Summarised inspection findings

Taynuilt Primary School and Early Learning and Childcare Class

Argyll and Bute Council

23 June 2020

Key contextual information

Taynuilt Primary School is situated in Taynuilt village in rural Argyll and Bute. At the time of the inspection, the school roll was 69. Children are taught in four bi-stage classes. The headteacher has been in post since Easter 2019. Almost all children reside at addresses in Scottish Index of Multiple Deprivation (SIMD) deciles 6 and 7.

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	

■ Taynuilt Primary School has a warm and welcoming ethos. Children are confident, articulate, well behaved and mannerly. The headteacher, along with staff, has created a learning environment which is calm and purposeful and reflects the vision of the school. There are positive relationships across the school. Most children feel their teachers treat them fairly and with respect. Most children treat each other fairly and with respect as they learn together and move about the school. A few children feel more could be done to improve relationships during break and lunch time.

■ Almost all children are motived and engaged in their learning. Most enjoy learning at school. They work well in groups and with their peers, as well as independently. Teachers know their children's learning needs very well. Most learners' experiences are appropriately challenging. Teachers plan activities that are well matched to most learners needs. However, there is need for all teachers to provide appropriate pace and challenge for all learners. At times, the pace of learning can be too slow and overly resource driven.

■ In most lessons, children have opportunities to take responsibility for their learning while undertaking planned activities. Children would benefit from more opportunities to lead their learning. This includes children having a stronger voice in planning their learning. Children who require additional support with their learning are supported well in an inclusive environment.

■ In most lessons, a range of digital technologies is supporting learning and teaching well. Teachers make effective use of digital technologies to enhance learning. Children are confident working with a range of digital platforms. They use these regularly to support their learning and reflect on their successes. Children would benefit from having increased access to outdoor learning experiences.

■ Children contribute to the life of the school through a range of activities. Older children are taking responsibility to lead and organise clubs and activities for younger children. They talk proudly of their achievements in sports and mathematics competitions. The majority of children feel the school listens to their views and take their views into account. Staff should ensure all children feel listened to and that their views are valued.

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- Staff have taken positive steps to deliver consistent approaches to learning and teaching for all children. The headteacher is aware of the need to ensure all children experience high-quality experiences at all stages of primary school. Teachers deliver lessons which are well-structured. They provide clear explanations and share the purpose of learning. This should be developed further to ensure all children have a clear understanding of the purpose of learning and know how they will be successful.

- Most teachers make appropriate use of questioning to gauge children's understanding of learning. In a few lessons, teachers ask children to explain their thinking. This is not yet a consistent feature across the school. Teachers provide clear verbal and written feedback to support learning.

- Children across the school benefit from learning across a range of curricular areas. Younger children have exposure to Gaelic learning. This includes counting, colours and greetings. This could be developed further across the whole school. Older children benefit from well-planned experiences in Science, Technology, Engineering and Mathematics (STEM) and Developing the Young Workforce. They value these high quality experiences and through these are developing important skills for life, learning and work.

- Staff across the school are using a range of assessments. They are becoming increasingly confident in using National Benchmarks to support professional judgements on achievement of Curriculum for Excellence levels and to measure children's progress. As a result, teachers' professional judgements are becoming increasingly reliable. Children's involvement in assessment, such as self- and peer-assessment, supports teacher judgement on their progress.

- Teachers are at the early stages of developing approaches to moderation. They have recently engaged positively in the moderation of writing. As planned, staff should continue to develop shared expectations for standards to be achieved in literacy and numeracy. Further engagement in collaborative working and moderation with partner schools and within the local authority will support this.

- Teachers are using progression pathways well to ensure children's learning is progressive and coherent in some curricular areas. They should continue to familiarise themselves with the full range of pathways available to them to assist the children consistently to make progress across the curriculum. Teachers consistently use Curriculum for Excellence experiences and outcomes to plan learning. Children's targets in learning are shared with parents. The school should ensure that language used in targets for learning is age-appropriate at the early level. The school should continue to streamline approaches to planning learning, building on the work already undertaken.

- Teachers track children's progress in learning. A new system, although in the early stages of implementation, supports the process of profiling learning progress and professional judgements of achievement of Curriculum for Excellence levels for individual children. Staff should ensure that they make good use of the school's data to track children's progress across the school. This will support them in identifying if and when interventions might be used to support children's learning.

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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. Areas for development have been agreed with the school and the education authority.

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3.2 Raising attainment and achievement	**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

■ Due to the differing size of year groups across the school, comments relate to progression rather than attainment. This is to ensure anonymity. Overall, most children are making good progress towards the appropriate Curriculum for Excellence levels in literacy and numeracy.

Literacy and English
■ Overall, children's attainment and progress in literacy and English is good. A few children could make better progress if challenged appropriately.

Listening and talking
■ Almost all children listen well to adults and are respectful when others are speaking. At early level, children listen and follow instructions well. In pairs or groups they negotiate positively with one another. At first level, most children listen well and are increasing their understanding of the behaviours associated with good listening. At second level, most children work confidently within carefully planned groups and pairs and interact positively with each other. Staff should provide age-appropriate experiences that develop children's listening and talking skills progressively as they move through the school.

Reading
■ The school has worked well, in partnership with parents, to create a culture of reading across the school. At early level, children engage well with a range of texts and confidently talk about stories. At first level, children talk confidently about their favourite authors and the books they have read. A few children would benefit from more challenging tasks in reading. At second level, most children read aloud fluently and with expression. They talk about the types of books they enjoy and the new approaches in school to improve interest, enjoyment and choice in reading. They can summarise the plot and show understanding of main ideas. Across the school, staff and children use digital resources effectively to support the development of reading skills.

Writing
■ At the early level, children form letters legibly and use capital letters and full stops to punctuate their texts correctly. At first level, most children write independently using appropriate punctuation. At second level, the majority of children can discuss the features of different genres and apply this knowledge to support the learning across other curricular areas. Children use digital resources confidently when creating texts at first and second level. Children should have more opportunities for extended writing tasks across the school.

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Numeracy and mathematics

■ Overall, the attainment and progress in numeracy and mathematics is good. All teachers should ensure that shape position and movement and information handling learning experiences are better spread across the year. This will support children to apply and embed these skills more effectively.

Number, money and measure

■ At early level, children add within ten, use coins and tell the o'clock time well. At first level, most children are developing their understanding of multiplication facts. They can estimate the length of, then measure everyday items well. Children calculate the addition or subtraction of three digit numbers accurately. At second level, children carry out a range of calculations using the four operators confidently. They are developing an understanding of budgeting and the equivalence of fractions. They would benefit from further work on factors, types of number and division calculations involving decimal fraction answers.

Shape, position and movement

■ Across the school, children display an appropriate understanding of two-dimensional shapes and three-dimensional objects. Children working at first and second level are confident with symmetry and basic angle properties. Children would benefit from further work on grid references, compass directions and coordinates.

Information handling

■ Younger children can collect and organise objects and use tally marks. Further work is required on bar graphs and pictograms. At second level, most children are confident using a range of graphs, including bar, line and pie charts to display collected information. At first level, children were less confident with work on uncertainty and chance. At second level, children are developing their understanding of uncertainty and chance.

Attainment over time

■ Overall, children are making appropriate progress from prior levels of attainment. The school can provide historical data showing the achievement on Curriculum for Excellence levels over a three year period. Due to the variation in the size of cohorts and a changeable school population, no valid patterns in attainment can be drawn from this data. The school has recently put in place the local authority system to track individual children's progress. This has the potential to provide clear progression information for each child.

Overall quality of children's achievement

■ Staff recognise and celebrate children's achievements in and outwith school. The headteacher is aware of the need to develop whole school monitoring of children's achievements and skills development. This should help identify those children who may be at risk of missing out on opportunities.

■ Older children have a range of leadership opportunities in school, including Clan Leaders, Sports Leaders and organising science week. This helps them develop leadership, communication and organisational skills. They talk about skills they are developing as a result of these opportunities. Children's participation in a recent enterprise and learning for sustainability project supported them to make further connections with the world of work. The school should now develop increased leadership opportunities for younger children.

■ Children participate in a variety of sporting activities in the local community. Strong partnership working with Active Schools provides a variety of opportunities for children during and after the school day. This is supporting children well to develop a range of communication and leadership skills.

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Equity for all learners

■ All staff know the children and their families very well. Staff support children who are experiencing barriers to learning well to make progress and achieve. The school has used its allocation of the Pupil Equity Fund well. They have used this on a few targeted and universal interventions. These include, digital resources and numeracy and reading interventions. The school understands the need to ensure any interventions are having the desired impact. They have taken steps to gather baseline information, however, it is too early to evidence fully the impact of this work.

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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.

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