



**Logierait Primary School  
Ballinluig  
Perth and Kinross Council  
3 May 2011**

HM Inspectorate of Education (HMIE) inspects schools in order to let parents<sup>1</sup>, children and the local community know whether their school<sup>2</sup> 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](http://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.

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

<sup>2</sup> The term 'school' includes the nursery class or classes where appropriate.

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### **1. The school**

Logierait Primary School is a non-denominational school. It serves the village of Ballinluig and surrounding areas. The roll was 28 when the inspection was carried out in March 2011. Children's attendance was in line with the national average in 2009/2010. The school has experienced recently a number of staffing changes. There was no principal teacher in post at the time of the inspection. The previous principal teacher left in October 2010. The headteacher also has management responsibility for Blair Atholl Primary School. As a result, there are themes within the report which are similar to some raised in the inspection report for Blair Atholl Primary School.

## **2. Particular strengths of the school**

- Confident children who are proud of their school.
- Approaches to supporting children who require help with their learning.
- The use of technologies to enhance children's learning.
- Steps taken by the headteacher and staff to improve the work of the school.

## **3. How well do children learn and achieve?**

### **Learning and achievement**

Most children are motivated to learn. Increasingly, children benefit from activities which encourage them to work together in small groups and pairs. For example, children in P1-4 supported each other well when completing a technology activity. Children are enthusiastic about approaches which encourage them to talk about their learning. For example, in P5-7 children were able to tell others about what they learned as part of a 'rearview mirror' talk. This is helping children become aware of their strengths as learners. Staff now need to involve children more in setting learning targets to help them become more aware of their next steps in learning.

Children contribute well to school life. They are learning about working together as part of a team successfully. Children speak confidently about their roles as playground friends and as members of committees. Through the work of the eco taskforce, children are developing a good awareness of how to care for the environment. As a result, the school is working towards achieving a second Eco-Schools Scotland green flag. Children who attend the technology

after-school club are developing their problem solving skills well. By P7, children have well-developed skills in information and communications technology (ICT). For example, children in P5-7 designed characters and models of film sets then filmed and edited their work to create interesting animations. They take part in a range of sporting activities to increase their fitness.

Children are making satisfactory progress in English. They are making good progress in mathematics. Most children achieve appropriate national levels of attainment in reading. The majority do so in writing and mathematics. Children talk confidently to each other and express their views and opinions well. Most listen well to staff and respond to questions during class discussions. Children's skills in talking and listening in groups are not well enough developed. The school is implementing new approaches to encourage children to read for enjoyment. As a result, children are becoming more enthusiastic about reading different texts. Across the school, children write well for a range of purposes. They do not create enough extended pieces of writing. In mathematics, children have sound skills in written and mental calculations. They can identify a variety of two-dimensional shapes and three-dimensional objects. By P7, children are successful in using a range of problem solving strategies.

## **Curriculum and meeting learning needs**

Staff have started using the experiences and outcomes of Curriculum for Excellence when planning children's learning. They are beginning to plan ways for children to develop their literacy and numeracy skills across learning. The school should now ensure planned links across curricular areas are meaningful and relevant. Staff enrich children's learning through the use of visitors to the school and visits to the surrounding area. They use ICT effectively to support children's learning. For example, children in P5-7 make good use of Glow, Scotland's national schools' intranet, as part of 'the wee read' project. Children participate in two hours of good-quality physical education each week.

Staff know children very well and are sensitive to their individual needs. They meet the learning needs of children well. In almost all lessons, staff plan tasks and activities at the right level of difficulty for children. They need to ensure the rate of learning for higher-achieving is sufficiently brisk. At the start of lessons, staff share with children what they expect them to learn. They recap on learning at the end of lessons. The school provides effective support for children requiring help with their learning. Staff work well together to identify and support children who need additional help. They devise individualised educational programmes with clear learning targets. This helps support for learning staff to provide well-targeted and effective assistance to groups and individual children. This ensures children requiring support achieve and make appropriate progress. On occasions, staff plan interesting homework activities to support children's learning.

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

Overall, parents are happy with the work of the school. Through regular newsletters, they receive helpful information about school events and learning taking place in classes. Parents find out about their child's learning through attending school events. They learn more about the work of the school through taking part in workshops about Curriculum for Excellence. The school informs parents about aspects of sensitive health education as part of the programme for health and wellbeing. Staff have productive links with the Active Schools coordinator to enrich children's learning through, for example, organising school walks, orienteering, cycling workshops and sports festivals. There are appropriate arrangements in place to help children move from P7 to secondary school. Staff are beginning to work with Blair Atholl Primary School to plan joint learning activities for children. The school should improve arrangements for recording how it responds to any concerns or complaints from parents or the community.

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

Children are enthusiastic about ways they contribute to improving their school. They take an active role in school groups. For example, children in P7 act as 'young leaders' and lead lunchtime activity sessions for younger children. Children would welcome more opportunities to give their views and find out how the school has acted upon their ideas. Staff work very well as a team. They are committed to improving children's learning experiences. Staff reflect on learning experiences taking place within the school. They work well with staff from Blair Atholl Primary School to discuss how to improve aspects of learning and teaching. Together, they take forward similar priorities in the school improvement plan. This is helping staff improve children's learning. The school asks for parents' views and takes account of these when making improvements. The headteacher evaluates the work of the school in a range of ways, including observing learning and speaking with groups of children. She now needs to make sure approaches to self-evaluation lead to continued improvements.

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

Children are proud of their school. Almost all children are well behaved. The pupil council leads a whole-school 'get together' each week to share ideas and celebrate achievements. This helps promote the school as a community. Staff have high expectations of children's behaviour. They should have higher expectations of what children can achieve. Most children feel safe and well cared for. Staff are aware of the school's policy and procedures for child protection. Children learn about different faiths through the programme for religious and moral education and celebrating cultural festivals. There are regular opportunities for religious observance. Children have a good understanding of healthy lifestyles and can describe how they apply this to their own lives. As a result, the school has achieved success as a Health Promoting School.

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

The headteacher is very committed to the school and its community. She has identified areas for improving the work of the school with a clear focus on improving children's learning. Across the school, staff are taking some leadership roles to improve learning and teaching. They take part in a variety of activities to develop their existing skills. This is helping to improve children's learning experiences. With increased focus on learning and teaching approaches, together with better arrangements for self-evaluation, the school is in a good position to continue to improve.

## **8. What happens next?**

We are confident that the school will be able to make the necessary improvements in light of the inspection findings. As a result, we will make no more visits in connection with this inspection. The school and the education authority will inform parents about the school's progress in improving the quality of education.

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

- Improve further children's achievement.
- Continue to develop the curriculum taking account of the principles of Curriculum for Excellence.
- Build on approaches to self-evaluation to ensure high-quality learning experiences for 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 Logierait Primary School.

|                                    |                     |
|------------------------------------|---------------------|
| <b>Improvements in performance</b> | <b>satisfactory</b> |
| <b>Learners' experiences</b>       | <b>good</b>         |
| <b>Meeting learning needs</b>      | <b>good</b>         |

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

|  |                     |
|--|---------------------|
| <b>The curriculum</b>                      | <b>satisfactory</b> |
| <b>Improvement through self-evaluation</b> | <b>satisfactory</b> |

**HM Inspector:** Janie McManus

3 May 2011

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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