



**Kinloch Rannoch Primary
School and Nursery Class
Perth and Kinross Council
8 December 2009**

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. Where applicable, you will also be able to find descriptions of good practice in the school.

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.

Contents

1. The school
2. Particular strengths of the school
3. Example of good practice
4. How well do children learn and achieve?
5. How well do staff work with others to support children's learning?
6. Are staff and children actively involved in improving their school community?
7. Does the school have high expectations of all children?
8. Does the school have a clear sense of direction?
9. What happens next?

1. The school

Kinloch Rannoch Primary School is a non-denominational school with a nursery class. It serves the village of Kinloch Rannoch and the surrounding rural area. The roll was 28, including four in the nursery class, when the inspection was carried out in October 2009. Children's attendance was in line with the national average in 2007/2008.

The school has undergone significant staff changes over the past few years. There have been four headteachers. The acting headteacher, who is also the acting headteacher of Struan Primary School, has been in post for just over a year.

2. Particular strengths of the school

- Friendly and polite children who are keen to learn.
- The stimulating environment for learning both in classes and within the school grounds.
- The teamwork and commitment of all staff to ensuring the care and welfare of children.
- Partnerships with parents, support agencies and the wider community.
- The acting headteacher's leadership of improvement through self-evaluation.

3. Example of good practice

- Use of the outdoor environment to motivate learners.

4. How well do children learn and achieve?

Learning and achievement

Across the school, children are learning to work well on their own and with others, inside and outside the classroom. They are beginning to develop an understanding of their strengths as learners and what they need to do to improve. In the nursery class, children are keen to learn new things and move confidently between activities. They help to choose their topics and concentrate very well on their chosen activities. At the primary stages, there is scope to give children more

responsibility for setting learning targets and reviewing their own learning.

Across the school, children are making good progress in developing personal and social skills. They have a very good understanding of the importance of being healthy and active. They benefit from taking part in a wide range of physical activities such as kayaking, rock-climbing and yoga. All children in the nursery and primary stages are developing effective citizenship and enterprise skills across a variety of activities. They are strongly committed to protecting the environment and recycling materials. Staff make very good use of the school grounds to make children's learning experiences active and interesting.

In the nursery class, children are making very good progress in developing skills in early literacy and numeracy. They confidently record their thoughts and ideas in 'thinking and talking' books. They often choose to write during play activities. Children use mathematical language and skills very well in a range of real-life contexts, such as baking and gardening. They use information and communications technology (ICT) very confidently in many areas of their learning. This includes good use of computers, digital cameras and electronic microscopes. In the primary classes, all children, including those with additional learning needs, are making good progress in mathematics, reading and writing. Their progress in listening and talking is satisfactory. Most children listen well to adults and respond appropriately in carrying out instructions. They are less skilled at listening and talking to each other when working in groups. At the early stages, most children achieve national levels of attainment in reading and mathematics earlier than would normally be expected. The majority of children read aloud well but do not yet talk enthusiastically about their favourite books and authors. Children write for a variety of worthwhile purposes including writing poetry. In mathematics, most children are confident in number work. They have used their skills in measuring and problem solving very effectively to design and build raised beds for the garden. Across the primary

classes, children are not yet skilled in using ICT to collect and display information they gather on databases and spreadsheets.

Curriculum and meeting learning needs

Staff have made a good start to developing aspects of *Curriculum for Excellence*. The curriculum is helping children in the nursery and primary classes to develop a broad range of skills and knowledge. Staff provide children with stimulating and worthwhile activities. They are very good at explaining to children why learning is important. Staff plan tasks and activities which develop children's skills in literacy and numeracy across other areas of their learning. They should build on this good practice by planning more opportunities for children in the primary classes to develop their skills in ICT. With the help of skilled visiting specialists, all children are developing very effective skills in music, physical education and in learning Gaelic. The school is working towards providing all children with two hours of high-quality physical education each week.

Staff know children and their families well and work together to provide a supportive and nurturing environment for learning. In the nursery class, staff meet children's learning needs very well and plan motivating tasks and activities to hold children's interest and generate curiosity. They gather information about what children can do and use this when planning future learning and development. At the primary stages, staff plan carefully and reflect regularly on the progress made by each child. They are taking steps to make learning more active for children. Homework is varied and supports children's learning in class. Staff give clear explanations and share the purpose of lessons with children. They are good at explaining what they expect children to learn and use questioning well to check for understanding. They should ensure that tasks and activities are at the right level to challenge higher-achieving children. A significant number of children have additional learning needs. All children who require additional support are making good progress. They benefit from high-quality assistance from the support for learning teacher and support staff.

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

The Parent Council is very supportive of the work of the school. Parents support the school very well in a variety of ways. These include running lunch time and after school clubs and organising fundraising events. Staff keep parents well informed of their children's progress through parents' evenings, helpful reports and interesting newsletters. Parents are consulted on important aspects of school life including sensitive health issues. The quality of children's learning experiences is enhanced by the school's partnerships with a range of educational and health support services. The school has well-established links with local services and businesses. As a result, children are benefiting from learning about the world of work. The school is well supported by the local chaplain and there are good opportunities for religious observance. The school's close links with the Mother and Toddler group ensures that children have a smooth start to beginning nursery. Teachers use information from nursery staff to support children very well when they move in to P1. The school has very good links with other rural primary schools and a well established programme of activities helps children at P7 to transfer easily to Breadalbane Academy.

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

Increasingly, children are having a say in how to improve their school. Their views and opinions are sought through discussions in classes and at Together Time. Their ideas have led to major improvements in the school grounds. Children have worked very hard with staff and parents to gain an Eco-Schools Scotland silver award and are very proud of their achievements. At all stages, children are developing leadership skills as helpers and monitors. Older children help younger ones as buddies and encourage them to take part in playground games. Across the school staff work very well together. Support, clerical and catering staff contribute significantly to the life of the

school. The acting headteacher has a very good understanding of the school's strengths and areas for development. She uses a range of effective activities to track children's progress in learning and monitor classroom practice. This is leading to significant improvements in the way children learn, attainment in English language and mathematics and in meeting the needs of all learners. Nursery and primary staff are working together very well to develop the curriculum. They are becoming increasingly effective in evaluating learning and teaching and they share good practice with each other.

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

The school has a welcoming and nurturing atmosphere. Staff meet children's health, emotional and social needs very well and are clear about their responsibilities for child protection. Children feel safe and well cared for in school and there are appropriate procedures in place to monitor and encourage good attendance. Staff use a range of well-planned learning experiences to promote equality and fairness and to assist children in recognising and tackling discrimination. Children are encouraged to do their best and be proud of their achievements. There is scope to develop children's role in making decisions and taking more responsibility for their own learning. The school deals promptly and effectively with any complaints or concerns from children and parents.

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

The acting headteacher knows the school very well. She provides highly effective leadership and is well respected by all. In a very short period of time, she has worked very effectively with staff, children and parents to develop a clear vision for the school. She has taken very effective steps to improve key aspects of the school's work. As a result, children's behaviour, the ethos of the school and the quality of learning and teaching have improved significantly. All staff work together very effectively as a team. Under the leadership of the acting

headteacher, with the continued support of the education authority, the school has the capacity to improve further.

9. 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.

- Continue to improve attainment in English language and mathematics.
- Develop children's involvement in taking responsibility for their own learning in the nursery and primary classes.
- Develop further children's information and communications technology skills to support their learning across the curriculum.

At the last Care Commission inspection of the nursery class there were no requirements or recommendations.

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 Kinloch Rannoch Primary School and Nursery Class.

Primary school

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

Nursery class

Improvements in performance	very good
Children's experiences	good
Meeting learning needs	very good

We also evaluated the following aspects of the work of the school and nursery class.

The curriculum	good
Improvement through self-evaluation	very good

HM Inspector: Lesley A Allan
8 December 2009

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

If you would like to find out more about our inspections or get an electronic copy of this report, please go to www.hmie.gov.uk.

Please contact us if you want to know how to get the report in a different format, for example, in a translation, or if you wish to comment about any aspect of our inspections. You can contact us at HMIEenquiries@hmie.gsi.gov.uk or write to us at BMCT, HM Inspectorate of Education, Denholm House, Almondvale Business Park, Almondvale Way, Livingston EH54 6GA.

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.

Crown Copyright 2009
HM Inspectorate of Education