

Summarised inspection findings

Letham Primary School

Perth and Kinross Council

30 October 2018

Key contextual information

Letham Primary School is situated at the highest point in Letham on the western fringe of Perth. The school serves an area of local authority houses built in the late 1950s and early 1960s, some of which are now owner occupied. The school itself was built in 1964. In recent years, a development of new private housing has been added to the catchment area. Letham Primary School has a nursery class, ten primary classes and a nurture group known as The Cherry Tree Room. The school roll is 216 with 72 children in the nursery class.

1.3 Leadership of change

satisfactory

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

- A few years ago, children, staff and parents worked together to create the Letham Primary School's vision, 'Learning for life' and refreshed the school's core values to reflect better the work of the school. It will be important that these are shared more widely and regularly across the whole school community to enable them to be fully embedded and to help drive forward school improvements.
- The headteacher, ably supported by the depute headteacher, is committed to improving care and wellbeing outcomes for children and their families. They both demonstrate very positive relationships with all children in the school and are very good role models for staff. They have a clear focus on improving outcomes and making a positive to children who may be experiencing particular challenges in their lives. They are proactive in identifying and making effective use of their staff team and partners to support children well. Relationships between children and all staff are extremely warm and nurturing. A clear commitment by all to create a positive and supportive climate for all children is a particular strength of this school. Overall, parents speak positively about the school and express their appreciation of the nurturing and open ethos which has been created within it.
- Staff have a good understanding of the social, economic and cultural context of the local community. The Senior Leadership Team (SLT) has created a full and comprehensive overview of children's individual circumstances and needs. This is shared with staff and informs planning and tracking discussions. As a result, they know the children and families very well and place high importance on fostering and promoting positive relationships throughout the school. They now need to ensure they also have the highest possible expectations for all children within an aspirational culture.
- The headteacher and depute headteacher employ a range of approaches to gather the views of staff, children, parents and partners about what is going well and what needs to improve. Staff contribute well to self-evaluation activities to support school improvement making positive use of How good is our school? (4th edition) to reflect on the school's strengths and next steps.

The recently re-established pupil council is helping children to have a greater role in school improvement. There is great scope for developing further children's involvement in school improvement. We have discussed ways with the school in how they can develop this further. There is also a need to continue to involve parents and partners more in identifying and evaluating new developments. Maintaining a sharper focus on the impact of new developments on raising attainment is required.

- Following a helpful local authority Extended Learning and Achievement Visit (ELAV) in March action plans and an improvement plan have been created to take forward a number of priorities. The need to raise attainment and achievement for all children has been identified as a key priority. We recognise that the school has already taken a number of steps to improve the attainment and achievement and progress of learners. There is still a great need to improve this as a matter of urgency. Helpfully, the authority has continued to support the school in its improvement journey. This will be necessary to secure continuous improvement. It will be important to ensure a brisk pace of change is maintained. New approaches to learning and teaching at the early level have also been introduced. While we acknowledge that this inspection has taken place early in the new school session, it will be important that these new approaches are kept under close review. Ensuring that they impact positively on the attainment and achievement of all children should be a central focus.
- The SLT seek out opportunities to visit other educational establishments within and outwith the authority to identify and share good practice. Colleagues from local schools also visit Letham Primary School to observe their strong practice in ensuring the care and welfare of children. Staff in the school have been invited to share good practice in other areas across the authority at different learning events.
- All staff understand the need to develop their professional standards through a clear ongoing commitment to General Teaching Council of Scotland (GTCS) policy and implementation. Staff support each other well and helpfully share practice when given the opportunity. They show an enthusiasm to lead new developments and support school improvement and value the opportunities they have to do this. They participate in practitioner enquiry opportunities sharing their learning with the colleagues. Recent examples include staff working together as a 'teacher learning community' to develop pupils' self-regulation skills. Evaluations of the project indicated that pupils' skills had improved. Using a successful model such as this should be considered to improve consistency and necessary improvements in learning and teaching to help raise attainment within the school.
- The SLT makes use of a detailed monitoring and tracking calendar. They undertake formal observations of teachers and complete evaluations and offer feedback on areas for development. To improve consistency in learning and teaching and raise attainment the SLT will need to provide stronger strategic leadership and to have higher expectations of the staff team.
- The school is using additional income gained from Pupil Equity Funding to secure additional staffing including a principal and probationer teacher. Resources to support delivery of numeracy and aspects of health and wellbeing programme have also been purchased. We have asked that the benefit and value of these new resources are continually monitored to ensure maximum impact.
- Equity is promoted through the teachers knowing children well. Staff are developing parental partnerships. They offer a number of thoughtful and well considered strategies to support children and families. Commendably, in partnership with local businesses and the Perth foodbank, the school provide children with a healthy snack each day at morning break. This is

positively impacting on children tasting and trying new and unfamiliar foods, has reduced the amount of less healthy snacks brought to school, and reduced litter in the playground. The school's commitment to ensuring positive health and nutrition for children is further exemplified through running a summer club open to all families with children in the community. As a result of this, over 1,000 children and young people accessed free lunches throughout the summer holidays. Through participating in a wide range of activities and receiving a hot meal, families benefitted nutritionally, financially, and through the reduction in social isolation.

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

- At this early stage of the school year, very positive relationships between all staff and children are evident and are a key feature of the school community. Children are polite to one another and to visitors in the school. The headteacher involves staff and children in establishing effective approaches to positive relationships, behaviour and promoting a sense of security and trust. The school has developed approaches to support children to regulate their emotions and this is improving classroom ethos and providing a foundation for effective teaching and learning to take place.
- During class visits, most children are on task and are keen to contribute to class discussion. Overall, the majority of children are able to interact effectively in pairs or small groups. From the pre-inspection questionnaire most children enjoy learning at school and feel encouraged by staff to do their best in class.
- In the early stages of the school, staff deliver short periods of direct teaching with longer periods where children learn through play by activities planned by staff. Children play for much of the session in small groups, are free to move about and talk during play and have adult support available for their emotional and learning needs. We have discussed with the SLT the need to improve the quality of the learning experiences and ensure children are well motivated and challenged in their learning. This includes maintaining a brisk pace and tailoring the play activity or experience to meet the needs of all children.
- The consistency in the quality of learning and teaching is too variable across the school. As a result, there is not yet evidence of the impact of learning and teaching strategies on raising attainment for all and reducing the attainment gap. Teachers set tasks and activities that meet the learning needs of the majority of children. The school should now develop further approaches to teaching to ensure all children receive an appropriate level of pace and challenge to maximise children's progress. They should now monitor children's progress and the quality of teaching and learning more frequently and rigorously.
- Improving the quality of teaching and learning should be a greater focus of school self-evaluation and school improvement planning. Staff would benefit from using approaches to self-evaluation that are focused directly on the quality of learning and teaching.

- Most teachers provide clear instructions and explanations. There is scope for the school to provide opportunities for children to discuss and lead their learning. In the majority of classes learning intentions and success criteria are shared with children. The use of high quality learning intentions and success criteria should be developed further across the school to ensure children are clear what it is they are learning and how they will know if they have been successful. This will enable all children to clearly understand the purpose of their learning.
- The school provides a number of support staff and classroom areas designed to support children when they are extracted or removed from class. This can result in disruption to learning and a fragmented learning experience for a few children. The school should review their current extraction procedures to minimise disruption and maximise attainment.
- In a few lessons teachers use a variety of questioning techniques to develop higher-order thinking and improve problem solving and enquiry skills. The school should now work to produce a whole-school strategy to develop questioning techniques to ensure consistency and improve progression across the school.
- The school is piloting an electronic profiling system to inform parents of children's progress. Children photograph their work and upload their evidence creating a digital learning portfolio. The portfolio can be viewed by parents and also provides children with the opportunity to reflect upon their learning. Parents and children have responded very positively to this new approach and the senior leaders are continuing to explore and evaluate the use of this software.
- Children can access a variety of digital devices and software across the school. There is however, an inconsistent approach to the use of these devices in the classroom. In a few lessons, the use of digital technology is well planned, aligned to the learning intentions and used to enhance teaching and learning. The school should now further expand the use of digital learning and digital literacy by ensuring that all staff can access relevant professional learning to develop their skills in this area. It is also important that staff have a clear rationale for using particular software to support learning, for example, mathematics.
- Effective and consistent use of assessment is not yet integral to the planning of learning and teaching across the school. In discussions with staff, they recognise and understand the need to continue to work as a team in ensuring robust arrangements for moderation of all aspects of learning and teaching and the curriculum. The school is now well placed to extend this approach to include planned assessment and the use of National Benchmarks in a whole school moderation strategy/cycle.
- Teachers use a variety of formative assessment techniques as part of their daily learning and teaching activities. There is an inconsistent approach to the use of formative assessment techniques across the school. In a few lessons children are familiar with activities, such as, think, pair, share and benefit from this approach by discussing tasks, forming opinions and solving problems with a partner. These approaches should be shared more widely across the school to promote a deeper understanding and develop more independent learning opportunities.
- Teachers should ensure that their comments better inform children of their next steps in learning. Improving the quality of feedback will support children and their parents in understanding what they need to do to improve.

- Teachers are making use of the benchmarks in literacy and numeracy to support them in assessing progress and achievement. This is supporting them in their overall professional judgement of when a learner has achieved a curriculum level. The school is aware of the need to extend this work further by combining a number of experiences and outcomes to create holistic assessments that provide appropriate progression for all children. Through the support from the local authority, staff are building their confidence in developing their understanding of standards for assessment. The staff and the SLT should continue to evaluate approaches to planning, to ensure assessment is integral to planning of learning and teaching. The school does not yet have information on children's attainment across all curriculum areas.
- Approaches to planning should continue to be reviewed to ensure an appropriate pace of learning for all children. Currently, a few children are involved in planning aspects of their learning. This should be further developed to ensure that feedback and learning conversations are recorded and used to progress learning.
- The leadership team track children's progress through termly reviews which include, discussions on children's attainment and any specific issues relating to children's wellbeing and development. Staff use these discussions and their own professional judgement to plan learning and interventions. The tracking process has also been developed to monitor children facing additional challenges including those facing socio-economic disadvantage.

2.2 Curriculum: Learning pathways

- Staff at Letham Primary School continue to work on improving the curriculum at all stages. They have a refreshed curriculum rationale which takes account of Curriculum for Excellence principles, and the four contexts for learning. There are learning pathways for literacy and numeracy, and these are beginning to be embedded across the school. The school overview for health and wellbeing supports staff in planning learning across this key area. However, there is a need to increase the pace of this improvement to ensure all children experience a high quality curriculum, with progression across all curriculum areas. The lack of pathways is having an impact on children's progress across the curriculum. This is evident in children's skills and knowledge in science and social studies.
- Staff are beginning to make use of annual overviews when planning learning and teaching across the curriculum. The success of this is hindered by a lack of clear progression pathways for all areas. The new Perth and Kinross expressive arts guidance will support improvement in music and art and design.
- Children benefit from regular experiences in music, which they enjoy. The new pathways will ensure progression and breadth in children's learning. Staff recognise the need to ensure children access a broad genre of music. Children enjoy regular physical education which focusses on significant aspects of learning. In time, staff should explore the benchmarks for PE.
- The staff team has begun to organise 'bundles' of experiences and outcomes to ensure children experience a broad range of experiences each year. This is at an early stage of implementation. Until recently, staff recorded 'coverage' of experiences and outcomes. As the curriculum develops, they should engage with curriculum benchmarks to reach a better understanding of expected standards across all areas.
- As they move forward, it may be appropriate for staff to ensure they have a shared understanding of what they mean by interdisciplinary learning. The term is used differently across classes, and current planning does not support progression in all areas.
- The medium term wall plans and learning walls are useful tools to share planned learning with the children. The development of learning pathways, and clear guidance on planning and assessment will underpin these overview plans.
- Staff recognise the need to embed careers education, outdoor learning and sustainability across and within learning pathways.

2.7 Partnerships: Impact on learners – parental engagement

- See choice QI

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

good

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

- Positive relationships feature strongly throughout the school. Most children feel safe and cared for in the supportive ethos. We have asked staff to explore the reason why some children may not feel safe. Children are friendly and are keen to share the work of the school. As a result, children are polite respectful and proud of their school.
- Across the school there is a very strong focus on ensuring the wellbeing of children. This focus lies at the heart of the work of the school. The school plans a wide range of highly effective universal and targeted interventions to support children's mental, social and physical health and wellbeing. Children in focus groups have a very good awareness of their mental and emotional wellbeing. They use a daily 'check-in' with staff each morning and know that they can safely let an adult know how they are feeling, and that talking about feelings is important. They are confident that staff will take a sensitive approach to follow this up if required. Over a number of years there has been a strong focus on supporting children to build emotional resilience. This is reflected in the core values for the work of the school.
- Staff demonstrate a sound understanding of Getting it right for every child (GIRFEC) and use the wellbeing indicators to assess and identify needs of individuals. This forms part of children's plans. Wellbeing indicators are regularly discussed in class and during assemblies. Careful and well-planned consideration is given to meeting children's social and emotional needs. Children accessing different interventions such as nurture and the 'Goldmine Room' speak positively about the impact that this has had on their wellbeing. Resources and approaches such as these result in most children being calm and settled in lessons. When children are distressed they are supported in a respectful and sensitive manner. Restorative practices are used to support children to resolve disagreements. A few children and parents reported that they do believe the school deals with incidents of bullying well. We have asked the school to review its practices and communicates these clearly to children and parents.
- Through strong partnerships with Active Schools, the number of children participating in sports outwith class is increasing, and in particular, for those in the lower stages of the school. Children lead clubs of their peers, and the sports council encourage more children to enjoy and become involved in different sports and clubs both within and outwith the school. As a result, the school received a silver sportscotland School Sport Award last session.
- A significant number of children in the school require additional support for learning. Staff make use of the education authority's staged intervention process effectively to set group and individual targets and plan for a range of interventions. Specialist staff in the school including the pupil and behaviour support teachers make a very strong contribution to the delivery of additional support for learning. Teaching and support staff take responsibility for delivering a number of interventions such as, finger gym and speech and language strategies to support

children in their classes. The school also has put in place a number of interventions to support individuals and groups of children. This includes, for example, nurture, behaviour support, Therapets, motor skills groups, as well as targeted literacy and numeracy support groups. The school also makes very good use of a significant number of partners to provide specialist support to meet individual needs. This includes, community learning and development (CLD), occupational therapists, social work, Outreach Support Team and Young Carers. The impact of these interventions and partnerships is carefully monitored and tracked. Staff could easily articulate the positive impact these interventions and partnerships have had on children and their families. While it is noted that this is an area of strength of the school's work it will be important to keep under close review the number of interventions a few children are accessing. This will help to ensure there is not duplication or unnecessary interruption to their classwork.

- Staff ensure that parents/carers are involved throughout the staged intervention process. They work hard to support parents/carers to accept involvement of other agencies for assessment and support. A few children requiring additional support in a range of areas receive this in the very effective nurture provision and behavioural support. For a few children, interventions such as these have enabled them to increase their time in class with their peers. For a few children who have part-time timetables partnership working as well as appropriate plans are in place.
- The school complies with statutory requirements and codes of practice. Staff are regularly updated on statutory duties through ongoing well considered, regular professional learning. Staff are fully aware of their roles and responsibilities in relation to safeguarding. There are four Child Protection Officers in the school who meet fortnightly to review and discuss all relevant children.
- The main duties under the Schools (Health Promotion and Nutrition) (Scotland) Act 2007 are being fulfilled. The school lunch menu and nutritional analysis requires to be reviewed to ensure appropriate meal combinations are offered to all children and that these meet the standards for primary aged children.
- There has been a whole school focus on developing staff's understanding of Adverse Childhood Experiences and developing trauma informed practice. Commendably, they have shared their learning with colleagues across Perth and Kinross Council.
- The school places a great emphasis on ensuring that all learners are included in the life of the school. They offer clubs and activities to children who may not normally be able to access them. A school foodbank is available for parents if and when they need it. A daily social snack experience is offered to children.
- It would be useful for staff to undertake further training on equality and diversity to ensure a robust understanding of the legislative framework around this. The curriculum allows some opportunities to explore diversity and discrimination. The school is involved in the Show Racism the Red Card programme. We have asked staff to ensure that developing children's understanding of equality and diversity is recognised as an important feature of the school's curriculum.

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

- The overall quality of children's attainment in literacy and English language and numeracy and mathematics is weak.
- Overall, the data presented by the school illustrates that only a quarter of children at early level, and around half at first and second level are making appropriate progress in literacy and numeracy. Inspection activity, including observations in class, focus groups, analysis of data and sampling of children's current work and work from session 2017/18 generally supports teachers' professional judgement.
- Most children working towards early level are making insufficient progress in their learning. We have asked the school to take prompt action to ensure children experience high quality learning and teaching at early level to support improvements in attainment. School staff should work closely with their colleagues in the nursery class to improve progression and challenge in children's experiences and learning. Only around half of the children at first and second level are making appropriate progress in their learning across literacy and numeracy.
- Significant numbers of children who need additional help with their learning are making progress, but the majority are not yet achieving expected national standards. A close analysis of data suggests that whilst interventions are having an impact for individual learners, there remains work to be done to ensure children facing socio-economic and other barriers to learning attain their best.

Literacy and English language

Reading

- The overall quality of children's reading at early level is weak. The school should take urgent action to review approaches to learning and teaching at early level to ensure children make sufficient progress. By P7 children's attainment in reading is satisfactory. At this early stage of the school year, children are being introduced to new texts. At first level a few children can read aloud with confidence, but need supported to understand tricky words in an unfamiliar context. Children need more discussion around a context before being asked to read independently and guided towards using illustrations and pictures to support their understanding. Children at P7 working towards second level talk with confidence about books they have enjoyed reading in school. They can talk about their favourite authors, and why they would choose their books. They appreciate the range of novels available in class and in the school library. A few can identify genre, and give examples of texts across a range. They are developing skills in using texts to research information. There is scope to ensure children at all stages gain skills in using digital text.

Writing

- The overall quality of children's writing is weak. In a few classes, children produce good pieces of writing that are well presented and show they have learned skills in punctuation and structure. However, the quality of children's work across the school is too variable. The school has identified writing as an improvement priority. As a result, all teachers are engaging with colleagues across the Perth Academy Local Management Group to develop the teaching of writing.
- To improve attainment, school leaders and staff need to ensure rigorous implementation of agreed approaches, and that there is a shared understanding of national standards. At this early stage of the new school year, children at P1 are not yet appropriately engaged in developing early writing skills. Children who have achieved early level are making satisfactory progress in their writing, but the majority of children at this stage are not demonstrating appropriate writing skills. Children working towards first level who have experienced high quality learning opportunities are developing tools for writing, and the majority in these classes can write sentences independently and link sentences using common conjunctions. Children at P7 working towards second level enjoy writing, and particularly like imaginative writing where they can develop extended pieces. They are confident presenting persuasive text linked to their learning about propaganda in World War 2. Staff should ensure assessment of writing allows children opportunities to apply their knowledge and skills, unsupported, in unfamiliar settings or contexts.

Listening and talking

- Across the school children are friendly and polite. They enjoy engaging with adults around the school and are happy to talk about their school. At all stages the majority of children are developing social skills including during school lunches and when taking turns in wider achievement time. At early level, children enjoy being read to from quality picture books and texts. To support vocabulary development and enhance children's skills, children would benefit from more frequent activities where they can listen, watch, talk and learn. The majority of children working towards early level are not yet confident hearing and saying patterns or sounds in words. As they move through the school, the majority of children try to listen but a few are very easily distracted. In effective classrooms, children listen well to teachers' lessons and instructions. This is not consistent across the school. Around half of the children working towards first level respond well when asked questions to show their understanding. By P7, the majority of children show respect for others viewpoints and can add relevant ideas and information. There is scope to ensure all children experience consistently well planned listening and talking activities.

Numeracy and mathematics

- Data from 2017-2018 shows that the majority of children are making satisfactory progress at first and second levels in numeracy and mathematics. Overall, children at early level are not making sufficient progress with less than half achieving early level in numeracy and mathematics. Lessons need to be more accurately matched to children's abilities and offer more appropriate levels of pace and challenge. Numeracy has been identified as a school priority on the school improvement plan and staff are working with colleagues across the Tay Regional Collaborative Learning and Attainment Group to raise attainment.
- The SLT has identified the need to improve the numeracy culture across the school. This should include increasing teacher confidence when delivering mathematics and numeracy lessons. Also, a focus on improving teacher judgement when assessing achievement of a level through robust moderation activities is required.

Number, money and measure

- There are a few examples of delivering effective mental agility strategies to groups of children. This work should be shared more widely across the school and consideration given to where mental agility strategies can be delivered appropriately to the whole class. At early and first levels estimation and rounding skills require further development.
- At early level a minority of children can order numbers forwards and backwards to at least 20. Identifying the number before and the number after. Identifying missing numbers in a sequence requires further development. Interpreting and solving word problems involving doubling numbers to 20 requires further development. At first level the majority of children can count forwards and backwards in twos, fives and tens. The majority of children can record amounts of money accurately in different ways using the correct notation. They can also continue and create number patterns using doubling and halving. There is scope to develop children's understanding at first level of comparing the size of fractions and placing simple fractions in order on a number line. At second level the majority of children can add and subtract whole numbers and decimal fractions to two decimal places within the number range 0 to 1,000,000. The majority of children can identify multiples and factors of whole numbers and are beginning to apply this knowledge and understanding when solving word problems.

Shape, position and movement

- At early level the majority of children can recognise, describe and sort common 2D shapes and 3 dimensional objects according to various criteria, for example, straight, round, flat and curved. At first level the majority of children can identify symmetry in patterns, pictures, nature and 2D shapes. There is scope to develop the use of informal methods to estimate, compare and describe the size of angles in relation to a right angle. At second level the majority of children use their knowledge of the link between the eight compass points and angles to describe, follow and record directions. Accurately measuring and drawing a range of angles requires further development.

Information handling

- At first level, the majority of children can use tally charts to collect and organise data. They can also construct bar graphs and tables to present their data. The importance of using a ruler and labelling each axis when drawing graphs should be highlighted. At second level the majority of children can collect, organise and display data in a variety of ways. Accurate construction of pie charts requires further development. The school should provide opportunities for all children to gather and display data from real life contexts that could be used to promote discussion and present challenge. Opportunities across the curriculum for children to use digital technology when collecting, organising and displaying data should also be exploited.

Attainment over time

- Attainment over time remains variable. Data provided by the school shows improving trends in children's attainment as they move through the school. School leaders use a range of tracking systems to monitor children's progress. They have a clear overview for each child across literacy and numeracy. School leaders are aware of the need to increase the pace of children's progress and attainment. There are a number of interventions in place to support children's learning. These are having a positive impact on children's wellbeing, confidence and attitude to learning. More children are able to be in class for their core learning time. Children in receipt of support and intervention are making progress towards appropriate targets. There is scope for staff teams to work more effectively together in planning learning, teaching and assessment. Effective moderation is required to support improved attainment in a climate of high expectations for all children. As the school continues to develop their curriculum, there needs to be a clear focus on tracking children's progress and monitoring attainment across all

curriculum areas. There are gaps in children's learning across science, social studies and expressive arts.

Overall quality of learners' achievement

- The children at Letham Primary School are very proud of their school. They talk with fondness about the activities in school and in the wide range of clubs. This includes a range of activities over the school year supporting children to be active and develop other skills including singing and art and design. Three four week blocks are planned for all children to have 'wider achievement time' where they can develop a range of skills, for example, developing team work and improve their motor skills.
- These activities also allow children increased time to learn and play outdoors. Children's achievements in and out of school are recognised and celebrated in class and at assemblies. Children's wider achievements are currently recorded in their individual profile, which is shared at home. The school is currently working with the Perth Academy Local Management Group to develop approaches to recording achievements. This will also enable children to know about the skills they are developing. School leaders monitor children's participation in clubs and activities, and take steps to ensure all children have access to wider achievement opportunities.

Equity for all learners

- Staff know the children and the school community very well. They all understand the challenges faced by children and their families and want the best for all children. Within this caring ethos, staff are well placed to focus, as a matter of priority, on raising attainment for all learners.

Choice of QI: Partnerships: Impact on learners – parental engagement

Letham Primary School has selected 2.7 as its choice QI. Evaluation of parental engagement is included below.

- The school has effectively developed strong and positive relationships with a range of partners. This includes agencies and services to support children and their families, local schools and college and local businesses.
- Partnerships to support the care and wellbeing of children are based on mutual trust, all with a common goal in improving children's lives and progress in school. Staff feel their views are valued by partner services, and partners tell us the school is very responsive to their support and guidance. A good example, is the relationship with speech and language services, where therapists have engaged with staff to upskill staff and enable them to support children's development in school. As a result, there have been fewer referrals to speech and language therapy as staff feel confident to support children in class.
- The Community Link Worker works effectively with the school team to support improvement in children's life chances and reduce inequalities. Staff tell us that the SLT communicates effectively with partner services and that support is prompt and timely.
- Partners are very positive about the work of the school. They enjoy working with the school staff, and note that Letham is always keen to engage in initiatives and projects, often carving the way for other local schools. Whilst this positive approach is commendable, the SLT needs to evaluate the impact of these projects. There is a need to have a clear focus on raising attainment. We have asked the school to ensure any projects accepted enhance children's learning, and are a feature of a strategy to raise attainment, particularly in the early years.
- Commendably, during summer 2018, the Summer Lunch Club, led by the deputy headteacher and Community Link Workers, supported by a range of partners and voluntary organisations, provided children with meals and interesting pursuits and activities.
- The school has taken positive steps to develop partnerships to enhance children's learning, the curriculum and skills for learning, life and work. This includes partnership with a large nearby supermarket, Perth College and in holding a careers event. Children have enjoyed opportunities to learn about the world of work and the skills they require. As they continue their work to refresh the curriculum, staff should embed careers education and the use of the career standard in children's learning across a range of relevant contexts.
- The staff team enjoys working with partners in collegiate learning activities. This has strengthened teamwork across staff and partners. This includes working with services to support learning in other Perth and Kinross schools. Learning with occupational therapist teams has supported staff to target fine and gross motor skill developments for children and work with educational psychology services has had a positive impact on supporting children in self-regulation in class and in the playground. Staff should continue to work with key partners to evaluate the impact of their learning and interventions on children's attainment and wider achievement.

- The school works hard to foster warm and caring relationships with parents and carers. Staff tell us that reaching all parents continues to be a challenge, and they are eager to seek new approaches to enhance family learning and participation in school life.
- Parents of children who access the nurture spaces around the school are regular visitors to morning sessions in class. They appreciate the support from staff and enjoy learning with their children. Staff invite parents to a number of 'stay and learn' activities to allow them to see first-hand how their children are learning.
- Parents are currently invited to engage in refreshed approaches to positive relationships in school. There is scope to further involve parents in school improvement priorities, including supporting them to understand the curriculum, play and outdoor learning.

Explanation of terms of quality

The following standard Education Scotland terms of quality are used in this report:

All	100%
Almost all	91%-99%
Most	75%-90%
Majority	50%-74%
Minority/less than half	15%-49%
A few	less than 15%

Other quantitative terms used in this report are to be understood as in common English usage.