

Summarised inspection findings

Freuchie Primary School

Fife Council

27 August 2019

Key contextual information

Freuchie Primary School and Nursery Class serves the villages of Freuchie and Freuchie Mill. The school roll is 115 with 5 primary classes. There is also one nursery class. There have been significant changes to the staff team over the last few years. The school setting provides good access to playing fields and church accommodation.

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

- Over the last few years, there have been significant changes across the staff team. Almost all teachers in the school have been in post for under two years. The headteacher is committed to developing staff and teamwork. Staff new to the school value the support they have been given by their headteacher and colleagues.
- The school's vision, values and aims were developed with children, staff and the Parent Council in 2017. The school's vision to encourage children to 'flourish and persevere in a safe and stimulating environment' is displayed throughout the school. Children are not yet able to confidently describe how the vision is supporting them in their engagement with the life of the school. As recognised by the headteacher, it is now time to revisit and refresh the vision to ensure that it accurately reflects the uniqueness of Freuchie Primary School. In doing so, staff need to ensure the new vision is embedded across the life and ethos of the school. It is also necessary to revisit the school's curriculum rationale. In taking this forward, staff should ensure the whole school community, including partners, are involved in creating a rationale that reflects the unique context of Freuchie Primary School.
- Children are encouraged to share their views about aspects of the work of the school, for example, during 'talking groups' at assembly. This requires further development. A significant number of children reported in questionnaires and focus groups that they do not know if their views are listened to or taken into account. A few children also reported that ideas which they have worked on have not been taken forward. With prompting, a few children can identify a small number of examples of how they have influenced change, such as requesting new playground equipment. The school needs to develop further their consultation with children in order that they can have a greater role in securing positive change. This should also be extended to parents and external partners. A few parents reported that they would appreciate more regular opportunities to engage with school improvement.
- The headteacher and staff know the children and families well. Overall, the headteacher has an understanding of the social, economic and cultural context of their school community. This information now needs to be shared more effectively with staff. The school is in receipt of Pupil Equity Funding (PEF) and this has been used in different ways including, funding additional support staff hours and purchasing new resources to help raise attainment in literacy and numeracy. The school now needs to consult with parents about the how the money should be

allocated. There is also a need to ensure that the impact of new resources and interventions is kept under close review in order that they have the maximum benefit for appropriate children.

- The current school improvement plan has priorities linked to developing listening and talking skills, digital literacy and increasing leadership opportunities across the school. The school does not have clear strategies for raising attainment, developing the curriculum or improving children's wellbeing. The pace of implementing change over time is too slow. Overall, previous improvement plans have not secured the necessary improvements. More robust and reliable approaches to self-evaluation need to be introduced and developed to ensure that the most appropriate priorities are identified and taken forward. In addition, the impact of new developments needs to be carefully monitored and evaluated.
- Staff have embraced the available opportunities to undertake leadership roles in improving aspects of the school's work. This includes the promotion of digital literacy and developing whole school approaches to support greater consistency in learning and teaching. Teachers understand the importance of their role in supporting the school's improvement journey. It will be necessary to fully involve all staff to drive forward improvements at a brisk pace. The headteacher needs to provide clear strategic direction to ensure all new developments are progressed, carefully monitored and evaluated. Across the school, children are being given more opportunities to lead their own learning. There is great scope to develop this further. Overall, it is mostly older children who take on leadership responsibilities within the school. This includes supporting 'talking groups' at assembly. A few older children organise and lead extra-curricular clubs and help to organise school shows. We have asked the school to widen the opportunities children have to develop their leadership skills across a greater range of contexts. For example, training children to act as 'digital leaders' or peer mediators will help take forward key areas of the school's work. In doing this, staff now need to help children understand how the skills they are developing link to key skills for learning, life and work.
- Throughout the inspection week we observed a strong ethos of team work across the staff. The newly established team appreciate the opportunity they have to work together to share ideas and develop their practice. A few staff have had the opportunity to work with colleagues within the cluster to develop approaches to moderation. We have asked that opportunities such as these become a more regular feature of practice. Staff engage in a few professional learning opportunities. They have benefitted from sessions led by their headteacher to increase their understanding of conceptual maths. Positively, the school will continue to work with the local authority's Pedagogy Team to develop more consistent approaches to learning and teaching. Increasing opportunities for staff to visit other schools should be facilitated to ensure the school is able to make necessary improvements.
- The school has a few different arrangements in place to evaluate the work of the school and aspects of learning and teaching. These are not yet supporting school improvement. The headteacher needs to provide clear strategic leadership and direction to drive forward necessary improvements in the school. This should be informed by robust self-evaluation. To help achieve this, the headteacher and staff need to make better use of 'How good is our school?(4th edition)' to support them in reflecting on the work of the school. It will be important for all staff to continually reflect on the impact of any new initiatives such as the 'flexible seating' arrangements to ensure they are having the desired impact. Parents, children and partners would benefit from involvement in discussions about the direction of the school.

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

- Across the school, there are positive relationships within the learning environments. Children listen well, are attentive and are happy to work collaboratively with each other. They are polite and respectful. Most children who responded to the pre-inspection questionnaire say that they enjoy learning at the school. The school recently made changes to their learning environments including a 'flexible seating' arrangement. While staff feel that these changes have increased engagement in learning, these arrangements should now be reviewed in order to ensure most appropriate use of the learning context. The fabric of the environment across the school needs to be refreshed to ensure it reflects and supports the value placed on, and respect shown to, children.
- The overall quality of teaching is satisfactory. In the best practice observed, most children were engaged in their learning. There were some examples of children learning well independently and, in the best practice, children were active in their learning. In the majority of lessons, questioning is used to develop children's thinking. There are a few examples of effective questioning that challenged children. In interdisciplinary learning, children exercise some choice when planning themes for learning. Children, particularly in the upper stages, are involved in suggesting pathways through a topic. They take part in some personalised tasks and activities. At times, activities designed to provide choice are limited in their scope for allowing children to be creative and independent. Overall, there are variable levels of challenge and children are not given enough opportunities to deepen their learning. Higher order thinking and opportunities for being creative and enterprising need to be developed more consistently across the school in order that children's experiences are of a consistently high quality.
- Overall, children across the school are making good use of digital technologies to support their learning. This is supported by progression planners for each level. Notebooks and tablets are used at all stages to record learning, to access live information and for digital learning activities. As a result, children at all stages are making good progress in their acquisition of digital learning skills.
- Throughout the school, learning experiences are enriched and enhanced by visiting specialists for art and French. Children receive a progressive and stimulating learning experience in these areas.
- In the majority of lessons, explanations and instructions are clear and children understand the purpose of their learning. 'Steps to success' support children in achieving positive outcomes in their learning. In a few cases, these are co-constructed with children. In the best practice, children are encouraged to demonstrate their understanding in order to move on to the next step in their learning. Across the school, feedback to children is very variable in quality and we observed examples of children's work which had not been corrected or commented upon. In

the best examples, teachers give good quality feedback to enable children to make progress. In a few lessons, children are invited to evaluate each other's work and to provide feedback related to agreed successful outcomes. Formative assessment strategies are not yet enabling all children to lead their own learning. There is scope to enhance strategies that will ensure that children are clear about what they are learning and what they need to do to be successful. This should more often be related to skills for life and work. This will support children to take ownership of their learning.

- Ongoing observations of learning inform teacher judgement of progress through Curriculum for Excellence levels. Children in the middle and upper stages regularly reflect on learning as a class and record aspects of successful learning on a class wall. Older children record their individual successes and set targets in an online blog. Each class documents its learning journey using 'big books'. A consistent approach to completing these should be developed. Practice in assessment now needs to be formalised, made more individual and meaningful to the learner and integrated within teaching plans. The school needs to develop its approaches to assessment to generate a wider range of meaningful and measurable data, both quantitative and qualitative. Assessment activities should demonstrate breadth, challenge and application in learning. Recording and regular analysis of such data, together with teacher professional judgement, will help to build a better picture of progress over time. They will better inform, support and challenge children as they progress in their learning.
- Staff have taken part in moderation activities within the school and with colleagues in the cluster. These have focused on aspects of literacy and mathematics. While there has been a positive impact on the quality of learning experiences in numeracy as a result of these activities, there has been limited impact on literacy. The school should ensure that moderation exercises also focus on raising expectations of standards in literacy and lead to children being challenged more in their learning.
- Staff use a local authority tool to indicate individual children's latest stage of progress through Curriculum for Excellence levels in literacy, numeracy and mathematics. This tracking tool consists of lists of experiences and outcomes. The headteacher introduced a colour coding system to give staff a more visual overview of a child's progress towards achieving a level. While the tool indicates a child's progress within a level, it does not give an indication of progress over time. The school should now streamline this system in conjunction with a wider review of assessment methodologies. Revised systems for tracking and monitoring should include information generated from a wide source of evidence, including data from summative and diagnostic assessments and ongoing formative assessment, showing trends over time. All teachers have termly meetings with the headteacher to discuss tracking information. These meetings should be recorded to support future discussions and ongoing tracking approaches. Consideration should be given as to how tracking meetings make best use of the analysis of information contained in the school's revised tracking system. This will help staff, in consultation with the headteacher, to take appropriate action to ensure that children make appropriate progress and to identify any gaps in learning. Further developments in moderation using National Benchmarks will support the quality of information generated for tracking and monitoring purposes.

2.2 Curriculum: Learning pathways

- The school needs to develop a curriculum rationale which takes account of the individual characteristics of the school and reflects its setting in the local community and wider world. A basis for the creation of this rationale would be the school's motto 'flourish and persevere in a safe and stimulating environment'. Consultation with staff, children, parents and the wider community will ensure that the curriculum model reflects the shared values of the school community. It should illustrate how the four contexts of the curriculum and cross cutting themes integrate to ensure children receive their entitlement to a broad, general education.
- At present, pathways for literacy and numeracy are based on local authority programmes. The school's use of these pathways does not impact positively enough on planning for progression or assessment of children's learning. The pathways do not reflect recent school developments such as new approaches to teaching and learning in numeracy. The school has agreed that it is time to review these pathways in line with National Benchmarks in order to raise attainment and meet the needs of all learners.
- There are positive examples of children having an element of choice and in planning themes for interdisciplinary learning (IDL). Staff should expand the opportunities for children to plan their learning within IDL. The school has begun to bring more structure to the planning and recording of coverage of experiences and outcomes across the curriculum within IDL. A more strategic overview of approaches to IDL, in line with the developing of pathways for all curriculum areas, will ensure progression in learning. Pathways should identify the progression of skills across the curriculum. Staff should plan holistic assessment activities within planned IDL topics in order to assess application of learning and to bring greater rigour to assessment processes across the curriculum.
- The school urgently requires to develop further its emerging programmes for ensuring progression in all aspects of health and wellbeing. These should include experiences for children to develop their knowledge of the wellbeing indicators and how these impact on them. The school has made a start to introducing children to rights and responsibilities through the 'Rights Respecting Schools' pupil group. This is an opportunity to plan deep, pupil-led learning in this area which will impact positively on the health and wellbeing programme.
- The school's emerging programme for expressive arts has strong elements. The school has begun to develop learning pathways across all subjects in the expressive arts. These are aligned to experiences and outcomes at each of the relevant Curriculum for Excellence levels. Staff feel that the introduction of these pathways has aided planning and has had a positive impact on the quality of learning for children. A progressive pathway for art is being developed by a visiting specialist. She is providing both high quality teaching and beneficial professional development related to the pathway for members of staff. An annual 'Celebration of the Arts' event successfully integrates elements from all of the expressive arts and involves children in planning and showcasing their achievements.
- Children are benefitting from the various partners who provide enriched learning in areas such as sport and expressive arts. A significant proportion of children attend opportunities for wider achievement outwith core school time. The school should build on its collation of attendance statistics to allow children to discuss and profile skills which they are acquiring through attending these activities.

2.7 Partnerships: Impact on learners – parental engagement

- The school has developed strong partnership working. This includes their links with the playgroup, the local special school (Kilmaron), the local church and the 'Freuchie in Bloom' volunteers. All partners speak very positively about their involvement in the work of the school. The school values the active and supportive Parent Council.
- Staff organise different events, such as open days, to inform parents about the work of the school. Recent events include providing information about digital technology and mindfulness techniques. There is great scope to offer more ways for parents to be involved in the work of the school
- Parents report that they feel comfortable approaching staff and visiting the school. A significant number of parents would appreciate more information about how their child is progressing. They would also like more information about how the school assesses their child's progress and how they could support their child's learning at home. The school recognises the need to review its homework policy. The use of blogs in classes for older children is a helpful way for children and parents to talk about their learning.

2.1 Safeguarding

- The school submitted self-evaluation information related to child protection and safeguarding. Inspectors discussed this information with relevant staff and, where appropriate, children. In addition, inspectors examined a sample of safeguarding documentation. Areas for development have been agreed with the school and the education authority. These need to be addressed as a matter for urgency.

3.1 Ensuring wellbeing, equality and inclusion

weak

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 are committed to providing a calm, relaxed learning environment. Overall, staff have fostered positive relationships with children. Most children report that they feel comfortable speaking to staff if they are upset or worried. Staff are beginning to support children to understand and talk about the wellbeing indicators. Much of this work is taken forward during school assemblies. This is still at an early stage. Staff now need to make greater use of the wellbeing indicators to support children to understand their own progress in wellbeing. This should include linking the wellbeing indicators to children's rights as described in the United Nations Charter on the Rights of the Child.
- Children, staff and a few parents have recently benefitted from learning about mindfulness techniques. Children report that they are not yet using these in classes. At the early stages, an 'emotional check in' has been introduced to help children talk about their emotions. The headteacher plans to develop similar practice across the school. The school's strategic development of the health and wellbeing programme is at an early stage. Staff urgently need to develop a progressive pathway, which takes account of all organisers, to ensure that children benefit from an appropriately wide range of health and wellbeing knowledge and skills. The headteacher and staff should now engage more fully with national guidance such as Getting it right for every child (GIRFEC) and improve the school's approaches to wellbeing. Staff should consider how they are assessing children's wellbeing needs and evidencing progress to ensure that they are improving the wellbeing outcomes for all children.
- Most children at Freuchie Primary School feel safe and believe that staff treat them fairly. A few children reported that there can be occasions when they feel that some children are treated differently from others. The school needs to consider how particular decisions and behaviour may affect children. A few children and parents commented on the school's approaches to dealing with bullying incidents and believe these are not effective. Staff should review their current anti-bullying policy and ensure it takes full account of current national guidance to help them improve practices and procedures, including the reporting and recording of incidents. In doing so, the school should consult with children, staff and parents in taking this work forward. As a result of inspection activities, we have advised the school to improve as a matter of urgency how incidents and accidents are recorded, reported to parents and followed up.
- Children across the school can talk about the impact of their physical education lessons and the extra-curricular clubs have on their health and wellbeing. Older children report that recent work on cyber bullying has been helpful. A former member of staff runs a daily breakfast club funded by the Parent Council, which is well attended and valued, by children and parents. A group of P7 children runs a weekly 'smoothie' club for children and staff.
- A number of support staff provide targeted support for a few children within classes. In most cases, this is supporting children to engage with learning. There is scope to develop further the

role of support staff to maximise the progress of a few learners. There is also a need to ensure all staff are aware of and make consistent use of different strategies to support children to engage with learning. The school has a number of Individual Support Plans (ISPs) for some children. Staff also maintain notes for children who do not yet require an ISP. We have asked the school to ensure all documentation is dated and regularly reviewed. Support for learning teachers undertake contextualised assessments for specific children when required. A few parents reported that they are dissatisfied with the school's approaches to supporting children who may be experiencing barriers to their learning. The school now needs to undertake a full review of the way in which it supports learners who may be experiencing barriers to their learning. This should include consideration of documentation and the involvement of children and parents as well as reviewing roles and responsibilities.

- Staff take part in annual professional learning and report that they are confident in responding to any safeguarding issues. The school now needs to take steps to ensure there are appropriate and clear policies and procedures to ensure the safeguarding of children.
- Staff work hard to include all children in the life of the school. Overall, most children who are care experienced and who may be experiencing barriers to learning benefit from an inclusive approach. A few children are accessing audio books to engage with a wider and more sophisticated range of texts. Helpfully, the school has purchased digital resources for children to use at home. The school is able to share positive examples of the impact of their work on different learners' progress and engagement in the life of the school. The school makes good use of partners to support children in their learning. Partners speak very positively about their strong partnership with staff in Freuchie Primary School.

3.2 Raising attainment and achievement

satisfactory

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

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

Overall attainment in literacy and numeracy

- Overall, children are making satisfactory progress in literacy and English, and numeracy and mathematics. However, children's attainment in writing is weak. Children come to Freuchie Primary School with a range of learning and life experiences. Most start school with well-developed vocabulary and an interest in reading and counting. They are very well placed to enjoy success in their learning.
- Attainment data provided by the school is based on teachers' professional judgement. Curriculum for Excellence predictions for June 2019 provided by the school indicate that by the end of P1 all children will achieve early level in reading, writing, listening and talking, and numeracy and mathematics. By the end of P4, most children will achieve first level in reading, writing, listening and talking, and numeracy and mathematics. By the end of P7, almost all children will achieve second level in reading and most will achieve second level in writing, listening and talking, and numeracy and mathematics. As a result of a range of inspection activities, inspectors do not support these judgements. There now needs to be a review of the evidence that is used to support teacher judgements. As previously indicated, significant improvements are required in the way in which staff assess children's progress. Teachers have made a positive start to the moderation of numeracy and mathematics with their comparator school. Further opportunities to engage in moderation for both literacy and numeracy will support them to develop a clearer understanding of achievement of a level.

Attainment in literacy and English

- Overall, children's attainment in literacy and English is satisfactory. Children's attainment in writing is weak and children are capable of achieving more highly. Inspectors discussed with the headteacher the need to ensure progression and depth of learning in literacy and English. It is also important that staff have consistently high expectations of learners. This will ensure children across the school make the best possible progress.

Listening and talking

- At early level, the majority of children listen and take turns when working in pairs and groups. The majority of children follow classroom instructions and share ideas and opinions with increasing confidence. At first level, the majority of children listen to explanations and instructions from their teacher. When working in pairs and groups, the majority take turns and respond to their peers respectfully. They ask questions of each other to clarify their understanding. At second level, most children show respect for the views and opinions of others. They ask questions of each other to clarify and debate ideas. By the end of second level, the majority of children can make notes from texts and video clips, and summarise the main points. They are developing techniques to engage an audience, for example, body language, tone and eye contact. As planned, teachers should build on this positive start and

provide further opportunities for children to develop their listening and talking skills in a planned and progressive way.

Reading

- Across the school, children develop their reading skills using a new selection of picture books and novels of increasing difficulty. A range of audio books is available to allow children who find reading challenging to access age-appropriate texts. At early level, most children can name favourite books and authors. A few talk about the types of books they read, for example, rhyming books and books about magic. Most retell familiar stories using pictures as a support. Most children identify simple rhyming words. At first level, the majority of children read class novels aloud with increasing fluency and expression and identify a favourite author. However, their knowledge of authors is limited and they are not yet confident in explaining their preferences or identifying the genre of books they like to read. There are insufficient opportunities for children to develop their comprehension skills. As a result, children at first level cannot identify question types, such as literal, inferential or evaluative questions. At second level, children read an increasing range of novels in class. They choose novels from sets available in school. Most are keen readers and talk confidently about their favourite genre and authors. Children have developed inference skills using pictures. They have created a quiz about a class novel. Children who spoke to inspectors would welcome a wider range of books in their class libraries.

Writing

- Overall, at early level, the majority of children are attempting to use a capital letter and full stop in at least one sentence. They write weekly news about their weekend, however a number of children find this difficult. Children are beginning to explore writing through play. The majority of children can use their knowledge of single sounds and blends to spell simple words. Children at first level are inexperienced at writing at length. The majority of children working at first level are not using appropriate punctuation. They are not confident in using strategies to spell common and tricky words. At second level, the majority of children write at length and for an increasing range of purposes. They plan their writing using a variety of methods, including mind maps and bullet points. The majority of children write in paragraphs and attempt to use more complex sentences. However, their spelling and punctuation is inconsistent. Across the school, there is significant scope to improve children's presentation of work in terms of layout, spelling and legibility. There is an urgent need to review approaches to the teaching of writing across the school. When reviewing approaches to writing it will be important to ensure children receive regular, quality feedback about their learning including clear next steps.

Attainment in numeracy and mathematics

- Overall, children are making good progress in numeracy, money and measure. The school's focus on developing approaches to active and investigative learning in numeracy is supporting children's understanding of number concepts and processes. As a result, children are becoming confident in explaining their thinking to each other and the teacher. They are less confident in talking about and demonstrating their skills and knowledge in shape, position and movement, and in information handling. Staff will require to review learning and to moderate achievement in shape, position and movement, and information handling, in order that judgements on achieving a level are robust enough.

Number, money and measure

- At early level, almost all children can add and subtract within ten, with some going beyond this. A few children are beginning to demonstrate the ability to recognise amounts of numbers by subitising. A few children can count in twos up to and beyond 20. They can measure familiar items using non-standard units. At first level, most children can confidently explain the value of digits in three digit numbers. Most can find halves and quarters of an amount and explain their

thinking. They are confident in using a variety of note and coin combinations and when calculating change from a given amount used to pay for items. Most can estimate length using their knowledge of everyday objects. They are less confident in their knowledge and use of multiplication tables. At second level, most children are confident with a range of numerical calculations and can round to three decimal places. Most children can apply the correct processes when solving multi-step problems. They are confident in applying their knowledge of measure, for example, in time and area to real-life situations. Most demonstrate an understanding of the importance of managing money and applying that to realistic budget scenarios. Staff should now balance the effective work in teaching concepts and processes with the need to develop more secure and agile mental recall of number facts.

Shape, position and movement

- At early level, most children can confidently identify 2D shapes and can discuss basic properties. Children at the early level are exploring position and movement through coding using digital technology. The majority of children working at first level can identify and categorise a range of angles and can use directional language to describe movement. The majority of children can describe 2D shapes within 3D objects. A few children would benefit from revisiting prior learning of basic 3D objects. At second level, most children can recognise and discuss the features of a few 3D objects. They have applied their knowledge of angles to draw room plans.

Information handling

- At early level, most children take an active part in contributing to and interpreting real life simple graphs and pictograms. At first level, most children have had experience of constructing bar and line graphs. At second level, children collected and organised data when investigating the link between endurance sports and lung capacity.

Attainment over time

- The school presented attainment data showing an increase in attainment over time in literacy and numeracy. Inspectors did not agree that there is an improvement in attainment over time in literacy and in all areas of numeracy and mathematics. Teachers need to widen the range of evidence to support their judgements to ensure attainment over time data is robust and accurate. Staff are not yet gathering and tracking attainment data for other curricular areas.

Overall quality of learners' achievements

- Children are supported to be valued members of the school and wider community through a range of events. For example, working with 'Freuchie in Flower', visits to the local bowling club and outdoor experiences at Falkland Estate. Children in the upper school participate in a national maths competition and this year a few are attending the next stage at Stirling University. The school collects for the local foodbank and children have had visits from its volunteers to explain their role in supporting the local community. Teachers track children's participation in lunchtime, afterschool and out of school activities. As a result, 90% of children participate in clubs and activities in school. Commendably, children lead a variety of clubs for their peers. Children who spoke to inspectors reported they value these opportunities to lead in their school. A useful next step would be to move beyond recording participation to identifying and tracking the skills children are developing as a result of attending clubs and activities.

Equity for all learners

- The headteacher is committed to ensuring that no child misses out on the opportunities available in school. He has worked with the Parent Council to review the cost of the school day. As a result, there is a ceiling on the cost of school trips. Records are kept to ensure families are not asked to pay for two things in one month and fundraising events ask for donations rather than set amounts. All teachers know the children and their families well. They

identify supports and interventions for children with potential barriers to learning. The headteacher and teachers should continue to monitor and evaluate targeted interventions to ensure they are meeting the needs of learners and close any attainment gap. The school is in receipt of a small amount of PEF. The headteacher should continue to ensure that this is used to raise attainment.

Choice of QI: 2.6 Transition

This indicator focuses on the need for children and young people to be well supported as they move to school, through school and beyond school. Effective partnership working, tracking of progress and robust record keeping are essential to support continuity in learning at points of transition. That continuity is crucial to maximising children and young people's successes and ensuring the most appropriate post-school destination.

- Arrangements to support learners and their families
 - Collaborative planning and delivery
 - Continuity and progression in learning
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- Children's transition from home to nursery is very well supported. There is a programme of home visits, storytelling sessions and ongoing opportunities for children to visit the nursery with their families to play before they start. Commendably, the nursery class has established very strong links with the local playgroup. Their shared literacy programme, facilitated by nursery practitioners, is supporting children's development beyond the setting. Together, these approaches ensure that the nursery is a welcoming and familiar place where children and families feel happy and welcomed.
 - The nursery to P1 transition has been a strong focus for Freuchie Primary School and nursery class. The P1 teacher and nursery team staff have worked well together to develop the learning environment in Primary 1/2. As a result, children are beginning to benefit from a more play-based approach to learning. A flexible and fluid approach to transition has been developed this session. This allows children from the nursery and P1 to visit each other's learning spaces in order to share their learning experiences. As a result, transition has moved away from being isolated events to a more holistic experience across the early level. A helpful next step would be to track this movement between the learning spaces. This will allow teachers and practitioners to track children learning and development and develop joint planning opportunities.
 - Stage folders are supporting teachers to track cohorts of children as they move through the school. They record what children have learned and how much progress they have made in literacy and English and in numeracy and mathematics. They aim to support teachers to build on prior learning at points of transition across the school. The headteacher agrees it would be useful to review the stage folders. In doing so, the headteacher should ensure they capture relevant information about children's progress. Consideration should be given as to how they could support continuity and progression in other curricular areas.
 - The introduction of 'The story of . . .' books for each class captures evidence of learning concepts and contexts across a school year. In the best practice, photographs, examples of children's work and annotations by teachers and children are recorded. These books are creating a vibrant record of the learning that has taken place. Teachers should continue to share their class books with each other to ensure a consistent approach across the school.
 - Transition in French is a strength of the school. It is a centre of good practice within the Bell Baxter High School cluster and is sharing its approaches with cluster schools.

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.