

# Summarised inspection findings

**Kinlochleven Primary School**

The Highland Council

25 June 2024

# Key contextual information

Kinlochleven Primary School is part of a small rural 3-18 campus located in the village of Kinlochleven. The campus includes a nursery, secondary school and Kinlochleven Primary School. The roll is currently 48 with children organised across three composite classes, P1-2, P3-4 and P5-7. The newly appointed headteacher took up post shortly before the inspection and the depute headteacher took up post in January 2024. There have been significant staffing and leadership changes and challenges in the school recently and several changes to leadership over a number of years. The depute has overall responsibility for the day-to-day management of the primary school. The headteacher has overall responsibility for the leadership of the 3-18 campus. Attendance is in line with national and local averages and there have been no exclusions in recent years. Almost all children reside in Scottish Index of Multiple Deprivation (SIMD) decile 4.

Kinlochleven Primary School nursery class was inspected by the Care Inspectorate within the past 18 months, therefore, the local authority and headteacher had the option to include the nursery class as part of this inspection. We have agreed with the local authority and school that the nursery class is not part of this inspection. The findings set out below are for the primary school stages.

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| 1.3 Leadership of change                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | satisfactory |
| <p>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:</p> <ul style="list-style-type: none"><li>developing a shared vision, values and aims relevant to the school and its community</li><li>strategic planning for continuous improvement</li><li>implementing improvement and change</li></ul> |              |

- The newly appointed senior leadership team has developed highly positive and trusting relationships with children, staff, parents and partners in a short period of time. This has already changed the culture of the school. Staff now feel supported and valued in their roles. Staff and children have experienced a significant period of unsettlement due to considerable changes to staffing and leadership in recent years. This has adversely impacted children's experiences and staff morale. Senior leaders recognised quickly the importance of supporting staff and children to build a cohesive 3-18 school community. Together, staff recognise that they need to improve outcomes for children.
- The headteacher has been a strong driver for change and works in close partnership with the depute headteacher. The headteacher and depute headteacher together have made a successful start in supporting staff to collaborate effectively and evaluate the impact of current school priorities. All staff have been involved in agreeing future actions to improve outcomes for children and families. Staff report that they feel listened to and included well by the new senior leadership team. Parents have confidence in the new senior leaders and feel they are encouraged to be involved in the life of the school.
- All staff have created a welcoming and inclusive environment which supports children to feel safe and happy in school. Despite challenges and changes in recent years, the resilient staff team support each other well to improve children's wellbeing. They know all children well and

plan individual supports to enable children to engage well in learning. Children and parents comment positively on the changes to the ethos of the school as a result of the recently appointed skilled leadership team. The senior leaders have achieved a considerable amount in a short period of time. They are building effective community and partnership links. Teachers are supported to develop learning and teaching practice and review school improvement priorities.

- The school community were involved in developing and agreeing the current school vision, values and aims in 2020. However, these are not yet embedded in daily practice. As planned, senior leaders should revisit the values and aims with the community to reflect the school's setting, local heritage and culture. Children are learning about their rights through a newly formed pupil group, led by a class teacher. All classes have developed their own helpful class charters and children's rights are discussed appropriately as part of assemblies. This is supporting all children to understand the expectations of their behaviour and what they can expect from all adults.
- Senior leaders have developed a clear vision for change, which is ambitious and relevant to the school's rural and picturesque location. They understand the focus required on ensuring robust systems are in place to support school improvement. They engaged recently in self-evaluation with the staff team to agree and prioritise next steps for the school. Together, staff identified correctly a need to review learning and teaching to ensure high quality experiences are delivered consistently across the school. The depute headteacher has already supported teachers to identify areas of learning and teaching which they need to develop. This includes supporting children to become more independent and have greater choice in learning. The depute headteacher has worked well with staff to introduce a new reading and spelling programme. Teachers are using a new writing programme to support children to improve their skills in writing. Children and teachers are motivated by the new approaches and writing is becoming more structured. Senior leaders recognise from teacher and learner feedback that these initiatives are having a positive impact on improving literacy.
- All staff know the socio economic context of the school well and use this knowledge to support children and families appropriately. They work closely with a range of partners to plan helpful interventions and supports which children and families ask for. For example, Active Schools coordinators organise activities which provide children with opportunities for physical and social activity in a rural location.
- Teachers have taken on responsibility for leadership of children's rights and outdoor learning. Children are enthusiastic about the regular, outdoor, learning experiences. A class teacher and depute headteacher are developing well a progressive outdoor learning programme to support children to develop a range of skills as they move through the school. Children's views have been included successfully in this work. Senior leaders report that they now plan to involve children in delivering aspects of outdoor learning in time.
- Staff are at the early stages of involving children in making decisions and planning change as members of pupil groups. All children from P1 to P7 are involved in these which include a focus on sustainability, children's rights and publicity. Children have met once and are keen to plan events and share learning across the school. House captains and the senior class planned and led a successful 'Highland Fling' for children. Children took part in a range of physical challenges including tug of war and welly boot throw. Children are ready for more opportunities to lead change. They do not yet fully understand their role in improving their school and sharing their views on how their school can improve.
- Parents have had regular opportunities to be involved in sharing their views in recent years, including annual surveys, Parent Council meetings and school events. The senior leadership

team plan to re-establish these opportunities to ensure all parents can share their views on school improvement and priorities. The Parent Council has been consulted on the use of Pupil Equity Fund (PEF). Senior leaders should now ensure they involve all parents in these plans.

## 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

- All staff have worked together to promote positive interactions with children. Almost all children are friendly, polite and proud of their school. The majority of children are eager to participate in learning and interact well during activities. Senior leaders and teachers are successfully developing the environment for learning to ensure it is motivating and of a high quality in both classrooms and outdoors.
- Children and staff have very positive relationships with each other. Almost all children behave very well. Children who require help to engage in learning are supported in a sensitive way to manage their emotions by skilled staff. All staff use a helpful relationships guidance framework which was created by the local authority. Staff refer to this to enable them to meet the needs of children with barriers to learning. They use agreed strategies to support children, including encouraging children to use sensory spaces to regulate their emotions and planning individual timetables. Staff access research and evidence based methods to understand how to support children when they are overwhelmed or upset. Support staff use their knowledge of children appropriately to know when they would benefit from quiet time away from the busy class. This is helping children to understand what they need when they are upset.
- In almost all lessons, teachers share the purpose of learning with children and explain clearly what success looks like. In a few lessons, teachers encourage children to co-construct their success criteria. There is scope to share and develop this practice across the school. In almost all lessons, teachers provide children with clear instructions and explanations for tasks and activities. Teachers use a range of questioning techniques to support children's engagement in learning. Teachers should extend their use of questioning to check children's understanding and to challenge their thinking.
- The headteacher has identified correctly the need to develop consistent and effective approaches to learning and teaching across the campus. As a next step, staff should collectively review the features of high quality learning and teaching to create a shared approach. This approach will allow teachers to share good practice and better meet the range of needs across the school. Particularly for those children who can achieve more.
- Children, in all classes, use digital technology well for a range of purposes, including to support literacy. Older children have their own device and use this regularly to record and share their work with others. Children are motivated and engaged when using digital technology for learning.
- In almost all lessons, teachers provide tasks for children which are clearly structured. Currently, teachers deliver lessons which result in children's learning being too teacher directed and children are often too passive in learning. In a few lessons, children work in

groups and move around learning stations. They would benefit from more regular opportunities to build the skills to co-operate and learn more successfully in groups. A few teachers provide learning at different levels. Teachers should ensure all learning planned well to meet the varying needs and the range of abilities in each class. A few children require more challenge in learning. This will support all children to make the best possible progress when learning. Teachers should also increase their expectations of what children are able to do to ensure they achieve their full potential.

- Staff are at the early stages of developing approaches to play based learning for the youngest children. They plan activities that support children's literacy and fine motor skills related to their class topics. Children engage very well in activities, developing their communication and social skills. Children and staff engage well with each other during play which helps to extend children's learning. Staff are beginning to use observations to assess individual children's learning and plan the next steps. They have started to record and track children's progress in high-quality learning journals, which evidence clearly the progress children are making in literacy. They need to continue to develop experiences that match children's age and stage of development. As planned, staff should consider the balance between adult-directed and child-led activities to develop further children's independence and problem-solving skills.
- Children have well planned opportunities and motivating contexts to learn outdoors in the spacious and attractive school grounds. Children engage well in a range of activities that develop their skills in health and wellbeing. Senior leaders have plans in place to develop further children's outdoor learning as a key driver of the school's curriculum offer from 3 to 18. This will enable staff to develop children's ability to lead their learning and become more aware of the skills for life, learning and work.
- Teachers provide children with helpful oral praise and feedback during learning. Teachers' written feedback is not yet of a consistent or high enough quality to support children to know how to improve in learning. The depute headteacher has introduced a helpful peer and self-assessment check list for writing tasks. This provides children with clear guidance on the expectations in writing. This writing guide is beginning to have a positive impact on children's understanding of the specific steps required to improve their writing. Children use these well as they develop the skills to give effective peer feedback.
- Staff's approaches to assessment have been impacted by the changes of leadership. In the past session, teachers were less confident in their use of assessment to inform planning and to support their judgement of children's progress. As planned, senior leaders should support teachers to review assessment approaches and reintroduce an agreed assessment programme. A few teachers have meaningful evidence to show children's progress within stages and through a level, however, this is not consistent in all classes. Teachers would benefit from support to develop further their confidence in accurately judging children's achievement of a level. As part of this process teachers should reengage with national Benchmarks and review assessment tasks. As a next step, formative assessment should be used more meaningfully during learning and teaching to ensure children have the correct level of difficulty and pace in learning.
- In a few lessons, teachers planning is differentiated to meet the needs of the multi-level classes and the range of learners within the class. However, differentiation is not of a consistent high quality across all classes and all learning experiences. Senior leaders and teachers do not yet have sufficiently robust systems to plan and review children's learning. Senior leaders are aware of the importance of developing agreed and robust planning approaches, which take account of children's previous learning and knowledge. Children who require help with learning and to engage in learning are supported well by skilled pupil support

assistants. Teachers do not yet have enough detail in their plans to help ensure that their interventions are effective. As a next step, staff should now review how they plan and record this support and progress.

- Previously, teachers met with the former deputy headteacher termly to review children's progress. The new senior leadership team have restarted these tracking and attainment meetings. Senior leaders have begun strengthening the rigour of these discussions. This is beginning to provide more accurate information on children's progress and attainment based on effective assessment. Senior leaders need to ensure that these attainment meetings enable teachers know which children are on track, exceeding expectations and any who require further support with learning. They also need to agree further actions and monitor and evaluate the impact of these on children's learning and progress.
- Teachers engage in on-going moderation with colleagues to support each other with learning and teaching. They have had an opportunity to moderate writing with teachers from the associated schools group. Senior leaders need to establish this as a more regular feature of professional learning time. Senior leaders have planned collegiate time for staff to moderate and share good practice across the 3-18 campus. This will enable staff to share their experience and skills across the whole campus.

## 2.2 Curriculum: Learning pathways

- Staff provide children with a wide range of learning experiences across the curriculum. Teachers use The Highland Council progression pathways and experiences and outcomes to plan across all curricular areas. This enables children to build progressively on their skills as they move through the school.
- Children receive two hours of high-quality physical education each week. One of these sessions is delivered outdoors. As a result, children are developing skills progressively in this aspect of the curriculum.
- Senior leaders and teachers should review the delivery of the numeracy curriculum to ensure children at first level have opportunities to revisit and deepen their knowledge and understanding of addition, subtraction, multiplication and division.
- All children learn French and develop skills progressively as they move through the school. Gaelic has recently been introduced to older children as part of 1+2 languages.
- The depute headteacher together with a teacher strengthened links within the local community to regularly access and use different environments to support learning. This includes woodland, riverside areas and community spaces. They are at the early stages of developing a progressive programme. This will support children to develop their skills for learning, life and work in relevant contexts and increase their knowledge of sustainability.
- The school staff have introduced recent approaches to personalisation and choice at the upper stages through their own Genius programme and the Innovation Room. Children enjoy selecting their own area of study and researching facts to share. This is beginning to give children choice and independence in learning. Senior leaders should ensure these activities are well-planned and children fully understand the purpose of this learning.
- Children have access to well-resourced class libraries which have a wide range of fiction and non-fiction books. They use these enthusiastically to support their reading for enjoyment. Staff are using a new reading programme which is motivating children to confidently talk about their reading and look after new books.

## 2.7 Partnerships: Impact on learners – parental engagement

- Parents welcome the new leadership team and comment on the significant impact this has made to the school in a short time. They report that senior leaders are developing positive relationships with parents and communicate effectively with them via a digital application and newsletters. Parents are building trust in senior leaders to provide stable leadership after a period of change.
- Parents comment on the effective and supportive staff team. They know their children well and continued to support children through a period of change. Previously, parents had regular opportunities to visit the school for curricular events and workshops on how to support children's learning. The headteacher and depute headteacher have begun to reinstate these with a recent workshop on how parents can support reading.
- The Parent Council is very supportive of the work of the school. They have been involved in fundraising to develop a sensory space and to support trips and new technology. The new sensory space is supporting children well who benefit from quieter spaces to learn. It enables adults to effectively support children to regulate their emotions.

## 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

satisfactory

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

- All staff contribute appropriately to the nurturing and inclusive ethos across the school. Most children feel safe and have a trusted adult to speak to if they are upset or worried. Almost all children show kindness and consideration to others. These supportive and caring relationships are helping children to build their confidence and help them when learning.
- Staff follow The Highland Council Promoting Positive Relationships Framework which helps them to support children's behaviour well. Children and teachers have developed class charters well as part of their learning on children's rights. They use these to agree and follow shared standards of behaviour in classes. Almost all children understand well the expectations for their behaviour. Older children are being trained to support play and games in the playground for younger children, which gives them a sense of responsibility. Most teachers use clear boundaries and routines appropriately to support a few children who find it difficult to follow class instructions at times. Often, where children need assistance with learning, they benefit from staff supporting them to follow the class charters. Most staff have a firm but caring approach to support children to engage well in learning which they adapt to individual children's needs. For example, children have independent spaces or fidget toys to help them to feel calm and ready to learn. Staff's approaches to supporting positive relationships and behaviour are effective, however, they are not yet consistently applied across the school. As planned, staff should work together to share good practice and agree shared approaches. This will support all children to know how adults will respond and support them.
- Senior leaders have revisited children's learning about wellbeing indicators through assemblies. They are doing this to ensure all children understand fully what each indicator means. Children give examples of when they feel nurtured, safe and included by others and how they nurture and include others. Staff use emotional check ins effectively to ensure children are feeling positive about the day. If a child needs to talk to an adult, time is made for this. Children give examples of older children supporting younger children and staff taking time to listen to their worries. This is leading to children who feel cared for and support, which enables most children to engage well in learning. Teachers use a wellbeing tracker appropriately to monitor children's wellbeing. Senior leaders collate and analyse this information to identify trends or areas which require further support. They follow up where a child raises a concern or worry and children are confident adults listen to their worries. As planned, senior leaders should use these trackers to plan interventions.
- Teachers follow The Highland Council health and wellbeing curriculum which ensures health and wellbeing topics are covered progressively across the school. Children's learning includes understanding the dangers of substance misuse and how to keep themselves healthy through diet and exercise. They understand the importance of keeping themselves safe online. Almost all children say staff are teaching them how to lead a healthy lifestyle. Children receive regular opportunities for physical activity which is developing their overall health.

- Staff understand their duties well in relation to wellbeing, equity and inclusion. They place a high value on supporting children to feel supported and included, for example, where children are helped to self-regulate and learn about emotions. Children are supported well by partners, including from Children's Services. They take part in group sessions and activities to develop their confidence and learn strategies to help them when they are upset or worried. Senior leaders attend meetings to support the development and implementation of child plans. Partners and parents work well with school staff to meet children's needs. Class teachers attend meetings and children share their views before meetings. Teachers and support staff work well together to provide children with helpful interventions and resources to meet their needs. Senior leaders and teachers now need to ensure that they record the impact of interventions on children's progress and plan further action based on this data.
- The principal teacher of additional support needs supported teachers well to plan for children who require support with learning when there was no deputy headteacher in place. Senior leaders recognise the need for regular quality meetings between teachers, support staff and senior leaders. This will create robust records of the support children need to achieve positive outcomes and help all staff to be clear on the intervention required. This will help to ensure all children with additional support needs make suitable progress through robust planning and clearer measures for planned intervention.
- Children benefit from positive partnerships with local community groups for example, outdoor activities, sporting events, holiday clubs and local community events. This supports children to experience a range of physical activities to improve their health and to access extra-curricular activities in a rural community. The deputy headteacher has made links with the Community Consultation group to ensure children's views are included in future local plans to improve the village. Partners currently deliver a few clubs and a daily breakfast club which is free to all. Children benefit from these links, particularly in the rural setting, however, there is scope to extend the current provision and for children to be involved further in local events. This will help children to have a greater sense of their importance in their community and to share their views about what will make their community even better.
- Staff plan transition arrangements effectively with campus staff in the nursery and secondary school. Children also visit the primary and secondary school more informally due to the 3-18 campus. Staff plan enhanced transition for those who require this. Children have opportunities to work with peers from local primaries before they start secondary school, for example through joint sports events and visits. This allows them to meet new friends and classmates, which reduces anxiety and supports children's wellbeing as they change stage or school. These well considered transition arrangements ensure all children have developed positive relationships with new staff as they move on to the next stage of learning, particularly for children who have barriers to learning. These transition plans ensure accurate information is shared with children's new teachers in a timely way. This allows them to support children appropriately as soon as they start the high school or primary.
- Children learn about different faiths and cultures through religious education. They are supported well by the local Parish priest. Children have a growing understanding of diversity and difference. They are learning to respect the views of others, even if different to their own. Older children learn about neurodiversity. Children would benefit from further opportunities to learn about discrimination and difference across the school.

## 3.2 Raising attainment and achievement

weak

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

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

### Attainment in literacy and numeracy

- The number of children at each stage is varied and very small. Therefore, attainment and progress will be expressed as 'overall' statements, rather than for specific year groups.
- Overall, a majority of children achieved expected Curriculum for Excellence levels in June 2023 for literacy and numeracy. Attainment predictions for June 2024 are not supported by robust assessment evidence and are not reliable. Staff are not able to clearly evidence the progress children make as they move through the school.
- Evidence from inspection shows a majority of children are on track to achieve national expectations in June 2024. Attainment at first level is varied. Senior leaders are aware of the need to review this data as a priority. Across the school, children are not making sufficient progress in literacy and numeracy. A significant number of children could be achieving more.
- A few children who require additional support with their learning are making satisfactory progress towards their targets. Overall, children could be making better progress.

### Attainment in literacy and English

- Overall, children are not making good enough progress in literacy and English. A few children are making appropriate progress.

### Listening and Talking

- Across the school, the majority of children listen well. Their skills in talking in different contexts and to different audiences are not well-enough developed. At the early stages children follow simple instructions from staff. They need to develop skills further when listening and talking to others. At first level, children listen well to a spoken text and a few use verbal and non-verbal techniques when engaging with others. They need more practise in listening and responding to others in group and class discussions and answering different types of questions. At second level, children show respect for the views of others and offer their own viewpoint. They need to develop and improve skills in presenting to a variety of audiences.

### Reading

- Across the school, children are developing their skills in reading. Their ability to understand and analyse texts is less well developed. At the early level children read aloud familiar texts with attention to simple punctuation. They use their knowledge of sounds, letters and patterns appropriately to read words. They need to develop their understanding of a text, asking and answering questions about events and ideas in a text. At first level, children read for enjoyment and identify the key features of a fiction text. They read a range of non-fiction texts to find information. They use a range of strategies to decode unknown words. Their attainment in

answering literal, evaluative and inferential questions are not well-developed. At second level, children talk confidently about their favourite authors and justify their preference for particular texts. They need to apply a range of reading skills and strategies to demonstrate their understanding of texts.

- Children choose from a wide range of books in the class libraries. At first and second level, they read for enjoyment regularly and are making progress in fluency and expression. Children understand a range of genre and can discuss different authors and their style of writing. Novels are used well to develop children's knowledge of different authors and a range of genre. The school has recently introduced approaches to reading comprehension which will support the work to raise attainment.

## **Writing**

- At the early stages, children write a simple sentence to reflect an experience or convey an idea. They make an attempt to spell familiar words correctly. They now need to improve their skills in forming letters correctly and using simple punctuation with accuracy. At first level, children write for a range of purposes including poems and letters often linked to their topic work. Children are not yet developing sufficient skills in writing at length, using appropriate spelling and punctuation. At second level children create texts for a range of purposes and audiences. Children do not always present their written work well. Their written work is not always accurate and their handwriting needs to improve. Teachers should support children to review and correct their writing. This will ensure it is technically accurate and meets its purpose, using feedback and self-assessment to improve their writing. At all stages, teachers should support children to improve the standard of handwriting and presentation of written work.

## **Numeracy and mathematics**

- Overall, children are not making sufficient progress in numeracy and mathematics.

## **Number, money and measure**

- At the early stages, children recognise numbers and count confidently forwards and backwards within 20. They identify the number before and after and calculate simple doubles. They need to improve how they form numerals. Children compare common objects looking for the tallest, smallest and heaviest. They do not yet know the days of the week or months of the year. At first level, children round to the nearest 10 and are developing an understanding of money. Children have significant gaps in their knowledge and confidence of number processes at first level. Children do not yet have an accurate understanding of addition, subtraction, division and multiplication within and beyond 100. At second level children have a good understanding of place value including decimals. They solve calculations using the four operations. They need to improve their progress in solving word problems, using their numeracy skills.

## **Shape, position and movement**

- At the early stages, children name two-dimensional (2D) shapes and a few three-dimensional (3D) objects. They continue a simple pattern. At first level, children describe with accuracy the properties of 2D shapes and 3D objects. At second level, children understand a range of angles including reflex and obtuse. They understand the 3D shape a net is linked to. They need to develop their understanding of scale.

## **Information handling**

- At the early stages, children answer simple questions about most popular and least favourite pets using information from a bar graph. They create their own pictograms linked to class work about minibeasts. At first level, children use successfully tally marks to gather data and extract information with confidence from a bar graph. They need to improve their skills in creating their

own graphs using digital tools. At second level, children use mathematical language well to describe the likelihood of an event happening. They have collated data using graphs, charts and Venn diagrams to show their findings from questionnaires. Children use digital technology well to display this clearly. They need to improve and consider the reliability of data and factors which may influence information gathered.

### **Attainment over time**

- The small number of children in a year group means identifying trends in attainment over time is challenging. However, across the school, children have not been making sufficient progress over time. Senior leaders do not yet have accurate and reliable information on children's attainment as they move through the school. Senior leaders recognise that they need to develop systems which enable them to have an accurate overview of children's attainment and progress over time. Across the school, children's attainment and progress in literacy and numeracy over time is not of a high enough level.
- Senior leaders follow The Highland Council attendance procedures. They follow up individual instances of absence quickly to understand the reason for any absence and support children and families. They work with partners to support a few children to attend school more regularly. Currently attendance is well managed and is in line with the national average.

### **Overall quality of learners' achievements**

- Children's achievements are celebrated at assemblies and in classes. Children receive certificates linked to the school values and for achievements within and out with school, for example music awards. Children are proud of their successes and value the experiences they take part in.
- Children are achieving a few skills, including teamwork and problem solving, through being involved in a few sporting clubs and events which include Ninja and football. They would like more opportunities to take part in clubs and events. Staff should plan for children to learn and demonstrate a range of skills through clubs, planning events and pupil voice groups. This has potential to build their confidence and help them to develop leadership skills.

### **Equity for all learners**

- Staff know children and families very well in the rural community and provide effective support and signposting for children and families. This is supporting children to feel nurtured and included in class. For a few children and families, the individual support provided is helping children to attend school and engage well in learning, where previously this was not the case. Families have access to recycled school uniform and staff make sure children who require equipment and coats for outdoor activities have access to this.
- Senior leaders utilise PEF to provide a free breakfast club for the campus, run by partners. This ensures children have a daily opportunity to have food when they come to school, which is supporting children to engage better in learning. Support staff provide literacy and numeracy interventions for a few children who require support to make progress with learning. Senior leaders now need to ensure they measure more robustly the impact of interventions, particularly for children impacted by the poverty related attainment gap. This will ensure PEF is used effectively to close gaps in learning.
- Staff work well with the Parent Council to minimise the cost of any trips and events, for example the recent Pantomime trip was fully funded by the Parent Council. This is ensuring no child misses out on any experiences due to financial constraints.

## 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.