Summarised inspection findings

Raigmore Primary School

The Highland Council

21 November 2023

Key contextual information

Raigmore Primary School and Nursery Class is a non-denominational primary school serving the Raigmore estate, Cameron Barracks married quarters and surrounding area of Inverness. The school roll is 158 children across seven classes. Twenty-one percent of children live in Scottish Index of Multiple Deprivation (SIMD) one and two. Senior leaders are aware of a significant number of families living out with SIMD one and two who are facing financial hardship.

Thirty-five percent of children live in Cameron Barracks married quarters in families where one or more parents is serving in the British Army. The children of families belonging to the armed forces can experience multiple transitions, living in countries around the world and repeated periods of separation from their parents. The children who attend the school can change year on year due to families moving in or out of Cameron Barracks due to military working arrangements.

The senior leadership team consists of a headteacher, a full-time depute headteacher and a principal teacher. In session 2022-2023, the depute headteacher was acting headteacher from August to December. The former principal teacher was acting depute headteacher at the same time. The headteacher and depute headteacher have been in post for five years. The principal teacher took up post in August 2023.

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	

■ There are important weaknesses in leadership of change across the school. The local authority should take prompt action to support senior leaders to improve experiences and outcomes and raise attainment for all children.

■ Senior leaders developed the vision and values following consultation with staff, parents and pupils in 2019. Staff display the vision and values around the school. Most children can name the values of be ready, be respectful, be safe, be kind and be honest. They cannot explain clearly what they mean. Senior leaders should work together with stakeholders to further develop children's understanding of the school values.

■ Senior leaders revisited the vision with children, staff and parents last session. Through this consultation, they identified that all children, staff and parents wanted a greater focus on the part of the vision to "inspire all of our children to be their best." Senior leaders worked with staff and identified correctly the need to improve learning and teaching across the school to provide greater inspiration for all children. They should develop a shared understanding amongst all staff about what constitutes high-quality learning and teaching. This work to improve learning and teaching is at a very early stage of development. It is not yet impacting on children's experiences or outcomes. Senior leaders need to closely monitor and review the impact of work done to improve the quality of learning and teaching. Senior leaders are aware they need

to take a clear strategic overview to develop the quality and consistency of learning and teaching across the school.

- Staff have information about the socio-economic context of the school. The headteacher uses Pupil Equity Funding (PEF) successfully to provide targeted interventions for children with gaps in their learning across the school. The headteacher does not yet have data about whether these interventions are helping to close the poverty related attainment gap. Senior leaders have identified developing learner participation as a key priority for improvement using PEF this session. Senior leaders need to be clear about how this work will raise attainment of those children facing financial hardship. They now need to clearly identify their poverty-related attainment gap and ensure PEF is used effectively to close this gap. They need to make better use of data, gathered at key points throughout the year, to track and monitor progress in closing the gap.

- Senior leaders meet with teachers twice a year to engage in professional review and development discussions. Together, they identify key strengths and areas for development for teachers. They use this information to identify useful training and leadership opportunities to support teachers to develop their skills and support school improvement. They link these leadership opportunities to the General Teaching Council for Scotland professional standards. Senior leaders should continue to support teachers to identify and understand the impact of this work on children's learning experiences and outcomes.

- A minority of children currently have leadership roles across the school. For example, a few children are members of the 'Raigy Council' pupil group and a few P7 children are house captains and depute house captains. Staff have plans in place for most children to have leadership opportunities within school action groups. For example, there are plans to have an Eco group to help children develop their understanding of sustainability. Senior leaders and staff should look beyond these groups to help develop pupil participation so that all children are actively leading change across the school.

- Senior leaders and staff use How good is our school? 4th edition (HGIOS4) throughout the year to evaluate the work of the school. They seek the views of parents about areas of school improvement. Senior leaders should continue to develop a range of strategies to engage all parents meaningfully in self-evaluation. The headteacher is beginning to engage a few children, who are in the 'Raigy Council', in the use of How good is OUR school? Part 1 to evaluate the work of the school. Senior leaders should continue to involve all children in self-evaluation activities. Senior leaders and staff use information gathered to identify key areas for school improvement. The headteacher needs to maintain a strategic overview of action plans developed by teachers to work towards improvement priorities. This should help to develop consistency in quality of improvement work and increase the pace of change.

<table>
<tr><td>**2.3 Learning, teaching and assessment**</td><td>**weak**</td></tr>
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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

■ There is a warm, welcoming ethos across the school and most children are polite, well-mannered and respectful. There is a display about children's rights in the school. Most children are not yet able to talk effectively about children's rights. Teachers should support children to develop their knowledge of children's rights and create their own class charters. This should help all children to understand children's rights and what they mean to them. Children experience positive relationships with staff. Most children are keen to learn and listen well to their teachers.

■ Learning and teaching across the school is not yet of a high enough quality for all children. In almost all lessons, learning is overly teacher led and is directed towards the whole class. In most lessons, teachers are not taking account of the full range of abilities, knowledge and understanding of the children. Most children can explain what they are doing but they are not clear about the purpose of their learning. In most lessons across the school, experiences are not sufficiently challenging or well matched to children's needs. In most classes, teachers plan learning activities for groups of children which follow on from whole class lessons. Teachers now need to increase their expectations of what all children can do.

■ In a few lessons, teachers ask questions that require children to explain their thinking. Teachers should now develop their use of high-quality questioning to challenge and improve children's understanding of their learning and explain their thinking.

■ Teachers make regular use of digital whiteboards to support class routines. P7 children can confidently use tablets for researching the internet, recording their work and consolidating aspects of their learning. Across the school, all children now need regular opportunities to use digital technology as a learning tool and develop their skills. Staff should work towards increasing the ways in which digital technologies can be used to support and enhance learning across the curriculum.

■ Teachers at the early stages are developing a play-based approach to learning and teaching. Staff are considering the environment, learning experiences and the role and interactions of the adult as they develop their knowledge. The development of play has been supported and driven by a member of staff participating in professional enquiry about play in the primary school. Moving forward, staff should engage further with national guidance, including Realising the Ambition: Being Me (2020), to support improvement in children's experiences.

■ Teachers are beginning to develop their understanding of effective approaches to sharing the purpose of learning with children. They are at the very early stages of developing approaches to help children to identify how they will know if they have been successful in

their learning. Senior leaders should ensure they develop a whole school strategic action plan to take forward this work.

■ A few teachers provide feedback to children about their work, either verbally or in writing. They do not yet consistently provide feedback that helps children to identify their next steps in learning. Overall, most children are not aware of their levels or their targets for their learning. All children now need to be involved in identifying individual learning targets. They should have regular time to talk about their work and to identify how successful they have been in their learning. Staff should continue to support children to have a greater understanding of their own specific targets to enable them to reflect on their progress.

■ In a few lessons, teachers use a few assessment strategies, such as thinking time and shoulder partner discussion. These strategies do not always focus on what children need to do to improve. Teachers use a range of standardised assessments and ongoing class assessments to assess children's progress in literacy and numeracy. Teachers should now provide children with opportunities to use and demonstrate their skills in a range of well-planned assessments in new and relevant contexts. Senior leaders and teachers should develop a whole school assessment strategy to ensure teachers use a wide range of assessment strategies to assess children's progress.

■ Teachers plan for children's learning in literacy and English and numeracy and mathematics using Curriculum for Excellence (CfE) experiences and outcomes. They now need to extend this to plan for children's learning and progression in all curriculum areas. Senior leaders and teachers have recently implemented a new tracking system. They meet four times a year to track and monitor children's progress in literacy and numeracy. Teachers use National Benchmarks to support their professional judgements about children's achievement of a CfE level. This is helping teachers to identify how well children are progressing in literacy and numeracy. They do not yet have information about children's progress across all curriculum areas. Teachers need to use information gathered better to raise attainment of all children.

■ Teachers have participated in moderation of writing within the school. This is beginning to support a more consistent and confident approach to professional judgement of curriculum for excellence levels in writing. Teachers now need to develop moderation of other aspects of literacy and numeracy and other curriculum areas in and beyond the school. This should help develop a more coherent approach to planning, learning, teaching and assessment across the stages.

2.2 Curriculum: Learning pathways

■ All staff need to ensure the curriculum is set within a clear curriculum rationale. The curriculum is mainly focussed on literacy and numeracy. A few other areas of the curriculum are delivered through learning which use links across different subjects. Teachers now need to ensure children experience their full entitlement to a relevant and progressive broad general education. Teachers share attainment data from literacy and numeracy with the associated secondary school.

■ Early learning and childcare staff share information from the nursery class with P1 teachers which supports pastoral wellbeing and developmental milestones but does not yet support progression in learning well. Senior leaders and staff provide enhanced support for specific children who are moving on from nursery to P1 or from P7 to secondary school. All children who attend the school nursery class experience a range of joint activities with the school throughout the preschool year. This is helping them to settle quickly and effectively when they join P1.

■ All children have the opportunity to learn outdoors in the outdoor classroom. This supports children to learn and apply their skills in a new context. Children enjoy learning outdoors very much. They would like more opportunities to learn outdoors. It is important to include children in decision making and planning for future outdoor activities.

■ Children do not yet experience their full entitlement to two hours of high-quality physical education (PE) each week. Children do not receive their full entitlement to a 1+2 approach to modern languages. Senior staff need to revise these areas as a matter of urgency.

■ The school library is well stocked, and children say they enjoy opportunities to visit the library. A small group of senior pupils have responsibility for book lending. There is scope to better use the library and to encourage a love of reading for all children.

■ Children experience a few community events to support others. They are involved in fundraising and have an understanding of the lives of children living in Forces families. A few children experience science, technology, engineering and maths (STEM) activities. It would be important to develop STEM across the school and link these activities to the world of work and Developing the Young Workforce (DYW).

2.7 Partnerships: Impact on learners – parental engagement

■ Staff have established positive relationships with parents who feel that staff in school are friendly, supportive and approachable. Almost all parents are satisfied with the school and feel that staff know their children as individuals. Almost all feel comfortable approaching the school with questions, suggestions or concerns they may have.

■ Staff use a range of approaches to inform parents about the work of the school. For example, they use social media platforms, online shared platforms and letters and text messages to keep parents informed. Parents appreciate being kept up to date with important information.

■ The parent support group, 'Clan Raigy', is supported by staff, parents and children to organise a range of school social and fundraising events to support the wider life of the school. Senior leaders consult the parent forum throughout the year on a range of subjects. This includes evaluating aspects of the school's work. Parents welcome opportunities to have their say in evaluating the work of the school and identifying key areas for improvement.

2.1 Safeguarding

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

3.1 Ensuring wellbeing, 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

■ Most children are happy at school and relationships between children and staff are positive. Staff work well together and are proud to be part of Raigmore Primary School. The majority of children enjoy learning and feel comfortable approaching staff with questions or suggestions. Most children say they have a trusted adult to whom they can speak if they have concerns. The majority of children think that other children treat them fairly and with respect. Staff need to work with children to help them to play and work well together in classrooms and outdoors.

■ Teachers use a shared language to help children understand their wellbeing. Children use wellbeing wheels to reflect and self-report on their wellbeing. This is not yet supporting children to talk about key aspects of their wellbeing nor to understanding how to improve their wellbeing. Most children feel the school helps them to lead a healthy lifestyle. Staff now need to develop a strategic approach to supporting, improving and measuring wellbeing outcomes for children.

■ Almost all children understand their own safety and can talk about how to keep themselves safe. The majority of children say they feel safe in school. Children can talk about aspects of personal safety, such as road and internet safety. Staff should plan a more progressive approach to teaching safety. This should support children to develop independent and broader life skills. A few children are able to talk articulately about relationships and how to build good friendships. Staff should continue to work with children to develop the relationships policy to support tolerance and a better understanding of diversity and discrimination.

■ A few children are supported well to develop their social skills through targeted support in the school nurture group. The 'Raigy Hub' is a facility to provide support for children of forces families. Staff need to ensure that there is greater clarity around the purpose and outcome for children attending the nurture base and the 'Raigy hub'. An important next step is to include children in planning and decision making about how best to use these spaces. This would ensure all children have a key part in making important decisions that affect them and support greater inclusion and feelings of being accepted. A majority of children say the school listens to their views and takes them into account.

■ Most children and the majority of parents think the school deals well with bullying behaviour. Senior leaders should review their anti-bullying policy with all stakeholders. This needs to provide more clarity for parents and children about the processes to address bullying. Senior leaders record incidents of bullying using a national recording tool. They need to ensure they review these regularly to ensure all children maintain safe and positive outcomes. Senior leaders need to use data gathered about bullying better to identify and address patterns of bullying. This should help them to support children to understand aspects of diversity and

equality. Children need to have greater understanding of relationships, tolerance and difference.

- Almost all children, who require additional support, are identified and teachers receive information about specific needs. Senior leaders produce various plans to support children with additional needs. Senior leaders now need to streamline these plans. They should ensure all staff working with children who require additional support are clear of the learning targets for each child and the strategies to support children to achieve their targets. The plans need to be streamlined and clearly communicated. Plans should include specific, measurable targets to enable staff to support children and to evaluate their progress. Plans should also include targets for children whose first language is not English. This would support children to experience greater individualised support within classrooms. Class teachers need to be more central to delivering targeted supports. Staff would benefit from further professional learning around supporting the specific needs of children.

- Staff need to ensure they comply fully with Additional Support for Learning legislation in order to meet the needs of all children. Parents and children need to be more involved in setting clear targets and tracking progress over time. There should be regular reviews and tracking of targets for children with additional needs. Senior leaders should make consistent use of chronologies to support them to track review meetings and referrals. Senior leaders must ensure all children who are care experienced are considered for a coordinated support plan.

- The school has a rich and diverse pupil population, with many opportunities to share and learn about other cultures. Children have limited understanding of equality and diversity and lack confidence in tackling prejudiced based behaviour. Staff now need to develop children's understanding and knowledge of the global population. Staff should reflect on how best to share and display children's many cultures and languages. This would support greater equality and inclusion for all children. Teachers should ensure diversity, discrimination and racial harmony are an integral part of class experiences and learning.

- The school submitted information relating to compliance with the revised Nutritional Regulations 2020 and key duties as required by The Schools (Health Promotion and Nutrition) (Scotland) Act 2007. The Health and Nutrition Inspector (HNI) discussed this information with relevant staff and children. In addition, the HNI examined documentation relating to the effectiveness of whole school approaches to improving the health and wellbeing of children through food in school. A few areas for improvement have been agreed with the school and the school meals provider.

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
- equity for all learners

Attainment in literacy and numeracy
- Overall attainment literacy and numeracy is weak. Attainment data in literacy and numeracy is based on the school's data for session 2022 – 2023.

- In session 2022 - 2023, the minority of children in P1 and P7 achieved appropriate CfE levels in reading. In P4, the majority of children achieved first level in reading. In P1, P4 and P7, the minority of children achieved appropriate CfE levels in writing. The majority of children in P1, P4 and P7 achieved appropriate CfE levels in listening and talking.

- In session 2022 – 2023, the minority of children in P1 and P4 achieved appropriate CfE levels in numeracy and mathematics. The majority of children in P7 achieved second level in numeracy and mathematics.

- Across the school, there is a need to raise attainment for all children in literacy and English and numeracy and mathematics.

Attainment in literacy and English
- Across the school, attainment in literacy and English is weak. The majority of children across the school are making insufficient progress in reading and writing. In listening and talking the majority of children are making satisfactory progress. Most children who require additional support for learning are making satisfactory progress in their learning against the measures of their targeted interventions. A few children who require additional support for learning are making insufficient progress in literacy and English.

- There is a need to improve the progress of all children in literacy and English.

Listening and talking
- The majority of children, who have achieved early level, enjoy listening to stories. They can discuss the main ideas and aspects of a book. They need to improve their skills in listening and responding to others appropriately when working in small groups. Most children, who have achieved first level, can communicate with adults and their peers audibly and clearly. The majority of children working towards second level are able to communicate well with adults. However, across the school children need to continue to develop skills in listening. At first and second level, the school should develop children's ability to build on the responses of their peers.

Reading
- Most children, who have achieved early level, can identify patterns and sounds within words. A minority of children are not yet confident in using their blending skills to read unfamiliar words.

Most children, who have achieved first level, are beginning to add expression when reading aloud and can show understanding. Most children working at second level, can explain their preferences for particular genres and authors. Children at first and second level need to develop their skills in answering literal, inferential and evaluative questions about a text.

Writing
■ The majority of children, who have achieved early level, form most lower case letters legibly and use their pencil with increasing control and confidence. Most children, who have achieved early level, would benefit from more opportunities to write in class activities. The majority of children, who have achieved first level, identify and use verbs, adjectives, nouns and connectives in their writing. Most children working towards second level use sentences of different lengths and use a range of punctuation appropriate to their CfE level. At first and second level, children need to develop their skills in writing extended pieces of independent writing without teacher support or scaffolding.

Numeracy and mathematics
■ Overall, children's attainment in numeracy and mathematics is weak. Across the school, most children are making sufficient progress from prior levels of learning in numeracy and mathematics. Most children, who require additional support with learning, are making satisfactory progress in numeracy against the measures of their targeted interventions. A few children, who require additional support for learning, are making insufficient progress in numeracy. Senior leaders and staff need to take action to improve the progress of all children in numeracy and mathematics.

Number, money and measure
■ Most children, who have achieved early level, use concrete materials to add and subtract within 10. They are less able to add and subtract within 10 mentally. A few children are unsure of the sequence days of the week and months of the year. Most children, who have achieved first level, can demonstrate their understanding of zero as a placeholder in whole numbers to 1000. The majority of children, who have achieved first level, need further support to develop their skills in multiplication and division. Most children, working at second level, partition a wide range of whole numbers and decimal fractions to three decimal places. Most children working at second level are less sure of using their multiplication and division skills to solve number problems.

Shape, position and movement
■ Most children, who have achieved early level, can recognise and name simple two-dimensional shapes. They are less confident at naming common three-dimensional objects. Almost all children, who have achieved early level, need to develop their understanding of symmetry. Most children who have achieved first level use mathematical language to describe the properties of a range of two-dimensional shapes and three-dimensional objects. A few children, working at second level, can identify and acute and obtuse angle. They do not yet have knowledge of complementary and supplementary angles.

Information handling
■ Almost all children, who have achieved early level, match and sort objects accurately by shape and colour. They can use their counting skills to answer questions about data in a block graph. Most children, who have achieved first level, need to develop their skills in gathering data and displaying data in a range of methods such as block graphs and Venn diagrams. Most children working at second level, can display data accurately in bar graphs, line graphs and pie charts. They need to develop their skills in using digital technology to display data.

Attainment over time

■ Senior leaders and teachers meet regularly to track and monitor children's progress in literacy and numeracy. They identify children with gaps in their learning and provide targeted support to help children get back on track to attain appropriate CfE levels at all stages. Children receiving specific interventions are making progress within the measures of the intervention. As a result, attainment in literacy and numeracy is beginning to improve. This is not yet consistent across all children. Most children are capable of making greater progress. Senior leaders and teachers are at the early stages of developing greater consistency and quality of learning and teaching. As this work continues, they should focus on the progress of all children across the curriculum to maximise their attainment and progress.

Overall quality of learners' achievements

■ Staff and children celebrate children's achievements, in and out of school, at whole school assemblies and on wall displays. Children enjoy presenting at assemblies, performing for the community and parents, and participating in fundraising activities. A minority of children are developing team working skills by taking part in a range of after school clubs, such as shinty and basketball. Older children are involved in taking responsibilities, such as playground monitor and house captains. Children in P4 – P7 all work towards outdoor learning awards as part of their curriculum. Recently, parents have shared useful information with staff about children's out of school achievements. Staff should now track all children's participation in wider achievement activities to identify children at risk of missing out. They should provide opportunities for all children to engage in wider achievement activities. As part of tracking processes, staff should identify and track the skills children are attaining through wider achievement activities.

Equity for all learners

■ Senior leaders and staff are beginning to address issues families may have with the cost of the school day. Children across the school take part in fundraising activities to subsidise school activities such as residential trips for P7 children. School staff are beginning to offer opportunities for parents to access preloved uniform. Senior leaders should consider how they can reduce the cost of the school day further so that all children can access activities within and out with school, without any cost to their families.

■ Staff have information about the socio-economic background of all children. The headteacher uses PEF to provide target interventions in literacy, numeracy and health and wellbeing across the school. Senior leaders need to ensure they identify specific learning targets for individual children living in families facing financial hardship. Senior leaders are beginning to gather data about the poverty-related gap in attainment across the school. They now need to use data gathered about children's progress to identify progress in closing the poverty related attainment gap. At the moment, there is little evidence of accelerating progress in closing the poverty related attainment gap. Senior leaders do not yet analyse data about specific cohorts of learners, for example children with additional support needs, or those with English as an additional language

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.