

Summarised inspection findings

Logierait Primary School

Perth and Kinross Council

25 August 2026

Key contextual information

Logierait Primary School is situated in the rural village of Ballinluig in Perth and Kinross. The school also has Logierait Nursery Class which is located in the main school building. The headteacher has been in post for 18 months. She is also the headteacher of another school in the local area which was also inspected at the same time. There is one principal teacher who is class committed for four days per week. In addition, there are 1.4 full-time equivalent (FTE) teachers. There is also a support for learning teacher who works with the school for half a day per week. There are 2.4 FTE support assistants.

The school roll is 19 children organised across two multi-stage composite classes. Almost all children live in Scottish Index of Multiple Deprivation data zones 6 to 8. The headteacher reports that 49% of children require additional support with their learning.

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	

- The headteacher and staff work together effectively to create a welcoming, inclusive and nurturing environment for children and their families. Children are happy and proud to share information about their school with visitors. Staff know children and families well. They support children meaningfully to discuss and understand the school values of kindness, respect and achievement in class and school assemblies. Children are awarded house points for demonstrating the school values and showing effort in their learning. Children understand and recognise these values in their daily routines and would like more regular opportunities to receive house points. Children create class charters with their teachers based on the United Nations Convention on the Rights of the Child. This is beginning to support their understanding of children's rights.
- Staff across the school have supportive and nurturing relationships with children. Almost all children behave well, are well mannered and welcoming to adults, visitors and to each other. Staff support children effectively to recognise their feelings through daily emotional check-ins. Overall, children engage well with their learning during learning activities. On occasion, children can display low level disruptive behaviours such as talking over others. When children require more bespoke support with their behaviour, staff provide children with appropriate interventions. For example, children access designated quiet spaces or work with a trusted adult if they become dysregulated. Staff have participated in useful professional learning on using nurturing approaches to support children's confidence and readiness to learn. Staff would benefit from agreeing more consistent approaches to classroom routines and strategies to addressing instances of children becoming disengaged during learning. This should help children to build resilience in learning and to recognise success.
- The headteacher has worked well with staff to create a useful learning and teaching policy and is leading staff effectively to improve the quality of learning and teaching. For example, staff have agreed

the seven key features of a highly effective lesson. They use these features to self-evaluate and reflect on the quality of learning and teaching. This is beginning to support greater consistency in learning and teaching approaches. Teachers should continue to build on this to support further improvements in learning and teaching. They would benefit from focused professional learning on specific aspects of pedagogy. They are well placed to participate in planned professional learning on questioning with colleagues in cluster schools.

- In the majority of lessons, teachers provide clear instructions and explanations which help children to understand the purpose of learning. In a few lessons, children create the measures of success with teachers helping them to understand what they need to do to be successful. In the majority of lessons, teachers provide children with supportive verbal feedback during learning. Teachers should now agree and implement a consistent approach to providing children with written feedback. In a minority of lessons, children engage in self- and peer-assessment. Further opportunities for children to reflect upon their learning should help them to have a stronger understanding of their individual strengths, progress and next steps.
- In most lessons, teachers use questioning effectively to recap prior learning and to check for children's understanding. They should continue to develop their use of higher-order questions to help children think more deeply about their learning and develop their higher order thinking skills further. In the majority of lessons, children learn through a range of activities, such as whole class learning, group work and independent tasks. Support staff work in partnership with class teachers to provide sensitive support and help children engage in learning. Children are motivated and active participants in their learning when lessons have sufficient pace and challenge. The headteacher has rightly identified that children would benefit from more challenge in their learning. Teachers should ensure that all learning activities are purposeful, well-paced and set at the right level of difficulty for all children.
- Support for learning teachers provide staff with guidance about target setting for children who require additional support with their wellbeing and learning. They have started to work with teachers to plan in class support and targeted interventions for children. For example, staff have developed plans to support wellbeing which improve children's readiness to learn and support their transition into secondary school. They include the views of children in this planning. Staff now need to extend these approaches to plan, implement and measure carefully targeted interventions to raise attainment in literacy and numeracy.
- Staff use digital technology well to support their teaching. They use assistive technologies effectively to provide tailored support for children who require this. Children access a wide range of digital devices regularly to enhance their learning and motivate them. For example, they use programmes and applications to consolidate their learning in literacy and numeracy. Older children are increasingly confident in using digital technology to organise and present their learning to others. This work is improving children's digital literacy and impacting positively on their learning across the curriculum.
- Staff have recently reviewed classrooms to create different learning zones. They provide children with aids such as seating options which meet children's sensory needs well. Almost all staff plan a wide range of regular, meaningful outdoor learning experiences. For example, children participate in den-building and fire safety to develop their teamworking skills. Community partners enhance children's learning further through initiatives such as the Butterfly Project which offer children purposeful outdoor learning experiences. Staff should develop a structured outdoor learning programme to support children to extend and apply their skills progressively in new and real-life contexts.

- Staff are beginning to develop their knowledge of play pedagogy. They have participated in helpful professional learning and have created different classroom areas where children explore and investigate. This is supporting younger children to engage independently in their learning. Staff should ensure they offer purposeful, developmentally appropriate experiences suited to all children's age and stage to extend and consolidate their learning.
- Staff have recently reviewed and updated the range of assessment information they gather across the school year, including data from national standardised assessments. The headteacher supports teachers to organise and collate this assessment information. This is increasing consistency in assessment approaches used across the school. Teachers should continue to develop their understanding of assessment as an integral part of learning and teaching to ensure appropriate challenge for all children. In addition, staff should continue to develop approaches to using assessment information gathered to inform their planning and raise attainment.
- Staff have engaged in moderation activity with other schools which has supported their understanding of national standards. The headteacher and teachers should continue to interrogate assessment information with reference to the national Benchmarks. This should support teachers' professional judgements further about children's progress.
- Staff have implemented new and more consistent approaches to planning children's learning. All teachers use local authority progression pathways to inform planning across all curricular areas. They plan children's learning across different timescales using Curriculum for Excellence (CfE) experiences and outcomes. Staff take account of children working at different CfE levels within their multi-stage classes. They should continue to further improve planning to ensure planned learning is well-matched to all children's needs and provides an appropriate pace of learning.
- The headteacher has established processes for monitoring children's progress and attainment. She meets termly with teachers to review a range of assessment information in tracking meetings. Staff now create 'data stories' which outline well an overview of the needs and progress of children who require additional support with their learning. The headteacher should strengthen how plans put in place following these tracking meetings are recorded. This should support tracking of universal and targeted interventions to ensure they are leading to improvements in children's attainment and progress.

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

satisfactory

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

- Logierait Primary is a small school with two multi-stage composite classes with very small numbers of children at each stage. Therefore, to avoid identifying individuals, attainment is written in overall statements.
- Overall, attainment in literacy and English and, numeracy and mathematics is satisfactory. Most children achieve expected levels of attainment in reading. The majority of children achieve expected levels of attainment in numeracy, writing and, listening and talking. Teachers' judgements of children's attainment in listening and talking are not yet fully robust. The headteacher identifies that more effective assessment and moderation of listening and talking is an area for development.
- Most children who require additional support with their learning make satisfactory progress towards their individual targets which focus mostly on aspects of wellbeing. A next step is to plan and measure carefully targeted interventions to raise attainment in literacy and numeracy.
- Across the school, teachers should ensure they provide children with regular opportunities to revise key literacy and mathematical concepts regularly. This should support children to deepen their knowledge and apply their learning within different contexts.

Attainment in literacy and English

- Overall, children make satisfactory progress in literacy and English.

Listening and talking

- The majority of children use appropriate vocabulary for their age and stage speaking clearly and audibly. Children at the younger and middle stages answer questions accurately to demonstrate their understanding about different texts. Older children demonstrate well their understanding of the difference between fact and opinion. At all stages children recount stories in a logical sequence and older children summarise key events well. At all stages, children share their thoughts and opinions eagerly. A minority of children need further support to take turns and listen to the views of others during group and class discussions.

Reading

- Across the school, most children read aloud fluently as appropriate to their age and stage. Younger children use their knowledge of letter sounds and sight vocabulary well to decode familiar and unfamiliar words. They would benefit from more challenge in their reading book to ensure it matches the level of difficulty in books that children choose to read for enjoyment. Children at the middle and

older stages use punctuation clues appropriately to add expression when reading aloud. They share their thoughts about characters and summarise events in a story well. Older children know the difference between fiction and non-fiction texts but need further revision of the features of non-fiction texts. Children across the school require support to discuss and explore a range of books and authors as appropriate to their age and stage. This should help to support a culture of reading for enjoyment.

Writing

- Last session, staff introduced new approaches to writing, which is helping children to be more engaged in writing but is not yet impacting on attainment levels.
- Across the school, the majority of children spell words correctly according to their age and stage. Younger children use a capital letter and full-stop accurately in at least one sentence. Children at the middle stages use features of grammar such as adjectives to add interest to their writing. Older children write most sentences with accurate grammar and punctuation, using paragraphs to separate their thoughts. At all stages, children need further support to present their written work neatly. Children would benefit from regular revision of letter formation and should be encouraged to write on the line.

Attainment in numeracy and mathematics

- Overall, most children make satisfactory progress in numeracy.

Number, money and measure

- Across the school, most children have a firm understanding of concepts of number according to their age and stage. Children at the younger stages count forwards and backwards accurately up to 30 and beyond. Children at the middle stages round numbers accurately to the nearest ten and one hundred. They add three-digit numbers correctly within 1,000. Children need further revision of multiplication of two-digit numbers by a single digit. Older children identify accurately the place value of a digit in numbers up to one million. They accurately calculate the fraction, decimal fraction or percentage of a given number and have a firm understanding of multiples and factors. Children would benefit from further challenge to use their knowledge of numbers in multi-step problems. Across the school, children are developing their understanding of units of length. They need further opportunities to consolidate and develop their knowledge of units of weight and capacity.

Shape, position and movement

- Children at the younger and middle stages recognise one line of symmetry within two-dimensional (2D) shapes. Younger children identify a range of regular 2D shapes. Older children recognise different three-dimensional objects but are less confident in describing their properties. Children at the upper stages identify accurately a right angle but require support to identify obtuse and acute angles. Children at the younger and middle stages accurately identify the position of an object on a grid. Older children use compass points, linking them to bearings confidently.

Information handling

- Children at the younger stages know that information is displayed within a graph. Children at the middle and upper stages gather and sort information well. They answer questions to demonstrate they can interpret information. They need to revise the features of graphs. Teachers should provide children with more opportunities to handle information within different curriculum contexts.

Attainment over time

- Due to the small numbers of children at each stage, it is difficult to identify whole school trends and patterns in attainment. The headteacher has recently introduced processes to track individual children's attainment over time as part of the strategy to raise attainment in literacy and numeracy.
- Currently staff use a range of assessments including national standardised tests which is providing them with an increasing range of data about children's progress and achievement. Staff now need to make more effective use of this data alongside the national Benchmarks to support their professional judgements about children's progress. The headteacher identifies that an important next step is to support teachers to build their skills and knowledge in tracking children's progress over time. This alongside the local authority tracking system should support continuous progress for children over time.
- Current levels of attendance are 95.3% which is above the national average. When a child's attendance falls below 90%, the headteacher follows local authority guidelines to address this promptly. She meets with families on an individual basis when required, which is having a positive impact on attendance. There are no children on a part-time timetable.

Overall quality of learners' achievements

- This session, children have had increasing opportunities to achieve success and develop a range of skills within the wider life of the school through learner participation. All children are members of pupil groups such as the eco-school and pupil council. Children talk with enthusiasm about these roles which help them to develop their leadership skills. Children confidently lead their own clubs at lunchtimes as effective contributors to their school community. Children in the pupil council recently met with the Parent Council to take forward aspects of school improvement. This is building children's confidence well.
- Staff celebrate children's achievements during assemblies. Children particularly enjoy receiving house points when they demonstrate the school values which they know well. Staff should continue to celebrate and share widely children's achievements both in and outside of school. A next step is to track children's achievements both in and out of school to ensure that no child is at risk of missing out.
- Partners within the local community provide children with valuable opportunities to develop successfully a range of skills. For example, children work with the construction company who are building the new main road. Children develop well their understanding of the world of work and learn about local wildlife within this highly relevant project. Children contribute effectively as responsible citizens to the wider community through a range of charity events. Children participate in a YMCA project about the Big Bear's Adventure Trail to develop their artistic skills. Children enjoy regular sporting clubs such as the running club and football club. Older children recently attended a rugby festival and participate in the Highland Perthshire Mini Olympics and Highland Games. These opportunities build children's social, sporting and teamworking skills well.

Equity for all learners

- All staff understand the socio-economic context of the school community well. They take very effective steps to reduce the cost of the school day. All children have access to a free breakfast club which helps them start the school day with a healthy meal. The Parent Council is very pro-active in fundraising and securing grants for a wide range of school trips. This ensures children have equity of opportunity to visit new places taking account of the rural location of the school.

- Staff know and respond well to the needs of individual children to promote and support their wellbeing. The headteacher uses Pupil Equity Funding (PEF) appropriately to support the delivery of interventions and resources to support children overcome wellbeing barriers to learning. This is improving children's readiness to learn. The school has also purchased resources to provide interventions in literacy and numeracy which have not yet been fully implemented. As teachers implement these approaches, they should measure carefully the difference interventions make to accelerate children's progress and close gaps in literacy and numeracy.

Other relevant evidence

- Children learn French from P1 to P7 as part of the modern languages 1+2 approach to learning languages. Children do not yet participate in a second language.
- Children receive their entitlement to religious and moral education and teachers follow guidelines for religious observance.
- Children experience two hours of high-quality physical education each week indoors or outdoors.
- Children benefit from well-planned transitions into the school from nursery. There is a well-established transition programme for children to transfer to secondary school, including an enhanced programme for children who may require this.
- The headteacher and staff should involve parents in decisions about the use of PEF. Through their learner participation roles, children would benefit from sharing their views about the use of PEF.

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.