comparisons about children's experiences in different countries. Children are able to relate this learning to their understanding of the Global Goals.
- The introduction of a sensory room has provided an alternative, relaxing environment for children requiring this type of support.

3.2 Raising attainment and achievement

weak

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

Overall attainment in literacy and numeracy:

- Overall attainment in literacy and numeracy across the school is weak. Across the school less than half of the children are on track to achieve appropriate level in both literacy and numeracy.
- The school was unable to provide predictions for children's attainments for the end of this current session. Current school data is not robust or reliable. The Inspection team's own observations of learning, sampling work, analysis of the limited assessments available, and speaking with children indicates that the majority of children are working below the expected levels in both literacy and numeracy.

Attainment in literacy and English language:

- Overall, across the school, children's progress in literacy and English language weak.
- **Listening and talking:** Overall, the majority of children are making weak progress in listening and talking. Children are developing and applying their listening and talking skills across learning. Most children participate respectfully during discussions. Older children can deliver a presentation on a topic of their choice, supported by a power-point presentation. Across the school, children would benefit from developing further techniques associated with effective listening and talking such as body language, eye contact and expression. A more structured approach to the development of listening and talking skills is required to ensure that all children make appropriate and sustained progress.
- **Reading:** Overall, most children are making satisfactory progress in reading. The introduction of a new lending library has expanded the opportunity for children to access a wide range of books. They can also borrow books from the library van which visits every three weeks. Author's visits and participation in World Book Day events are helping to promote the enjoyment of reading. Building on this positive start, the school should continue to develop children's engagement and enjoyment of reading. The timetabled access, and location of the library within the high school, is limiting the potential use of this resource to increase children's engagement with books. A few children read fluently and with expression. At the upper stages, children can identify the main ideas of a text with appropriate detail.
- **Writing:** Overall, most children are making weak progress in writing. Across the school, the quality of the presentation of written work needs to be improved. This includes the use of correct letter formation at the early stages, page layout and the correct use of a jotter. A few children are beginning to write at length, particularly in the middle stages of the school. They can use paragraphs, appropriate punctuation and vocabulary. Opportunities to write across a range of genres are provided and should continue to be developed.

Attainment in numeracy and mathematics

- Overall, across the school, children's progress in numeracy and mathematics is weak.
- **Number, money and measure:** Appropriate to their age and stage of development, most children are developing confidence ordering numbers. Most of the younger children are able to count forward and back within 10, and a few to 20. They are developing their understanding of doubling numbers with the support of practical materials. As children progress across the school they are using a wider range of numbers to complete calculations. They have a good understanding and can simplify basic fractions and were confident with their multiplication tables. Pupils at the upper stages could demonstrate a range of strategies to solve a problem and now need to develop their skills in deciding on the correct strategy to select. In measure, most of the older children can calculate the perimeter of a rectangle and a triangle, a few can also confidently work out the area of shapes. They have experienced a few opportunities to work with money to solve real life problems. This should be extended further across the whole school. A significant need across the school is that children get the opportunity to lay out their work appropriately in jotters. In addition, they should be given more opportunities to apply their learning in real life contexts.
- **Shape, Position and Movement:** Most of the younger children are able to identify two-dimensional shapes and can identify these shapes in the environment. In the middle stages most children can identify basic three-dimensional objects and have been introduced to language to describe their features. They have created symmetrical patterns with more than one line of symmetry. A few older children can accurately describe and measure an angle and have an understanding of complementary angles.
- **Information handling:** Across the school, children have created a range of different bar graphs. In the middle stages the majority of children can interpret the information on the bar graph. In science, children are able to demonstrate their application of data handling and measurement skills through their recording of experiments. Children would benefit from using technology to further develop their information handling skills as they progress through the school.

Attainment over time in literacy and numeracy:

- The school could not provide current or historical attainment data. The school now needs to review planning and assessment arrangement across all areas of the curriculum to ensure staff have a good understanding of progression within and across Curriculum for Excellence levels. Greater use of the national benchmarks will support this development. Overall, there is a need to use data about progress and attainment more strategically to raise attainment for all children.
- Attainment data for all other areas of the curriculum is not yet collected or tracked.
- **Science:** Across the school, children are making good progress in their knowledge and skills in science. Staff are collaboratively developing the programme of work and are including a variety of specialist teachers from the high school and Science Technology Engineering and Maths (STEM) Outreach Workers from the University of Highland and Islands. As a result of these well-timed interventions, children are motivated and inspired to learn. The STEM workers also act as very positive role models and are helping children to link their learning to the world of work.

Achievement:

- Children's achievements in and out of school are recognised and celebrated on the learning wall in the main entrance of the school across and in classroom displays. Children speak positively about being awarded house points and enjoy contributing to their whole-school house totals. Opportunities to engage in sporting and cultural activities, both within the school and in the wider community, are provided. As a result of being provided with the opportunity to lead lunchtime clubs, the children leading these activities are developing their leadership skills and are applying their learning in this new role.

Equity for all learners:

- There is an awareness, and respect of, the different backgrounds of families in the local area. Appropriate support and interventions are targeted where they are most needed. Although at an early stage of implementation, there are early signs of impact for a few children in numeracy project. There is scope for a wider range of evidence to be gathered to measure the effectiveness of other interventions. This information will help ensure equity and support informed decisions about future initiatives.

Setting choice of QI: 2.6 Transitions

- Arrangements to support learners and their families
- Collaborative planning and delivery
- Continuity and progression in learning

- Transition arrangements are in place to support children and families as they enter P1 and move on to high school. Families moving into the local area are well-received and appropriate support and guidance provided. Children's mental, emotional and physical needs are taken into account when planning transitions. Enhanced transition programmes, tailored to meet the specific needs of individual children, such as those with additional support needs, are provided. Where appropriate, this includes the involvement of partner agencies.
- Children transferring from the local nursery have a number of opportunities to spend time in school prior to their August start. They are also supported by P7 buddies as they move into P1. Due to the very small number of children involved, guidance for parents about the work of the school, and how to support their child's learning, is provided on an informal basis.
- The size of the school means that all staff know the children well, enabling them to respond to their individual needs. Plans are in place to support children with additional support needs. The involvement of parents and children in the review of these plans helps ensure effective transition planning is in place.
- The introduction of the innovative approach to Wednesdays is making a significant contribution to supporting transitions. This is particularly the case for the older children transitioning to high school. Kinlochbervie children participate in lessons with children from the other ASG primary schools on a weekly basis. This is helping them develop friendships with their peers of a similar age and stage. Older children are taught by secondary staff within Kinlochbervie High School. Using the building and secondary staff to support this initiative is increasing the level of familiarity children have with the high school environment prior to starting S1. Moving forward, senior leaders should ensure that all staff, pupils and parents are actively involved in a review of this initiative to measure its impact on transition. Of the lessons observed by inspectors, a range of learning and teaching approaches were evident. As a result, the impact of children's overall learning experiences was diminished. By monitoring these experiences over the course of Wednesday, senior leaders will be better placed to ensure greater consistency of high-quality of learning and teaching.
- The Goblin Car transition project enables all children in P7 to develop skills for life and work through this engineering project. The children involved in this project are highly motivated and engaged by it. Children across the ASG participate in this project and in a joint residential experience. This is further enhancing opportunities for shared learning and relationship building as children progress towards high school.
- The development of a 3-18 curriculum for the ASG is a key development priority this session. Significant work has already been undertaken to develop the ASG curriculum delivered on Wednesdays. Still at the very early stages of implementation, early indications show that further development is required. At present, much of this programme is being taught in isolation, without reference to prior learning or linking to the learning taking place over the course of the week. Effective communication between all staff involved in the delivery and evaluation of this programme will be vital to its success.

- As children progress through the school there is significant scope to strengthen the tracking of each child's individual learning journey. By developing a more rigorous and robust approach to tracking and monitoring. Children's progress from one class to the next, or from teacher to teacher, will be strengthened. In addition, the continuing development of clear learning pathways, built on a robust curriculum rationale, will minimise the potential for gaps in learning.

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.