

PERTH AND KINROSS COUNCIL**Executive Sub-Committee of Lifelong Learning Committee****25 November 2015****Standards and Quality In Schools, Learning Communities And Pre-School Centres/Day Care Of Children****Report by Director (Education & Children's Services)****PURPOSE OF REPORT**

This report sets out the key findings following inspections of pre-school centres and schools undertaken by Education Scotland (formerly known as HMI) and, by exception, Care Inspectorate inspections on the day care of children since the Executive Sub-Committee of Lifelong Learning Committee on 2 September 2015.

1. BACKGROUND**1.1 Education Scotland 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 2 September 2015 (Report No: [15/347](#) refers).

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 narrative which explains their findings. For the third question, HMI provide narrative 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.

2. RECENTLY PUBLISHED REPORTS

2.1 Education Scotland Inspections

2.1.2 Since the Executive Sub-Committee of Lifelong Learning Committee on 2 September 2015 (Report No: [15/347](#) refers) the following reports have been published by Education Scotland¹:

- **Inspection of Aberuthven Primary School.** HMI will make no further visits in connection with this inspection. The evaluations against the quality indicators are shown in Appendix 1a, together with a copy of the inspection letter in Appendix 1b. At the time of the 2014 Census (September 2014), Aberuthven Primary School had 36 primary school children enrolled. The primary school has a staffing complement of 2.64 FTE teachers and 2.49 FTE non-teaching staff.

2.2 Care Inspectorate Inspections

2.2.1 Five inspections have been undertaken and published² by the Care Inspectorate since the Executive Sub-Committee of Lifelong Learning Committee on 2 September 2015 (Report No [15/347](#) refers). Of these reports, none require to be reported as an exception (where any grading has been awarded an evaluation of unsatisfactory, weak or excellent).

3. PERFORMANCE SUMMARY

This section provides a summary of inspection performance over the last five academic years.

Pre-School Centres/Schools

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

3.1 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.

¹ As at 5 October 2015

² As at 5 October 2015

3.2 Table 1 provides an overview of the number of indicators evaluated as good or better and satisfactory or better in the pre-school sector, including partner providers. Three pre-school centres were inspected during academic session 2014/15 and evaluated as good or better in relation to all five quality indicators. Annual performance relative to our comparator authorities and also Scotland is shown. There have been no inspections in 2015/16.

Table 1: Pre-School Overview by Performance Indicator³

Pre School	Satisfactory or Better						Good or Better					
	09/10	10/11	11/12	12/13	13/14	14/15	09/10	10/11	11/12	12/13	13/14	14/15
	No.	No.	No.	No.	No.	No.	No.	No.	No.	No.	No.	No.
Improvements in performance	11	10	5	7	5	3	10	9	5	7	5	3
Learners' experiences	11	10	5	7	5	3	11	9	5	7	5	3
Meeting learning needs	11	10	5	7	5	3	11	8	5	7	5	3
Core Quality Indicators	33	30	15	21	15	9	32	26	15	21	15	9
	(100%)	(100%)	(100%)	(100%)	(100%)	(100%)	(97%)	(87%)	(100%)	(100%)	(100%)	(100%)
The curriculum	11	10	5	6	5	3	10	7	4	5	4	3
Improvement through self evaluation	10	9	4	5	5	3	9	5	4	4	4	3
All Quality indicators	54	49	24	32	25	15	51	38	23	30	23	15
	(90%)	(98%)	(96%)	(91%)	(100%)	(100%)	(85%)	(76%)	(92%)	(86%)	(92%)	(100%)
<i>Comparator Proportions</i>	91%	92%	95%	93%	89%	94%	66%	68%	73%	71%	65%	70%
<i>National Proportions</i>	94%	93%	94%	94%	90%	92%	74%	73%	74%	73%	67%	65%
Total Number of PKC Quality Indicators	60	50	25	35	25	15						
Total Number of PKC Inspections	12	10	5	7	5	3						

Primary Schools

3.3 Table 2 provides an overview of the number of indicators evaluated as good or better and satisfactory or better in the primary sector. Four primary schools were inspected during academic session 2014/15 and evaluated as satisfactory or better in relation to all five quality indicators. There have been no inspections in 2015/16.

Table 2: Primary Overview by Performance Indicator⁴

Primary	Satisfactory or Better						Good or Better					
	09/10	10/11	11/12	12/13	13/14	14/15	09/10	10/11	11/12	12/13	13/14	14/15
	No.	No.	No.	No.	No.	No.	No.	No.	No.	No.	No.	No.
Improvements in performance	10	8	5	6	3	4	9	4	5	5	3	3
Learners' experiences	11	8	5	6	3	4	10	6	5	5	3	4
Meeting learning needs	11	8	5	6	3	4	9	4	5	4	3	4
Core Quality Indicators	32	24	15	18	9	9	28	14	15	14	9	8
	(97%)	(100%)	(100%)	(100%)	(100%)	(100%)	(85%)	(58%)	(100%)	(78%)	(100%)	(89%)
The curriculum	11	8	5	5	3	4	9	3	4	5	3	4
Improvement through self evaluation	10	8	4	5	3	4	9	3	4	4	3	4
All Quality indicators	53	40	24	30	15	15	46	20	23	23	15	14
	(96%)	(100%)	(96%)	(100%)	(100%)	(100%)	(84%)	(50%)	(92%)	(77%)	(100%)	(93%)
<i>Comparator Proportions</i>	94%	95%	94%	93%	76%	89%	73%	72%	75%	61%	46%	60%
<i>National Proportions</i>	95%	95%	94%	95%	87%	92%	81%	78%	77%	72%	63%	67%
Total Number of PKC Quality Indicators	55	40	25	30	15	15						
Total Number of PKC Inspections	11	8	5	6	3	3						

³ Comparator Authorities Aberdeenshire, Argyll & Bute, Highland, Scottish Borders and Stirling

⁴ Comparator Authorities Aberdeenshire, Argyll & Bute, Highland, Scottish Borders and Stirling

Secondary Schools

- 3.4 Table 3 provides an overview of the number of indicators evaluated as good or better and satisfactory or better in the secondary sector. There have been no inspections in 2015/16.

Table 3: Secondary Overview by Performance Indicator

Secondary	Satisfactory or Better						Good or Better					
	09/10	10/11	11/12	12/13	13/14	14/15	09/10	10/11	11/12	12/13	13/14	14/15
	No.	No.	No.	No.	No.	No.	No.	No.	No.	No.	No.	No.
Improvements in performance	1	0	2	2	2	0	0	0	2	1	2	0
Learners' experiences	1	0	2	2	2	0	1	0	2	1	2	0
Meeting learning needs	1	0	2	2	2	0	1	0	2	1	2	0
Core Quality Indicators	3	0	6	6	6	0	2	0	6	3	6	0
The curriculum	1	0	2	1	2	0	1	0	1	1	2	0
Improvement through self evaluation	1	0	1	1	2	0	0	0	1	1	2	0
All Quality indicators	5	0	9	8	10	0	3	0	8	5	10	0
Total Number of Quality Indicators	5	0	10	10	10	0						
Total Number of Inspections	1	0	2	2	2	0						

4 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.

- 4.1 It is recommended that the Executive Sub-Committee of Lifelong Learning Committee considers and comments as appropriate on the contents of the report.

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ANNEX

1. IMPLICATIONS, ASSESSMENTS, CONSULTATION AND COMMUNICATION

Strategic Implications	
Community Plan / Single Outcome Agreement	Yes
Corporate Plan	Yes
Resource Implications	
Financial	None
Workforce	None
Asset Management (land, property, IST)	None
Assessments	
Equality Impact Assessment	None
Strategic Environmental Assessment	None
Sustainability (community, economic, environmental)	None
Legal and Governance	None
Risk	None
Consultation	
Internal	Yes
External	None
Communication	
Communications Plan	Yes

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. Resource Implications

Financial

2.1 Not applicable (n/a)

Workforce

2.2 Not applicable (n/a)

Asset Management (land, property, IT)

2.3 Not applicable (n/a)

3. Assessments

Equality Impact Assessment

3.1 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.

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.

However, 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

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

Sustainability

3.3 Not applicable (n/a)

Legal and Governance

3.4 Not applicable (n/a)

Risk

3.5 Not applicable (n/a)

4. Consultation

Internal

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

External

4.2 Not applicable (n/a)

5. Communication

5.1 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.

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

2. BACKGROUND PAPERS

The following background papers, as defined by Section 50D of the Local Government (Scotland) Act 1973 (and not containing confidential or exempt information) were relied on to a material extent in preparing the above report:

- Education Scotland inspection report of [Aberuthven Primary School](#)

3. APPENDICES

	<u>Aberuthven Primary School</u>
Appendix 1a	Education Scotland Inspection Summary
Appendix 1b	Education Scotland Inspection Letter
Appendix 1c	Extended Learning and Achievement Visit Report, January 2012

Quality indicators help schools, education authorities and inspectors to judge what is good and what needs to be improved in the work of the school. You can find these quality indicators in the publication *How good is our school?*¹. 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 are doing.

Here are the evaluations for Aberuthven Primary School.

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

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

The curriculum	very good
Improvement through self-evaluation	very good

A copy of the full letter is available on the Education Scotland website at <http://www.educationscotland.gov.uk/inspectionandreview/reports/school/primsec/AberuthvenPrimarySchoolPerthandKinross.asp>

¹ *How good is our school? The Journey to Excellence: part 3*, HM Inspectorate of Education, 2007, http://www.educationscotland.gov.uk/Images/HowgoodisourschoolJtEpart3_tcm4-684258.pdf
Please note that the term "adequate" in the document has been replaced with "satisfactory".

25 August 2015

Dear Parent/Carer

**Aberuthven Primary School
Perth and Kinross Council**

Recently, as you may know, we 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 children's involvement in improving their learning and the quality of their writing. 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?

Almost all children engage well and work hard in lessons where enjoyable, practical activities have been designed around their interests. This is helping children to understand how their education is relevant to their future lives. Children are very good at designing and creating, and solving problems. They set themselves ambitious targets and use feedback from teachers and from one another to improve their work. They illustrate their learning across many curriculum areas in Learning Jotters, selecting their best work and commenting on how well they performed. We were impressed by the independence and imagination shown by children during 'Target Time', where they develop a range of skills through personal projects. Children are accustomed to being asked for their views and being fully involved in the life and work of the school. They make choices about what and how they learn. Older children are leading the development of the school grounds. Various pupil committees make important decisions and improvements. In the Pupil Forum, children were developing their leadership and communication skills very well. Children have brought about significant improvements through working together to develop the ethos and culture of the school, and take pride in their successes and achievements.

Children are achieving well, and developing skills for learning, life and work. Children's ability to work together has shown improvement in recent years. They show considerable confidence performing for audiences in regular, high-quality dramatic productions. Some have produced impressive art and design work. Children are developing leadership skills through organising aspects of school events. Pupils in P7 developed team working skills during a residential outdoor experience at Nethy Bridge. Staff encourage children's personal achievements by providing a range of awards and certificates. Sometimes these are targeted at encouraging specific skills or qualities such as friendship. Children read regularly for pleasure, and staff now need to

encourage children to work with a broader range of texts, including non-fiction. Children produce skilled writing for a range of purposes across the curriculum. They are developing mature skills in spoken communication including listening to others' views and expressing their own opinions. Staff are improving children's numeracy skills through taking a more practical approach. Younger children were cutting up shapes to understand the concept of fractions. Older children's skills in mental calculation are improving through discussing their strategies together. Children learned about loans and wages in a topic about jobs. Children need more opportunities like this to apply their mathematical skills to solve real-life problems. A few children who experience difficulties with aspects of literacy and numeracy need further support to develop their skills. Many children demonstrate a deep understanding of some of the topics they have studied, including equalities issues and the social history of the USA.

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

Staff are patient, caring and approachable. They value all children equally and put their wellbeing at the centre of the school's work. Morning routines, including personal welcomes from staff, help children to feel positive about the day ahead. The school has taken a number of effective steps to support children who experience difficulty with relationships and behaviour. Teachers are good at providing different activities for groups of children to give them an appropriate level of support. Occasionally the level of challenge in lessons did not meet the needs of all children. Staff are developing more tasks and activities at the early stages which enable children to learn through play. The school is working very hard to include and support children with very significant additional support needs. However, staff would benefit from more guidance from specialist staff.

Staff have developed the curriculum very well, based around the school's vision statement 'Respect and Opportunities for All'. Staff give children progressive learning experiences in all curriculum areas in line with Curriculum for Excellence. They track children's achievements closely and plan lessons based around children's interests. Daily planning gives children a good balance in the types of activities they undertake. We were impressed by the range of interesting topics which link curriculum areas in a natural way and help children to follow their own interests in more depth. Staff and pupils evaluate the structure and delivery of the curriculum regularly. Children's learning builds effectively on their pre-school experiences, and equips them with the skills to be independent learners at the secondary stages.

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

The school has been improving, and standards are continuing to rise. The quality of children's learning is very good and everyone has worked together to provide an engaging curriculum. The headteacher has a very thorough approach to self-evaluation. She uses the results of self-evaluation, and her professional knowledge to work with teachers to plan improvements in children's learning. The school has been very well supported in this by the Perth and Kinross Council Quality Improvement Officer. Staff gather children's views on their learning experiences. Children have taken responsibility for improving aspects of the school. They have been involved in monitoring behaviour and feel a sense of pride in the improvement.

However, some staff do not yet fully understand the school's approaches to positive behaviour management and will need more support from the headteacher.

This inspection found the following key strengths.

- Responsible children who set themselves goals and learn independently.
- The standard of children's writing.
- Children's involvement in improving the school, and the skills they are developing as a result.
- The depth of children's understanding in social studies topics.
- How well staff assess and track children's progress and plan their learning.

We discussed with staff and Perth and Kinross Council how they might continue to improve the school. This is what we agreed with them.

- Working with partners, develop further approaches to supporting children with additional support needs.
- Support all staff and parents to apply consistent approaches to supporting children's learning and behaviour.

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. As part of its arrangements for reporting to parents on the quality of education, Perth and Kinross Council will inform parents about the school's progress.

Jacqueline Sinclair
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/AberuthvenPrimarySchoolPerthandKinross.asp>

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



**Extended Learning and Achievement Visit
Aberuthven Primary School
26 and 27 January 2012**

BACKGROUND

To support the school in the process of self-evaluation, a team of two quality improvement officers visited Aberuthven Primary School in January 2012. 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 2010-2011, the School Improvement Plan for 2011-2012 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 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

- Overall children are making good progress in learning across the curriculum. Progress is evidenced in attractive portfolios which are shared with parents.
- There are very good opportunities for children to influence the life of the school through the pupil parliament which is skilfully led by the pupil council. Issues are raised in this weekly forum and decisions are made democratically by the children after full and thoughtful discussion.
- The school's own values of trust, respect and fairness are well embedded throughout the school with children and adults showing a high level of respect for each other.
- Children are articulate and confident to share their opinions and responses. Almost all children are happy, polite and very well behaved.
- Through the system of school committees, children access a wide range of activities to develop the skills and attributes associated with being confident individuals, responsible citizens and effective contributors.
- Children enjoy a range of sporting and cultural activities organised by the school and the local authority for example football and rugby tournaments and Scottish Book Trust events.

- Children report that they feel safe at school and know exactly what to do if they have a worry or concern. Adults in school are kind, listen to them and respond to their concerns.
- Transition arrangements into S1 are well planned and are enhanced as appropriate to ensure that all needs are met. A P7 residential activity week involving children from across the Local Management Group supports the transition experience for all those involved.
- The transition into P1 from local nurseries is well managed and is supported by a number of induction events. There are weekly opportunities for pre-school children from the locality to join the P1 and P2 children for Rhyme Time sessions provided by the local authority.
- Overall the School Improvement Plan is effective in directing the work of the school. Staff, children and parents are actively involved in taking the school forward.

Areas for development

- Continue to work on raising attainment particularly in writing by providing more frequent opportunities for children to develop their skills and apply them in different contexts.
- Further develop staff understanding of the standards associated with curriculum levels to establish clear benchmarks in learning.
- Continue to track progress in learning to ensure very good progress.
- Develop after-school clubs as planned by the pupil parliament.

Learning

Strengths

- Almost all children listen attentively to explanations and instructions and work well with each other. Most are actively engaged in their learning.
- Pupils have demonstrated that they can apply their learning in a range of contexts, for example, maths learning was used within a class topic on transport.
- Children are treated with respect and fairness. Their responses are encouraged and valued with almost all children listening well to their teacher and to each other.
- All lessons observed were well structured and teachers' explanations and instructions were clear. Teachers made good use of questioning to extend learning.
- Overall, children are able to talk about their learning and, in the upper years in particular, can fully explain the purpose of learning intentions and help to create their own success criteria. Children are very proud of their learning which is attractively displayed throughout the school.
- Overall, children engage in interesting and relevant activities which they find enjoyable. During the Living Classrooms project P4-7 children enjoyed learning about nature in Dunning Woods.

- Staff supporting children with identified Additional Support Needs (ASN) work together effectively providing well judged and sensitive support.

Areas for development

- Ensure planning identifies appropriate lessons and activities to meet the needs of all learners depending on their age and stage of development.
- Continue to develop formative assessment ensuring the pace of learning is well judged to provide appropriate support and challenge.
- To further enhance learning experiences, continue to develop active learning including co-operative learning and learning through play.

Leadership

Strengths

- The effective leadership of the headteacher is focused on school improvement. She demonstrates a clear vision for the school and is well supported by the motivated and effective staff team.
- The school's committees effectively encourage pupil voice and the development of leadership skills. With the organisation of events and fund-raising activities, the committees promote enterprise and skills for life, for learning and for work. Children are very proud of their school's Eco and Health Promoting status.
- The headteacher engages very well with the school community and is held in high regard by the staff team, children and parents. Parents report that all school staff are approachable and helpful. Any concern raised or request made is listened to and dealt with appropriately and sensitively.
- Recent opportunities to share professional development sessions with colleagues in the local management group have been mutually beneficial. Good use is made of collegiate events and in-service training to promote a shared understanding of a range of issues within learning and teaching.
- An important initiative has been the joint working with the local private nursery to develop the health and wellbeing curriculum.
- Staff embrace leadership opportunities and have a strong sense of ownership of school improvement.
- There are very good opportunities for staff, parents and children in taking forward the School Improvement Plan. This is displayed as a working document for all to see and contribute to.
- Parents are very supportive of the school and are keen to work in partnership in a range of ways. There is an active and enthusiastic parent council which offers a valuable contribution to the life of the school.
- Self-evaluation is well embedded throughout the school and impacts positively in a range of ways.

- The head teacher makes good use of opportunities to involve staff in a range of development activities including training and visits to other schools.

Areas for development

- Ensure the monitoring of learning and teaching results in positive outcomes for children consistently across the school.
- Continue as planned to engage in professional development activities, particularly those related to assessment and moderation, with schools across the local management group.
- Continue as planned to develop the involvement of parents and the community in the school's self evaluation processes.

Conclusion

Aberuthven Primary School is a happy, village school, set within a strong community. Children are well cared for, well behaved and motivated to learn. The headteacher leads the school very well. She and the wider staff team work well together to provide a supportive learning environment where children flourish. Parents are keen to support the school and to be involved in their children's learning.

Aberuthven Primary School has many strengths with the capacity to continually improve. The headteacher, staff, children and parents should continue to work together to further develop the good work already started and to support future improvements in order to enable all children to develop and achieve their full potential.

The school should now use the areas for development identified in this report in conjunction with their School Improvement Plan for session 2011-2012 in the process of continuous improvement.

[Aberuthven HMI report](#)

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