

Summarised inspection findings

Cleish Primary School

Perth and Kinross Council

21 May 2019

Key contextual information

Cleish Primary School is situated in the village of Cleish in the west of Kinross-shire and serves a rural area including Blairadam, Keltybridge and Maryburgh. The main school building dates from 1835 and houses two classrooms and the school office. There is a third classroom and a dining room in porta cabins within the school grounds. The village hall is used by the school for various activities and community gatherings. The school also has its own field for sports activities. The headteacher has been in post since 2014 and the school roll is 51 allocated across three classes. Children transfer to Kinross High School at the end of P7.

2.3 Learning, teaching and assessment

good

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

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

- Cleish Primary School has a strong, positive ethos, which is underpinned by the school values. These values permeate school life, and are evident in the relationships between the staff and the children. The children are well-behaved, polite, confident and articulate. Almost all children are motivated and engage well in their learning. Children work well both independently and in pairs and small groups on a range of learning opportunities.
- The children are very proud of their school and are eager to talk to visitors about their involvement in school improvements. All children in the school are involved in an Action Group focused on improving an aspect of the school improvement, for example, eco-warriors and the garden club. The children are very enthusiastic about their involvement in the Action Groups and the P7 pupils take pride in their leadership roles and responsibilities within each group. There is now scope for the children to evaluate their progress in developing the skills for learning, life and work through their contributions to the work of these groups. The children and the teachers have begun to discuss specific skills for learning, life and work and these are displayed in classrooms. In the best lessons, teachers make relevant links to real-life contexts and help children to make connections with skills they will need now and in the future. The school plans to strengthen its approaches for teaching skills for learning, life and work by making clearer connections across the curriculum and through outdoor learning.
- Overall, across the school the quality of teaching is good. Teachers and non-teaching staff work hard to provide bright and stimulating learning environments. Staff listen well to children and respond appropriately to their comments and ideas. Teachers provide clear and helpful explanations and instructions. In the majority of lessons children are appropriately challenged in their learning. This is most evident in literacy and numeracy lessons. In most lessons teachers use questioning to good effect to check understanding and build on prior learning. In a few lessons observed teachers used higher order questioning to extend thinking and learning. Children's engagement could be further developed by providing more opportunities for them to have choices and to assume greater responsibility for leading their own learning. Further development of higher order thinking skills and enquiry based learning, matched to

children's needs and interests, would support a deepening understanding of learning across the curriculum.

- Targets in learning in literacy and numeracy are agreed through learning conversations and target setting with the teachers at the beginning of each term. These targets are recorded in Learning Steps jotters to share with parents. Children reflect on their targets during the term and are encouraged to collect evidence of achievement of their targets with increasing independence as they move through the school. Teachers provide good quality feedback in children's writing jotters. Children are able to talk about their next steps in learning in writing with most children sharing what they were working on improving handwriting and punctuation. Children and teachers work together to plan class topics building on children's prior knowledge and particular areas of interest. The children plan with their teachers how they will assess their learning through the topic by agreeing on what they will say, make, write and do. In most lessons, children understand the purpose of learning and what they need to do to be successful. The school has correctly identified the need to further develop their skills in providing more evaluative feedback. This will help children to reflect purposefully on their learning, understand how they are progressing and what they need to do to improve across all curricular areas.
- Teachers use a range of assessment approaches including self and peer assessment, professional judgement, standardised assessment and moderation activity to help them monitor and evaluate children's progress and attainment in literacy and numeracy. Teachers and children have engaged with cluster schools to moderate assessments in writing and to develop approaches to holistic assessment to support and confirm professional judgement. This is at an early stage. Moving forward staff need to engage in more regular moderation activity to ensure that there is a shared understanding of standards and expectations across the curriculum and to develop holistic assessments which provide quality assessment information across a range of experiences and outcomes.
- Digital technologies are used well to support learning and teaching. The children use tablet computers and laptops to access a range of software. Children have engaged in activities to ensure safe use of the internet and have also had opportunities to use coding programmes. Staff should continue to work with children, parents and partners to identify progressive opportunities for learners to apply their digital skills across the curriculum. This should be part of the school's work to develop children's wider skills for learning, life and work.
- The headteacher oversees the planning, tracking and monitoring of children's progress through professional dialogue with teachers at key points in the year. Annual plans are developed to ensure breadth and coherence across all curricular areas. Block plans are created each term by the teachers and shared with children and parents through Planning Walls and Learning Steps jotters. The development of learning pathways in all curricular areas will support the school in monitoring and tracking children's progress across the curriculum.
- A range of evidence based interventions are used to support children with any barriers to their learning. Pupil support staff are used effectively to provide targeted support for groups and individuals.

2.1 Safeguarding and child protection

- The school submitted self-evaluation information related to child protection and safeguarding. Inspectors discussed this information with relevant staff and, where appropriate, children. In addition, inspectors examined a sample of safeguarding documentation. At the time of the inspection, there were no identified areas for development.

3.2 Raising attainment and achievement

very good

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

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

Overall attainment in literacy and numeracy

- Given the very small numbers of children, class or stage groups are not referred to in this section in order not to identify individuals.
- Overall, children's attainment in English language and literacy and in mathematics and numeracy is very good. According to the data provided by the school, most children achieved the appropriate Curriculum for Excellence levels in literacy and most achieved appropriate levels in numeracy by June 2018, with some children exceeding national expectations. Most children across the school are making very good progress from their prior levels of attainment. Children requiring additional support for their learning are making progress in line with their individual learning needs.

Literacy & English

- Overall attainment in literacy is very good. Most children are making very good progress in all areas of literacy and English language.

Reading

- Children are encouraged to read for pleasure across the school. Children have access to a wide range of engaging books at all levels within the school library and from the library bus. Children at all levels talk enthusiastically about their favourite authors and can justify their choices. Children at the early level are gaining confidence in the tools for reading and are using their knowledge of sounds, letters and patterns to read words. Children at first level are able to identify the main idea of texts and share their thoughts on the plot, characters and settings. The children are able to talk about their recent focus on the language used by writers to describe characters or events in the story. There is evidence in the children's work of opportunities to summarise texts in their own words. At second level, the children speak confidently about the key ideas within texts, and show a good understanding of aspects of the writer's style and use of language. The children relate the themes of the books to their own or other's experiences.

Listening & Talking

- Across the school most children are confident and articulate. The children are happy to engage with staff and peers and enjoy talking to visitors. Almost all children across the school respond well to a range of questions both literal and inferential. At the early level children answer questions appropriately and followed simple instructions to complete tasks. At first level the children listen respectfully to one another. They take turns and contribute to discussions in pairs and small groups for a range of purposes. At second level the children show respect for the views of others and are able to offer their own viewpoints. They now need to work on building on the contributions of others, by asking questions, clarifying points or supporting other's opinions or ideas.

Writing

- Across the school the children have short term targets to ensure they know how to improve their writing. At all stages there is evidence of writing for different purposes and audiences. In the best examples these are linked to learning across other areas of the curriculum. At the early stages children write simple sentences using a capital letter and full stop. The children form upper and lowercase letters and are becoming more consistent in leaving spaces between words. At first level most children are punctuating sentences using simple punctuation. They use appropriate vocabulary to make their writing more interesting for the reader. At first and second level the children are focussing on using more interesting vocabulary appropriate to describe characters, feelings and events as appropriate to the context of the writing. Most children at second level use sentences of different lengths and are becoming skilled at using their knowledge of language to improve their writing. The majority of children at second level are using paragraphs to structure their writing. The school now needs to monitor the length of extended pieces of writing to ensure that children at all stages are encouraged to add more detail and description to their written pieces.

Attainment in numeracy and mathematics

- Overall, most children are making very good progress as they move through the school. Data shared by the school shows that most children will achieve appropriate Curriculum for Excellence levels by June 2019. A variety of approaches and resources are used to ensure that children's individual needs are being met. A skills progression is in place to ensure appropriate progress. A few children are given 'rich' tasks to deepen their understanding and application of mathematics skills.

Number, money and measure

- At the early level, most children count up to ten objects and recite numbers. They count in ones and estimate the number of objects in a group without counting. They write numbers to ten correctly. At the first level, children round whole numbers to the nearest 100 and recognise zero as a place holder in whole numbers to 1000. They understand simple equivalent fractions from diagrams. They apply mental agility skills to calculate the total spent in a shopping situation and are able to calculate change. At the second level, children round whole numbers to the nearest 1000, 10 000 and 100 000 and round to the nearest £1000 and solve problems. They order decimal numbers in the correct order from the smallest to the largest. They use knowledge of equivalent forms of common fractions, decimal fractions and percentages. They have a good understanding of the common units of measure and can make accurate estimates of the length of objects. They calculate profit and loss accurately for example when running the school tuckshop and when organising the McMillan Coffee Morning. Children understand the importance of numbers and mathematics in their everyday lives and for their lives in the future. Across the school children should continue to develop their skills in mental agility.

Shape, position and movement

- Children at the early level are developing the language of shape, position and movement and can recognise 2D shapes. At the first level, children name, identify and classify a range of 2D shapes and 3D objects. They know that a right angle is 90 degrees and can identify right angles in real objects. They can create symmetrical pictures and designs using rotational symmetry. At the second level, children use mathematical language to describe a range of angles including acute, obtuse, straight and reflex. They know that supplementary angles add up to 180 degrees and calculate complementary angles.

Information handling

- Across all stages children are able to collect, display and interpret data. At the early stages, children make graphs using real objects, counting and comparing. At the first level children know how to use tally marks and can identify bar, pie and line graphs. At the second level, children can collect, organise, display and interpret more complex data in a variety of ways

including bar, line and pie charts. They apply these skills in real life contexts for example when organising the McMillan Coffee Morning and the Christmas Fair.

Attainment over time in literacy and numeracy

- The current school attainment data indicates that overall attainment in literacy and numeracy is improving. Teachers are focussing on developing shared and consistent approaches to the teaching of literacy and numeracy. They are becoming more confident in making their professional judgements by using the National benchmarks, standardised assessments, the Scottish National Standardised Assessments and in class assessments. On a regular basis teachers have 'learning conversations' with children to discuss their progress and next steps in learning. This is recorded in their 'Learning Steps' jotters and shared with parents. Teachers are involved in moderation exercises in school, with a neighbouring small school and across the Learning Community. Moderation of standards in literacy and numeracy and other curricular areas continues to be an area for further professional development. Staff use the range of data on children's progress well to target children to ensure they maximise their attainment over time. Interventions are well planned for children who are at risk of underachieving due to interrupted periods of learning or barriers to learning.

Overall quality of learners' achievement

- Children at Cleish Primary School are confident, exercise responsibility and contribute to the life of their school and community. All children are encouraged to share their personal achievements gained outside school, along with those from within school. All achievements are recognised and celebrated at assemblies and through the whole school wellbeing display. Participation and achievement are recorded to ensure that all children are involved in the wider life of the school and community. Almost all children are involved in lunchtime or after school clubs run by school staff or Sportscotland including, glee, coding and football. The house captains run 15 minute fitness sessions at lunchtime for all children. The children actively participate in the life of the school through their involvement in Action Groups for example, digital leaders, ECO and Rights Respecting School groups. Children lead these groups supported by an adult and are very enthusiastic about the progress of the work of the groups. A next step will be to track the children's skills development related to skills for learning, life and work as they move through the school.

Equity for all learners

- The headteacher and her staff are very aware of the socio-economic context of their community. Given the small numbers in the school, the children and families' needs are known on an individual basis. Monitoring is in place to ensure progress for all children including those with a range of barriers to their learning.
- The school is not in receipt of Pupil Equity Funding due to its socio-economic context but did receive a small sum of money from the local authority, which they used to buy more Pupil Support Assistant time and sensory resources. As the headteacher and staff do know their families well they are very sensitive to individual family circumstances and offer support as necessary.

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.