

PERTH AND KINROSS COUNCIL

Executive Sub-Committee of Lifelong Learning Committee – 21 August 2013

**STANDARDS AND QUALITY IN SCHOOLS, LEARNING COMMUNITIES AND
PRE-SCHOOL CENTRES/DAY CARE OF CHILDREN**

Report by Executive Director (Education and Children's Services)

PURPOSE OF REPORT

This report sets out the key findings following inspections of pre-school centres, schools and learning communities surrounding secondary schools undertaken by Her Majesty's Inspectorate (HMI) and, by exception, Care Inspectorate inspections on the day care of children.

1. BACKGROUND

1.1 HMI Inspections

- 1.1.1 Each year Education Scotland's scrutiny body (Her Majesty's Inspectorate, HMI) inspects and reports on the quality of education in pre-school centres, primary schools, secondary schools, special schools, community learning and development services, colleges, and residential educational provision. HMI also inspects the education functions of local authorities and carries out joint inspections of services for children.
- 1.1.2 This report sets out the key findings and areas for improvement following inspections of Perth and Kinross Council pre-school centres (including partner providers), schools and learning communities by Education Scotland. This includes the findings of follow-through inspections where appropriate.
- 1.1.3 Specifically the report sets out the findings of inspections which have been published by Education Scotland since the Executive Sub-Committee of Lifelong Learning Committee on 24 April 2013.

Pre-School Centres/Schools

- 1.1.4 HMI changed the format of reporting about schools in August 2011 and inspection reports provide an overall evaluation of the quality of the school's provision. In coming to a judgement, HMI will aim to answer three key questions which are:
- How well do children/young people learn and achieve?
 - How well does the school support children/young people to develop and learn?
 - How does the school improve the quality of its work? To help answer the first two questions, HMI provides a summary sentence followed by text which explains their findings. For the third question, HMI provide text and express their level of confidence in the school's ability to continue to improve the quality of its work. Finally, they sum up the overall quality of education provided by the school.

- 1.1.5 There are four broad continuing engagement activities that HMI may select following an inspection, not all of which are mutually exclusive. They are:
- Innovative practice
 - No further inspection activity
 - Additional support for improvement
 - Continued inspection
- 1.1.6 In the case of an initial HMI inspection of a school, a public meeting is held after the publication of the inspection report with invitations going to parents, the local elected members and members of the Lifelong Learning Committee. These meetings give parents, carers and other members of the community the opportunity to discuss the findings of the inspection and to be consulted on the areas for improvement to be taken forward.
- 1.1.7 Where further inspection activity is carried out HMI will report publicly to parents and stakeholders. Other continuing engagement activities undertaken by Perth and Kinross Council will also be reported to parents and stakeholders. This includes the publication of reports to parents on Extended Learning and Achievement Visits and follow-up reports on the school's website and on each school's page on www.pkc.gov.uk
- 1.1.8 In addition to HMI inspections, a range of school specific information is submitted by all schools to Education Services in relation to performance management, planning for improvement and self evaluation leading to improvements. Education Services staff use this information to work with headteachers to determine the nature and frequency of support/challenge visits that will be appropriate for each school over the course of any session. The school visits form the core of the School Improvement Framework and will take the form of one or more of the following over a planned four year programme:
- School Improvement Visit
 - Learning and Achievement Visit
 - Extended Learning and Achievement Visit and follow up activity and visit
- 1.1.9 During such visits the School Improvement Plan, the Standards and Quality Report and the Self Evaluation Pro forma are scrutinised and challenged to ensure appropriate account has been taken of any identified improvement actions and that work in these areas is having a positive impact on the quality of educational provision provided by the school. In most cases, an HMI inspection has confirmed the view of the school improvement team. Schools are also required to have robust processes of self evaluation embedded in their quality assurance approaches. They are required to submit an annual summary of this work which is also subject to scrutiny by Education Services.

Learning Communities

- 1.1.10 HMI also undertake inspections of learning communities within the geographical areas surrounding secondary schools. A learning community inspection is an evaluation of the learning needs of a locality and partnership.

- 1.1.11 The Scottish Government expects local authorities to provide clear leadership and direction and to drive the action needed to ensure we maximise the contribution of Community Learning and Development (CLD) partners in the reform of public services. The Scottish Government's National Performance Framework sets out the strategic objectives for all public services, including those delivering CLD. The specific focus for CLD should be improved life chances for people of all ages through learning, personal development and active and stronger, more resilient, supportive, influential and inclusive communities.
- 1.1.12 Learning community inspections allow HMI to identify and report on how these objectives are being met. Local authorities are required to clearly identify how well partners are improving learning, increasing life-chances, promoting and securing wellbeing. They are also required to identify how well partners are working together to improve the quality of local services and provision. Learning community inspections also take a closer look at how well partners are taking forward public service reforms in their local context. This includes a shift towards prevention and early intervention; greater integration of public services at local level and enhanced workforce development; and improving performance through greater transparency, innovation and use of digital technology.
- 1.1.13 In consultation with partners, the Council is required to provide HMI with a summary self evaluation including the key strengths of the learning community and areas for development and next steps.

1.2 Care Inspectorate

- 1.2.1 The Care Inspectorate (also known as Social Care and Social Work Improvement Scotland - SCSWIS) is the unified independent scrutiny improvement body for care and children's services. The Care Inspectorate inspect services against the National Care Standards and most typically will grade services against some or all, of the following quality themes:
- Quality of Care and Support;
 - Quality of Environment;
 - Quality of Staffing; and
 - Quality of Management and Leadership.

Grades of 1 – 6 are awarded, 1 = unsatisfactory to 6 = excellent.

- 1.2.2 If the Care Inspectorate is concerned about any aspect of a service or think it could do more to improve they will make requirements or recommendations within the inspection report. The service must submit an appropriate action plan within the required timescale to the Care Inspectorate.
- 1.2.3 Further to an amendment to the Scheme of Delegation by Perth and Kinross Council on 1 May 2013, the Executive Sub-Committee of Lifelong Learning Committee also consider Care Inspectorate Reports on the day care of children by exception, where any grading has been awarded an evaluation of unsatisfactory, weak or excellent.

- 1.2.4 The Care Inspectorate is the national scrutiny and regulatory body who have responsibility for reviewing the quality of provision of day care of children and young people in our partner provider centres and nursery provision associated with our schools. The reports provided by the Care Inspectorate evaluate provision against a set of care standards and their locus, unlike HMI, extends to 0-3 provision. Education Services enter into partnership with our partner providers on the basis of the 3-5 provision and therefore our key locus for scrutiny is in that area. All of our partner providers and nursery classes are subject to the same scrutiny through our School Improvement Framework as our schools.
- 1.2.5 Specifically, the report sets out the findings of Care Inspectorate inspections undertaken and published since 1 April 2013.

2 RECENTLY PUBLISHED REPORTS

2.1 HMI Inspections

2.1.2 Since the Executive Sub-Committee of Lifelong Learning Committee on 24 April 2013 the following reports have been published by Education Scotland¹:

- **Inspection of Bridge of Earn Playgroup and Pre-school.** HMI will make no further visits in connection with this inspection. A summary of the key strengths, area for improvement and evaluations against the quality indicators is shown in Appendix 1a together with a copy of the inspection letter in Appendix 1b. At September 2012 17 children were funded at this centre.
- **Inspection of Perth College Nursery.** HMI will make no further visits in connection with this inspection. A summary of the key strengths, area for improvement and evaluations against the quality indicators is shown in Appendix 2a together with a copy of the inspection letter in Appendix 2b. At September 2012 21 children were funded at this centre.
- **Inspection of Greenloaning Primary School.** HMI will make no further visits in connection with this inspection. A summary of the key strengths, areas for improvement and evaluations against the quality indicators is shown in Appendix 3a together with a copy of the inspection letter in Appendix 3b and a copy of the Extended Learning and Achievement Visit, November 2010, Appendix 3c. At the time of the 2012 Census (September 2012) Greenloaning Primary School had a pupil roll of 15 and has a staffing complement of 2.5 FTE teachers and 1.3 FTE non teaching staff.
- **Inspection of Breadalbane Academy and Nursery Class.** HMI will make no further visits in connection with this inspection. A summary of the key strengths, areas for improvement and evaluations against the quality indicators is shown in Appendix 4a together with a copy of the inspection letter in Appendix 4b and a copy of the Extended Learning and Achievement Visit, November 2012, Appendix 4c. At the time of the 2012 Census (September 2012) Breadalbane Academy and Nursery Class had a pupil roll of 763 and has a staffing complement of 62.2 FTE teachers and 20.9 FTE non teaching staff.

¹ At time of writing, 25 June 2013

- **Inspection of Learning Community Surrounding Breadalbane Academy.** HMI found that partners have a satisfactory understanding of their strengths and areas for improvement and communities are achieving well. Although the report identifies areas for improvement, HMI have ended the inspection process at this stage and will monitor progress through their regular contact with the local authority. A summary of the evaluations against the quality indicators is shown in Table 4 below. A copy of the inspection report is shown in Appendix 5a together with a copy of the learning community surrounding Breadalbane High School self-evaluation summary paper (Appendix 5b). This paper sets out the context of the learning community and key partnerships.
- **Inspection of Fossoway Primary School and Nursery Class.** HMI will return to evaluate aspects of provision and the progress in improving provision within one year of publication of the inspection. A summary of the key strengths, areas for improvement and evaluations against the quality indicators is shown in Appendix 6a together with a copy of the inspection letter in Appendix 6b and a copy of the Extended Learning and Achievement Visit, February 2011, Appendix 6c. At the time of the 2012 Census (September 2012) Fossoway Primary School and Nursery Class had a pupil roll of 153 and has a staffing complement of 9.8 FTE teachers and 8.8 FTE non teaching staff.

2.2 Care Inspectorate Inspections

Two inspections have been undertaken by the Care Inspectorate since the 1 April 2013 and published². There are no exceptions to report.

3 EDUCATION SERVICES PROGRESS REPORTS

- 3.1 Following an inspection by Education Scotland, Perth and Kinross Council Education Services produce a progress report on the key areas for improvement identified at the time of the inspection. This is provided to the Area Lead Officer and parents.
- 3.2 Further to a request by the Executive Sub-Committee of Lifelong Learning Committee (Committee of 5 September 2012), a progress report on the Community School of Auchterarder is attached for consideration (Appendix 7a). A summary of Education Scotland inspection report together with the inspection letter is also attached (Appendix 7b and 7c). This school was not required by the HMI to have a follow-through inspection.
- 3.3 Further to a request by the Executive Sub-Committee of Lifelong Learning Committee (Committee of 6 February 2013), a progress report on Cheeky Monkeys Nursery is attached for consideration (Appendix 8a). A summary of Education Scotland inspection report together with the inspection letter is also attached (Appendix 8b and 8c). This centre was not required by the HMI to have a follow-through inspection.

² As at 14 June 2013

4 PERFORMANCE SUMMARY

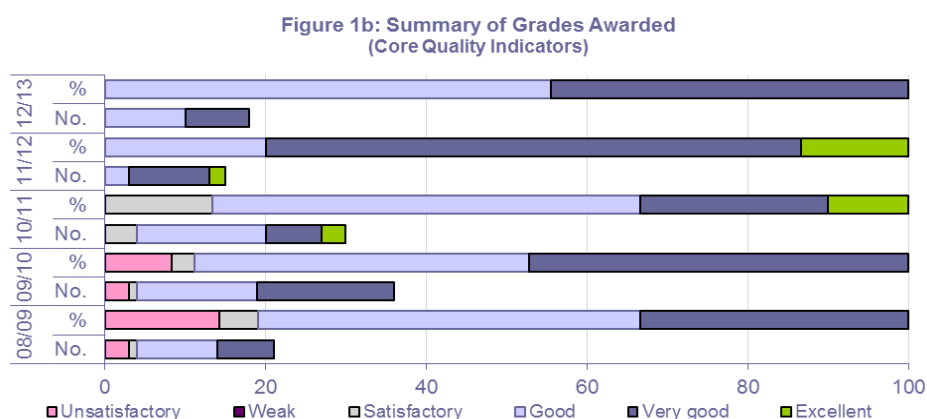
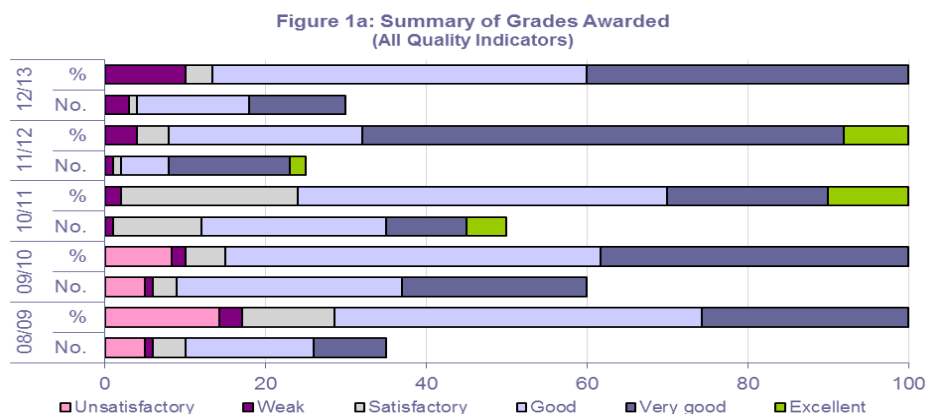
Pre-School Centres/Schools

- 4.1 Evaluation of each school's performance is assessed across five quality indicators, including three core quality indicators:
- Core quality indicator Improvements in performance
 - Core quality indicator Learners' experiences/children's experiences
 - Core quality indicator Meeting learning needs
 - Quality indicator The curriculum
 - Quality indicator Improvement through self-evaluation
- 4.2 Prior to August 2011, these were published as part of the inspection report. Although post August 2011 these evaluations no longer feature in the reports published by HMI, they are published on Education Scotland's website and will continue to be reported to the Executive Sub-Committee of Lifelong Learning Committee. Follow-through inspections do not include an evaluation against quality indicators.
- 4.3 Table 1 provides an overview of the number of indicators evaluated as good or better and satisfactory or better in the pre-school sector. In nursery and pre-school centres, including partner providers, a total of 200 quality indicators have been evaluated since 2008/09. Of these, 82% (most) have been good or better and 92% (almost all) have been satisfactory or better. Since 2010/11 there has been an improvement in the proportion of schools being evaluated as good or better in relation to improvements in performance, children's experiences and meeting learning needs (core quality indicators).

Table 1: Pre-School Overview by Performance Indicator

Pre School	Satisfactory or Better					Good or Better				
	08/09	09/10	10/11	11/12	12/13	08/09	09/10	10/11	11/12	12/13
	No.	No.	No.	No.	No.	No.	No.	No.	No.	No.
Improvements in performance	6	11	10	5	6	6	10	9	5	6
Learners' experiences	6	11	10	5	6	6	11	9	5	6
Meeting learning needs	6	11	10	5	6	5	11	8	5	6
Core Quality Indicators	18	33	30	15	18	17	32	26	15	18
The curriculum	5	11	10	5	5	5	10	7	4	4
Improvement through self evaluation	6	10	9	4	4	3	9	5	4	4
All Quality indicators	29	54	49	24	27	25	51	38	23	26
Total Number of Quality Indicators	35	60	50	25	30					
Total Number of Inspections	7	12	10	5	6					
Total schools with positive evaluations*	6	11	10	5	6					

* Positive evaluation - all three core QI's are satisfactory or better.



4.4 Table 2 provides an overview of the number of indicators evaluated as good or better and satisfactory or better in the primary sector. Since the start of this academic session, the inspections of four primary schools have been published. Three schools were evaluated as good or better in relation to all five quality indicators.

Table 2: Primary Overview by Performance Indicator

Primary	Satisfactory or Better					Good or Better				
	08/09	09/10	10/11	11/12	12/13	08/09	09/10	10/11	11/12	12/13
	No.	No.	No.	No.	No.	No.	No.	No.	No.	No.
Improvements in performance	10	10	8	5	4	8	9	4	5	3
Learners' experiences	11	11	8	5	4	8	10	6	5	3
Meeting learning needs	9	11	8	5	4	7	9	4	5	3
Core Quality Indicators	30	32	24	15	12	23	28	14	15	9
The curriculum	10	11	8	5	3	8	9	3	4	3
Improvement through self evaluation	9	10	8	4	3	6	9	3	4	3
Quality indicators	49	53	40	24	18	37	46	20	23	15
All Quality Indicators	55	55	40	25	20					
All Inspections	11	11	8	5	4					
Schools with positive evaluations*	9	10	8	5	4					

* Positive evaluation - all three core QI's are satisfactory or better.

Figure 2a: Summary of Grades Awarded
(All Quality Indicators)

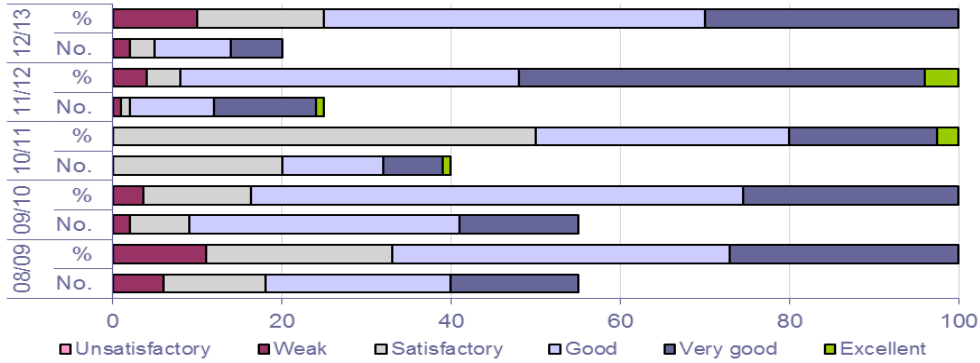
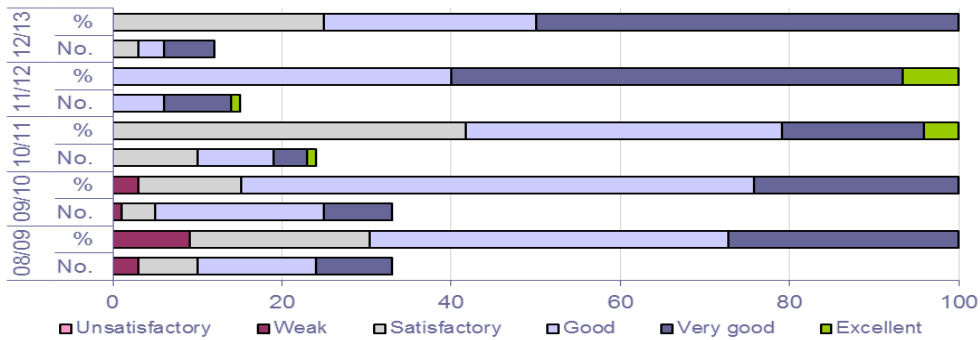


Figure 2b: Summary of Grades Awarded
(Core Quality Indicators)



4.5 This session two secondary schools have been inspected. Table 3 provides an overview of the number of indicators evaluated as good or better and satisfactory or better in the secondary sector.

Table 3: Secondary Overview by Performance Indicator

Secondary	Satisfactory or Better					Good or Better				
	08/09	09/10	10/11	11/12	12/13	08/09	09/10	10/11	11/12	12/13
	No.	No.	No.	No.	No.	No.	No.	No.	No.	No.
Improvements in performance	2	1	0	2	2	2	0	0	2	1
Learners' experiences	2	1	0	2	2	2	1	0	2	1
Meeting learning needs	2	1	0	2	2	2	1	0	2	1
Core Quality Indicators	6	3	0	6	6	6	2	0	6	3
The curriculum	2	1	0	2	1	2	1	0	1	1
Improvement through self evaluation	2	1	0	1	1	2	0	0	1	1
All Quality indicators	10	5	0	9	8	10	3	0	8	5
Total Number of Quality Indicators	10	5	0	10	10					
Total Number of Inspections	2	1	0	2	2					
Total schools with positive evaluations**	2	1	0	2	2					

Learning Communities

- 4.6 The quality indicators used by community learning and development providers, partners and inspectors to judge what is good and what needs to be improved in the learning community were updated in 2012 and are set out in *How good is Our Community Learning and Development?*
- 4.7 Since 2008 five inspections have taken place. Table 4 below summarises performance against the quality indicators for each inspection. Care should be taken in comparing the results for these quality indicators with previous inspections. Both the Blairgowrie and the Breadalbane Learning Community Inspections were new pilot inspections for Education Scotland. The pilot included new indicators related to the Strategic Guidance for Community Planning Partnerships (CLD) with a more focussed inspection of partnership working, planning and evaluation and local Community Planning. This related particularly to collection and analysis of data and joint planning of CLD and partners to meet outcomes.
- 4.8 While there was recognition of very good impact on the lives of individuals, families and resilient communities, the latest inspection recommendations in Highland highlight the need to improve and evidence strategic planning and partnership working related to outcomes in the local area. The use of local intelligence and profiling in order to assess and evaluate assets and needs was also identified as an area for improvement in Highland. The partnerships in Highland recognised that this was an area for further development and are working to a post inspection improvement plan to address these areas.
- 4.9 The following improvement actions have been identified further to the inspection of the learning community surrounding Breadalbane Academy:
- Strengthen Campus and Communities Service links with Campus Leaders to align programme more effectively to Curriculum for Excellence through Campus Improvement Plan and joint planning at all levels.
 - Strengthen the role of young people in local decision making through Campus participatory mechanisms, consultation and youth partnership planning.
 - Develop effective systems for use of data to improve services through locality reports and analysis.
 - Agree detailed shared needs/asset profile, outcomes and evaluation with partners through Locality Planning Group and Highland Perthshire Community Network (Hipshire).
 - Develop joint planning to deliver strategic and local community planning priorities by identifying local themes through the Locality Planning Groups and Hipshire Community Network. Implement planning related to employability, opportunities for young people, health and well being and the Change Fund for the Elderly.

Table 4: Learning Community, Summary of Quality Indicators 2008-2013

	Learning community surrounding...				
	Pitlochry High School 2008	Perth Academy 2010	Kinross High School 2011	Blairgowrie High School 2012	Breadlabane Academy 2013
2012 QI: Improvements in performance	Good	Good	Good	Good	Satisfactory
2012 QI: Improving services	Good	Good	Very Good	Very Good	Satisfactory
2012 QI: Impact on participants				Very Good	Very Good
2012 QI: Impact on the local community				Very Good	Very Good
Impact on young people	Very Good	Very Good	Very Good		
Impact on adults	Satisfactory	Very Good	Very Good		
Impact of capacity building on communities	Satisfactory	Good	Very Good		

5 CONCLUSION AND RECOMMENDATION

Inspection reports provide further information on the standards and quality in our services and set out a clear agenda for continuous improvement.

5.1 It is recommended that the Executive Sub-Committee of Lifelong Learning Committee:

(i) scrutinises and comments as appropriate on the contents of the report.

Author(s)

Name	Designation	Contact Details
Joanna Gilchrist	Performance and Scrutiny Team Leader	Ext 76391, Email JGilchrist@pkc.gov.uk

Approved

Name	Designation	Date
John Fyffe	Executive Director (Education and Children's Services)	13 August 2013

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E-mail: ecsgeneralenquiries@pkc.gov.uk



Council Text Phone Number 01738 442573

1. IMPLICATIONS, ASSESSMENTS, CONSULTATION AND COMMUNICATION

Strategic Implications	
Community Plan / Single Outcome Agreement	Yes
Corporate Plan	Yes
Resource Implications	
Financial	No
Workforce	No
Asset Management (land, property, IST)	No
Assessments	
Equality Impact Assessment	No
Strategic Environmental Assessment	No
Sustainability (community, economic, environmental)	No
Legal and Governance	No
Risk	No
Consultation	
Internal	Yes
External	No
Communication	
Communications Plan	No

1. Strategic Implications

- 1.1 The Perth and Kinross Community Plan 2013-2023 and Perth and Kinross Council Corporate Plan 2013/2018 set out five strategic objectives:
- (i) Giving every child the best start in life;
 - (ii) Developing educated, responsible and informed citizens;
 - (iii) Promoting a prosperous, inclusive and sustainable economy;
 - (iv) Supporting people to lead independent, healthy and active lives; and
 - (v) Creating a safe and sustainable place for future generations.

This report relates to Objective No (ii) Developing educated, responsible and informed citizens.

- 1.2 The report also links to the Education & Children's Services Policy Framework in respect of the following key policy area: Change and Improvement.

2. Assessments

Equality Impact Assessment

- 2.1 Under the Equality Act 2010, the Council is required to eliminate discrimination, advance equality of opportunity, and foster good relations between equality groups. Carrying out Equality Impact Assessments for plans and policies allows the Council to demonstrate that it is meeting these duties.

- 2.2 The function, policy, procedure or strategy presented in this report was considered under the Corporate Equalities Impact Assessment process (Eq1A) with the following outcome: assessed as **not relevant** for the purposes of Eq1A.
- 2.3 It is anticipated that the work on the quality indicators will promote equality of access to care and support, learning and achievement and equality of access to the learning community. Where appropriate, improvement policies, procedures or strategies will require equalities assessments to ensure compliance with our duty to ensure there is no adverse impact on any community group.

Strategic Environmental Assessment

- 2.4 The Environmental Assessment (Scotland) Act 2005 places a duty on the Council to identify and assess the environmental consequences of its proposals.
- 2.5 No further action is required as it does not qualify as a PPS as defined by the Act and is therefore exempt.

3. Consultation

Internal

- 3.1 Relevant Heads of Service and Service Managers within Education and Children's Services have been consulted in the preparation of this report.

2. BACKGROUND PAPERS

Summary reports on standards and quality in schools, pre-school centres and community learning and development, Executive Sub-Committee of Lifelong Learning Committee on 24 April 2013 (13/187).

3. APPENDICES

Appendix 1a	<u>Bridge of Earn Playgroup and Pre-school</u>
Appendix 1b	Education Scotland Inspection Summary Education Scotland Inspection Letter
Appendix 2a	<u>Perth College Nursery</u>
Appendix 2b	Education Scotland Inspection Summary Education Scotland Inspection Letter
Appendix 3a	<u>Greenloaning Primary School</u>
Appendix 3b	Education Scotland Inspection Summary Education Scotland Inspection Letter
Appendix 3c	Extended Learning and Achievement Visit Report, November 2010

Appendix 4a	<u>Breadalbane Academy and Nursery Class</u>
Appendix 4b	Education Scotland Inspection Summary
Appendix 4c	Education Scotland Inspection Letter Extended Learning and Achievement Visit Report, November 2012
Appendix 5a	<u>Learning Community surrounding Breadalbane Academy</u>
Appendix 5b	Education Scotland Inspection Report Partnership Self-Evaluation Summary Paper
Appendix 6a	<u>Fossoway Primary School and Nursery Class</u>
Appendix 6b	Education Scotland Inspection Summary
Appendix 6c	Education Scotland Inspection Letter Extended Learning and Achievement Visit Report, February 2011
Appendix 7a	<u>The Community School of Auchterarder</u>
Appendix 7b	Education Services Progress Report, June 2013.
Appendix 7c	Education Scotland Inspection Summary Education Scotland Inspection Letter
Appendix 8a	<u>Cheeky Monkeys Nursery</u>
Appendix 8b	Education Services Progress Report, June 2013
Appendix 8c	Education Scotland Inspection Summary Education Scotland Inspection Letter

BRIDGE OF EARN PLAYGROUP AND PRE-SCHOOL EDUCATION SCOTLAND INSPECTION SUMMARY

1 INTRODUCTION

This paper provides a summary of the key strengths, areas for improvement and evaluations against the quality indicators following the inspection of Bridge of Earn Playgroup and Pre-school by Her Majesty's Inspectorate (HMI) in April 2013.

2 PARTICULAR STRENGTHS OF THE PRE-SCHOOL CENTRE

HMI identified the following key strengths of the pre-school centre:

- Confident, happy and independent children who are making very good progress in their learning.
- Children's achievements in early literacy, numeracy and the expressive arts.
- The commitment of staff to ensuring that children receive high-quality care and learning experiences.
- Very positive links with parents and the wider community.
- The leadership of the playgroup manager in securing improvements for children.

3 AREA FOR IMPROVEMENT

The school, Education and Children's Services and HMI have agreed action in the following key area to ensure continued improvement in the work of the pre-school centre:

- Continue with plans for further improvement as identified with in the playgroup's own improvement plan.

4 QUALITY INDICATORS

Evaluations for Bridge of Earn Playgroup and Pre-school:

Improvements in performance	very good
Children's experiences	very good
Meeting learning needs	very good

Evaluations for work of the pre school centre:

The curriculum	very good
Improvement through self-evaluation	very good

5 CONCLUSION

HMI will make no further visits in connection with this inspection.

For further information contact:

Kathleen Robertson, Quality Improvement Officer, Education Services (ext 76342).

11 June 2013

Dear Parent/Carer

**Bridge of Earn Playgroup and Pre-school
Bridge of Earn**

Recently, as you may know, I visited and inspected your child's pre-school centre. During my visit, I talked to parents and children and I worked closely with the head of centre and staff. I wanted to find out how well children are learning and achieving and how well the pre-school centre supports children to do their best. The head of centre shared with me the pre-school centre's successes and priorities for improvement. I looked at some particular aspects of the pre-school centre's recent work, including children's involvement in their own learning and their participation in street-dance and football activities. As a result, I was able to find out how good the pre-school centre is at improving children's education.

How well do children learn and achieve?

Children clearly enjoy their learning in playgroup and are achieving very well. They have made friendships with each other and relate very well to staff and other adults. Children enjoy exploring and investigating and all engage very well in various play experiences, including when outdoors. They like when staff take the time to talk to them about their individual interests. They enjoy being involved in planning and reviewing aspects of their learning. Children are very proud of their playgroup. During my visit, they confidently showed me photographs and wall displays of their successes, including those which happen at home. Through playgroup routines, children are developing independence particularly well. They take responsibility as helpers to serve their own snack and tidy up. They raise funds for different charities and recently held their own 'Joke Show' to raise money for Comic Relief. As a result, children are developing a sense of global citizenship and a few can show real empathy for others.

Overall, children are making very good progress in early language and mathematics. Almost all listen well and many can recall what they have heard in stories and predict what will happen next. Children are developing a love of reading. They enjoy dressing up as their favourite characters for World Book Day and visit the mobile library van to choose books for the whole group to enjoy. Almost all children are interested in writing. They are developing their skills very well when, for example, writing shopping lists in the home corner and making signs and labels for around the playroom. Children are making very good progress in developing their understanding of early mathematics. They practise counting confidently when taking

the register each day. They use appropriate mathematical language when measuring out soil to plant sunflower seeds and when using scales to compare the weights of different objects in the garden. Children use Information and Communication Technology very well in a number of ways. They enjoy using computers and programmable toys and can use cameras independently to capture their learning.

How well does the pre-school centre support children to develop and learn?

The highly-skilled staff work together extremely well. They are sensitive to, and engage very well with all children to support them and help them learn. As a result, they are meeting children's needs very well. They use Curriculum for Excellence very well to plan a broad range of exciting learning experiences which are at the right level of challenge for all children. Staff frequently use the community to enhance children's learning, for example by visiting the village shop to buy snack provisions. All children are clearly benefitting from the input of specialist instructors in street-dance and football. They demonstrate their growing confidence, creativity and skills in the expressive arts through their shows and displays to parents. Staff observe children's play and use this information particularly well to record progress in children's individual achievement folders. Carefully planned and personalised approaches support children very well when they begin playgroup. There are well-established arrangements to support children to make a smooth transition to P1. Staff should continue to work closely with colleagues in other local nurseries and primary schools to ensure that children progress well in their learning as they move to P1.

How well does the pre-school centre improve the quality of its work?

Bridge of Earn Playgroup and Pre-school is providing a high-quality experience for children. The highly effective playgroup manager and Chairperson of the Playgroup Committee work closely together. They have a clear and shared vision for the playgroup. Along with the experienced playleaders, they are a dedicated and effective team who know children and parents very well. Together, they have high expectations, not only for the playgroup's reputation within the local community, but also for delivering quality experiences for children. In order to identify what is working well and what needs to be improved, staff have developed practical and effective ways to seek the views of parents and children. Parents are very positive about the playgroup provision. In turn, all families provide much valued support to the playgroup as duty helpers and by assisting with activities such as baking. Staff continuously reflect on their practice and are keen to try out new ideas to further improve children's experiences. They know the playgroup's strengths and areas for further development very well and are well-placed to continue to improve.

Our inspection of your pre-school centre found the following key strengths.

- Confident, happy and independent children who are making very good progress in their learning.
- Children's achievements in early literacy, numeracy and the expressive arts.
- The commitment of staff to ensuring that children receive high-quality care and learning experiences.

- Very positive links with parents and the wider community.
- The leadership of the playgroup manager in securing improvements for children.

I discussed with staff and the education authority how they might continue to improve the pre-school centre. This is what I agreed with them.

- Continue with plans for further improvement as identified with in the playgroup's own improvement plan.

What happens at the end of the inspection?

We are satisfied with the overall quality of provision. We are confident that the pre-school centre's self-evaluation processes are leading to improvements. As a result, we will make no further visits in connection with this inspection. The head of centre and local authority will inform parents about the pre-school centre's progress as part of the arrangements for reporting to parents on the quality of the pre-school centre.

Lesley A Johnstone
HM Inspector

Additional inspection evidence, such as details of the quality indicator evaluations, for your school can be found on the Education Scotland website at <http://www.educationscotland.gov.uk/inspectionandreview/reports/school/eyc/BridgeofEarnPlaygroupBridgeofEarnPerthandKinross.asp>.

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**PERTH COLLEGE NURSERY
EDUCATION SCOTLAND INSPECTION SUMMARY**

1 INTRODUCTION

This paper provides a summary of the key strengths, areas for improvement and evaluations against the quality indicators following the inspection of Perth College Nursery by Her Majesty's Inspectorate (HMI) in May 2013.

2 PARTICULAR STRENGTHS OF THE PRE-SCHOOL CENTRE

HMI identified the following key strengths of the pre-school centre:

- Highly motivated children who learn and achieve very well.
- The quality of care for children under three years.
- Teamwork of staff in providing quality learning experiences within a welcoming and stimulating learning environment.
- Impact of partnership with local authority on children's learning.
- Effective leadership of nursery coordinator and depute nursery coordinator.

3 AREA FOR IMPROVEMENT

The school, Education and Children's Services and HMI have agreed action in the following key area to ensure continued improvement in the work of the pre-school centre:

- Continue to develop quality learning experiences.

4 QUALITY INDICATORS

Evaluations for Perth College Nursery:

Improvements in performance	very good
Children's experiences	very good
Meeting learning needs	very good

Evaluations for work of the pre school centre:

The curriculum	very good
Improvement through self-evaluation	very good

5 CONCLUSION

HMI will make no further visits in connection with this inspection.

For further information contact:

Kathleen Robertson, Quality Improvement Officer, Education Services (ext 76342).

25 June 2013

Dear Parent/Carer

**Perth College Nursery
Perth and Kinross**

Recently, as you may know, I visited and inspected your child's pre-school centre. During my visit, I talked to parents and children and I worked closely with the nursery coordinator and staff. I wanted to find out how well children are learning and achieving and how well the pre-school centre supports children to do their best. The nursery coordinator shared with me the pre-school centre's successes and priorities for improvement. I looked at some particular aspects of the pre-school centre's recent work, including cooperative learning and the impact Eco school initiatives are having on the curriculum. As a result, I was able to find out how good the pre-school centre is at improving children's education.

How well do children learn and achieve?

Children learn and achieve very well. Younger children are settled, relaxed and happy in their playrooms. They are developing their curiosity as they explore the playroom activities. The youngest children are gaining independence through routines including playing outdoors and snack. They are beginning to make more choices about what they want to play with. Children aged three to five are motivated, enthusiastic and interested when learning. Almost all children concentrate well as they are keen to find out new information and attempt different challenges. Children like to share their learning, talking confidently about their achievements displayed throughout the nursery. They are increasing their awareness of others through fundraising activities like Marie Curie's Mini Pots of Care. Children display a high level of respect for each other during their play. Through their Eco activities, children are developing a sense of responsibility as they recycle and save energy.

Younger children are improving their skills in early language. They enjoy looking at books independently and having stories shared with them. They are gaining success as they explore mark-making using a variety of crayons and brushes. They are able to express their needs by using words and appropriate facial gestures. Children aged three to five are making very good progress in early language and mathematics. They listen attentively to stories and instructions. They have a thirst for books as they fully engage themselves in acting out well-known stories. Almost all children use a wide range of vocabulary when discussing what they are doing and expressing their opinions. They confidently identify their name in print and are successful when recognising letters and sounds across the nursery. Children are

developing skills in mathematics as they use early mathematical language appropriately in their play. They have a feeling of achievement when they record and use numbers up to twenty. Children are making very good use of the internet to find information, for example about the different fruits they have been tasting.

How well does the pre-school centre support children to develop and learn?

Across the nursery, staff have created a rich, nurturing environment where they support children very well in their development and learning. Working as a team they plan stimulating learning environments with a range of interesting experiences to help children learn. Parents are involved in their children's learning in a variety of ways such as home-link mathematics challenges and story sacks. They are also able to share in 'stay and play' sessions in the playrooms. Staff working with younger children provide a very high level of care. They take account of national guidance to help them plan appropriate learning experiences which meet their needs. Staff working with children aged three to five use observations of children's play and Curriculum for Excellence to help them plan quality learning experiences. They set high expectations for all children. Where children require additional support to learn, they are identified quickly by staff and are supported effectively. Staff make creative use of the outdoor area where children have very good opportunities to develop their skills in science. The nursery works particularly well with teachers from the local authority to enrich children's learning. Staff provide very good support for children in developing skills in health and wellbeing. For example, they provide a range of experiences which enable children to increase their awareness of a healthy lifestyle and how to cope with different emotions. Overall, children's learning is supported by skilful staff interaction. Staff ask good questions which help children think and solve problems. Staff work effectively with local schools in developing transition arrangements to ensure that there is progression in children's learning as they transfer to P1.

How well does the pre-school centre improve the quality of its work?

The nursery is well led. The nursery coordinator and depute provide strong and purposeful leadership. They promote high standards across the nursery. Through systematic monitoring of children's learning they ensure that experiences are of high quality. Together with staff they have a clear vision for the work of the nursery. In working with partnership with other nurseries and schools they are benefiting from sharing practice. Staff have very good opportunities for professional development using it effectively to impact positively on children's learning. The nursery consults with children and parents on a regular basis. This enables staff to improve and develop further the work of the nursery. I have confidence that the nursery will continue to improve the quality of provision for children and their families.

My inspection of your pre-school centre found the following key strengths.

- Highly motivated children who learn and achieve very well.
- The quality of care for children under three years.
- Teamwork of staff in providing quality learning experiences within a welcoming and stimulating learning environment.

- Impact of partnership with local authority on children's learning.
- Effective leadership of nursery coordinator and depute nursery coordinator.

I discussed with staff and the education authority how they might continue to improve the pre-school centre. This is what I agreed with them.

- Continue to develop quality learning experiences.

What happens at the end of the inspection?

We are satisfied with the overall quality of provision. We are confident that the pre-school centre's self-evaluation processes are leading to improvements. As a result, we will make no further visits in connection with this inspection. The nursery coordinator and local authority will inform parents about the pre-school centre's progress as part of the arrangements for reporting to parents on the quality of the pre-school centre.

Gordon Buchanan
Managing Inspector

Additional inspection evidence, such as details of the quality indicator evaluations, for your school can be found on the Education Scotland website at <http://www.educationscotland.gov.uk/inspectionandreview/reports/school/eyc/PerthCollegeNurseryPerthPerthandKinross.asp>

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**GREENLOANING PRIMARY SCHOOL
EDUCATION SCOTLAND INSPECTION SUMMARY**

1 INTRODUCTION

This paper provides a summary of the key strengths, areas for improvement and evaluations against the quality indicators following the inspection of Greenloaning Primary School by Her Majesty's Inspectorate (HMI) in February 2013.

2 PARTICULAR STRENGTHS OF THE SCHOOL

HMI identified the following key strengths of the school:

- Well-behaved, confident and enterprising children who enjoy learning.
- Children's learning experiences and achievements, especially in music.
- Partnerships with parents and community organisations which enhance children's learning.
- The headteacher and staff's enthusiasm and roles in supporting children.

3 AREAS FOR IMPROVEMENT

The school, Education and Children's Services and HMI have agreed action in the following key areas to ensure continued improvement in the work of the school and nursery class:

- Take forward an agreed plan for further developing aspects of Curriculum for Excellence.
- Continue to build on existing practices to support school improvement, including through peer observations.

4 QUALITY INDICATORS

Evaluations for Greenloaning Primary School:

Greenloaning Primary School:

Improvements in performance	very good
Learners' experiences	very good
Meeting learning needs	very good

Evaluations of the following aspects of the work of the school:

The curriculum	good
Improvement through self-evaluation	good

5 CONCLUSION

HMI will make no further visits in connection with this inspection.

For further information contact:

Anne Dalziel, Quality Improvement Officer, Education Services (ext 76376).

23 April 2013

Dear Parent/Carer

Greenloaning Primary School Perth and Kinross Council

Recently, as you may know, I visited and inspected your child's school. During my visit, I talked to parents and children and worked closely with the headteacher and staff. I wanted to find out how well children are learning and achieving and how well the school supports children to do their best. The headteacher shared with me the school's successes and priorities for improvement. I looked at some particular aspects of the school's recent work, including active learning, writing and learning outdoors. As a result, I was able to find out how good the school is at improving children's education.

How well do children learn and achieve?

Children learn and achieve very well. Their confidence and enthusiasm for learning is a strength. Almost all take responsibility for aspects of their learning and work very well, both on their own and also with others. The school's library 'makeover' is developing highly effective teamworking skills, including in financial management, technology and citizenship, using the pupil council to share developments. By P6, children reflect and respond to questions which challenge and explore their thinking, for example in science. Children thoroughly enjoy engaging learning experiences in music, including reading notes, playing different instruments and exploring 12-bar rhythm blues. Children identify their strengths and areas for improvement, including older children sharing targets in literacy and numeracy. The school has plans to develop ways to engage children in recording key aspects of their learning. Children like that their achievements are very well celebrated, including through 'star certificates' and best work displays. They are proud of successes gained through the Braco Show and Strathearn Flower Show. Children's involvement in various initiatives enhances their learning, including the 'Big Sing' and other school performances. This includes quality work through the healthy hearts committee and on sustainability, for which they have been awarded two Eco-Schools Scotland green flags.

In recent years, children's performance in English language and mathematics has been high. Most listen and talk very well. By P6, children enjoy reading and can read out loud with expression. They now need to broaden their awareness of different types of reading materials. Children use effective literacy skills when writing for various purposes, including in real-life situations, for example 'proof-reading' or informing successful and unsuccessful candidates about their scripts. Written work

is well presented. Overall, children do well in numeracy and mathematics. Most know key facts about number, money and measurement. Younger children are developing skills to carry out simple surveys. Overall, children's skills in mental calculations are well developed. Children now need even more real-life contexts to develop and apply their numeracy skills. Part of this could also include developing information-handling skills as part of financial management, for example with library developments. At all stages, children understand health and wellbeing very well. They are also developing very effective skills in art and design and science. Visits to Nethy Bridge and other places of interest enable children to develop a range of varied skills, including team-building and skiing.

How well does the school support children to develop and learn?

Children are supported very well by staff. They encourage children to develop and learn through varied experiences which take account of Curriculum for Excellence. Staff plan to ensure children progress well. They now need to take forward plans for more meaningful links across children's learning. The school's focus on developing play is helping to better meet the needs of young children. Teachers engage very well with children, as do support staff. They give clear explanations, check children's understanding and extend their knowledge. Staff work hard to set activities at an appropriate level of difficulty for children. A few children need further challenge to better meet their needs, ensuring stronger progress through a quicker pace. Visiting staff meet children's needs very well through support for learning, physical education and in music. Parents and school staff work very well together, including when helping children with baking and gardening. The school promotes health and wellbeing very well, including using outdoors and in providing children with two hours a week of good-quality physical education. Children's skills in information and communications technology (ICT) are developing well. There is scope to use ICT more. Children's values of inclusion and concern for others are developed very well by staff, for example through links with local and national charities. The school has appropriate arrangements to help children when they start P1, move classes and at the upper stages to assist them make the move to secondary education, which is usually to Crieff High School.

How well does the school improve the quality of its work?

Staff are enthusiastic and keen to improve school provision and the quality of learning and teaching. They discuss ideas and ways to develop and share effective practice with each other. They make effective use of opportunities to meet and share with colleagues in other schools. Working together, teachers and other staff are improving children's experiences and achievements. As a result, children are growing in confidence. With staff, children and their parents, continue to build on existing practice to support further school improvement. Children contribute meaningfully to school improvement, including through the pupil council and eco and health committees. Staff are keen to develop children's contribution to school improvement even further.

This inspection found the following key strengths:

- Well-behaved, confident and enterprising children who enjoy learning.
- Children's learning experiences and achievements, especially in music.
- Partnerships with parents and community organisations which enhance children's learning.
- The headteacher and staff's enthusiasm and roles in supporting children.

I discussed with staff and the education authority how they might continue to improve the school. This is what I agreed with them.

- Take forward an agreed plan for further developing aspects of Curriculum for Excellence.
- Continue to build on existing practices to support school improvement, including through peer observations.

What happens at the end of the inspection?

We are satisfied with the overall quality of provision. We are confident that the school's self-evaluation processes are leading to improvements. As a result, we will make no further visits in connection with this inspection. The local authority will inform parents about the school's progress as part of the authority's arrangements for reporting to parents on the quality of its schools.

Moira Cummings
HM Inspector

Additional inspection evidence, such as details of the quality indicator evaluations, for your school can be found on the Education Scotland website at <http://www.educationscotland.gov.uk/inspectionandreview/reports/school/primsec/Gr eenloaningPrimarySchoolPerthandKinross.asp>.

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Perth and Kinross Council

Education and Children's Services

Greenloaning Primary School

16 November 2010

Extended Learning and Achievement Visit

BACKGROUND

To support the school in the process of self-evaluation, a team of two service managers from the Primary and Early Years team and an educational support officer from the Inclusion team visited Greenloaning Primary School on 16 November 2010. The themes for the review were Achievement, Learning and Leadership. These themes were subject to scrutiny through core quality indicators from How Good is Our School? (3).

The school's self-evaluation pro forma and annual report for session 2009-10, the self-evaluation form completed in June 2010 and the school plan for 2010-11 formed the core documentation for scrutiny and discussion during the visit. The new headteacher presented her assessment of the school's current position. Evidence of the on-going, routine work of the school was also made available to the team.

During the Extended Learning and Achievement Visit, the team carried out discussions with the headteacher, the support for learning teacher and the support staff team, made classroom observations, reviewed documentation including children's work, and met with groups of learners and parents.

The strengths and areas for development identified as a result of this visit and the school's self-evaluation process are recorded below under the three main themes of Achievement, Learning and Leadership.

ACHIEVEMENT**Strengths**

- In session 2009-10, all children attained or exceeded expected national targets in mathematics.
- Children are polite, articulate and welcoming to visitors.
- The revised system of committees ensures that every child is fully involved in one of the four school committees, providing all children with opportunities to demonstrate their roles as responsible citizens, effective contributors and confident individuals.
- Children are encouraged to participate in a wide range of cultural, sporting and citizenship building activities, beyond the school and as part of authority led events.
- The ethos of care, trust and mutual respect evidenced across the school ensures children's emotional and social needs are very well met.

Areas for improvement

- Through a focus on tracking and profiling children's progress in learning, develop a more consistent approach to raising attainment across the school and, in particular, build on early gains.
- Further develop learners' involvement in recording their own achievement through the recently introduced 'Learning Journey' folders.

LEARNING

Strengths

- All learners have opportunities to contribute to the life of the school by organising whole school events in their committees.
- School shows include participation by every pupil, fostering an ethos of involvement by all.
- Learning is planned by reference to experiences and outcomes and all learners are actively involved in agreeing the focus for part of their learning.
- A range of teaching and learning approaches were used in both classes, including aspects of active and cooperative learning.
- Across the school, learners impress as motivated; all children worked well, independently and in groups, and remained on task.
- The climate in all lessons observed was positive as were interactions between staff and learners.
- Processes and procedures for identification and support of additional support needs are well planned and effective and those needs are well supported.
- P4 children regularly visit the upper class to share in the learning, and the P1-4 teacher teaches in the upper class each week; this contributes to a smooth transition for children at the end of P4.
- Engagement with partner providers, primary schools across the local management group area, and the range of secondary schools to which Greenloaning pupils transfer support effective transitions N to P1 and P7 to S1.

Areas for improvement

- Ensure that active approaches are embedded in learning activities across the school.
- Review Assessment is for Learning approaches to ensure that:
 - clearly identified learning intentions and success criteria focus teachers' and learners' thinking and evaluations
 - plenary sessions review progress against learning intentions
 - learners know what they need to do to improve
- Continue to develop the programme for improving performance in writing.

LEADERSHIP

Strengths

- The new headteacher has made a very successful transition to that role.
- Change is being managed sensitively, is well communicated and is focused on priorities identified in the school improvement plan.
- Positive working relationships within the school team are marked by respect, trust and a strong collegiate approach.
- Children report that their ideas are welcomed and their views are taken into account within the committees system.
- The Parent Council, the wider Parent Forum and members of the local community are very involved in the life of the school; as a result children access weekly instrumental tuition, IT activities and a gardening club and a strong ethos of partnership is evident.

Areas for improvement

- Continue with the positive start made in identifying planned and systematic approaches to self-evaluation involving the wider staff team, learners and the parent body.
- In due course provide evidence of the impact of the school's improvement plan.
- Involve all stakeholders in developing a coherent and shared vision for the school.

CONCLUSION

Greenloaning Primary School offers a positive learning environment where children are happy and well cared. With the support of parents, very good use is made of the school grounds in extending the range of learning experiences offered. Parents find school staff approachable and are encouraged to engage with the school and increasingly to be involved in their child's learning. Children are positive about their school experience; they report that they have influence and can effect change through their committee groups.

The school should now use the information in this report as they take forward the school improvement plan for this session.

BREADALBANE ACADEMY AND NURSERY CLASS EDUCATION SCOTLAND INSPECTION SUMMARY

1 INTRODUCTION

This paper provides a summary of the key strengths, areas for improvement and evaluations against the quality indicators following the inspection of Breadalbane Academy and Nursery Class by Her Majesty's Inspectorate (HMI) in March 2013.

2 PARTICULAR STRENGTHS OF THE SCHOOL

HMI identified the following key strengths of the school and nursery class:

- Confident children and young people who are enthusiastic about their learning and benefit from very positive relationships with staff.
- Caring and inclusive ethos which helps children and young people to achieve their best.
- High-quality learning experiences which are enhanced by contributions from business partners and members of the community.
- Reflective staff who work together well and take on leadership roles in order to develop the learning community.
- The leadership of the headteacher, ably supported by the senior management team who ensure that strong values of achievement and support for all permeate the campus.

3 AREAS FOR IMPROVEMENT

The school, Education and Children's Services and HMI have agreed action in the following key areas to ensure continued improvement in the work of the school and nursery class:

- Further develop approaches to tracking and monitoring in order to ensure continuity and challenge across learning.
- Continue to develop the curriculum including progression in young people's learning from S4 to S6.

4 QUALITY INDICATORS

Evaluations for Breadalbane Academy and Nursery Class:

Breadalbane Nursery Class:

Improvements in performance	good
Childrens' experiences	very good
Meeting learning needs	good

Breadalbane Academy:

Improvements in performance	good
Learners' experiences	very good
Meeting learning needs	very good

Evaluations of the following aspects of the work of the school and nursery class:

The curriculum	good
Improvement through self-evaluation	good

5 CONCLUSION

HMI will make no further visits in connection with this inspection.

For further information contact:

Breadalbane Academy (Primary)

Rhona Jay, Quality Improvement Officer, Education Services (ext 76370).

Breadalbane Academy (Secondary)

Peter McAvoy, Head of Education - Secondary and Inclusion (ext 76837)

21 May 2013

Dear Parent/Carer

**Breadalbane Academy and Nursery Class
Perth and Kinross Council**

Recently, as you may know, my colleagues and I inspected your child's school. During our visit, we talked to parents, children and young people and worked closely with the headteacher and staff. We wanted to find out how well children and young people are learning and achieving and how well the school supports children and young people to do their best. The headteacher shared with us the school's successes and priorities for improvement. We looked at some particular aspects of the school's recent work, including leadership for learning, the work of staff in the nursery in building relationships with parents and carers, and the S4 mentoring programme. As a result, we were able to find out how good the school is at improving children's and young people's education.

How well do children and young people learn and achieve?

Across the nursery and school, children and young people are well-behaved and respectful. They enjoy learning in a positive environment. In the nursery class, children are settled in their surroundings and are enthusiastic and keen to learn. They can talk about what they have learned and understand what they need to do to get better. Across the school and nurture bases, children and young people are motivated and are developing independent learning skills. They talk confidently about what they are learning and work successfully in pairs, groups and individually to complete tasks. In most lessons children and young people receive very helpful feedback about their progress and are clear about what they have to do to improve. All young people benefit from applying their learning in a broad range of settings both in and out of school. For example, they surveyed the local community on issues related to Fairtrade and litter. Young people feel safe on the campus and appreciate the high level of support provided by a wide range of staff. Children and young people enhance their leadership, interpersonal and organisational skills by taking part in many lunchtime, after-school and community based activities. They undertake a range of volunteering activities, for example, the Duke of Edinburgh's Award Scheme and their contributions are recognised at the annual local authority Spirit of Youth award ceremony. The school's ceildh bands have performed at a variety of local and international events and have raised funds for various causes.

In the nursery and across the school, children and young people are achieving well. In the nursery class, children are developing their interest in books and are improving

talking and listening skills when sharing their news. Children and young people understand the importance of having a healthy lifestyle. Across the school, they are developing their literacy and numeracy skills well. Children and young people use their literacy skills regularly across a range of curricular areas. Teachers should now extend opportunities for children and young people to use their numeracy skills across all areas of learning. In the newly established Gaelic medium provision children are progressing very well. Children and young people who need additional help in their learning are making very good progress towards achieving their targets. At S1 to S3, young people are making suitable progress across their broad general education. At S4 to S6, performance in national examinations has generally shown an improving trend. The well-supported mentoring programme has had a significant impact on raising attainment at S4. Overall, the school is successful in sending young people to positive post school destinations.

How well does the school support children and young people to develop and learn?

The school provides very effective support to children and young people to help them learn. In the nursery, resources are well matched to the needs of most children. At times, the pace of sessions could be increased to provide more challenge, particularly for higher attaining children. Across the school and nurture bases, teachers and support staff use a variety of effective learning and teaching approaches to meet the learning needs of children and young people. The school identifies and prioritises support very well for learners with additional support needs. Pastoral care is of a high standard and staff work very well to engage and support children and young people with a diverse range of needs. The school works effectively with partners such as the school nurse and educational psychologist to deliver positive outcomes for children and young people. The school has a very strong caring and inclusive ethos.

Staff are developing a curriculum which aims to build young people's confidence and skills and enable them to contribute effectively to society. Most staff are making good use of Curriculum for Excellence advice to plan learning. A range of successful developments are in place to promote literacy across learning. Children and young people across the nursery and school have opportunities to learn Gaelic. The school now needs to continue to increase opportunities for learning through the medium of Gaelic especially in the nursery. The school's approach to developing the curriculum encourages staff to engage with all aspects of Curriculum for Excellence. For example, children's experiences in science were enhanced through a radio link to the International Space Station. There are a number of effective and innovative volunteer-led community projects which support the curriculum. The curriculum is also enhanced by well-developed links to businesses and partners in the community. We have asked the school to continue its work to ensure that all children and young people are challenged in their learning and make appropriate progress. In particular staff need to develop further their arrangements for providing young people in S3 with continuity in learning to help them achieve success in qualifications. In further developing the curriculum staff should increase the involvement of stakeholders, including parents. There are very good arrangements in place to support children and young people as they move between stages in their learning. This includes enhanced support for vulnerable children and young people.

How well does the school improve the quality of its work?

Across the campus, staff are reflective as individuals, keen to develop professionally and to improve learning experiences for children and young people. Staff in the nursery have developed initiatives to help parents and carers support their children's learning. Staff across the campus share regularly their expertise in order to improve their practice. Staff now need to use assessment information more effectively to track progress in children's and young people's learning as the curriculum develops. The headteacher provides strong and effective leadership. This has resulted in improved learning experiences and achievements for children and young people. The deputy headteachers support the headteacher very well and along with principal teachers, are contributing well to the development of the curriculum, learning and teaching. Parents would like the school to continue to develop the ways in which it communicates with them. Children and young people have suitable opportunities to give their views, for example, at the pupil council and through questionnaires. The school should develop the extent to which these discussions focus on improving learners' experiences.

This inspection of your school and nursery class found the following key strengths.

- Confident children and young people who are enthusiastic about their learning and benefit from very positive relationships with staff.
- Caring and inclusive ethos which helps children and young people to achieve their best.
- High-quality learning experiences which are enhanced by contributions from business partners and members of the community.
- Reflective staff who work together well and take on leadership roles in order to develop the learning community.
- The leadership of the headteacher, ably supported by the senior management team who ensure that strong values of achievement and support for all permeate the campus.

We discussed with staff and the education authority how they might continue to improve the school and nursery class. This is what we agreed with them.

- Further develop approaches to tracking and monitoring in order to ensure continuity and challenge across learning.
- Continue to develop the curriculum including progression in young people's learning from S4 to S6.

What happens at the end of the inspection?

We are satisfied with the overall quality of provision. We are confident that the school's self-evaluation processes are leading to improvements. As a result, we will make no further visits in connection with this inspection. The local authority will inform parents about the school's progress as part of the authority's arrangements for reporting to parents on the quality of its schools.

Jacqueline Horsburgh
HM Inspector

Additional inspection evidence, such as details of the quality indicator evaluations, for your school can be found on the Education Scotland website at <http://www.educationscotland.gov.uk/inspectionandreview/reports/school/primsec/BreadalbaneAcademyPerthandKinross.asp>.

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**Perth and Kinross Council
Education and Children's Services**



**Breadalbane Academy
Extended Learning and Achievement Visit Report
19-21 November 2012**

BACKGROUND

To support the school in the process of self-evaluation, a team of officers from across Education and Children's Services visited Breadalbane Academy between 19 and 21 November 2012. Breadalbane Academy is a combined Nursery, Primary and Secondary and caters for pupils from 3-18 years. The themes for the review were Achievement, Learning and Leadership. These themes were subject to scrutiny through core Quality Indicators from *How good is our school?* and by using the most recent Education Scotland Advice Note. It outlines the raised expectations in relation to all schools' implementation of all aspects of Curriculum for Excellence.

This Extended Learning and Achievement visit also focussed on the impact of the Community Campus on learning experiences in school. Use was made, for the first time, of the recently developed Perth & Kinross evaluation tool *How Good is Our Community Campus?* This is a self evaluation framework designed to help make informed judgements about the impact of our community campuses on the learning experiences of children and young people in the campus.

Certain aspects of school learner experience were subject to closer scrutiny namely: literacy and numeracy; use of ICT to enhance learning; learning opportunities arising from the campus setting; support for pupils; ownership of CPD including reflection on practice; and secondary curriculum areas of English, Geography, Mathematics and Modern Languages.

The School and Department self-evaluations (of the aforementioned departments), School and Department Improvement Plans 2012-13, and attainment data formed the core documentation for analysis and discussion during the visit.

During the Extended Learning and Achievement Visit, the team had discussions with the Headteacher, the Senior Leadership Team (SLT), Principal Teachers (PTs), teachers, support staff and campus staff, made approximately 50 classroom observations, reviewed documentation including learners' work, shadowed learners in primary and secondary and met with groups of learners, parents and campus users.

The strengths and areas for improvement identified as a result of this visit and the school's self-evaluation process are recorded below under the three main themes of Achievement, Learning and Leadership.

This report provides a high level summary of the overall strengths and areas for improvement for the school.

ACHIEVEMENT

Strengths

Children and young people in Breadalbane impress as happy and articulate.

Children and young people feel well supported. They are confident that adults care for them and know them well. They report that any concerns they may have are taken seriously and that they are listened to.

Children and young people are proud of their school and appreciate their campus environment.

There are a wide range of opportunities before, during and after school for children and young people to participate in. These include sport, expressive arts, community and social activities.

Parents feel well supported when an issue of concern regarding a young person arises.

The school's Nursery parents consulted reported that children are happy and learn well. They commended the level of knowledge that the staff team have of their children as individuals. They appreciate the nursery's flexibility in enabling parents to spend time in the nursery when it suits them.

In observed classes, it was evident that there is a strong culture of inclusion.

Teachers and support staff demonstrate their professional accountability in meeting the needs of all children.

There are regular events throughout the school year where children can work and learn together, within and across sectors and with campus staff.

Children and young people highlighted events where they can contribute directly to the organisation and delivery of curricular and extra-curricular events, such as the Pinks Factor and Breadalbane's Got Talent.

SQA results in S4 are better than both the comparator schools and the Perth and Kinross average in all key measures of attainment. The mentoring programme shows early signs of impacting on attainment.

Areas for Improvement

Raise staff expectations and aspirations of and for all children and young people.

Further develop the school's knowledge of children and young people's wider interests and achievements and the range of processes for recording these.

Perth and Kinross Skills framework and indicators should be used to focus learning conversations between staff and with pupils and to structure the content of individual profiles.

Campus staff including Community Learning and Development, Libraries, Sports and Live Active Leisure, and teaching staff should further develop communication mechanisms to jointly promote wider achievement of young people.

LEARNING

Strengths

There are good classroom relationships and interactions between staff and pupils.

Partnership working between school staff and campus staff provides an increased range of learning experiences for children and young people.

There are strong links between some secondary subject departments and primary staff working together to enhance learning experiences.

There are strong links with library staff to enhance the learning experience of young people through various mediums including for example interdisciplinary learning approaches.

A wide variety of ICT was used to enhance learner experiences.

Where very good practice was observed, staff demonstrated a genuine desire to include children with a range of complex needs, and are clear that they need to adapt their practice to meet the needs of the children in their care.

In the best lessons observed the following features were seen consistently:

- good use of questions by teachers to challenge thinking and develop the learning experiences
- technology being used to appropriately and effectively making learning more accessible, enjoyable and relevant for children
- brisk pace and structure where teachers make good judgements about when best to intervene, re-group and give children space to think and try for themselves.

Areas for improvement

Review the process for identifying, assessing and monitoring additional support needs across the school.

Where lessons could be more engaging for the children and young people there needs to be a greater focus on the following areas:

- developing questioning strategies to deepen understanding
- review balance of teacher/pupil “work”/talk to allow for space for greater levels of engagement, thinking and rich learning
- increase the engagement of children and young people in their learning through frequent, quality learning discussions to develop children’s skills in articulating their strengths and next steps in their learning.

Increase opportunities for teachers working within Curriculum for Excellence levels to plan together incorporating appropriate standards and connections in literacy and numeracy.

Increase children’s capacity to see and make connections across their learning allowing them to transfer their skills to new and unfamiliar contexts.

Increase opportunities between community learning and development staff and teaching staff for joint planning around Curriculum for Excellence.

LEADERSHIP

Strengths

The Senior Management Team’s commitment to working with teachers in taking forward improvement priorities has contributed to positive working relationships.

Staff show a high degree of willingness to engage in conversations about the continuous improvement agenda.

Shared responsibility and accountability for ensuring the best experiences for children is evident across the school.

There are opportunities for staff to lead and participate in working groups which influence priorities for improvement.

Overall, staff across the school have a realistic understanding of their personal and collegiate priorities for development.

A sustainable model of support and staff development which recognises and shares existing staff expertise is underway.

Staff feel involved in school improvements and understand the clear link between self evaluation and school improvement planning.

The Campus Leader has a very good knowledge of the campus. Her considered and sensitive approach is supportive of all staff, not just those employed in the 'school' setting.

Parents know that their contributions and support are valued.

In secondary, the consideration given to curriculum architecture has enabled genuine professional discussion around impact on learners.

Led by the Campus Leader, the Community Campus Management Group have identified areas for development to further promote campus ethos.

Areas for Improvement

School planning for Literacy, Numeracy and Health and Well Being needs to ensure an impact on all learners.

Continue to increase the accountability and responsibility of all staff to drive forward improvement.

Follow up impact of continuous professional development and training linked to whole school initiatives, for example:

- Cooperative learning
- Assessment is for Learning
- Pupil profiles
- Learning conversations

Extend the opportunities for joint professional development between campus and school staff.

Reduce the number of whole school priorities for the new session and ensure that those being taken forward have a direct impact on learning and teaching.

In continuing to review communication with parents, carers and the wider community, ensure that frequency and methods of delivery are considered.

Develop self evaluation and school improvement planning processes to further include pupils, parents and other stakeholders and to ensure ongoing review and refinement of implementation.

CONCLUSION

Breadalbane Academy is a school with a caring positive ethos where children and young people feel well supported. Children and young people are proud of their

environment and are given many opportunities for achievement working with a range of staff and community partners. There are many opportunities for children and young people to represent their school in a variety of sporting and cultural activities.

The management and staff show willingness to discuss and engage in improvement planning. They now need to focus on ensuring that the outcomes of working groups impact directly on learning and teaching. There are good self evaluation processes in place. An emphasis on improving pace and challenge in lessons and collaborative planning should help to ensure that opportunities for all learners are the best that they can be.

There is considerable capacity to continue to provide enriched opportunities for learners and by building on the emerging good relationships with all staff thus realising the full potential of the all-through school and the community campus.

Campus users acknowledged and welcomed the range of learning opportunities on offer in the campus.

We are confident that in taking forward the advice in this report the school will continue on its journey of improvement.

**Inspection of the learning community
surrounding Breadalbane Academy
Perth and Kinross Council
21 May 2013**

1. Context

Community learning and development (CLD) partners within the area of Breadalbane Community Campus were inspected by Education Scotland during March 2013. During the visit Education Scotland staff talked to children, young people and adults. We worked closely with local CLD managers, CLD providers, partners, paid staff and volunteers. We wanted to find out how well partners are improving the life chances of people living in the community through learning, building stronger more resilient communities and improving the quality of services and provision. We also looked at how well, paid staff and volunteers are developing their own practices and how well partners, including schools are working together. We looked at some particular aspects of recent work which were identified by partners including:

- strengthening partnership working; and
- developing locality planning.

This learning community is located in Highland Perthshire and covers a large area which includes the main towns of Aberfeldy, Pitlochry and Dunkeld. The population is just over 10,000 with a high percentage of older people. The main challenges for local people and CLD partners include rural isolation and access to services including transport and local employment opportunities.

2. How well are partners improving learning, increasing life chances, promoting and securing wellbeing?

Community learning and development (CLD) partners have an increasing focus on early intervention and prevention. This results in improved life chances for local young people, adults and families. Young people have access to a variety of learning opportunities leading to growing confidence and development of skills for life, learning and work. Partners are working well together to address anti-social behaviour in the community and have developed a successful bike project and drop-in to meet the needs of young people. The campus drop-in group for girls is helping to support young women to improve their health and wellbeing. Young people are becoming more active and making healthier life choices through their participation in outdoor learning and sports development activities. Young people's achievements are recognised through a wide variety of accreditation and awards. *Info-zone* is providing opportunities for young people to develop their leadership skills as they take forward their plans to establish a youth information point in the campus.

CLD partners are contributing to improving outcomes for younger children and their parents through highly effective family support and learning. There is a strong focus on English as a Second Language provision and improving literacy and numeracy. Eastern European families participating in the *Crossing Borders* programme are very positive about the progress they have made and the impact this is having on increasing their employability and social inclusion. The job club drop-in is a very effective partnership with Perth College supporting progression for local people into volunteering, further learning or work. In recognition of the social isolation that older people may face, CLD partners have recently set up the *Blethers in Ballinluig* group.

There are a few good examples where local people are playing an important role in addressing community issues and designing and shaping local services. The Birks Cinema development provides an excellent example of strong and influential community members regenerating their local community. An active community group is currently developing the Town Hall to become an important community asset. The *Tayside Waders* group are actively improving community resilience through the development of flood protection measures. Local people are taking responsibility for addressing local issues including access to broadband.

CLD partners, including the community campus leader, recognise the need to align partnership programmes to young people's broad general education and senior phase, enhancing their learning journey. Adult learners would benefit from further opportunities to accredit their learning through clearer progression routes. The role of local people, particularly young people, in influencing local and wider decision making could be further developed.

3. How well are partners working together and improving the quality of services and provision?

CLD partners demonstrate a growing commitment to inclusion and improving services for local people. As a result, a variety of very good quality programmes are in place that are improving life chances and securing wellbeing. There are good examples of partnerships having a positive impact on improving services. The Hipshire Community Network and the Highland Perthshire Community Partnership provide effective forums for sharing information and discussing local issues. The integrated team within the Campus is contributing well to Getting it Right for Every Child and supporting young people to achieve positive destinations after school.

Partners are beginning to look at how they can better assess the needs of the local community and work together to address these more effectively. CLD partners currently use a range of approaches to evaluate their work but these are inconsistent and not shared across partners. There are good examples of partners seeking the views of learners but they do not routinely report back to them on how this has led to improving services. CLD partners use a variety of systems for collecting data on their impact, but this is not shared or used effectively to improve their overall performance.

CLD partners demonstrate a strong commitment to improving services through training and support for staff and volunteers. They support their volunteers well and offer good progression routes into further training and employment. Joint training across partners is in the early stages and plans are in place for joint continuous professional development on Curriculum for Excellence and wider achievement.

Locality community planning connected to strategic and local priorities is yet to be developed. This results in a lack of clarity across CLD partners including local community organisations on their contribution to the council's single outcome agreement. A locality planning structure would support partners to plan together and agree clear targets, shared outcomes and improve their approaches to shared self-evaluation.

This inspection of learning and development in the learning community surrounding Breadalbane Community Campus found the following key strengths:

- the community campus, including the library, provides an important community asset;
- skilled and influential community members who are building their local community;
- high-quality learning and support programmes that are improving the life chances of young people, adults and families;
- CLD partners commitment to inclusion and tackling the issues that impact on the lives of local people; and
- highly motivated and enthusiastic staff and volunteers who are making a difference to improving the lives of local people.

We discussed with partners how they might continue to improve their work. This is what we agreed with them:

- work with campus leader to align programmes more effectively to Curriculum for Excellence;
- strengthen the role of local people, particularly young people, in local and wider decision making;
- develop effective systems for capturing and making use of data on performance to improve services.
- agree shared outcomes based on detailed needs analysis of the local community;
- improve approaches to shared self-evaluation and reporting to stakeholders; and
- develop joint planning at local level to deliver strategic and local community planning priorities.

4. What happens at the end of the inspection?

There are some improvements needed, but because partners have a satisfactory understanding of their strengths and areas for improvement, and communities are achieving well, we have ended the inspection process at this stage. We will monitor progress through our regular contact with the local authority. Our Area Lead Officer along with the education authority will discuss the most appropriate support in order to build capacity for improvement and will maintain contact to monitor progress.

Anne Gibson
HM Inspector
21 May 2013

Additional inspection evidence, such as details of the quality indicator evaluations, for this learning community can be found on the Education Scotland website at <http://www.educationscotland.gov.uk/inspectionandreview/reports/othersectors/communitylearninganddevelopment/BreadalbaneAcademyLearningCommunity.asp>

Please contact us if you want to know how to get the report in a different format, for example, in a translation. You can contact us at enquiries@educationscotland.gsi.gov.uk or write to us at BMCT, Education Scotland, Denholm House, Almondvale Business Park, Almondvale Way, Livingston EH54 6GA.

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Inspection of the Learning Community surrounding Breadalbane Academy, Seed NO 5349834

SUMMARY SELF-EVALUATION SUMMARY PAPER

CONTEXT OF THE LEARNING COMMUNITY AND KEY PARTNERSHIPS

Geography and Demography

Highland Perthshire lies North of Perth in central Scotland covering an area of 1000 square miles or 266,832 hectares from Dunkeld in the south east to Rannoch Moor in the West and Blair Atholl in the North. The major settlements of the area are Pitlochry, Aberfeldy, and Dunkeld surrounded by a number of small discrete remote communities of: Acharn, Amulree, Ballunluig, Blair Atholl, Camserney, Dull, Dunkeld & Birnam, Fearnan, Fortingal, Keltneyburn, Glen Lyon, Grandtully, Kenmore, Kinloch Rannoch, Lawers, Loch Tay. The main settlements are all categorised as remote rural settlements of less than 3,000 people with a drive time of over 30 minutes to a settlement of 10,000 or more within the Scottish Governments Urban/Rural Classification.

Economy

Because of the agricultural and tourism base, there is an increasing population of workers from Central and Eastern Europe carrying out low skilled work. Highland Perthshire continues to attract large numbers of migrant workers, mainly from the same areas in Eastern Europe (in particular, Hungary) many of whom are employed seasonally on farms and in hotels.

Local groups are taking on the mantle of Social Enterprises such as Growbiz, to overcome loss of local facilities, both for employment opportunities and for replacing lost social hubs. Growbiz, a social enterprise company providing support to small businesses have recently been identified as a model of good practice through a previous learning inspection within Eastern Perthshire.

The Highland ward area has a lower percentage of income and employment deprivation compared to the Perth & Kinross average, 6% for catchment area compared to 9% Perth & Kinross wide and 13% Scotland wide.

Gross weekly pay is slightly lower (£486) than the Perth & Kinross average of £493. There are no areas in the Highland school catchment area within the 20% most deprived areas in Scotland.

Education

Around 1,371 children attend schools in the Aberfeldy and Pitlochry areas, with two all through schools (Breadalbane Academy and Pitlochry High School) and seven Primary Schools (Blair Atholl, Logierait, Glen Lyon, Grandtully, Kenmore, Kinloch Rannoch, Royal School of Dunkeld).

The secondary school roll for Breadalbane Academy is 501 and 218 for Primary. For Pitlochry High School it is 158 for secondary and 218 for Primary. Pitlochry High School only goes up to S4.

The 2011/12 Initial Destination Survey compiled by Skills Development Scotland shows that 96.8% of school leavers from Breadalbane Academy and 66.7% of school leavers from Pitlochry High school entered a positive destination.

WITHIN THE PARTICULAR CONTEXT OF THIS LEARNING COMMUNITY, HOW WELL ARE PARTNERS IMPROVING LEARNING, INCREASING LIFE CHANCES PROMOTING AND SECURING WELLBEING?

Key to the delivery of Community Learning & Development in Highland Perthshire is the Hipshire Community Network (previously known as Hipshire Community Partnership). This network involves PKC CLD, Culture and Sports staff alongside representatives from a wide range of 80 local groups and organisations. The Network has developed a range of projects and programmes and defined the measures of our performance against aims, objectives and targets that fit with expected CLD performance data and the Single Outcome Agreement. The new CLD Guidance for Community Planning Partners will be reflected in future priorities.

Other partnerships operating in the area include Highland Perthshire Community Partnership (HPCP). This Partnership has been established in the area for over 15 years. The HPCP works to represent business and community representative groups including Community Councils. In addition there is also the Change Fund Workstream 4 (Health and Older People), the Healthy Communities Collaborative and the Community Sport partnership. The presence of these bodies alongside the local business associations, Perth and Kinross Association of Voluntary Services (PKAVS), Local Churches and Community Councils support a wide range of community activity.

Existing Strengths (of this learning community) (1.1, 2.1, 4.1)

A recent Extended Learning & Achievement Visit aimed at taking into account the Community Campus element in terms of wider learning opportunities and a further CLD Learning & Achievement visit identified the following strengths:

- Young people, adult and community groups make very good progress towards local targets or goals. Learners are achieving very well and are becoming more confident, successful and involved.
- Disadvantaged and minority groups are targeted well by partners. Partners are very successful in engaging targeted groups and assisting learners to overcome barriers to learning.

Some examples of work in the area include the following.

Prevention/Early Years and Families

- The Community Link Worker in line with principles of **GIRFEC** offer a range of support to young people and their families through key transition including liaising with school staff, family and community members.
- Aberfeldy **SPACE** (Supporting Parent and Children Early) Group is a weekly group that meets in Breadalbane Nursery, targeting vulnerable families. SPACE Groups offer provision all over Perth & Kinross. Integrated Early Years, Parenting and Family Learning provision has received acclaim from EDS colleagues as models of good practice.
- **Baby Signing** is a 5 week course aimed at encouraging speech development in babies and young children which strengthens family relationships by improving communication skills.

Health & Wellbeing

- A range of activities are delivered in the area to address Health and Wellbeing including **Tayside Council on Alcohol and Pitlochry High School Peer Education Project** which raises drug and alcohol awareness within Pitlochry High School. S2 pupils were trained as peer educators and subsequently designed and delivered 3 sessions.
- **Breadalbane Girls Group** is open to S1 and S2 girls and runs on a weekly basis and addresses issues such as body image, confidence and health and wellbeing.
- **Then and Now** is a new partnership project between Adult & Family Learning in partnership with the Healthy Communities Collaborative (NHS/Housing & Community Care) to promote health and wellbeing by combating rural isolation.
- **Breadalbane Books on Wheels** developed an approach from AK Bell Library in Perth to improve access to library resources for the local 65+ group.

Achievement/Curriculum for Excellence

A very good range of provision is available throughout the area to promote achievement and curriculum for excellence opportunities including:

- **Crossing Borders** offers key support to migrant locals in the Aberfeldy area and enables them to integrate more closely with the host community.
- **Life as we Know It** – the Perth & Kinross Adult Literacy & Numeracy Partnership Innovation Fund is supporting a Highland Perthshire Community Book Project. Contributions have been received through established ESOL Groups, new ESOL and Literacies Learners.
- **Smart Citizenship, Pitlochry** – this social education programme is a partnership between Youth Services and Pitlochry High School. With a focus on the themes of Health and Wellbeing and Law and Finance.

Employability/Opportunities for All

A very good range of opportunities exist for learners to participate in activities leading to employment such as the following:

- **Kinloch Rannoch Family Learning Group** has developed in response to changes in allocation of local resources. **Options** is a weekly adult guidance drop in with an emphasis on employability skills and covering internet job searches and support for filling in online and paper job applications.
- **Breathe Project** engages and supports young people (11 – 21 year olds) particularly focusing on those underachieving, alcohol abuse or anti social behaviour. There is now an average of 170 young people that benefit from the opportunities each year.

The impact on the communities in the area through both partnership working and community learning and development has been significant. Below are a range of examples of work within the area:

- **Growbiz** provides free community based coaching, training and support to individuals, community organisations and social enterprises.
- **Hipshire Website Development** - the Hipshire Network has a strong membership and the website is seen as key to communication. Through the Network strong links have been developed with Locus Breadalbane, the Campus and Heartland Radio.

- **Community Connections Event** held in December 2012 brought together over 30 stakeholders, providers of information and volunteering opportunities. The community event gave stakeholders the opportunity to engage via the Change Fund Mapping Exercise. As a result the Public Arts project was able to sign off its designs and instigate the new works within the campus frontage.
- **Tayside Waders** – the Waders are made up of 80 households by the River Tay in Aberfeldy who have formed an Association and Committee. They meet on a monthly basis; bringing together the community, local elected members, Council staff and partner agencies to develop the necessary elements to build their expertise to take forward future planning.
- **Change Fund Engagement Sub Group** – working across Highland Perthshire area, the Workstream 4 Change Fund team have been in post since July 2012. The partners have formed a sub group for their engagement activities including members of the following: Healthy Community Collaborative, Self Directed Support Team, Social Work team, NHS Primary Care Services, Voluntary Action Perthshire and representatives from the Community Capacity Building Team.

Some of the key strengths covering how well partners are improving learning, increasing life chances and promoting and securing wellbeing include the following:

- Very good range of opportunities to wider achievement including awards and accreditation to prepare young people for employment and further learning.
- Cultural & Community Services staff and partners offer a very good range of programmes to meet the needs of adult learners and families including improvements in literacies, ESOL and employability skills which improve life chances.
- Community members are very confident, skilled and active in their local communities and shape local decision making about priorities in their community.
- Very strong and sustained community led organisations offer a range of opportunities for community involvement across Highland Perthshire.

Priorities for future development within this learning community include the following:

- Further develop joint local planning arrangements that meet the needs of local communities.
- Further develop accreditation opportunities for adult learners.
- Further develop partnership working within the Breadalbane Community Campus to record and jointly promote wider achievement of young people.

HOW WELL ARE PARTNERS WORKING TOGETHER AND IMPROVING THE QUALITY OF SERVICES AND PROVISION? (5.10, 3.1, 8.1)

A range of partners exist in the local area and cover a large rural area. Strong communication links exist between stakeholders.

- **The Highland Perthshire Communities Partnership (HPCP)** is a registered charity and is dedicated to helping communities resident in Highland Perthshire to develop and improve themselves.
- **Hipshire Network** consists of statutory and voluntary groups and organisations that work towards identifying local needs.

- **Youth Services and Partner Organisations** liaise to support a wide range of initiatives across the Learning Community and works together to identify and address local issues pertinent to young people. Info Zone, a project within the Campus, helps young people to address issues whilst they are at school.
- **Youth Services Training** of volunteers and staff ensures that all those working with children and young people have access to a wide range of training opportunities ensuring they have the required skills to provide high quality services.
- **Duke of Edinburgh's Award Volunteers** have had the opportunity to attend a variety of courses over the year as well as a day long Upskilling Seminar for volunteers and staff.
- **Perth & Kinross Accredited Club Excellence Scheme (PACES)** is a quality assurance system that is designed to recognise and support voluntary sports clubs to achieve accreditation.
- **Staff** have attended CLD Seminar days conducted by the Service Manager Communities to explore key vision, values and aims set against a wider national context.
- **GIRFEC** has been promoted and implemented through a conference in March 2012.
- **Tayside Upskilling Consortium** – closer working on CPD between Perth & Kinross, Angus, Fife and Dundee Councils has increased opportunities for staff to share best practice and increase joint training across authorities.

Existing Strengths for this learning community include the following:

- There is comprehensive recording through project profiles, LEAP, and the development of interrogation of I/O statistics that demonstrate a robust approach to self evaluation.
- Development of joint approaches to Learning & Achievement Visits with education staff.
- There are a wide range of methods, events and networks and consultations with stakeholders to receive feedback from and report progress to participants.
- Partners have a strong understanding of the needs to the community and develop joint projects that significantly improve outcomes particularly in an area of rural isolation with transport difficulties.

Priorities for future development for this learning community include:

- Maintain continuous feedback to stakeholders that is more coordinated and planned on a regular basis.
- Development of local leadership roles within the area.

AREAS FOR FOCUSED ATTENTION

There have been significant developments towards establishing a strategic approach to implementing a model of locality planning; however, with the introduction of the Change Fund and other partnership work streams the landscape is changing. Implementation of Community Planning at local level in a transparent model would be of benefit to partners and add value to the impact of learners.

The second area for focussed attention, which is connected to above, is the joint local planning of partners towards outcomes. Currently partners are maintaining good links

and relationships and are aware of the needs of the learning community. It would be beneficial to practitioners from across agencies to have more effective joint planning arrangements that are clearly linked to the impacts being made locally.

Both these areas for focused attention would provide the opportunity required to discuss and plan agreed key steps for the future.

FOSSOWAY PRIMARY SCHOOL AND NURSERY CLASS EDUCATION SCOTLAND INSPECTION SUMMARY

1 INTRODUCTION

This paper provides a summary of the key strengths, areas for improvement and evaluations against the quality indicators following the inspection of Fossoway Primary School and Nursery Class by Her Majesty's Inspectorate (HMI) in April 2013.

2 PARTICULAR STRENGTHS OF THE SCHOOL

HMI identified the following key strengths of the school:

- Articulate and confident children.
- Support for children with complex additional support needs and their families.
- Positive learning experiences of children in the nursery.

3 AREAS FOR IMPROVEMENT

The school, Education and Children's Services and HMI have agreed action in the following key areas to ensure continued improvement in the work of the school and nursery class:

- Increase the pace of implementing Curriculum for Excellence.
- Ensure improvement of learning and teaching through self-evaluation.
- Meet the learning needs of all children so that they can achieve to their full potential.
- Give children more responsibility for and ownership of their learning.

4 QUALITY INDICATORS

Evaluations for Fossoway Primary School and Nursery Class:

Nursery class:

Improvements in performance	good
Children's experiences	good
Meeting learning needs	good

Fossoway Primary School:

Improvements in performance	satisfactory
Learners' experiences	satisfactory
Meeting learning needs	satisfactory

Evaluations of the following aspects of the work of the school:

The curriculum	weak
Improvement through self-evaluation	weak

5 CONCLUSION

HMI will return to evaluate aspects of provision and the progress in improving provision within one year of publication of the inspection.

For further information contact:

Anne Dalziel, Quality Improvement Officer, Education Services (ext 76376).

25 June 2013

Dear Parent/Carer

**Fossoway Primary School and Nursery Class
Perth and Kinross Council**

Recently, as you may know, my colleagues and I inspected your child's school. During our visit, we talked to parents and children and worked closely with the headteacher and staff. We wanted to find out how well children are learning and achieving and how well the school supports children to do their best. The headteacher shared with us the school's successes and priorities for improvement. We looked at some particular aspects of the school's recent work, including meeting the needs of all children, partnership working with parents and outdoor learning. As a result, we were able to find out how good the school is at improving children's education.

How well do children learn and achieve?

In the nursery, most children are motivated, confident and engaged in their learning. They also keep up a good level of concentration with their chosen tasks. At the primary stages, almost all children are confident, articulate and able to express their views. Almost all children have had the opportunity to learn in a variety of environments and older children take part annually in a residential experience. In some classes, children are motivated by challenging, real-life activities such as organising and running interviews for an investigation into different types of employment. In other classes, they are not given the opportunity to be so involved in their learning as the lessons are not designed to allow them to make choices or to express their views. In these classes, they may often have to sit through lengthy introductions to lessons before learning begins. Younger children are not included in the pupil council or any pupil committee.

Children are gaining a lot of success in the nursery and their achievements are readily recognised by staff. At the primary stages, children work well with others and achieve success in a wide range of areas, for example in residential experiences, work-related activities and sporting achievement in rugby, hockey, gymnastics and basketball. We have asked the school to record and celebrate these achievements more widely. In the nursery, children are making good progress in developing and applying early literacy skills. Almost all children are confidently and successfully applying their knowledge of numbers when playing games. In the primary school, children are making satisfactory progress in developing their literacy and numeracy skills. They would benefit from more opportunities to apply these skills in real-life situations.

The school is tracking the progress of children against Curriculum for Excellence levels and through other assessment approaches. Overall, there is scope to improve children's achievements.

How well does the school support children to develop and learn?

In the nursery, staff know children and their families well and use this to plan high-quality learning experiences. Across the school, teachers are aware of children's needs and receive good support from pupil support staff. Specific, up-to-date advice is also available relating to additional support needs such as dyslexia and autism. Teachers do not always plan to meet children's needs, and primary class lessons often lack pace and challenge. We have asked teachers to provide more challenge for high-achieving children. The school works very effectively with children who have more severe or complex additional needs and provides good support to their families. Good procedures are in place to support these children as they progress to secondary school.

Nursery staff use Curriculum for Excellence guidance to plan children's learning, which they base on different types of play. These learning experiences now need to be planned more carefully to allow children to make smooth progress from the nursery to primary classes. Across the school, planning for Curriculum for Excellence is at a very early stage. As a result, children do not have enough opportunities to develop and apply their knowledge and skills in many important areas of learning. We have asked the school to provide more opportunities for children to apply their literacy and numeracy skills, and to do more to promote children's health and wellbeing. Teachers are organising some good outdoor learning opportunities for children. More could be done to involve the community in planning and providing a wider range of learning experiences for children. The school needs to review its provision of music and religious and moral education, as neither area is well represented in the curriculum. The school also needs to make sure that teachers regularly work with staff from other schools to share standards and improve their planning for classes and individual children.

How well does the school improve the quality of its work?

The headteacher and staff are keen to improve children's learning experiences and achievements. To do this, they now need to develop and implement more rigorous approaches to evaluating the work of the school. They now need to involve the children, their parents and community partners in planning and reviewing so that everyone has agreed what needs to improve and how it will be achieved. This needs to be supported by regular monitoring of learning and teaching and children's work. This will bring greater consistency across children's experiences and help to ensure that they are all progressing as well as they can.

The inspection found the following key strengths.

- Articulate and confident children.
- Support for children with complex additional support needs and their families.
- Positive learning experiences of children in the nursery.

We discussed with staff and the education authority how they might continue to improve the school and nursery class. This is what we agreed with them.

- Increase the pace of implementing Curriculum for Excellence.
- Ensure improvement of learning and teaching through self-evaluation.
- Meet the learning needs of all children so that they can achieve to their full potential.
- Give children more responsibility for and ownership of their learning.

What happens at the end of the inspection?

As a result of our inspection findings we think that the school needs additional support and more time to make necessary improvements. Education Scotland will work with Perth and Kinross Council to build the school's capacity for improvement, and will maintain contact to monitor progress. We will return to evaluate aspects of provision and the progress in improving provision within 12 months of publication of this letter. We will then issue another letter to parents on the extent to which the school has improved.

Ken McAra
HM Inspector

Additional inspection evidence, such as details of the quality indicator evaluations, for your school can be found on the Education Scotland website at <http://www.educationscotland.gov.uk/inspectionandreview/reports/school/primsec/FossowayPrimarySchoolPerthandKinross.asp>.

If you would like to receive this letter in a different format, for example, in a translation please contact the administration team on the above telephone number.

If you want to give us feedback or make a complaint about our work, please contact us by telephone on 0141 282 5000, or e-mail: complaints@educationscotland.gsi.gov.uk or write to us addressing your letter to the Complaints Manager, Denholm House, Almondvale Business Park, Livingston EH54 6GA.



Perth and Kinross Council
Education and Children's Services



Extended Learning and Achievement Visit

Fossoway Primary School

23/24 February 2011

BACKGROUND

To support the school in the process of self-evaluation, a team of four quality improvement officers (school improvement) and a service manager (school improvement) visited Fossoway Primary School in February 2011. The themes for the review were achievement, learning and leadership. These themes were subject to scrutiny through core quality indicators from How Good is Our School? (3).

The school Standards and Quality Report for 2009-2010, the School Improvement Plan for 2010-2011 and the school's own self evaluation pro-forma formed the core documentation for the visit.

During the extended learning and achievement visit, the team carried out discussions with the headteacher and other staff, observed learning and teaching in classrooms, reviewed documentation, and met with groups of children and parents.

The positive practice and areas for development identified as a result of this visit and the school's self-evaluation process are recorded below under the three main themes of Achievement, Learning and Leadership.

Achievement

Positive practice

- National attainment results show that almost all pupils in June 2010 achieved national targets in reading, writing and mathematics.
- Statistics show that there has been a rising trend in attainment in writing and reading over the past three years; attainment in maths has been consistently strong over this period.
- Early gains evident across the infant classes were, in June 2010, sustained into the middle school.
- Almost all children access opportunities for wider achievement within their school experiences and the Celebrating Success Wall affords recognition to achievements gained outwith school.

- Strong arrangements to support transition from Nursery to P1 are evident and P7 to S1 transition is supported by the annual LMG wide residential activity experience at Lendrickmuir.
- Membership of the FAB team (Fossway Argument Busters), enhanced by the application process and the mediator training given, is seen as valuable by the children involved.
- The school's committees system offers all children P3-P7 opportunity to develop as responsible citizens and effective contributors; children report that they enjoy taking responsibility and caring for their school.

Areas for development

- Review and revise the process for sharing information at annual transition points to ensure that progress in learning is maintained and that there is continuity of support for learners.
- Review and revise procedures and criteria for selecting and storing evidence of attainment.
- Ensure that the areas identified in this report are taken forward in the School Improvement Plan 2011-12 and impact positively on children's learning.
- In session 2011-12, use the new SEEMiS tracking system (available from August 2011) to record learners' progress within and across levels; use this information to ensure pace is appropriate and support is targeted effectively.

Learning

Positive practice

- The school environment is bright and attractive.
- In most classes, lessons were well planned and carefully structured, actively involving pupils.
- In all lessons observed, the tasks and activities offered children opportunity for independent and cooperative working.
- Children interacted confidently with adults and visitors and were keen to talk about their learning activities.
- In the majority of classes the purpose of lessons was shared and explanations and instructions were clear.
- In the best lessons observed teacher-learner interactions were of high quality.
- The school has recognised the potential for learning in the outdoor environment, and has plans in place to further develop these opportunities.
- The high quality of support to pupils with Additional Support Needs benefits from a team approach to support for pupils and the high level of training of support staff. Inclusion is central to the school ethos.

Areas for development

- As a staff team revisit the principles of effective learning and teaching to improve consistency across the school.
- Review the pace and challenge of teaching and learning to meet the needs of all pupils and, in particular, the most able.
- Continue the work begun to moderate standards and support consistency in evaluation of levels achieved within the school and across the local management group.
- Ensure that parents, staff and learners are all involved in:
 - revising the school's Homework Policy to ensure that, consistently across classes, the tasks set support progress in learning.
 - revising the P1-P7 Sharing the Learning Folders to improve their effectiveness in allowing parents to knowledgeably support their child's learning.
- Re-draft the Additional Support Needs (ASN) policy in line with the recently published authority ASN Manual.
- Assess the needs of higher attaining pupils and configure appropriate support.
- Consider the role of the nurture group as a resource within the mainstream school to maximise the benefit of this resource to the school.

Leadership

Positive practice

- Staff report that they feel supported and work collaboratively to take forward developments identified in the School Improvement Plan.
- Children report that they appreciate the opportunities for leadership afforded by the committees programme.
- The majority of teachers take responsibility for leading aspects of the curriculum.
- Good working relationships within the school indicate that the climate is right for implementing change and improvement.

Areas for development

- Engage with all parents, staff and learners in reviewing and revising the school's vision, values and aims.
- Develop parental involvement strategies to enable parents to knowledgeably support their child's learning and the work of the school.
- Review key school policies related to Learning and Teaching and Positive Behaviour Management to ensure consistency of experience for all children across the school.
- Identify and plan opportunities to further develop pupil voice.

Fossoway Primary School is situated in a strong local community and benefits from a committed and enthusiastic staff team. Parents consulted impressed as diligent and caring, keen to support their child's learning. Children in the school were articulate and confident in talking about their learning, and the Pupil Council particularly appreciated the opportunities they access in the system of committees. The significant strengths of each of these groups should enable the school, with the involvement and guidance of central support staff, to make immediate progress in addressing the areas for development identified above.

[HMI Report](#)

Responsible Officer: Anne Dalziel

Email: ADalziel@pkc.gov.uk

Telephone no: 01738 476376



Education & Children's Services

HMIe – Follow Through Procedures Progress Report to Parents

1 Introduction:

The Community School of Auchterarder was inspected in April 2012. The report on the inspection by her Majesty's Inspectorate of Education (HMI) was published in May 2012.

In May 2013, a team of officers from Education Scotland and Perth and Kinross Council's Education Services visited the school to ascertain progress made in each of the areas. The visit involved staff, pupil and parent focus group meetings and classroom observations as well as the review of various documentation provided by the senior leadership team.

The school, with support from the Local Authority, prepared a full plan for improvement which has had a positive impact on a wide range of aspects within the school.

Both headteacher and staff have worked co-operatively with authority staff to take forward the areas identified in the original HMI report as requiring development and the authority endorses the information within this report.

Further information about the broader achievements of the school is contained in the school's annual Standards & Quality report published in September.

2 Areas for Improvement – Evaluation of Progress:

The initial inspection report published in May 2012 identified 3 main points for action. This section evaluates the progress made to date in addressing each of the action points and the resulting improvements for pupils and other stakeholders.

Area for improvement 1

Increase staff's understanding of Curriculum for Excellence to ensure consistently high quality teaching, learning and assessment.

Evaluation of progress and impact:

- Staff have significantly increased their knowledge of Curriculum for Excellence and plan learning that encourages pupils to use their skills and knowledge in a range of different contexts including outdoor learning, wider achievement and interdisciplinary approaches.

- Teachers have worked together to identify and produce resources for Literacy, Numeracy and Health & Wellbeing which will be used by all staff to ensure consistent approaches across the school.
- Primary and Secondary staff have developed effective links across levels and learning to enhance transition e.g. Social Subjects in Primary and CDT in Nursery.
- Secondary school staff provide specialist input to music, science and modern languages in the Primary department which are having a positive impact on pupil interest and understanding.
- Through learning logs, Glow blogs, e-portfolios and profiles, learners are increasingly aware of the key skills and are actively engaging with staff and parents to discuss next steps in learning and setting future targets.
- Information evenings have been organised to keep parents/carers better informed of the latest developments and innovations in the curriculum. There has been a good reception towards the Headteacher's presentations and greater confidence about the direction of travel.

Continued progress required

- The school needs to continue to embed the development work undertaken in literacy, numeracy and health and wellbeing throughout the next session.
- Staff need to continue to develop approaches to assessment and tracking to ensure continuity, progression and challenge for all pupils.

Area for improvement 2

Ensure self-evaluation and improvement planning lead to improved outcomes for children and young people.

Evaluation of progress and impact:

- Staff are now more fully involved in evaluating their work and identifying areas for improvement. This is impacting positively on pupils as evidenced by the improving approaches to learning and teaching.
- A cross-sector group of teachers have taken part in "Learning Rounds" and have reported a positive experience that has led to improvements in classroom practice because it has enabled staff to gain an insight into the work of colleagues across the sectors and their approaches to and expectations of learners.
- All members of the Senior Leadership Team (SLT) have been actively involved in on going school self-evaluation including class visits, staff discussions, surveys, consultation with parents & pupils, and as a result have a very strong awareness of the school's strengths and areas for improvement.

- 92% of staff responded positively when asked if they were involved in whole-school self-evaluation & improvement planning.
- Feedback from the pupil survey undertaken in April 2013 shows that, many are commenting positively about the improvements made during the current session.

Continued progress required

- Whilst progress has been made by the SLT in conducting termly improvement meetings with staff to discuss progress, it has yet to be undertaken in a consistent manner across the whole team.
- Further work is required to monitor the impact of working groups with a view to having fewer groups with a strong improvement focus based on self-evaluation.

Area for improvement 3

Improve leadership of teamwork and school improvement within and across the nursery, primary and secondary stages.

Evaluation of progress and impact:

- The recently appointed Headteacher has made a significant impact on the ethos of the school overall and staff are committed to planning and implementing strategies for improvement under his leadership.
- The SLT work together well to provide improved leadership across the school with a strong focus on improving relationships, curriculum, learning and teaching and opportunities for achievement.
- All staff have been involved in taking forward the Improvement Plan and evaluating its impact. The increased ownership of school improvement has enhanced the positive sense of teamwork across the school.
- The involvement of partners, parents and pupils in evaluating the work of the school has improved significantly and the results of this are being used to inform both short and long term improvement planning.
- Communication is greatly improved with the introduction of new technologies and the use of social networking which is appreciated by most staff and parents.

Continued progress required

- Continue to improve the day to day communication with pupils and staff to ensure the smooth running of the school.
- All staff and pupils should work together to improve behaviour across the school.

Conclusion

There has been very good progress made in each of the main areas identified for improvement. The Headteacher has made a significant difference to ethos and relationships within the school and staff are more confident about their involvement in the school improvement process. The school has greatly advanced its awareness of Curriculum for Excellence and continues to develop the curriculum both in terms of structure and approaches to learning and teaching and pupils are benefiting as a result. The SLT needs to ensure that it continues to effectively communicate and openly engage with all stakeholders to encourage their involvement in self-evaluation and improvement.

P McAvoy
June 2013

Headteacher: Stuart Clyde

THE COMMUNITY SCHOOL OF AUCHTERARDER AND NURSERY CLASS EDUCATION SCOTLAND INSPECTION SUMMARY

1 INTRODUCTION

This paper provides a summary of the key strengths, areas for improvement and evaluations against the quality indicators following the inspection of The Community School of Auchterarder and Nursery Class by Her Majesty's Inspectorate (HMI) in March 2012.

2 PARTICULAR STRENGTHS OF THE SCHOOL

HMI identified the following particular strengths of the school:

- The quality of children's learning experiences in the nursery class.
- The behaviour and positive attitudes of children and young people in all classes.
- The support given to young people by guidance staff and school learning assistants.
- The contribution of secondary subject specialists to learning in the primary classes.
- Effective partnerships which enhance learning and achievement.

3 AREAS FOR IMPROVEMENT

The school, Education and Children's Services and HMI have agreed action in the following key areas to ensure continued improvement in the work of the school:

- Increase staff's understanding of Curriculum for Excellence to ensure consistently high quality teaching, learning and assessment.
- Ensure self-evaluation and improvement planning lead to improved outcomes for children and young people.
- Improve leadership of teamwork and school improvement within and across the nursery, primary and secondary stages.

4 QUALITY INDICATORS

Evaluations for The Community School of Auchterarder and Nursery Class:

Nursery class:

Improvements in performance	Very Good
Children's experiences	Very Good
Meeting learning needs	Very Good

The Community School of Auchterarder (Primary & Secondary):

Improvements in performance	Good
Learners' experiences	Good
Meeting learning needs	Good

Evaluations of the following aspects of the work of the school and nursery class:

The curriculum	Satisfactory
Improvement through self-evaluation	Weak

5 CONCLUSION

Whilst HMI are satisfied with the overall quality of provision they will engage with Education Officers in their ongoing support for the school by joining them in a follow through Extended Learning and Achievement visit that will focus on the identified areas for improvement in the report.

For further information contact:

Kathleen Robertson, Quality Improvement Officer, Education Services (ext 76342).

29 May 2012

Dear Parent/Carer

**The Community School of Auchterarder and Nursery Class
Perth and Kinross Council**

Recently, as you may know, my colleagues and I visited and inspected your child's school. During our visit, we talked to parents, children and young people and worked closely with the headteacher and staff. We wanted to find out how well children and young people are learning and achieving and how well the school supports them to do their best. The headteacher shared with us the school's successes and priorities for improvement. We looked at some particular aspects of the school's recent work, including the new approaches to personal support, the nurture programmes, communication with parents and leadership of the all-through school. As a result, we were able to find out how good the school is at improving children's education.

How well do children and young people learn and achieve?

Across all stages, children and young people get on well with their teachers. They learn in a safe and caring environment. Almost all children and young people are well behaved and show interest in their learning. In the nursery, children's learning is very enjoyable and motivating. There is an appropriate balance between free play and more structured adult-led learning activities. Children are increasing in confidence through talking about their interests, helping to plan activities and recording aspects of their own learning in a wide range of ways. For example, using digital cameras and talking and thinking books. In most primary and secondary classes, children and young people engage well in their learning, often working in pairs or teams. Increasingly, they work towards targets they set for themselves. In a few lessons, learning is too teacher directed. In the secondary, young people are beginning to see the connections across their learning in different subjects. In almost all primary classes, children use their 'I can' books and learning logs effectively to record what they have been doing and to share their learning with others, including their parents. Most young people at the secondary stages can use success criteria to evaluate their own learning and set next steps. These approaches are working well to help children and young people be more aware of how well they are learning. The new pupil councils are helping children and young people to contribute more to improving their school.

Most children in the nursery are making very good progress in their development and learning. They demonstrate caring attitudes to others for example, by entertaining residents of a local care home or as buddies through the effective Play-pal scheme.

Children readily take responsibility for example for collecting snacks and taking care of their own personal hygiene. They use computers and programmable robots confidently. At the primary and secondary stages, a significant number of pupils take on responsibilities and develop leadership skills as buddies at P1, P7 and S6. Large numbers of children and young people increase their creativity and self-esteem through involvement in sport, music and drama. They perform well in local and national events and in successful school concerts and productions. The international success of the girls' rugby team and the young people's contributions to the local *Lang Toon* event are noteworthy examples. Most young people in the secondary stages improve their achievements through the extensive range of out-of-class activities and excursions. Many young people benefit from challenging team-building experiences such as the very popular Duke of Edinburgh's Award scheme and programmes which lead to leadership and coaching awards. Staff are developing plans to broaden the range of achievement opportunities for children in the primary stages and to ensure all children and young people benefit from what is on offer.

Children in the nursery have made a strong start to developing literacy and numeracy skills. They listen attentively and talk confidently during small group discussions. Most are developing their early skills in reading and writing well. Most primary children are making good progress in reading, writing and mathematics and across other areas of the curriculum. Increasingly, they make effective use of literacy and numeracy skills in real situations including writing letters and reports, planning budgets and conducting surveys. In most subjects in S1 and S2, young people achieve well. However there is a need to ensure all staff plan learning which consistently enables young people to build on their attainment in primary. Overall, in S4 to S6, the school performs well in national examinations. Attainment at S5 has remained high and improved in recent years. An increasing proportion of young people are progressing to higher education. However, there remains scope for improvement in a few subjects.

How well does the school support children and young people to develop and learn?

Staff in the nursery know children very well as individuals. They use a range of approaches which ensure children's social, emotional and learning needs are well met. They interact skilfully to support children to develop their communication skills and take good account of children's interests when planning experiences. Across the primary and secondary stages, teachers plan tasks and activities which meet the needs of most children and young people well. Staff demonstrate high levels of commitment to supporting young people with additional support needs. Guidance and support for learning staff work very well with other agencies to make sure children and young people with particular needs can access appropriate learning. Young people speak very highly of the support they receive. The school has recently introduced a specialist nurture provision that is already providing invaluable support for children and young people who find a normal classroom environment difficult to cope with. There is a need to ensure all staff feel confident in working with the few children who display challenging behaviour. The school provides a range of enjoyable activities which very effectively support children to be confident in moving on from nursery to P1 and also from P7 to S1.

From nursery to S3, staff are developing more relevant, challenging and enjoyable learning. Primary children have started to benefit from lessons taught by secondary staff in art, science, physical education, music and modern languages. As a result, children's attainment and motivation in these subjects is increasing. The school should consider how this work could be extended to other areas and ensure that this high quality learning is consistently built on in S1 and S2. Children and young people have increasing opportunities to link learning across two or more subjects. Where this approach is embedded, children and young people deepen their understanding. The school has a number of effective partnerships which enhance the curriculum and support the development of skills for learning, work and life. For example, the school's very strong links with a prestigious local hotel enable young people to develop a range of hospitality skills and increase their knowledge of healthy eating. A few parents contribute their own skills and business interests to broaden the curriculum. In readiness for extending Curriculum for Excellence to S4 to S6, staff should ensure a consistent approach to planning for teaching, learning and assessment. Some important aspects of Curriculum for Excellence such as literacy, numeracy and health and wellbeing across learning, are not yet being planned in enough detail.

How well does the school improve the quality of its work?

Across the school, most staff are reflective and keen to improve their own teaching. Most principal teachers lead improvements within their departments well. However, nursery, primary and secondary staff need to work together more often, as appropriate, and contribute jointly to improvement across the school. The current school improvement plan does not give enough emphasis to improving children and young people's learning and achievements. Staff use a range of approaches to evaluate their work. They now need to ensure this consistently leads to improvement. There is scope for depute headteachers and principal teachers to take a stronger role in developing staff's understanding of self-evaluation. During a period of significant change, the school has maintained high standards of attainment in the senior school. However, secondary staff are not yet fully confident in new approaches to assessment within S1 to S3.

Since taking up her post four years ago, the headteacher has faced the significant challenge of bringing staff from different stages of the school together with a common vision and purpose. There is further work to do to ensure that staff across the school work together to bring about improvement. There is a need to deploy the skills and experience of all staff in a more strategic way to benefit from the all-through nature of the school. Stronger teamwork, including with parents and learners and improved leadership across the school are required if the school is to continue building on its current strengths.

This inspection of your school and nursery class found the following key strengths.

- The quality of children's learning experiences in the nursery class.
- The behaviour and positive attitudes of children and young people in all classes.
- The support given to young people by guidance staff and school learning assistants.
- The contribution of secondary subject specialists to learning in the primary classes.
- Effective partnerships which enhance learning and achievement.

We discussed with staff and the education authority how they might continue to improve the school and nursery class. This is what we agreed with them.

- Increase staff's understanding of Curriculum for Excellence to ensure consistently high quality teaching, learning and assessment.
- Ensure self-evaluation and improvement planning lead to improved outcomes for children and young people.
- Improve leadership of teamwork and school improvement within and across the nursery, primary and secondary stages.

What happens at the end of the inspection?

Whilst we are satisfied with the overall quality of provision, we are not confident that the school's leadership and self-evaluation are sufficiently leading to improvements. With support from the local authority and Education Scotland the school will be able to make the necessary improvements. Our District Inspector along with the local authority will discuss the most appropriate support in order to build capacity for improvement and will maintain contact to monitor progress. Parents will be informed of the extent to which the school has improved.

Patricia Watson
HM Inspector

Additional inspection evidence, such as details of the quality indicator evaluations, for your school can be found on the Education Scotland website at <http://www.educationscotland.gov.uk/inspectionandreview/reports/school/primsec/TheCommunitySchoolOfAuchterarderPerthandKinross.asp>.

Please contact us if you want to know how to get the report in a different format, for example, in a translation. You can contact us at enquiries@educationscotland.gsi.gov.uk or write to us at BMCT, Education Scotland, Denholm House, Almondvale Business Park, Almondvale Way, Livingston EH54 6GA.

If you want to give us feedback or make a complaint about our work, please contact 01506 600200, or write to us at the above address or e-mail: feedback@educationscotland.gsi.gov.uk.



Education & Children's Services

HMI – Follow Through Procedures Progress Report

1 Introduction:

Cheeky Monkeys Nursery was inspected in September 2012. The letter on the inspection by Her Majesty's Inspectorate (HMI) part of Education Scotland was published in October 2012.

The centre with support from the Local Authority, prepared a full plan for improvement which has had a positive impact on a wide range of aspects within the centre.

Both the owner and senior managers have worked with authority staff to take forward the areas identified in the original HMI report as requiring development and the authority endorses the information within this report. The quality of the educational provision at the centre is steadily improving.

2 Areas for Improvement – Evaluation of Progress:

The initial inspection letter identified four main points for action. This section evaluates the progress made to date in addressing each of the action points and the resulting improvements for pupils and other stakeholders.

Area for improvement 1

All staff need to be trained and knowledgeable about Child Protection procedures

All staff completed Perth and Kinross on-line training in Child Protection. This was followed up by all staff attending external Perth and Kinross Child Protection training to improve their awareness and understanding of Child Protection procedures. All staff are required to demonstrate their knowledge and understanding of child protection at staff meetings and through regular discussions with senior staff.

As part of the induction process all newly recruited staff will be made aware of the centre's policy and procedures on Child Protection. This includes the Perth and Kinross on-line Child Protection training in the first instance. This will be followed by further training with regular updates.

Next Steps

Senior staff will continue to monitor the impact of training through professional discussions and evaluation questions and ensure all staff receive regular updates on Child Protection.

Area for improvement 2

With staff, develop systems to review and improve children's experiences

Staff are continuing the good practice of involving children in planning their own learning by using Talking and Thinking books to record children's knowledge, interest and learning about topics that interest them. Systems are being further developed to encourage individual children to regularly talk about their learning and to evaluate their progress. Children are involved in choosing their next steps with their key workers.

Staff are embedding their current practice of ensuring the children are aware of the learning taking place. This gives children experiences that are broad and well balanced across the curriculum.

Regular monitoring is taking place to evaluate the ongoing development of the curriculum and the recording of learning experiences in the children's profiles. Staff continue to make best use of links made in the community. They plan and implement systems to support children's transition to the local primary school and nursery. Staff are working with school staff to share monitoring and evaluation techniques. This has supported the centre to improve its monitoring of learning and teaching.

The centre has developed good relationships with the local care homes to which the children are regularly invited. They have taken part in Zoolab visits, Easter egg hunts and have performed for the residents. Children's experiences are further enhanced by visits to the local library and shops.

The centre has continued to develop the outdoor area to offer a wider range of learning experiences ensuring children have daily opportunities for outdoor play.

Next steps

Further increase staff knowledge of Curriculum for Excellence through ongoing Continuous Professional Development (CPD) both in-house and external, revisiting key documents and relevant websites, facilitating good practice visits to other centres and engaging in regular opportunities of professional discussion.

Area for improvement 3

Improve the provision for children aged under three, using national guidance.

Staff working with younger children have made steady progress in improving experiences for the youngest children. They have developed the range of learning experiences to provide more opportunities for babies and young children to explore and investigate through play.

Key staff have attended Pre-Birth to Three training accessed through Perth and Kinross Education and Children's Services (ECS) and have shared their learning with other staff. Both the baby room and the 2-3 room have been redesigned to include more soft furnishings and tactile resources making them more enriching and nurturing environments.

A key improvement has been ensuring sensory activities are available at all times to encourage babies and young children to explore their senses through play. There is now more free choice to compliment the more structured activities. There are more opportunities to enrich the children's vocabulary as they engage in their chosen activities for longer periods of time.

Next steps

Senior management will continue to monitor the ongoing development of the provision based on Pre Birth to Three guidance.

Area for improvement 4

To embed more rigorous arrangements for monitoring and self evaluation against national guidance

In order to strengthen the management team the manager is responsible for the day to day running of the nursery with the depute leading on all aspects of learning and teaching. This is designed to ensure a planned, coherent approach to improvement taking account of individual skills and knowledge of staff.

Yearly and three monthly monitoring plans are in place to ensure staff are implementing good practice. Weekly in depth focused monitoring of the learning environment is leading to improvements overall. Reviewed staff appraisal systems are carried out every 6 months to highlight staff skills, competence and to identify further training needs.

Staff are now more involved in evaluating the centre through informal daily discussions with children and parents. Regular meetings are planned with an agreed evaluation focus using Quality Indicators from The Child at the Centre, the National Care Standards, feedback from ECS Officer visits and the Record of Inspection Findings to support them in evaluating their work and to inform future actions. Staff now have a better understanding and ownership of the Centre Improvement Plan and can talk about the improvements the centre has made. Parents continue to be consulted using questions on the Improvement Tree as a tool for engaging them in evaluating the work of the centre. Children's daily experiences are displayed for parents on the whiteboard. Further information is shared through regular newsletters and emails.

Next steps

Continue to involve parents in evaluating the service and inform them of how their responses impact on practice.

Ensure newly appointed staff understand and become involved in the process of self-evaluation.

Conclusion

Cheeky Monkeys Nursery has made steady progress in overtaking the areas for improvement identified at the inspection. The owner and senior staff are committed to the ongoing improvement of the service. ECS will continue to support the centre in the process of continuous improvement.

**CHEEKY MONKEYS NURSERY
EDUCATION SCOTLAND INSPECTION REPORT SUMMARY**

1 INTRODUCTION

This paper provides a summary of the key strengths, areas for improvement and evaluations against the quality indicators following the inspection of Cheeky Monkeys Nursery by Her Majesty's Inspectorate (HMI) in September 2012.

2 PARTICULAR STRENGTHS OF THE PRE-SCHOOL CENTRE

HMI identified the following key strengths of the pre-school centre:

- Confident and articulate children who enjoy nursery.
- Children's involvement in planning their learning and their recall of prior learning.
- Children's learning experiences in science, outdoors and within the community.
- Staff's partnerships with parents which enhances child and family learning.

3 AREAS FOR IMPROVEMENT

The school, Education and Children's Services and HMI have agreed action in the following key areas to ensure continued improvement in the work of the pre-school centre:

- All staff need to be trained and knowledgeable about child protection procedures.
- With staff, develop systems to review and improve children's experiences.
- Improve the provision for children aged under three, using national guidance.
- Provide clearer leadership of learning.

4 QUALITY INDICATORS

Evaluations for Cheeky Monkeys Nursery:

Improvements in performance	good
Children's experiences	good
Meeting learning needs	good

Evaluations for work of the pre school centre:

The curriculum	satisfactory
Improvement through self-evaluation	weak

5 CONCLUSION

Whilst HMI are satisfied with the overall quality of provision, additional support for improvement will be provided by HMI and Education and Children's Services in connection with the inspection report of October 2012.

For further information contact:

Kathleen Robertson, Quality Improvement Officer, Education Services (ext 76342).

31 October 2012

Dear Parent/Carer

Cheeky Monkeys Nursery Auchterarder

Recently, as you may know, my colleagues and I visited and inspected your child's pre-school centre. During our visit, we talked to parents and children and we worked closely with the depute manager and staff. We wanted to find out how well children are learning and achieving and how well the pre-school centre supports children to do their best. The depute manager shared with us the pre-school centre's successes and priorities for improvement. We looked at some particular aspects of the pre-school centre's recent work, including self-evaluation, partnerships with parents, use of the local community and how managers led learning. As a result, we were able to find out how good the pre-school centre is at improving children's education, self-evaluation, including arrangements for monitoring and tracking children's progress.

How well do children learn and achieve?

Across the nursery, children enjoy learning and, overall, achieve well. Babies and toddlers enjoy music and exploring outdoors. They need to learn more through investigating using their senses. Children, aged three to five years, concentrate well. They play well together in pairs and trios. They enjoy reviewing and planning their learning through 'talking and thinking books', 'learning bubbles' and individual 'special books'. Throughout our visit, children talked enthusiastically about their learning. They particularly enjoy science and recalling facts about mini-beasts. Children are proud of their achievements and enjoy sharing photographs which show their successes. Parents contribute well to this. Older children take responsibility, make choices and decisions about their learning. They are developing independence. Children who are under three need to continue developing these skills. Children aged three to five years are making good progress in their learning. Most are developing effective early reading and early writing skills. Most children aged three to five years listen well. They enjoy sharing their hobbies, for example horse-riding with adults and each other. They enjoy visiting the local library. Children are developing well their understanding of early mathematics. They apply correct mathematical language when measuring and weighing their 'babies' or directing the 'bee-bot'. Others learn well through using different technologies, including the digital cameras.

How well does the pre-school centre support children to develop and learn?

Overall, children aged three to five years have their needs well met. Most staff support children well using Curriculum for Excellence. A few children need greater challenge to support further progress. Staff, working with children aged under three, need to plan more suitable learning experiences using national guidelines to better meet their needs. Across the nursery, most staff provide effective daily, outdoor experiences which meet most children's needs. Staff have identified correctly the need to improve how they plan ensuring that individual children progress. The majority are confident using Curriculum for Excellence. Others need to plan further learning in different curricular areas. The visiting teacher from the education authority is helping staff well to better meet children's needs. Staff who work with younger children would also benefit from additional support. Across the nursery, staff use the local area very well to enhance children's learning. Parents speak highly of the nursery provision. They enjoy learning with their children at home, for example through story and science sacks. The nursery has carefully planned approaches which support children when they start nursery and move between stages. There are also well-planned arrangements in place to support children when they move to P1. Not all staff are aware of the arrangements for keeping children safe.

How well does the pre-school centre improve the quality of its work?

In recent months and with effective support from the depute manager, most staff are improving children's experiences. Staff are involved in monthly meetings to review aspects of practice. Parents' views are sought, for example through surveys and the 'improvement tree'. Children are consulted about nursery provision. However, we are not confident that the nursery has suitable arrangements for reviewing and improving the quality of its work. Staff need to make more use of national guidance to help them evaluate the quality of the nursery. With staff, the manager and depute manager need to implement more effective arrangements for monitoring and evaluating all aspects of the nursery, including tracking children's progress. These systems will help staff to be clearer about areas for improving. Further training will also help increase staff's skills. The manager needs to continue to engage with staff, helping them to become more reflective and involved in centre improvement. More effective use of self-evaluation procedures will help staff know what is expected of them in terms of children's learning, particularly when there has been a high turnover of staff.

Our inspection of your pre-school centre found the following key strengths.

- Confident and articulate children who enjoy nursery.
- Children's involvement in planning their learning and their recall of prior learning.
- Children's learning experiences in science, outdoors and within the community.
- Staff's partnerships with parents which enhances child and family learning.

We discussed with staff and the education authority how they might continue to improve the pre-school centre. This is what we agreed with them.

- All staff need to be trained and knowledgeable about child protection procedures.
- With staff, develop systems to review and improve children's experiences.
- Improve the provision for children aged under three, using national guidance.
- Provide clearer leadership of learning.

What happens at the end of the inspection?

We are satisfied with the overall quality of provision. However, we are not confident that the pre-school centre's self-evaluation processes are leading to improvements. With support from the local authority and Education Scotland the pre-school centre will be helped to make the necessary improvements. Our Area Lead Officer and Lead Officer Early Education along with the local authority will discuss the most appropriate support in order to build capacity for improvement and will maintain contact to monitor progress. Parents will be informed of the extent to which the pre-school centre has improved.

Moira Cummings
HM Inspector

Additional inspection evidence, such as details of the quality indicator evaluations, for your school can be found on the Education Scotland website at <http://www.educationscotland.gov.uk/inspectionandreview/reports/school/eyc/CheekyMonkeysNurserySchoolAuchterarderPerthandKinross.asp>.

Please contact us if you want to know how to get the report in a different format, for example, in a translation. You can contact us at enquiries@educationscotland.gsi.gov.uk or write to us at BMCT, Education Scotland, Denholm House, Almondvale Business Park, Almondvale Way, Livingston EH54 6GA.

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