



Extended Learning and Achievement Visit Report Kenmore Primary School 5 - 6 November 2014



BACKGROUND

To support the school in the process of self-evaluation, a team of officers from across Education and Children's Services visited Kenmore Primary School on 5 and 6 November 2014. 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.

At the time of the visit to Kenmore Primary School it had a pupil roll of 43 organised in 3 composite classes. The headteacher leads and manages both Kenmore and Grandtully Primary Schools as a Shared Headship supported by a principal teacher currently based in Grandtully.

ACHIEVEMENT

Children are making good progress in their learning. In literacy and numeracy most children are attaining nationally expected milestones. The school has increased the range of assessment strategies used to track children's progress and are using this information to scrutinise areas of strength and to identify any areas for further improvement at individual, stage and whole school level.

Children and parents consulted commented on the range of activities and events in school that bring the school and the community together. The Parent Council and wider Parent Forum have established highly effective links with the local Community Council. Together they have supported the school well financially in a number of areas. Examples of the impact of this partnership working include securing new sports equipment, a climbing wall, an outdoor shelter and a block of Forest School activates each year for the P3/4 pupils.

Throughout the school year children are able to access a range of events and activities including orienteering, Highland Safari trips, the Day of Dance and the Aberfeldy MOD. Pupils learn to ski, kayak and mountain bike as part of the PE curriculum and several pupils have represented the school for skiing and kayaking at national level.

Children present as settled and happy at school. They talked confidently about how all adults in the school help to make them feel safe and secure.

Children feel that all adults know them well, listen to them and are interested in them.

There continues to be a very positive ethos within the school; recent child led consultation provided useful feedback about the school's work and partnership with parents and community.

Parents are recognising the school's commitment to getting provision right for all children and using the contributions of staff, pupils and children to affect change for improvement. Children and staff work and learn well together via the "heads together" groups which plan and implement ECO, health and wellbeing initiatives and take forward Pupil Council ideas.

Areas for development

Children know that they come to school to learn and have the capacity to respond to higher levels of challenge.

Further develop tracking approaches to provide greater clarity about both the levels of attainment and the pace of progress made by each pupil.

Staff and pupils should work together to increase the children's pride in their school and their ability to lead and organise e.g. to create displays of their work in shared areas.

LEARNING

In all classes observed children are motivated and engaged in their learning. Teachers use appropriate resources from a range of sources effectively. Contexts for learning are relevant and enable children to use their existing knowledge and build on their prior learning.

Lessons are structured to provide clarity and support to help children learn well collaboratively and independently. There were some examples of very effective practice where teachers used children's contributions to extend thinking and the level of challenge in discussions.

Children across the school are getting better at describing things they have done well. They can also articulate what strategies best help them achieve their next steps.

Across the school there is improved provision for children with identified additional needs. The school is making effective use of the nurture provision in Breadalbane when needed which has a clear impact on the individuals involved.

Teachers, support staff and the headteacher discuss the progress and needs of each class. Individuals and small groups are identified for further support.

The pupil support team work alongside the headteacher to target learning for these individuals and groups for concentrated blocks of time. This is proving to be a more efficient and effective use of time.

Areas for development

Continue to use learning intentions, success criteria and profile folders to focus children's thinking on what they are learning, the specific skills they are developing and to highlight the relevance of what they are learning across the curriculum.

All staff should ensure children understand how their learning is progressing over time and extend the use of the Perth & Kinross Indicators with children in all classes.

Review the impact the revised planning approaches have had on the quality of the learners' experiences and also in terms of how involved children and parents are in the process. This should be undertaken by May 2015.

All staff must ensure they support, and expect, children to produce the highest standards of written work across the curriculum.

LEADERSHIP

The headteacher and principal teacher work effectively together and are supportive of all staff. They place high value on developing the school team's capacity to continuously improve standards of achievement and attainment. They are successfully developing a culture of self-evaluation and reflection.

Staff continue to be involved in improving the curriculum and the quality of learning and teaching across the school. Examples of where this has had a positive impact include their involvement in taking forward the development of a more progressive approach to health and wellbeing, positive behaviour approaches and most recently being members of the Tapestry Teacher Learning Communities.

The staff team are currently engaged in a range of individual and collegiate professional learning activities including recent work with Alan McLean, author of *The Motivated School* to explore further developing pupils and staff energy and enthusiasm for learning.

Collegiate sessions and tracking meetings now focus teachers on the impact of their classroom practice and children's progress against national and local standards, e.g. using the Perth & Kinross Indicators. Pupils in P6/7 are using the Indicators as part of their self-reflection and profiling work.

The school team have taken forward recommendations from previous evaluation visits well and the impact can be seen in terms of improved learning experiences for children. Recent consultation with parents, which

was led by children, has provided useful and positive feedback from parents about the work of the school, its successes and suggestions for improvement.

Areas for development

Enhance the existing programme for staff professional learning by linking planned activities to relevant professional literature and providing clear direction and focus for staff contributions and discussions.

Continue to build on the current range of strategies to share the work and achievements of the school with parents, partners and the wider community and involve them in evaluating the impact their suggestions have made.

Conclusion

Kenmore Primary is a well led school which continues to demonstrate progress and improvement. Children impress as happy, polite and articulate. They are confident to welcome visitors and talk with adults. All were very well behaved and engaged well in the tasks set for them. Children consulted were able to offer reasoned opinions about their learning and their school.

There are strong and productive relationships with parents and the wider community and a shared desire to work together to enhance the school environment and experiences for children.

The headteacher and the staff team should work together to address the areas for development identified in this report within the relevant timescales.

Authority officers will visit the school in November 2015 to review the progress made in the areas for development identified in this report

[HM Inspection Report 2005](#)

Responsible Officer: Rhona Jay

Email: rjay@pkc.gov.uk

Telephone no: 01738 476360