HMIE | His Majesty's Inspectorate of Education in Scotland
Luchd-sgrùdaidh an Rìgh airson Foghlam ann an Alba

Summarised inspection findings

Kincardine-in-Menteith Primary School

Stirling Council

3 November 2026

Key contextual information

Kincardine in Menteith Primary School is a non-denominational school situated in the Blair Drummond area of rural Stirlingshire. The school roll is 37 children arranged across two multi-stage classes of P1-4 and P5-7. The headteacher has been in post for two years. This is a shared headship with a local primary school. The headteacher is supported by a principal teacher with four days teaching commitment and two class teachers. For this academic session, the principal teacher has a class commitment of one day.

Almost all children reside in Scottish Index of Multiple Deprivation decile 6. Across the school, there are no children registered for free school meals. The headteacher reports that a minority of children require additional support with their learning.

2.3 Learning, teaching and assessment	**very 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	

- All members of the school community have established a very positive culture characterised by strong, nurturing relationships and a high level of respect among staff and children. The headteacher has a clear vision for improving learning and teaching, which is underpinned by children's rights and nurture principles. This approach permeates all school activities, ensuring that children learn in an inclusive, nurturing, and supportive environment. Staff's holistic and child-centred approach helps all children to become resilient, confident, and successful in their learning.

- Staff have worked very well to ensure that the school's vision and values underpin all aspects of their work. Children, parents and staff find the vision and values meaningful, which helps to foster an environment where children are confident and behave responsibly. Children's behaviour is exemplary, both in class and around the school. They support one another, are respectful to each other and are proud of their school community.

- All staff value each child as an individual. Staff's professional learning, reflective practice and consistent application of the school's Inclusive Physical Environment Policy helps to shape a calm, purposeful and nurturing school culture. Teachers design accessible and motivating learning environments that promote independence and inclusion. As a result, children are engaged fully, show curiosity and develop the confidence, resilience and skills needed to lead their own learning.

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- Children have many meaningful opportunities to influence both what and how they learn. They are involved at all stages of the learning, teaching and assessment cycle and regularly share their views on how their learning is shaped. As a result, children are confident learners who show resilience and are willing to learn from their mistakes.

- The headteacher leads effectively approaches to developing high-quality learning and teaching. She worked well with staff to develop a comprehensive learning and teaching toolkit. This well-structured approach to learning and teaching is used very effectively by all staff, and as a result, all children consistently experience high-quality teaching. Staff use engaging, creative and appropriately challenging resources that extend children's learning effectively.

- Teachers plan well lessons which are creative and well matched to children's needs. They involve children where appropriate. They use a range of contexts effectively including the school grounds and local environment. This supports children to be independent and resilient. Staff explanations are clear, and they share the purpose and how children will be successful. Almost all children understand what they are learning and why. Teachers recap learning and regularly to check for understanding. Teachers use skilled questioning techniques to challenge and extend children's thinking. Children receive helpful written feedback as well as one-to-one feedback from their teachers. As planned, staff should continue to develop the frequency and quality of written feedback to children.

- All staff have embedded digital technology successfully helping to increase children's engagement and independence in learning. Teachers use interactive boards effectively to introduce new learning and build children's understanding. Children regularly and confidently use laptops and tablets for a variety of purposes, which consolidate and extend their knowledge and skills. As a result, children are developing a strong range of digital competencies. Staff plan for the use of assistive technology effectively. This supports children well to access and record their learning.

- All staff have a consistent approach to develop children's skills for learning, life and work. Children were involved in creating their core SCOT (self-motivation; creativity; organisation and teamwork) skills. Almost all children know what skills they are developing, and why. Most children reflect on their own skills they have developed through a particular activity. As planned, teachers should develop a progressive skills framework.

- Teachers use a cohesive whole-school calendar effectively to plan appropriate, well-timed assessments across the school year. They use a wide range of diagnostic assessments well, using this information to inform appropriate interventions for children. Teachers use assessment information thoughtfully to plan learning for children who require additional support with their learning. All teachers use formative and summative assessment appropriately to inform next steps in learning in class and adapt their teaching skilfully.

- All teachers frequently engage in well-planned moderation with each other and across schools. Teachers use this process to consider learning before, during and after the planning of learning, teaching and assessment. This helps them to have a clear understanding of the expected national standards for children.

- Teachers have focussed on improving how children self-assess their work and reflect on their progress against their targets. Children use recently introduced learning profiles to support

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them with this. As planned, teachers should extend their use of feedback to help children reflect fully on their learning and identify next steps.

- All staff work collaboratively to develop high quality and progressive short, medium and long-term plans for learning across all curricular areas for all children. This is underpinned by an effective use of progression pathways and national Benchmarks. Almost all children feel listened to and know their views are considered.

- Younger children learn French as part of Scottish Government's 1+2 approach to improve language learning. Older children currently learn Spanish as part of this initiative. As planned, teachers should reintroduce French to older children, so they receive their full entitlement to 1+2 languages.

- Teachers track and monitor children's progress very effectively. Staff maintain a comprehensive overview of children's progress in literacy, numeracy and health and wellbeing. Regular termly meetings enable staff to discuss children's learning with the headteacher. They use data well to plan impactful targeted interventions for children who require additional support and evaluate the impact of these interventions. This supports children to progress very well in their learning.

- Children who require additional assistance with their learning are supported very well. Staff work thoughtfully with children to encourage them to use their own strategies, discreetly providing support when required.

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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. 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

Attainment in literacy and numeracy

- At the time of the inspection, the school roll comprised of a small number of children in particular cohorts. As a result, attainment and progress will be expressed in overall statements, rather than for specific year groups or Curriculum for Excellence levels.

- Overall, attainment in literacy and English and numeracy and mathematics is very good. Almost all children across the school have achieved, or are on track to achieve, expected levels of attainment in literacy and numeracy. A few children are working beyond national expectations in literacy and numeracy.

- Most children requiring additional support with their learning make very good progress towards their individual learning targets.

Attainment in literacy and English

- Overall, most children make very good progress from prior levels of attainment in literacy and English.

- Children benefit from creative approaches to teaching literacy and English. Children use their literacy skills in a range of real-life contexts. Children confidently apply listening and talking skills across all areas of the curriculum. Revised approaches to writing have impacted positively on children's attainment.

Attainment in numeracy and mathematics

- Overall, almost all children make very good progress from prior levels of attainment in numeracy and mathematics.

- Staff use recently developed progression frameworks for numeracy and mathematics well to ensure continued progress in children's learning. Children benefit from consistent, thorough approaches to teaching core numeracy and mathematics skills. Most children demonstrate resilience and confidence when applying their knowledge and skills in newer contexts. Most children share their strategies and solutions with confidence across a range of different concepts. Older children demonstrate sound mental agility skills, including quick recall of number facts, and use these to solve simple problems.

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Attainment over time

- The small numbers of children in each year group means that differences in attainment can have a disproportionate impact on identifying patterns and trends in attainment. The headteacher has clear evidence that the school has raised attainment for most children over time. The headteacher has embedded robust systems and processes to monitor and track attainment in literacy and numeracy over time. She discusses with staff the progress and attainment of individuals and cohorts of learners regularly. This helps children maintain or exceed expected progress. The headteacher should develop further the current systems and processes to track children's progress across all areas of the curriculum.

- The headteacher, in collaboration with staff, has developed a well targeted raising attainment strategy. Staff have a clear understanding of strategies to raise attainment. They are relentless in their aim to ensure that all children make the best possible progress in literacy, numeracy and health and wellbeing. School improvement priorities are focused on what will make the most difference at a whole school level, for individuals and groups of children. Staff are currently focussing on writing. This has improved outcomes in this area, particularly for boys. Staff make effective use of a wide range of qualitative and quantitative data about the progress of individual children, groups and cohorts. They use this robust data to inform targeted and highly impactful interventions for individual children not making expected progress. Staff use a range of assistive technologies effectively. As a result, most children make very good progress from prior levels of attainment.

Overall quality of learners' achievement

- All children have worthwhile opportunities to develop their SCOT skills and attributes through their achievements from in and out of school. Children's achievements increase as they progress through the school. Children are proud to have achieved a range of local and national accreditations, including awards for sports and culture. Children participate and engage in a range of clubs and events which include football, quizzes and skiing. Children are building their confidence in recognising and articulating their skills.

- Children at all stages participate in a range of leadership groups including young leaders of learning, compassion group and digital leaders. Children are beginning to recognise and reflect upon the valuable leadership skills they are developing because of the roles and responsibilities they experience. This is supporting them to be effective contributors. Children play an active role in leading and promoting whole school community initiatives, for example, charities linked to social disadvantage. This is building children's confidence and sense of belonging with their school and local community.

- Staff track children's achievements and participation in clubs and activities. They analyse this participation data to identify children at risk of missing out. As planned, staff should now track skills children are gaining from their achievements and link these to skills for learning, life and work.

Equity for all learners

- The headteacher and staff know their children and families very well. They have well-established connections with a range of partners and organisations to provide equity of opportunity for all children. They ensure family circumstances are not a barrier to any children's participation in opportunities for learning or achievement.

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- Staff plan a range of effective interventions and supports for specific children to address barriers to learning. This is accelerating identified children's progress in reading, writing and numeracy. The headteacher should now use consistent and clearly defined measures to evidence the impact of all interventions on children's progress and wellbeing. This should support all staff to make informed evaluations about how well targeted approaches support the progress of identified children.

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Other relevant evidence

- Overall attendance at the time of inspection was 97.5%. This is above the national average. Attendance levels have been maintained at this high level over the past three years.
- The rate of persistent absence (attendance below 90%) is 0%. This has decreased by 4% in the over the past three years.
- There are currently no children on a part-time timetable.
- Attendance has been sustained at a high level over the last three years. The headteacher uses the local authority guidance well to manage attendance. The main impact on attendance is families taking holidays during term time. The headteacher and staff have developed highly productive partnerships with parents to support high levels of attendance for all children. Staff have engaged in professional learning which have impacted positively on approaches to inclusion. They have developed a range of highly effective inclusive learning environments. This supports all children to feel safe in school. Across the school strong positive relationships exist between children and staff. This supports almost all children to feel they are treated fairly and with respect. They feel listened to and know their views are considered.
- 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 education and the catering service. Aspects of good practice were identified in relation to food and health promotion in the school.

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Explanation of terms of quantity

The following standard HMIE 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.

On behalf of His Majesty's Chief Inspector of Education in Scotland.

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