

Summarised inspection findings

Kettins Primary School

Perth and Kinross Council

19 May 2026

Key contextual information

Kettins Primary School is a small, rural, non-denominational primary school situated in the village of Kettins, Perth and Kinross. The school is led and managed by an acting headteacher and a principal teacher. The acting headteacher has been in post for just over five months. The acting headteacher and principal teacher also lead and manage another local school under a shared headship agreement.

At the time of inspection, the school roll was 28 children organised across two classes. A minority of children require additional support with their learning. In September 2024, the majority of children lived in decile 6 of the Scottish Index of Multiple Deprivation. A few children lived in deciles 7, 8 and 9 respectively.

2.3 Learning, teaching and assessment	good
This indicator focuses on ensuring high-quality learning experiences for all children and young people. It highlights the importance of highly -skilled staff who work with children, young people and others to ensure learning is motivating and meaningful. Effective use of assessment by staff and learners ensures children and young people maximise their successes and achievements. The themes are: - learning and engagement - quality of teaching - effective use of assessment - planning, tracking and monitoring	

- Led effectively by the acting headteacher, staff have created successfully a calm, purposeful and nurturing ethos for learning. They have high expectations for children in relation to their learning and behaviour and almost all children respond very well to these. All staff model effectively the shared school values and demonstrate respect for children, parents and the wider community. Children receive praise and positive reinforcement through house points and certificates linked to school values. Most children enjoy learning at school and have someone to talk to if they are worried or upset. As a result, children benefit from learning in an environment that allows them to thrive and make progress in learning.
- Children experience caring and supportive relationships across the school. They are polite, respectful and proud of their school. Overall children’s behaviour is very positive, and they engage well in learning. Almost all children work well together individually and in pairs and groups. They feel the school helps them to understand and respect others. Almost all parents feel children like being in school and that staff treat them fairly and with respect.
- Teachers have completed audits of their learning environments to review spaces for learning around the school and in classrooms. Children have access to fidget toys and nurturing spaces. This has helped ensure children learn in well-organised, inclusive classrooms which support them to engage in learning. Staff provide a range of effective strategies to support a few children who may require help to manage their emotions to return quickly to purposeful learning.

- In almost all lessons, teachers provide clear instructions and explanations. They share effectively with children the purpose of learning and how children will be able to demonstrate success. As a result, almost all children understand what they are learning and what is expected of them. In a minority of lessons, children are encouraged to co-create steps to success. Teachers should now develop this approach further to ensure the steps to success link closely to the purpose of all lessons. This should improve further children's ownership and understanding of their learning. Older children set targets to improve their learning in a few areas of the curriculum. Teachers should continue to develop further children's skills in leading improvements in their own learning. This should enable all children to understand themselves as learners and how to make improvements.
- In all lessons, teachers use questioning effectively to check children's understanding. They make clear links to prior learning which supports children well to build on learning from previous lessons. In most lessons, teachers extend further children's thinking through the purposeful use of higher order questioning. Teachers plan learning in literacy and numeracy that is well matched to most children's needs and provide appropriate levels of support. A few children at each stage across the school would benefit from increased levels of challenge in literacy and numeracy to ensure they make the best possible progress.
- Staff use a local authority framework to guide their approaches to delivering learning and teaching. Teachers plan children's experiences consistently well using the key features of effective learning and teaching identified in this framework. Senior leaders and staff should continue to align their bespoke approach to learning and teaching more closely with their school context.
- Younger children experience regularly rich opportunities to learn through play. Staff plan play experiences well that help children to consolidate learning. Staff use observations effectively to identify areas of interest that children wish to explore and plan high quality experiences to facilitate these. They have developed spaces and resources well to support learning through play. Staff demonstrate well their understanding of the role of the adult in supporting children as they learn through play. As a result, children are developing increased curiosity and creativity.
- Children have access to a range of digital technology such as laptops, tablets and robotic equipment. Teachers use this technology well to enhance children's skills and to engage children in their learning. They use interactive whiteboards effectively to deliver learning. They plan learning well using a digital technologies pathway to support progression in skills. For example, children use software and robots to learn skills in coding, use technology to create presentations and to share their learning in a variety of ways. As a result, children develop their digital skills across the curriculum well. Teachers use assistive technology successfully to support children who require additional support with their learning. This ensures that planned learning is accessible to all children.
- Most children across the school assess effectively their own learning and that of their peers based on the identified steps for success. Teachers provide helpful verbal feedback to support children to improve their learning as lessons progress. Most teachers provide written feedback to children, mainly in connection with pieces of writing. This feedback highlights what children have achieved as well as their next steps. Children talk positively about how this feedback helps them improve their learning, particularly in writing. Senior leaders should now work with staff

to ensure consistency in their approaches to feedback across the curriculum. This should support further children's understanding of how well they are doing and their next steps in all aspects of the curriculum.

- Teachers benefit from a helpful assessment calendar which highlights the range of summative assessments they use throughout the year. They use this information well, alongside daily informal assessment activity, to gather evidence about children's progress in learning. Teachers moderate their assessment evidence informally in school and moderate assessment evidence in writing with colleagues from their partner school. Staff now need to ensure a greater focus is given to moderating other areas of the curriculum beyond writing. In particular, they should focus on evaluating children's outcomes in learning across the curriculum.
- Teachers plan learning and teaching consistently, across long-, medium- and short-term timescales. They make effective use of local authority progression pathways to support planning in all areas of the curriculum. They plan through contexts and themes to support the delivery of learning across different areas of the curriculum. Teachers plan learning that is well matched to the needs of most children in multi-composite classes for literacy and numeracy. Teachers should now review approaches to planning learning across all other curricular areas to meet better the needs of all children across the multi-stage classes.
- The acting headteacher and staff have effective systems in place to monitor and track children's progress and attainment. They meet four times a year to discuss children's progress in literacy, numeracy and health and wellbeing. As a result, teachers are increasingly confident in identifying individuals and groups of children who require targeted interventions to support gaps in their learning. They should now plan ways to track and monitor children's learning across all areas of the curriculum.

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, young people. In addition, inspectors examined a sample of safeguarding documentation. Areas for development have been agreed with the school and the education authority that need to be addressed as a matter for urgency.
- Following the inspection the education authority, working with the school, have taken forward areas for improvement in safeguarding which required urgent action. HM Inspectors have reviewed information relating to these areas for improvement. HM Inspectors are satisfied with the response taken by the education authority and do not require any further information.

3.2 Raising attainment and achievement

good

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

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

- The school roll comprises of a small number of children across P1 to P7. 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 numeracy is good. Most children achieve expected levels in reading, writing and numeracy with almost all children achieving expected levels in listening and talking. The majority of children who require additional support in their learning make good progress towards their individual targets.

Attainment in literacy and numeracy

Attainment in literacy and English

- Overall, most children make good progress in literacy and English. A few children are capable of making increased progress.

Listening and talking

- Most younger children listen well to staff and each other in small group discussions and play activities. They demonstrate a good understanding of the skills needed to be a good listener. They talk proudly about opportunities to talk to their peers through discussions and presentations. Younger children now need to learn to take turns and refrain from talking over one another at times in discussions. Older children engage highly effectively in discussions with their peers. They listen respectfully, ask questions to develop thinking and ensure everyone is fully included in discussions. Most older children talk confidently about the skills required to participate well in debates.

Reading

- Most younger children use their knowledge of sounds effectively to read unfamiliar words. They understand the difference between fiction and non-fiction books. They enjoy reading and talking about texts they have read. Most older children read fluently using punctuation and sentence structure effectively to support them. They talk confidently about their favourite authors and describe a few different genres used by authors. A few older children would benefit from learning more about the types of questions that they could ask about texts such as literal and inferential questions. Across the school, children should improve their expression when reading texts aloud.

Writing

- Most younger children form lower case letters accurately and make a positive attempt to spell common words. They write sentences using finger spaces between words and full stops. They need to be reminded to place capital letters at the start of sentences. Older children write using a variety of genres such as diaries and recounts. They use punctuation effectively to structure their writing. Most older children are beginning to use a range of descriptive vocabulary well to enhance the quality of their writing. They would benefit from including connectives and effective openers to improve their writing further. Children would benefit from increased opportunities to write extended pieces of writing. This should support further the ongoing improvements seen in writing.

Attainment in numeracy and mathematics

- Overall, most children make good progress in numeracy and mathematics. A few children are capable of making increased progress.

Number, money and measure

- Younger children identify and write numbers to 100 confidently. They identify the number before, after and between. They accurately add numbers within 10. They need support to continue simple number sequences. Most older children have a sound understanding of place value. They solve three-digit addition problems using an increasing range of strategies. They would benefit from further practise in identifying the relationship between fractions, decimals and percentages.

Shape, position and movement

- Younger children identify one line of symmetry in a picture and draw shapes with one line of symmetry. They name familiar two-dimensional (2D) shapes and three-dimensional (3D) objects. Most older children confidently answer questions about direction and compass points. They accurately name properties of a range of 2D shapes and 3D objects. They are less confident in describing the properties of a circle. Older children identify a range of angles well, including the properties of complementary and supplementary angles.

Information handling

- As children progress through the school, they select and use the most appropriate way to gather and sort data for a given purpose in relation to their age and stage. Younger children sort items by colour, shape and size. Older children are developing effectively skills in using various types of graphs, tally marks and tables to present and interpret information. This includes through the use of digital technology.

Attainment over time

- Due to the small numbers of children at each stage, attainment data over time can be variable. Overall, most children make good progress in literacy and numeracy over time. The acting headteacher and staff use an effective tracking system to monitor individual children's attainment over time in literacy and numeracy. Staff use a range of literacy and numeracy assessments to evidence their attainment. The acting headteacher and staff use this information well to identify and deliver universal and targeted interventions for children who are not on track in their learning. As a result, the majority of children who receive targeted support make good progress. Moving forward, the acting headteacher and staff should now analyse assessment evidence better to ensure children who require additional challenge in learning make increased progress.

- Over time, children's attendance is consistently above the national average. A few children have an absence rate of 10% or more. The acting headteacher follows local authority processes to monitor children's attendance very effectively. She is proactive in understanding and addressing the reasons behind children's individual absences. These reasons are mainly due to family holidays during term time. The acting headteacher works well with families to ensure that attendance for a few children improves. All children attend school on a full-time basis and there are no exclusions on record.

Overall quality of learners' achievements

- Staff recognise, celebrate and share children's achievements, both in and out of school, with the school community. Children's achievements are celebrated on social media networks, in class, at assemblies and on displays around the school. Children enjoy and are proud of receiving certificates, such as 'Marvellous Mathematician', 'Reading Champion' and 'Perfectly Kettins'. Staff use these certificates to support children well to consider and recognise how their actions align with the school values. Being awarded certificates is also helping to build children's confidence and self-esteem.
- Older children benefit from opportunities to develop skills through a variety of leadership roles. For example, they benefit from being prefects or P1 buddies. Additionally, all children are involved in the Project 12 committee which helps them to understand the importance of global sustainable goals and the part that they can play in addressing them. Children develop teamworking and planning skills in these roles. Moving forward, staff should ensure all children have meaningful leadership opportunities to enable them to develop further their skills for learning, life and work.
- Staff work effectively with partners to offer all children across the school a range of clubs and activities within the school day and after school. These include tennis, football, rugby, cricket and digital coding. Staff track children's participation in clubs and activities out of school regularly to ensure they identify gaps in children's opportunities for achievement. Staff should now ensure that children understand which skills they are developing through their participation in these activities and incorporate this into their tracking overview. This should support children further to make links between their achievements, learning and progress.

Equity for all learners

- Staff know children and families well. They know the socio-economic circumstances of children. They have considered the cost of the school day. For example, they have worked effectively with the parent teacher association to offer support with items such as uniform and the cost of trips. All children in P7 have their residential experience subsidised. Senior leaders work closely with families to offer discreet support where required. Their approaches ensure that all children and families are supported to thrive at school.
- The acting headteacher and staff understand clearly the gaps in children's learning which are as a result of social and economic barriers to learning. They ensure children who require additional support with their learning have appropriate interventions in place. They review regularly all interventions to ensure that they continue to meet children's needs. As a result, children with barriers to learning are well supported and gaps in learning are reducing.

Other relevant evidence

- The school receives no Pupil Equity Funding.
- All children receive their entitlement to two hours of high-quality physical education each week.
- All children receive their entitlement to the 1+2 modern language curriculum. Teachers use a local authority framework to plan learning that builds children's skills progressively in French. Children enjoy language learning and are confident and eager to greet visitors and share their learning in French. Older children learn Mandarin as their third language. The acting headteacher and staff should develop a progressive pathway for Mandarin. This should allow children to build on their prior learning as they progress through the school.
- Teachers plan religious and moral education discretely and through learning across a few areas of the curriculum. Children learn about Christianity and world faiths. This is supporting them well to develop their understanding of religious diversity across the world. The acting headteacher rightly recognises the need for children to receive their full entitlement to religious observance.
- All children have regular access to a variety of books in the school library and in classrooms. They talk positively about selecting books and being given time to read in class. They have benefitted from visits from an author to help explore the writing of stories. Children are developing well their skills in reading for pleasure and a love for reading.

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.