



**Glenlyon Primary School  
and Nursery Class  
Aberfeldy  
Perth and Kinross Council  
2 February 2010**

We published a report on Glenlyon Primary School and Nursery Class in February 2008. That report set out key strengths of the school and main points for action.

This follow-through report is based on an inspection visit which was carried out in November 2009. It tells you about improvements since the original inspection in the quality of education which the school<sup>1</sup> provides. It also comments on how the school is getting on with the main points for action. First we focus on changes in the core work of the school. We explain how the school has got better at helping children to learn and benefit from being at the school. Next we look at the key processes which enable this to happen, including the involvement of parents<sup>2</sup>. Our report also describes developments in the 'ethos' of the school, by which we mean how well children are cared for and how much is expected of them in all aspects of school life. Finally we comment on improvements in leadership to help the school achieve its aims.

A copy of this report has been placed on the HMIE website [www.hmie.gov.uk](http://www.hmie.gov.uk). Where applicable, you will also find descriptions of good practice in the school and analyses of questionnaire returns.

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<sup>1</sup> The term 'school' is used to include the work of the nursery class, where relevant.

<sup>2</sup> Throughout this report, the term 'parents' should be taken to include foster carers, residential care staff and carers who are relatives or friends.

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### **1. The school**

Glenlyon Primary School and Nursery Class serves Glenlyon and the surrounding area. Since the last inspection a new headteacher has been appointed and has been managing the school since October 2008.

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

- Happy, confident and enthusiastic children.
- The positive atmosphere in the school and effectiveness of staff teamwork.
- Children's experiences in a broad range of areas.
- Leadership of the headteacher in securing significant improvements.

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

Across the school, children are now very enthusiastic about their learning and are enjoying working together. In the nursery class, they are developing confidence and are learning to be independent. At all stages, children enjoy learning both in class and outside. The children have good opportunities to assess their learning and know what they need to do to improve. They have been learning about their local environment and how to look after it. Almost all children are motivated to help look after the environment, for example by growing vegetables at the allotment. Staff now provide a broad and well-balanced curriculum which helps children develop their skills in a wide range of areas. Overall, children are making good progress across all aspects of their learning. Their attainment and achievement in English language and mathematics is now better. In mathematics, children's mental calculation skills have improved. Children are now more able to use their mathematical skills in everyday situations. Most children's listening and talking skills have improved particularly at the early stages. In reading and writing, children's phonics, spelling and grammar are now better. Children are now able to use these skills in a wide range of reading and writing tasks. Children with additional support needs are now making good progress in their learning. Staff

now plan more effectively to meet individual children's needs. They recognise the need to continue to work with parents to help set and review learning targets. The headteacher monitors children's progress effectively and ensures that they are achieving appropriately in a wide range of areas.

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

Staff are now working very well together as a team to improve children's learning. Support staff provide very helpful assistance for children with additional support needs. All staff work effectively with other organisations to support children's learning. For example, the local gamekeeper has helped children to be more involved in their community by involving them in his work to build salmon stocks in the local river. Children are well supported by visiting staff for example in art and physical education. The school continues to develop its partnerships with other cluster schools to help support children in their learning. Parents are more actively involved in the school and in their children's learning through a very active Parent Council.

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

Staff now work very well together to review the quality of their work and to help improve the school. The headteacher provides helpful advice and guidance to staff and encourages them to share good practice. Children are now helping to improve the school in a number of important ways. They participate effectively in the pupil council and in discussions with staff about how the school can improve. Children show good citizenship skills by supporting the nursery children and by helping to look after the environment and local community. Staff and parents are now consulted more effectively on ways to improve the school. All staff have now had appropriate training in race equality and

have developed appropriate approaches and experiences to ensure children's understanding of diversity and other cultures.

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

Staff now have higher expectations of children. Children are encouraged to behave appropriately and to achieve well in a broad range of areas. Children respond very well to these increased expectations and are polite, respectful and well motivated. They take pride in their work and standards of presentation have improved. Children take a pride in their school. School staff regularly celebrate children's successes and achievements. They share these with parents and the local community through regular newsletters and open events.

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

The headteacher has developed a shared vision and clear direction for the school. She is very well supported by staff, parents, children and the education authority. Working together, staff have identified appropriate plans for improvement and are working effectively to address these. They meet regularly to talk about their work and how they can make the school better. The school should now continue to build on these successes to ensure further improvement. Overall, the school shows a strong capacity to continue to improve.

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

There is clear and convincing evidence of significant improvement since the original inspection. Under the leadership of the new headteacher, staff have shown considerable commitment to improving the quality of children's experiences. The school is now performing at a satisfactory or better level. We will make no further visits in connection with the inspection report of February 2008.

**HM Inspector:** Lesley Brown  
2 February 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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