



**Kettins Primary School
Blairgowrie
Perth and Kinross Council
24 August 2010**

HM Inspectorate of Education (HMIE) inspects schools in order to let parents¹, children and the local community know whether their school² provides a good education. Inspectors also discuss with school staff how they can improve the quality of education.

At the beginning of the inspection, we ask the headteacher and staff about the strengths of the school, what needs to improve, and how they know. We use the information they give us to help us plan what we are going to look at. During the inspection, we go into classes and join other activities in which children are involved. We also gather the views of children, parents, staff and members of the local community. We find their views very helpful and use them together with the other information we have collected to arrive at our view of the quality of education.

This report tells you what we found during the inspection and the quality of education in the school. We describe how well children are doing, how good the school is at helping them to learn and how well it cares for them. We comment on how well staff, parents and children work together and how they go about improving the school. We also comment on how well the school works with other groups in the community, including services which support children. Finally, we focus on how well the school is led and how staff help the school achieve its aims.

If you would like to learn more about our inspection of the school, please visit www.hmie.gov.uk. Here you can find analyses of questionnaire returns from children, parents and staff. We will not provide questionnaire analyses where the numbers of returns are so small that they could identify individuals.

¹ Throughout this report, the term 'parents' should be taken to include foster carers, residential care staff and carers who are relatives or friends.

² The term 'school' includes the nursery class or classes where appropriate.

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1. The school

Kettins Primary School is a non-denominational school. It serves the village of Kettins and the surrounding areas. The roll was 21 when the inspection was carried out in May 2010. Children's attendance was above the national average in 2008/2009.

2. Particular strengths of the school

- Polite children who enjoy learning with the help of supportive staff.
- Children's broader achievements and their active involvement in school clubs and various committees.
- Children's awareness of health and wellbeing and their knowledge of their natural environment.
- The headteacher's leadership and understanding of how children learn.

3. How well do children learn and achieve?

Learning and achievement

All children enjoy their learning both in and out-of-doors. They are highly motivated, particularly when taking lead roles in their own learning. Children work very well together in pairs and groups. Across the school, children use information and communications technology confidently to enhance their own learning. Children are learning to give and receive helpful comments on how well they have carried out their learning. They now need to continue to develop their awareness of their strengths and how to improve their work. Children are caring towards each other. They are very good at showing responsibility for younger children and support others when they need extra help. Children feel safe and well-cared for in school.

Across the school, all children take on extra responsibilities through their involvement in various clubs, groups and committees. Children know about the importance of health and fitness. They can discuss what they need to do to adopt healthy lifestyles. Their involvement in cooking activities has increased their knowledge of diet. Children's

participation in varied active sessions and numerous sporting activities has enabled them to achieve in different areas, including skateboarding and mountain biking. Children use the Internet well to undertake research tasks. Confident children are developing very good social skills and a sense of adventure through taking part in various workshops and outings to places of interest.

In recent years, children's attainment has been high. Almost all make very good progress in English language and mathematics. An increasing number exceed the national level expected for their stage. Those who need extra help make suitable progress. Across the school, almost all talk confidently. Most listen well when working with adults and other children. During whole class lessons, younger children do not always listen well enough when staff and other children are speaking. At P4 to P7, children enjoy reading. Most can talk about features of their favourite books. At all stages, children write well for a variety of purposes, including imaginative stories and reports. In mathematics, almost all are accurate when undertaking written calculations. A few need to develop their skills further in mental agility. Children are confident when working with shapes and fractions. Most can explain how they solve problems. Children know about simple surveys and are aware of how to present data through simple charts. They need to develop their skills further in handling and presenting information.

Curriculum and meeting learning needs

Staff provide children with broad and balanced curricular experiences. They are improving children's learning, taking account of *Curriculum for Excellence*. At the early stages, staff engage children in purposeful play activities. At all stages, staff develop children's literacy skills effectively through different curricular areas. For example, staff make very good use of visits, including to museums in Glasgow, to encourage positive learning experiences in different settings and as a stimulus for topic work. Staff are making effective progress in planning interesting learning which joins different subjects. As a result, children are becoming more motivated and have a clearer understanding of

their own learning. Staff extend children's learning experiences through interesting activities such as book, health, eco, and creativity weeks. Staff provide all children with two hours of well-planned physical education each week.

Staff know children very well and are sensitive to their needs. They provide most children with activities which, overall, extend their learning. In a few lessons, tasks are too easy for some and too difficult for others. Staff are taking greater account of children's interests to ensure activities are motivating and relevant. Overall, staff use questioning skills thoughtfully to encourage children to think for themselves. They recognise that children will benefit from more consistent, focused feedback to help them improve. Teachers identify quickly children who require additional support, and appropriate arrangements are in place to help individual children. The support for learning teacher provides helpful advice and guidance to staff. She engages well with children, working effectively alongside staff in class. Support assistants provide very good support for children's learning and care. A few children have detailed individual support plans which help children with additional needs make good progress. Children have regular homework which is suitably varied.

4. How well do staff work with others to support children's learning?

Staff have very positive relationships with parents. The parent-teacher association is very supportive, including raising funds to enhance children's school experiences. Parents take full advantage to view their children's work in school. For example, they support activities, outings and attend open day sessions. Parents receive helpful reports on their children's progress. The school welcomes parental views and uses information gathered to improve aspects of school. The headteacher manages any concerns or complaints effectively. Staff work well with a wide range of organisations such as health, sport groups, Riding for the Disabled and the church. These contacts help support children's learning. The school's links with the local farming

community and nearby estate enhances children's learning experiences, particularly in their eco work. The school has appropriate arrangements in place to support children when they move from nursery into P1 and as they transfer from P7 to Blairgowrie High School. Links with other schools allows staff to share effective practice but also to develop their own skills and knowledge.

5. Are staff and children actively involved in improving their school community?

All children improve the school through their roles in various groups, clubs and committees. They share successes enthusiastically with visitors. Children's views about school are sought regularly by staff but also by other children. They are becoming increasingly involved in deciding aspects to be studied. Staff reflect on their work and include children well in evaluating learning. School staff work closely as a team to share good practice. The headteacher uses different ways to monitor learning and teaching and the quality of children's education. She works very well with the support for learning teacher to track children's progress. She provides informative comments to staff to help improve further school practice. Staff are taking forward their plans to develop the curriculum well and are involving children more actively in their learning. The headteacher recognises the need to continue to involve parents further in school improvement.

6. Does the school have high expectations of all children?

Staff and children have mutual respect for each other. Children are caring towards each other and behave very well. Staff have high expectations of children's learning, achievement and wellbeing. Staff are aware of their responsibilities for child protection. Children are included successfully in school life. The school provides appropriate opportunities for religious observance. Teachers provide good opportunities for children to think about their values and beliefs when learning about other religions and cultures. There is scope to do more

of this. Staff praise children when they do well and share their achievements in class and also at assembly.

7. Does the school have a clear sense of direction?

The headteacher is regarded well by children, staff and parents. She has an effective team who work hard to improve children's learning and achievements. Teaching and support staff make a positive contribution to school life. Staff and children take lead roles within and beyond the classroom to develop leadership at all levels. The school is very well placed to continue to improve.

8. What happens next?

As a result of the very good quality of education provided by the school, we will make no further visits in connection with this inspection. The education 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.

We have agreed the following area for improvement with the school and education authority.

- Involve parents and children, in continuing with plans for implementing *Curriculum for Excellence*.
- Continue to involve children further in planning their own learning and in identifying their strengths and areas for development.
- Ensure that all learning activities are set at the appropriate level of difficulty to meet the individual needs of all children.

Quality indicators help schools and nursery classes, education authorities and inspectors to judge what is good and what needs to be improved in the work of a school and a nursery class. You can find these quality indicators in the HMIE publications *How good is our school?* and *The Child at the Centre*. Following the inspection of each school, the Scottish Government gathers evaluations of three important quality indicators to keep track of how well all Scottish schools and nursery classes are doing.

Here are the evaluations for Kettins Primary School.

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

We also evaluated the following aspects of the work of the school.

The curriculum	good
Improvement through self-evaluation	very good

HM Inspector: Moira Cummings
24 August 2010

When we write reports, we use the following word scale so that our readers can see clearly what our judgments mean.

excellent	means	outstanding, sector leading
very good	means	major strengths
good	means	important strengths with some areas for improvement
satisfactory	means	strengths just outweigh weaknesses
weak	means	important weaknesses
unsatisfactory	means	major weaknesses

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Text phone users can contact us on 01506 600 236. This is a service for deaf users. Please do not use this number for voice calls as the line will not connect you to a member of staff.

You can find our complaints procedure on our website www.hmie.gov.uk or alternatively you can contact our Complaints Manager, at the address above or by telephoning 01506 600259.

Where the school has a nursery class, you can contact the Complaints Coordinator, Headquarters, Care Commission, Compass House, Riverside Drive, Dundee DD1 4NY, telephone 0845 603 0890.

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