

## **SPEYSIDE HIGH SCHOOL**

### **1. Quality Educational Experience**

#### **1.1 Attainment**

Within the Broad General Education, the Achievement of Curriculum for Excellence Levels in literacy at third level has decreased over the 3 years of data collection and is below the Moray average in Reading, Writing and Listening and Talking. In Numeracy, third level attainment is above the Moray average for session 2017/18 and has been fairly consistent from the previous session.

The school has had a focus on assessment and moderation as well as the engagement with Education Scotland Benchmarks for all curricular areas. As a result, the data being submitted nationally for Numeracy in S3 continues to be reliable and correlates with attainment in the Senior Phase for that cohort. The BGE attainment data for Literacy is more cautious and there is a focused agenda from the Senior Leadership team ensuring support and challenge within teacher professional judgement in this area.

The school is using the Moray Tracker for BGE tracking and monitoring and is beginning to use the data to analyse progress and the use of relevant interventions in order to ensure improved attainment as well as informing improvement planning. This is being further supported by the use and analysis of Scottish National Standardised Assessment information; there is scope to extend the use of tracking and monitoring approaches as well as SNSA data to support the learner understanding of levels achieved and improved levels of attainment.

In S4, the percentage of pupils achieving Levels 4 and 5 Numeracy is consistently above the Moray average, with Levels 4 and 5 in Literacy presenting below the Moray average according to Insight data. There is some work to do to ensure that the school attains in line or above virtual and national averages in the Literacy measure. S5 and S6 Literacy at Levels 4 and 5 are below the Moray average but much improved on previous S4 Literacy attainment. Numeracy in S5 and S6 is above Moray and VC averages and is performing to a consistent level. There are a range of initiatives in place to improve Literacy attainment in S4 in particular; these should be monitored to ensure positive improvement in this area. This is also supported by tracking of S5/6 pupils to ensure highest levels of Literacy and Numeracy at point of exit from school through bespoke lessons and curriculum design.

SQA examination results present an overall positive picture for S5 and S6 pupils. S5 pupils achieve above virtual, Moray and national comparators for 1+, 3+ and 5+ at Level 6 awards. This is not a consistent picture over the last

3 years and there is a need to ensure existing positive tracking processes continue to be used to support cohorts who may have a tendency for lower attainment; the value gained from this process was evident in particular during session 2017/18.

The Improving Attainment for All measure on Insight presents a positive picture for low and high attaining learners in S4, 5 and 6 for all comparative measures; there is some work to be done with middle 60% of learners to ensure their progress is tracked throughout the year and year on year to ensure an improving trend in attainment and to also consider the ranges and courses available for this cohort.

During session 2017/18, the percentage of S5 pupils achieving SCQF level 6 awards was above the Moray and national average. The tracking now in place for ensuring positive progress for S4 learners has been developed to monitor progress of levels and attainment for this cohort throughout the session and is supported by a range of interventions; this is emerging as good practice and the effectiveness of this should be measured at SQA certification in August 2019 and extended wider to cover S5 and S6 as appropriate.

The most recent data for the percentage of leavers in an initial positive destination (session 2016/17) presents a fairly consistent trend over the last 4 years; the school should continue to use the Pathway Planning meetings and Developing the Young Workforce initiatives effectively to ensure that the school leavers are represented favourably in line with comparator measures.

The school has a clear process for identifying and supporting young people into a positive destination and should ensure that this is continued. Almost 40% of leavers from the school go on to Higher Education, which is slightly lower than national comparators. A significant number also progress on to Further Education and Employment.

## 1.2 Wider school activities

Speyside offers a wide range of opportunities for young people to achieve and this is widely celebrated. Celebratory methods include "Friday briefs", newsletters and social media. Young people compete at a national level including athletics and dance. Merits and awards are given at End of Term Assemblies and the Prize-giving Ceremony in June. Merits and demerits contribute effectively to the positive behaviour culture and restorative opportunities for all pupils. House assemblies celebrate more regularly, and departmental and class recognition operates in a range of ways. Pupils chart progressive achievements within personal profiles, throughout their school life. A standing item on the weekly SLT agenda is "Pupil Achievement" so that pupils are noted by the head teacher and senior staff. Pupils are presented for the Moray School Awards.

In recent years, considerable investment is giving pupils access to high quality facilities as timetabled lessons and via the extra-curricular offer. Some facilities are shared with the community and uptake is by members of the

public of all ages. Partnerships with the ASG primary schools ensure all pupils have access to the facilities from an early age, which supports transition and skills development. As a result there is a respect and pride in the school environment by pupils, who use the school as a lifelong community asset.

Extra-curricular activities offer choice, and some personalised design. Pupils access specialist facilities, such as the music practice rooms, and are enabled to exercise leadership in the creation of clubs and fundraising events. The context of the school supports challenging physical, creative, environmental and social learning opportunities, and staff are keen to develop the children's interests and skills. For instance, due to the proximity to the River Spey the children all have swimming lessons and are offered canoeing club.

The house system is the foundation to school organisation; activities within houses capturing pupil voice and providing opportunities for involvement in school improvement. The school ethos is supported by the Rights Respecting School Award, working towards Silver level. Political literacy develops through studying international politics and an American-style campaign for the selection of "The Senate" (the official pupil voice) and house captaincy is operating. In Modern Studies lessons pupils research arguments and counter-arguments on topical issues such as medicinal cannabis. Wall displays show evidence of Interdisciplinary Learning analysing the government structure, with graphs, a map and a timeline.

Leadership at all levels, such as the Ethos Group, led by a school administrator and the Eco-group led by the school janitor, aligns with SIP priorities. Some groups are pupil led, such as "Parkour" (free-running gymnastics), in which pupils participate and develop positive relationships, while learning and improving skills in a personalised and flexible way.

Fundraising and an attitude of altruism is promoted. Charities are supported in creative ways, and led by pupils. The Dynamic Youth Award has been achieved by pupils such as those who run the Moray School Bank, and others have supported fundraising and enterprise in bespoke projects. Ethical responsibility is evident, with students participating in environmental issues such as Learning for Sustainability and Social Enterprise, in keeping with the context of the school.

### 1.3 ASN provision

There is continuous and ongoing collaboration between Senior Leadership, Guidance, ASfL and curricular teams in order to support pupils. Parent's value opportunities for regular dialogue with ASN staff so that their views are included in this collaboration.

Local Authority Central Services, associated primary schools and partner agencies work together to raise awareness, advise on additional needs and transitions into school. This was evidenced through child planning discussion and in the detail of the IEPs. The ASfL team value opportunities to share

practice and train with others. Also noted was the diminishing availability of resources from certain services.

### **Meet learners' needs: Identification, Curriculum delivery, Communication and Record keeping**

163 pupils are recorded in the '*confidential book*,' identified at Staged Intervention 1 or 2, and are educated in mainstream with intervention and support. Eight pupils have IEPs and of these, two are mainly educated with an alternative curriculum in the Enhanced Provision. There are no pupils with a CSP.

Pupil wellbeing is a priority, evidenced by the attention and care given to pupils throughout the school. Parents concurred with this and said that there were no concerns about bullying; stating that teachers notice how the children are doing and intervene. School staff know the pupils well and understand their needs. This is evidenced by continuous verbal feedback in class and ongoing collaboration between ASfL support staff and class teachers.

Pupils' Needs are identified through P7 transition tracking data and shared with staff. Staged Intervention levels will be added to this. Where necessary, child planning starts earlier: i.e. there is current planning for P6 pupils with more profound needs. An enhanced transition calendar will be developed to include a clear programme and more parental engagement achieved through transition child planning and review meetings. Regular communication and updates through child planning, meetings and ongoing dialogue was identified by parents as an ongoing need, not just at transition.

Emergent Needs are identified through several sources: PSA observations, parental concern, SEEMIS referrals and more informal discussion. The electronic confidential book is the tool used to share information about barriers to learning and suggests strategies to meet pupil needs. ASN assessment of needs and tracking will be developed to include a SEEMIS flagging system and the use of Learner Profiles and Strategies and the latest IEP format as part of the new child planning system. It is also recognised that Additional Assessment Arrangements require review and development.

Learning experiences are made accessible using e.g. scaffolding, word banks, pre-printed notes, table squares, talking only lessons and accessible work booklets. Alternative activities within the class and graduated Learning Intentions and Success Criteria were not evident. Differentiation for able pupils through extension work was observed in Maths. All teachers have a differentiation pocket book and an exemplar pack will be issued by the differentiation working group soon.

Alternative courses ie Health and Science are used as a stepping stone to National 5 Science. Conval House is a spacious resource and is used for individual tuition, pupil respite, calming and coping strategies and social skills groups.

PSAs supported pupils in class in close proximity. An alternative whole class support approach would mean that pupils become less reliant on a PSA to deliver their learning.

The enhanced provision caters for two pupils who undertake a curriculum of themed activities based on real-life contexts, annual calendar events and enterprise e.g. Christmas Fair preparation. The focus is to develop independence, life-skills and skills in literacy and numeracy. Current curriculum content includes using National 1 and 2 Communication and Numeracy courses, following an S3 practical cookery course in liaison with HE Department, Arts and Crafts activities, some PE and swimming provision and links with Moray College. Pupils are happily included in mainstream Art lessons, lunchtime Art club, lunchtime football. Learning is organised by ASfL teachers and often delivered by PSAs. It is recognised that curriculum planning, delivery and recording for pupils with complex needs is in place but requires review. The intention is to develop more Outdoor Learning using the Duke of Edinburgh and the Princes Trust to include more local visits. An alternative curriculum for BGE will be developed as required by the new pupils where breadth, depth, challenge and recording progress will be embedded into planning. However, there are many success stories about the pupils in the enhanced provision, one of whom is now able to attend college once a week.

### **Allocation of Resources and Staffing**

PSA/ASfL Teacher allocation is prioritised firstly to meet the needs of the enhanced provision and then mainstream. Pupils are sometimes grouped and often work using a 1:1 model, allocation of staffing is also due to be reviewed. Parents are engaged and involved in school activity but would like this to continue. They very much appreciate the extra-curricular lunchtime groups which led to parents taking a group to London winning and App competition. PSAs would like regular meetings to improve communication and to feel valued.

There is evidence of distributed leadership in ASfL staff team evidenced by a shared responsibility for curriculum content, current deployment of staff and collaboration with mainstream staff.

The school has had a series of temporary PTs ASfL in recent years. There is now a strong ASfL team with ample resource and the capacity to improve Inclusive practices discussed in this visit, seen in the DIP and provided above.

#### **1.4 Curriculum**

The Speyside High School curriculum is delivered by means of the 33 period week which was introduced in August 2018 to maximise pupil learning time and opportunities. There is a well-developed curriculum rationale in place which is presented in poster format and helpfully includes areas such as 'Moray Skills Framework', 'Pupil Entitlements' and the 'Speyside Context'. This rationale was introduced in 2015 and is being reviewed by staff and pupils to include Developing the Young Workforce (DYW) and the Career Education

Standard (CES). The central focus paragraph may change to better capture the current curricular provision at the school. The Vision, Values and Aims (VVA) of the school has been reviewed and updated by the school community in a collegiate manner to include pupils, staff, parents and the local community and business partners. The VVA review should help to inform the delivery of a pupil-centred curriculum which will purposefully lead to positive pupil destinations. The school community should continue to engage in the vision for the curriculum with a particular emphasis on better learner pathways in relation to the school as outlined in the current SIP. This will allow the Responsibility of All (ROA) agenda particularly with regard to Literacy and Numeracy to be a relevant part of pupil learning. Health and Wellbeing is covered in the PSE and PE curriculum.

Under the leadership of a DHT there is a Pathway Planning Working Group and a skills based ROA Working Group which are seeking to improve Literacy and Numeracy attainment and further embed National Progression Awards (NPAs) from level 2 to level 5 in the curricular offer. One measure of the success of this work will be a higher percentage of pupils gaining positive destinations and also those sitting National 5 subjects in the 2019 SQA examinations. This will be complemented by work being undertaken to identify alternative qualifications and awards within the Senior Phase to support learning pathways centred on learner needs and aspirations. This forward looking approach should continue to provide a breadth of progression with accreditation within the Senior Phase.

During the visit there was a focus group with local DYW representatives who commended the school's enthusiasm to engage with the DYW agenda and local employers to positively influence outcomes for Speyside pupils. There are lots of opportunities for learners at SHS to have access to employers and work experience although it was noted that there are pinch points in the year, namely during November and December when business firms are traditionally busy. Those present found the school staff to be supportive and approachable and would like to be involved in helping to set priorities in the SIP which reference DYW and Pathway Planning. This willingness gives an opportunity to influence a strategic intent to embed DYW with the Career Education Standards and Work Placement Standards. The representatives would like to be more involved in influencing what skills pupils master in school so that they will be better prepared for a smoother transition to employment whether directly or via university or college courses.

The school has introduced Universal Pupil Support (UPS) into the BGE which will be progressed into the Senior Phase and which is taught by DHTs. UPS is kept distinct from Personal and Social Education (PSE) by focussing on bringing DYW into the curriculum in terms of skills awareness and development. During the Senior Phase there is a period of PSE and a period of Driving Attainment. There is focus on mental health in PSE and this has been started by a pupil and parent survey.

There are a strong number of SQA courses on offer from SCQF Level 4 to 7, providing accreditation for all pupils, some of whom benefit from smaller class

sizes. This may prove a challenge if the school widens its provision into Level 4 and 5 units and courses and National Progression Awards (NPAs). However, the school is aware of the need for planning to improve the curriculum in terms of its rationale and design to better facilitate more learning pathways leading to positive destinations. The school community is keen to see these changes in the curricular offer and the scoping work should continue to implementation.

## 1.5 Learning & Teaching

Speyside High School has a range of well-resourced learning and teaching spaces, offering a wide variety of Broad General Education (BGE) and Senior Phase courses across all curriculum areas. Senior Phase courses at Scottish Credit and Qualifications Level (SCQF) 5 and 6 in particular, offer pupils breadth in Senior Phase National Qualification options. Depth and progression in learning is further supported by teacher adaptability in multi-level learning and teaching. During our visit, all practitioners were visited on at least two occasions by members of the Schools for the Future reviewing team. In almost all classes, almost all pupils exhibited rights-respecting and positive behaviours, with mutually respectful relationships identifiable across the school between pupils and staff. Very few instances of low level misbehaviour were noted with most incidents handled swiftly by staff.

In most classes, most pupils were engaged in learning and teaching activities with clear explanations given in most lessons, supporting pupils in knowing 'what' they were learning. Pupils in both the BGE and Senior Phase were less clear in the majority of learning visits with regards to 'why' they were learning certain topics and concepts. In most lessons, practitioners build on prior learning and in the majority of lessons, recapped on previous learning. Learning Intentions and Success Criteria were present in less than half of lessons visited and predominantly in the BGE. In few of these lessons, Success Criteria were co-constructed with pupils, building increased pupil ownership of learning. Increased differentiation of Success Criteria in the BGE would further support engagement of all pupils in learning, with clear, relevant and measurable Success Criteria providing focus for later self-reflection. In less than half of lessons, links were made to skills under development and wider career pathways, bringing relevance to learning.

Most pupils spoken with in classes across stages relayed to us that they were encouraged by staff to do their best, with practitioners using positive praise well in the majority of lessons to motivate and encourage them. A range of teaching approaches and activities which encouraged pupils to be independent and self-motivated were observed in less than half of lessons visited. This included opportunities for active learning, ICT based learning, 'hands-on' practical and experimental work, pupils working individually, in pairs and in small groups with some pupils able to link their learning to other contexts. In most lessons, time spent on teacher-led direct teaching input was extended, limiting opportunities for pupil leadership of learning.

Differentiation of learning activities in the majority of lessons within BGE and Senior Phase classes was by end outcome, with common Success Criteria present when differentiated learning activities were present. This limited access for some pupils to learning activities underway and additional challenge for some pupils in the BGE. Further differentiation would positively impact on the pace and challenge in the majority of lessons, as evidenced in a wide range of classrooms visits.

In the majority of lessons in the BGE and most lessons in Senior Phase, children were aware of their progress and level, and next steps in their learning. In the majority of lessons visited, questioning was used well to check for understanding. In a few lessons, this included more open-ended questioning and tasks, developing higher order thinking skills. In the majority of lessons, there were interventions in support of learning with instant dialogue and feedback on learning. In Senior Phase, pupils valued smaller class sizes in most lessons visited, offering greater opportunities for individualised support.

In some lessons, self and peer assessment were used well to support reflection on learning and next steps with greater emphasis on teacher feedback in jotters and on classwork in most classes. Further development of plenaries would provide useful reflection time for pupils to assimilate their new learning and consolidate their understanding. Recent developments in BGE 'Universal Personalised Support' periods (UPS) and Senior Phase 'Driving Attainment' periods are supporting pupil self-reflection on knowledge and skills, with Senior Phase focus on raising aspirations and attainment in preparation for life after school through focused learning conversations.

The school is progressing with work to roll out the 'Lesson Charter' developed for use across the school, with focus on the components identified for excellent learning and teaching. Further development and reinforcement of this work supported by the Learning and Teaching Working Group will be of benefit in gaining greater consistency in learning and teaching experiences across the school. Further focus on assessment is for learning strategies will support practice in questioning, feedback, self and peer assessment for pupil success in learning.

## 1.6 School buildings

Condition: standard C (2017)

Suitability: standard B (2017)

The school was built in 1977 with a new Community wing added with a performance space within the last 5 years. The standard of facilities is variable across the school although it has been well maintained. Corridors are bright and airy and the headteacher has a programme to replace carpeting and to repaint rooms. The Business Education room has been refurbished and currently can accommodate a class of 30 pupils. Additional IT facilities do not accommodate this number of pupils and so the Business Education room is well used by other departments wishing to access

computers. With a falling roll there are a number of vacant classrooms including a science lab, a technical room and some multi-purpose classrooms. The guidance team are located in an area which is not easily accessible and in the peripheral of the school. Consideration is being given to relocating them to a more central point within the school. A swimming pool is adjacent to the PE facilities and the school has a 3G pitch. The school has also plans to resurface the games hall which is currently proving a safety issue and a concern for pupils use. The entrance area is currently not secure and this is a major concern where the public could easily have access to all areas of the school building including the swimming pool and changing areas. Roof repairs were undertaken last year, although planned works to plumbing were halted. The school has plans to use it's underspend to redecorate and recarpet classrooms on a rolling basis.

### 1.7 Pastoral Care

Speyside High is a very welcoming school that puts pupils' wellbeing at the very heart of everything they do. Relationships between pupils and class teachers are a particular strength with pupils commending staff for not only supporting their learning, but their emotional and physical needs. Pupils acknowledge staff often give up their own time to provide them with rich experiences. A safe, secure environment with a positive ethos means the pupils felt if they had an issue or any concerns they could speak to prefects, individual teachers, support staff, or their guidance teacher. Pupils reported that concerns are dealt with swiftly and efficiently.

Guidance teachers were identified as a key support, but some children did report their experiences were inconsistent in terms of the service they received dependent on House Group. Good partnership working was reported, although access to actual resources limited. More robust tracking and monitoring processes have been put in place so issues around absences, lateness, de-merits are identified at an earlier stage to ensure appropriate supports are put in place for pupils. The Guidance team reported they have strong communication links with parents. A robust P7-S1 transition programme has been established, including an enhanced transition programme for pupils who require it. The PT ASN, in partnership with the Guidance team, works closely with primary schools to identify these pupils early in P7 through visits and observations. S2 buddies also support this transition.

Speyside High School is driving forward the relational school agenda to ensure it is a nurturing school. Several groups have been formed to focus on various strands of health and wellbeing and a significant number of staff have shown a willingness to progress this agenda. The Strategic leads are aware that embedding the different strands of the relational school will take several years.

### 1.8 Attendance, exclusions & pupil behaviour

2017/18 Attendance rate: 91.27% (Moray 94.9%).

Violence/Aggression against staff: There were no reported incidents in session 2017/18.

There were 4 exclusion incidents involving 4 different pupils in session 2017/18.

## **2. School roll**

### **2.1 Roll and roll forecast**

Based on the 2017 census the roll was 427 and of that 96% were within the catchment and 16 outwith.

The School Roll in 2018 is 410 pupils. Since 2013, the roll has decreased by 70 (from 479 to 409).

Forecasted roll: 2025 – 369 pupils.

Estimated decrease by 40 pupils over next 6 years.

S1 – 81, S2 – 87, S3 – 77, S4 – 66, S5 – 58, S6 – 41.

### **2.2 Inward placing requests**

2018/19: 2 inward placing requests

### **2.3 Outward placing requests**

2018/19: 0 outward placing requests.

### **2.4 Roll as percentage of capacity**

2018/19 School Roll: 72% of physical capacity.

### **2.5 Class composition**

N/A

### **2.6 Number of teachers**

FTE – 37.77 (47 staff)

Includes 22 teachers, 21 Principal teachers, 3 Depute Headteachers and 1 Headteacher.

### **2.7 School roll**

2017/18 School Roll 427.

### **2.8 Maximum Capacity**

2017/18 – School Roll 427, 76% –Physical Capacity

## **3. Financial position**

### **3.1 Budgeted running cost**

The cost per pupil in 2018/19 was £5,967.

### **3.2 Financial trends**

School devolved budget (including carry forward) for 2017/18 had a 2.4% underspend

### 3.3 Financial plans

The school has turned the budget from an overspend when the headteacher first arrived at the school to a healthy position. The Headteacher is ably supported by the Business Support Manager who has a great handle on the school finances and staffing. For a time the school was running with 2 deputies to aid the finances, however there is now an acting DHT part funded through Pupil Equity Funding (PEF) monies. Due to the low school roll it is often difficult to attract and appoint Principal Teachers (PTs). As a result, the school may have to consider shared PT posts in future for sustainability reasons or to make posts more attractive. Financial prudence has enabled the school to carry out minor works to improve the quality of learning spaces with more plans in place.

### Conclusions

On the basis of the evaluations of criteria 1-3 Speyside High is a sustainable school due to its location and the travel times permitted for pupils. The roll and enrolment forecasts are currently below the minimum roll threshold for a secondary school. Due to location and travel times there is no need to evaluate criteria 4-6 at this time.

### Recommendations

A non-denominational school, Speyside High School covers the a catchment area which is the largest in Scotland and is situated in the village of Aberlour, classed as a Moray Rural School (accessible rural areas).

Although projections would suggest sufficient capacity in future years to meet the needs of the extensive school catchment area, there is a projected fall in roll over the next 7 years of up to 64 pupils. The following options should be considered and appraised:

- Consider campus leadership 3-18 model
- Consider 3-18 school with one or more of the primary schools and nursery
- Retain Speyside High School as per existing arrangement
- Consider refurbishing or rebuilding the school to improve the condition

### Areas of Strength

- Positive and inclusive school ethos and culture, supported by mutually respectful relationships across the wider school community
- A conscientious and committed staff team, working together to offer young people a wide and varied range of opportunities to participate and achieve

- Recent developments including review of Curriculum Rationale, development of Lesson Charter and skill development focus provide impetus for strengthening learner experiences, relevance of learning and future pathways planning
- School self-evaluation and emerging leadership capacity has supported identification of improvement priorities, directing work of ambitious school working groups
- Emerging upward trend in attainment particularly in S5

### **Areas for Improvement**

- Working collaboratively, staff should work to embed the Lesson Charter as a mechanism to improve the consistency in learner experiences
- All staff should review mechanisms for capturing pupil voice to ensure that self-evaluation leads to improved outcomes for young people
- Review the scope and purpose of school improvement groups aligning to the School Improvement Plan to ensure measurable outcomes for learners
- Continue to develop approaches to tracking and monitoring of pupil progress
- Review arrangements for the pastoral care of learners

# **ABERLOUR PRIMARY SCHOOL**

## **1. Quality Educational Experience**

### **1.1 Attainment**

In P1, Curriculum for Excellence (CfE) achievement of a level data for 2017/2018 indicates that pupils perform marginally below Moray averages for Reading and Numeracy, and below Moray averages for Writing, Listening and Talking. In P4, achievement of a level data for 2017/2018 highlights that pupils perform above Moray average for Listening and Talking, and notably below Moray averages for Reading, Writing and Numeracy. In P7, achievement of a level data for 2017/2018 indicates that children performed above Moray averages for Writing, Listening and Talking. Children achieved marginally below Moray averages for Reading and Numeracy. SNSA data is being used to assist teachers with their judgments at the relevant stages.

Through discussion with the Headteacher and staff, practitioners are growing in confidence in their Teacher Professional Judgment (TPJ) of learner level achievement as per the Scottish Government's data return requirement for key stages (P1, P4, P7). Staff have high expectations and have used collegiate time well, engaging with National Benchmarks and participating in cross-Associated Schools Group (ASG) moderation activities, with increasing focus this session on Reading moderation as an ASG and school focus also on Numeracy. The ASG Action Plan for 2018-2021 includes focus on embedding Benchmarks, Moderation, collegiate working and good practice sharing across the ASG, raising attainment, Developing the Young Workforce (DYW) and Pupil Equity Fund (PEF) related themes. On review of data, partnership working within school and across the ASG and continued focus on moderation, will secure teacher confidence in TPJ further.

Working together with the Principal Teacher (Additional Support Needs), pupils in need of further support and learning interventions have been identified in partnership with all teaching staff. Baseline assessment has commenced for identified pupils for Literacy, Numeracy and Health and Wellbeing. This will support tracking of progress over time, measuring impact and success of interventions including planned Numeracy groups, team-teaching activities and flexible groupings (for example, for spelling). Planned protected time for dialogue between class teachers and the Principal Teachers (Additional Support Needs and Support for Learning) will strengthen timeliness of enacting interventions further.

A range of targeted and universal interventions have been embraced inclusive of Literacy (Emerging Literacy, Accelerated Reader), Numeracy ("Big Maths", "Sumdog", "Little Big Maths") and HWB related interventions (Library refurbishment and accessible reading materials, Outdoor Learning, "Woodland School", Nurture). The school continue to evaluate impact of PEF interventions, strengthening approaches to monitoring impact on individuals and groups, with additional funds allocated this session to continue work on

interventions through localised school empowerment using PEF. In order to address concerns identified by the school with Numeracy and Maths (Mental Arithmetic), “Big Maths” was adopted across the school last session, supported by Pupil Equity Fund monies. This has supported development of a Mental Maths progression, with plans within the 3-year School Improvement Plan to extend this to the Nursery, with “Little Big Maths”.

The school has embraced Tracking and Monitoring of learner attainment and achievement, supported by the local authority Tracking and Monitoring spreadsheet tools. Teachers are increasingly more aware of data, with review of groups and individual pupils and their attainment supporting identification of attainment gaps and enabling interventions in support of closing such gaps. Further tracking of cohorts and individual pupils over time, using all available data (for example, PiPs, InCAS, Achievement of a level, TPJ, diagnostic assessments) will support practitioners further in assessing pupil needs and impact of interventions for closing attainment gaps.

## 1.2 Wider school activities

Aberlour Primary School has a range of pupil leadership opportunities, in-school and after-school clubs supported and led by a range of staff. P7 House Captains and P6 Vice-Captains are elected each session through a whole-school democratic voting process, to lead “Ospreys”, “Eagles”, “Harriers” and “Falcons” houses. Key issues raised by fellow pupils are discussed through House Pupil Voice Meetings, ensuring all children have a say. All children are also members of one of four committees – Eco, Rights, Community and HWB, each moving forwards with key school priorities. Children were keen to share work of each group, with Eco Group working towards Green Flag status for the school and “Eco workers” - supported by the school janitor - arranging litter picking activities. The Rights Group are steering the school towards Gold Unicef Rights Respecting School status and further embracing Global Goals with the Community Group involved in a shoebox appeal for charity.

The HWB group has been engaged in work to support the British Heart Foundation also, through charitable fundraising. P7 pupils act as buddies to P1 pupils, with P6 pupils currently buddying Nursery pupils in preparation for P7-P1 buddying next session. P6 pupils have also supported library improvements, suggesting changes to the environment and directing purchase of new resources including dyslexia friendly texts and audio books. Leadership of class assemblies, responsibilities at Parents’ Evenings, Tuck Shop duties and “Playground Squad” (where P7 groups deliver lunchtime activities) all support children in developing further leadership skills.

Most staff lead and support a range of clubs and wider activities in order to enrich pupil curricular and wider experiences. These include DYW, Choir, STEM related roles, Bikeability, Running club, Language learning, Outdoor learning, Nurture, Craft Club, Homework, Netball, Gardening and Leadership games. All classes have an area in the outdoor garden, responsible for upkeep. Parents value the opportunities presented, with inclusion of all regardless of level of need or ability. Pupils recognise that there are many

opportunities and activities for them to participate in or lead and value staff for encouraging them to succeed.

Pupil achievements are recognised and celebrated through ongoing class activities, House Points, assemblies, social media, school noticeboards, classroom displays and home-school communications. "OSCARS" (Our School Can Achieve Results) based on the Curriculum for Excellence four capacities – "Successful Learners", "Confident Individuals", "Responsible Citizens", "Effective Contributors" – are awarded weekly to pupils who meet identified criteria, with recognition at assemblies and certificates of recognition awarded following walking up the red carpet. Wider achievements are also displayed on the "Aberlour Achievement Tree" with achievements shared from home written on paper leave, added to as pupils move through the school.

School values are celebrated each term and shared at assemblies with recent assembly focus on "kindness" and the need to "fill one another's buckets". The school is at the early stages of tracking wider achievements and pupil participation, both in and out of school. Learner profiling identified through School Improvement Plan will support this process. Supported by staff, pupils have successfully fundraised for a range of charities including Lepira, Children in Need, NSPCC and British Heart Foundation. The school has a central role in the community, working in partnership with a range of organisations and notably contributing to local community initiatives and events as highlighted in section 6.3.

### 1.3 ASN provision

2018 census: 27 pupils were registered with an Additional Support Need (ASN) equivalent to 20% of the school roll (133). This was taken from the census data and given the nature of the school this does fluctuate during the session. This is below the Moray primary school average (32.1%; 2017/2018). The school has an Enhanced Provision Base in support of young people with identified Additional Support Needs, most children currently accessing mainstream classes for most of their time in school.

The school has an enhanced provision facility and there is currently one pupil with profound and complex needs requiring use of specialist facilities. Partnership working is very good, and staff are committed to working collaboratively with other agencies and partners. Relationships with parents are strong; their input is welcomed and valued and daily communication systems are working well.

Staged intervention is used to plan for learning and individualised timetables prioritising maximum inclusion for pupils to work within mainstream settings with their peers. Whole school pupil support needs are identified and reviewed through termly meetings between class teachers and the Additional Support for Learning (ASfL) team. For learners who are highlighted, further assessment is undertaken by the ASfL teachers and this informs interventions. The process is evident and tracked in the paperwork. Collaborative practice between class and ASfL teachers allows interventions to be successfully taken forward within an inclusive approach.

While programmes of work for pupils with high needs are very carefully planned, the process needs review, in particular, the number of IEPs and IEP targets. In some instances, IEP's are currently being used as curriculum plans and targets are not yet sufficiently SMART (specific, measurable, achievable, realistic, time-bound). Use of new Moray paperwork and procedures will help inform changes. It is particularly important that pupils with complex learning needs are profiled to ensure that their curriculum level and content is clearly identified. Timetables then need to be revisited to ensure that the location of delivery is suitable (classroom or enhanced provision). Record keeping for pupils with ASN is clearly set up and implemented.

Support staff are well deployed, with a good match of strengths and relationships when working with pupils. PSAs would benefit from clearer advance planning for pupils with high learning needs with more opportunities for input. Relationships amongst staff are very strong and informal passing of pupil information on a daily basis functions well. PSAs find teachers approachable and feel valued.

#### 1.4 Curriculum

During session 2017/2018 the school developed a Curriculum Rationale aligned to the refreshed school vision and values, providing foundation for further developing a relevant and motivating curriculum for learners. The Curriculum Rationale is reflective of school context and learner profile. Feedback from the school community highlighted the local environment, traditional school buildings and grounds, new teaching initiatives and the outward looking staff as important factors in the school's history and future. All aspects were captured visually in a Curriculum Rationale infographic, highlighting to parents and pupils what underpins a child's learning journey at Aberlour Primary School. Further description attached to the "through the window" illustration created will strengthen understanding for parents and the wider school community on the curriculum in practice.

Work has been undertaken by the school to date on development of progressions for Literacy, Numeracy, Health and Wellbeing, Music and Modern Languages, supporting understanding of achievement of a level and teacher expectations. The school plans to extend development of curriculum progressions to wider curriculum areas, aligning to National Benchmarks. Collegiate review and streamlining of teacher planning formats supported by curriculum progressions will maximise teacher time for learning and teaching activity resource planning, production and delivery. This will ensure all learners continue to progress through the Broad General Education, including planning in support of more able pupils embracing 3<sup>rd</sup> level experiences and outcomes. Collaboration in planning with wider colleagues within and outwith Aberlour Primary School would strengthen staff confidence further in planning for differentiation to meet a wide range of learning needs and abilities in classes. Planning for inter-disciplinary learning is underway and staff engage with national benchmarks, supported at school and ASG level with moderation.

School focus this session has also been on Mental Arithmetic and Health and Wellbeing linked to outdoor learning, with considerable work on positive relationship building and solutions-orientated approaches in support of learners and their learning needs. This is linked in with refreshed school vision and values. The school have embraced the “Big Maths” progression and framework with “Little Big Maths” planned for Nursery in support of P1 numeracy entry level, funded through PEF monies. Feedback from staff and pupils has been very positive with improvements in pupil attainment noted using “Big Maths” online data analysis tools.

Children also benefit from learning and skills development through new contexts, supported by partners in Primary Engineering project, enterprise projects for Christmas Fayre, and wider DYW initiatives. Learners are also developing confidence in Science through involvement in Moray Science and Primary Science projects. P7 Curriculum transition is also developing with Speyside High School, with pupils participating in transition activities, extended for pupils with Additional Support Needs.

## 1.5 Learning & Teaching

Aberlour Primary School has a very positive and bright environment for learning with classroom wall space and corridor display spaces used well to showcase children’s learning and achievements. During the reviewing team’s time at Aberlour Primary School, all classes were visited by at least two reviewers in order to observe learning and teaching activities, speak with learners and review classwork.

In most lessons, children understood the purpose of their learning, knowing *what* they were learning, with clear instructions provided in the majority of lessons in support of groups and individual children. Most children when questioned *why* they were learning specific topics and contexts for learning were less sure of the purpose of their learning, the majority using scaffolding provided for learning and problem solving. Learning Intentions were shared in most classes visited. Success Criteria (whole class) were identifiable in the majority of classes, with variability in Success Criteria focus from those linked closely with learning intentions to those involving more structural and behavioural targets. Co-creation of Success Criteria in partnership with learners was evident in less than half of lessons. Supported by practitioners, co-creation of Success Criteria would enable further ownership of learning by pupils and differentiation of success criteria for groups and individual pupils as appropriate. Extending opportunities for self and peer assessment linked to Success Criteria would also support increased pupil ownership of learning, identification of progress and next steps in learning.

In most classes, children appear to enjoy learning with positive relationships and behaviour exhibited, in line with school positive relationships approaches and underpinned by the school’s rights-respecting ethos. Few instances of low level misbehaviour were handled swiftly and sensitively by staff concerned, in a restorative manner. Staff know pupils well and are aware of

their need for universal and targeted support. Further differentiation of activities would strengthen learning further, ensuring all children maximise success in their learning. Learners are keen to engage and contribute to whole class discussions, with examples of open-ended questions for deeper understanding observed in less than half of lessons, promoting higher order thinking skills; increased focus on this would further support pace of learning, challenging more able learners. Increased focus on skills development, career education standards and transfer of skills in wider IDL contexts would further increase depth and transferability of learning, supporting future progression.

In the majority of classes, learners received written or verbal feedback on learning activities, tasks and in answering whole-class questions. Most teachers used whole class and individual praise well in order to motivate learners who in turn responded positively. In a few classes, learners were beginning to reflect on learning activities through ongoing dialogue and learning conversations with class teachers. Closer links to reflection on Success Criteria and evidencing progress in reflection logs/profiles would further strengthen progress in learning. Extending opportunities for formative assessment within learning experiences across stages would lead to further timely interventions, ensuring sufficient pace and challenge for learners across stages. Continued collegiate revisiting through the established Teacher Learning Community (TLC) of Assessment is for Learning (AifL) strategies in support of appropriately timed summative assessment will further aid identification of appropriate pace and challenge for individual learners and specific learning needs, building learner independence.

Through focus group discussions, pupils value learning activities planned by their teachers and support provided by all staff, encouraging a Growth Mindset and “can-do” attitude. Children note a variety of strategies used by teachers within different stages across the school in order to help them learn and reflect, including ‘tickled pink/green for growth’, marking codes, learning breaks and teacher modelling of learning. Through focus group discussion, parents value the hard work and adaptability of staff to “think outside the box”, supporting all children in an inclusive and caring environment.

## 1.6 School buildings

Condition: standard B (2017)

Suitability: standard B (2017)

Aberlour Primary School is a traditional Victorian designed school, originally completed in 1897, altered over the years in line with modern building regulations and fire safety standards. The school was further extended in 2002 to provide specialised accommodation for children with Additional Support Needs. The school building consists of one main building, with two other buildings attached by a corridor, all of which present in a good state of repair. Traditional classrooms lead off of a lengthy corridor leading from a sizeable school hall. The school has external areas including a playing field, outdoor garden area and external tarmac parking. The outdoor environment is well resourced and well-used with an outdoor classroom and sensory garden funded by Tesco “Bags of Help”. Internal classrooms, while of a traditional

nature, are all equipped to deliver the curriculum including integration of interactive Promethean boards and ICT.

There are currently 6 classes formed for the 133 pupils of Aberlour Primary School. The school has the ASG Enhanced Provision Base and a nursery offering 30 places for 3 and 4 year olds. The school also houses the Aberlour and Craigellachie Pre-school Partnership Nursery. The school library has recently been refurbished with the view of pupils helping to shape improvements made.

During our visit, concern was raised regarding poor heating in the Enhanced Provision. Working temperatures were extremely low and this requires further investigation vis a vis underfloor heating.

## 1.7 Pastoral Care

Aberlour Primary School has a very welcoming ethos, with positive relationships noted amongst pupils and staff during this visit. The school has achieved UNICEF's Rights Respecting School "Silver: Rights Aware" award, highlighting strong commitment to the support and promotion of children's rights. The school plan to seek accreditation for Gold level later this session. Across the school and with all staff, there is a commitment to the principles of "*getting it right for every child*" (GIRFEC), where staff know children well and are sensitive to their needs. Children are also able to talk about inclusion and equity, knowing that different children may need different levels of support.

Children in P1 to P3 reported that most children in the school behave well and are kind and helpful. All children know who to go to if support was required. This included obtaining support from teachers, support staff and friends. Most children in P4 to P7 feel safe and know who to go to with any concerns.

The school very much focuses on Promoting Positive Relationships, embracing a "Ready, Respectful and Safe" approach. The majority of children across stages highlight playground behaviour as an ongoing area for development with some children exhibiting non-rights respecting behaviours. A few children also have positive attachment figures in place to support them, with all children reflecting on the wellbeing indicators (SHANARRI) for interventions as appropriate in support of their wider Health and Wellbeing. Children are very knowledgeable about school initiatives and have a shared pride in their school with strong desire to come to school. Children believe bullying is not a problem since the "Positive Relationships Policy" was introduced.

All staff have engaged with "Building Better Relationships" training looking at nurture and restorative practice, underpinned by the UNCRC, children's rights and principles of GIRFEC. The school advocates promoting positive behaviour and aims to ensure everyone feels safe, are treated with dignity and respect.

Staff aim to ensure welfare and positive wellbeing of children at all times, fully trained in Child Protection issues. Systems are in place to ensure pastoral care and teachers are involved as appropriate in the Child Planning process and interventions that may follow. Parents report that all children are included and valued and all staff care and are proactive, thinking creatively if there is a problem in finding a solution. Sessions for parents to come in to see what and how pupils are learning, are valued along with the “open door” nature of the school for communication and support of their children.

## 1.8 Attendance, exclusions & pupil behaviour

Attendance rate: 95.83% (Moray Primary School average: 94.9%)

Violence/Aggression against staff: 12 incidents were recorded (2017/2018) involving 6 different pupils.

There were no incidents of exclusion (2017/18).

The school has a “Positive Relationships Policy” revised this session, outlining key strategies and positive behaviour reinforcement including Rights Respecting Charters (School, Class, Playground), rewards, “Reflect 5” restorative conversation approach and “Playground Squad”; children who have completed leadership training in order to offer friendship, help and encouragement to others in embracing the Playground Charter. Pupils feel that most children behave well and are very accepting of one another, with only a few children exhibiting behaviour that make them feel less safe in the playground on occasion.

## 2. School roll

### 2.1 Roll and roll forecast

The School Roll in 2017 (Pupil Census) is 137 pupils. Since 2013 the roll has decreased by 8 pupils (from 145 pupils).

The majority of pupils (91; 66%) are from within catchment in Aberlour. Less than half of pupils (46; 34%) originate from outwith catchment.

Forecasted roll: 2025 – 115

Estimated decrease by 22 pupils over next 7 years

### 2.2 Inward placing requests

Net placings over last 5 years: 2014/15: 4, 2015/16: 10, 2016/17: 29, 2017/18: 7, 2018/2019 (Year to date): 7 inward placing requests

### 2.3 Outward placing requests

Net placings over last 5 years: 2014/15: 4, 2015/16: 2, 2016/17: 2, 2017/18: 1, 2018/2019 (Year to date): 0 outward placing requests

2.4 Roll as percentage of capacity  
2018 School Roll: 133; Functional Capacity: 169 = 79%  
2018 School Roll: 133; Maximum Capacity: 206 = 65%

2.5 Class composition  
2018-19: 6 classes: 3 single stage and 3 composites  
(Classes: Composite: P1/2, P2/3, P3/4)

2.6 Number of teachers  
2018 – 9.6 fte Teachers – 11 Staff  
Includes 1.0 fte Headteacher, 5.8 fte Teachers and 2.8 fte Principal Teacher  
(1.0 fte PT [School]; 1.0 fte PT [ASfL - 0.6 fte school funded]; 0.8 fte PT [ASN])

2.7 School roll  
2017 School Roll: 137; Current 2018 School roll: 133

### **3. Financial position**

3.1 Budgeted running cost  
The cost per pupil in 2018/2019 (based on current roll: 133) is £3,361

3.2 Financial trends  
School devolved budget (including carry forward) for 2017-18 had a 1.65% overspend.

3.3 Financial plans  
The Head Teacher uses devolved budget effectively for whole school developments, linked in with school self-evaluation and School Improvement Plan Priorities. This has included purchase of Literacy, Numeracy and HWB resources and use of PEF funding for targeted resources (including Numeracy “Big Maths” and “Little Big Maths” purchases). Where appropriate, staff, pupils and parents are involved in determining resource purchase with a very supportive Parent Council raising £27,000 to date funding iPad purchase, transport, spelling resources and Woodland Schools funding.

### **4. Staff Wellbeing and Development**

4.1 Availability of Teachers  
Aberlour Primary School is fully staffed at this time. Difficulties arose last session through local authority budget savings identified resulting in loss of visiting specialists. Through creative partnership working among staff, Physical Education and Art are now delivered across stages by two practitioners, 1 day per week respectively for each curriculum area. Practitioner classes are covered in ordered to support this by committed cover teachers.

#### 4.2 Headteacher Relief Time

The Headteacher is the sole member of Senior Leadership at Aberlour Primary School. As such, the Headteacher recognises the Principal Teachers as her Extended Leadership Team for support and challenge. At this time, the Headteacher is non-class committed (Primary Headteacher with Nursery class formed and ASG Enhanced Provision Base within school). A Newly Qualified Teacher (NQT) has enabled current Headteacher non-teaching arrangement alongside budgeting allowing for this arrangement.

#### 4.3 Leadership Capacity

The Headteacher provides clear direction to the school, managing pace of change focused around three key School Improvement priorities. Staff and pupils are empowered to lead on a wide range of priorities and initiatives for school improvement, involved in self-evaluation activities and setting priorities. Parents value home-school communication and support offered by all staff, building a community feeling and sense of belonging across a diverse school community. School improvements are monitored carefully, with further impetus for curriculum, learning and teaching foci.

#### 4.4 Staff Development and Leadership of Improvement of Change

Staff lead on a range of priorities and initiatives, linked in with Professional Review and Development. Staff work effectively as a team and are viewed as such by pupils and parents. Considerable work has been undertaken to date on HWB, positive relationships, restorative, rights-respecting and nurture approaches. Increased self-evaluation surrounding consistency in quality of learning and teaching approaches across the school will support practitioners in improving outcomes further for all children.

At times, staff feel challenged by pace of change and new initiatives, with little time to evaluate impact of current School Improvement Plan priorities before moving to new ones. Staff feel that further prioritisation of initiatives/demands is now required, focusing in on what will make the biggest impact for children. Support staff recognise the many positive changes implemented in collaboration with the Headteacher since appointment and would welcome further opportunities to meet for general and specific communication.

### 5. Schools Accessibility

#### 5.1 Home to school transport time

The majority of pupils (91; 66%) are from within catchment in Aberlour. Less than half of pupils (46; 34%) originate from outwith catchment. Most children in this latter category it is anticipated, travel for less than 30 minutes. It is noted that Aberlour Primary School has the Enhanced Provision Base for the ASG, highlighting potential for longer travel times for identified pupils.

#### 5.2 Distance to another suitable school

Nearest schools to Aberlour Primary School are identified as Craigellachie Primary School (2.4 miles; 5 minutes approximate travel via A95) and Rothes Primary School (5.2 miles; 10 minutes approximate travel via A95 and A941).

### 5.3 Existing co-operative arrangements with other schools and further education colleges/training organisations

Co-operative working arrangements as common with other Primary Schools exist among the ASG. Transition arrangements for P7-S1 and enhanced transitions for ASN pupils are in place with Speyside High School (0.4 miles; 2 minutes approximate travel).

## 6. **Strong Links with the Community**

### 6.1 Parents' Views

Parents report that they are happy with the school and believe that all staff work tirelessly for the benefit of their children, leading a range of initiatives and activities. In a recent parent/carer survey (43 parental responses), most parents "agree" (55%) and "strong agree" (30%) that the school seeks their views and listen to their opinions (with the remaining 15% neither agreeing or disagreeing). Most parents also agree (66%) and strongly agree (25%) from same survey that the school is welcoming and there are opportunities to get involved. All parents in this recent survey agreed that they would recommend Aberlour Primary School to another family.

Through focus group discussion with 11 parents, partnership working with parents was identified as "very good", with staff willing to take on board comments and ideas for moving forwards, believing their voice is heard and acted upon. Parents identify that support of their children is very good and they have opportunities to contribute their views and take part in school improvement. Parents value the approachability of all staff including the Headteacher and the "open door" nature for asking questions as required.

### 6.2 Degree and Quality of Parental Involvement

The school has an active Parent Council, having raised £27,000 to date on a range of resources and activities. This includes recent funding for 16 iPads and docking station, bus transport funding, literacy (spelling) resources and Woodland Schools funding. Parent surveys sent home enable views to be heard with sessions for parents including open afternoons to share learning and Parents' Evenings providing opportunities to share in learning and achievements. Two parents are also involved in supporting the school garden with others volunteering and assisting with school excursions and activities. The school recognises – as with other schools – that it will continue to develop strategies for building meaningful parental involvement and family learning in support of raising attainment and achievement of all.

### 6.3 Contribution of the school to the Community

The school makes a significant contribution to the local community. Children are actively involved in community events and celebrations including Spring Show (notable Aberlour Primary School entries), Community groups (flower planting), Rotary Club shoebox appeal, Coffee Mornings and Craft Fayres. With regards to Developing the Young Workforce, the school and children engage with local employers including Walkers (Eco-group harvest celebration support and visits to factory for job roles), local distilleries, Co-op, local Church, Community Association, Library, Ogg's Garage (Primary Engineering) and local sole traders including a local joiner (skills focus). Working as an ASG last session and organised by an Aberlour Primary School teacher, a whole-ASG DYW speed dating event took place with over 30 employers attending targeted at P7 and S1 pupils, supporting careers-based education. Visits to the local care home and wider community events including fundraising ensure the school continues to have a positive relationship with and reputation amongst the Aberlour community as noted by parents in focus group discussion.

### 6.4 Other Provision (e.g. Nursery)

The school has the ASG Enhanced Provision Base and a nursery offering 30 places for 3 and 4 year olds.

### 6.5 Multi-function use of building

The school has the ASG Enhanced Provision Base and also houses the Aberlour and Craigellachie Pre-school Partnership Nursery in an area adjoining the school nursery.

In Moray, Primary Schools are not currently let for community groups and activities. No informal arrangements for school building use are currently in place.

### 6.6 Capacity in nearest schools

#### Craigellachie Primary School

2018 School Roll: 49; Functional Capacity: 75 = 65%

2018 School Roll: 49; Maximum Capacity: 99 = 49%

#### Rothes Primary School

2018 School Roll: 93; Functional Capacity: 175 = 53%

2018 School Roll: 93; Maximum Capacity: 220 = 42%

## **Conclusions**

On the basis of the evaluations of criteria 1-6, Aberlour Primary School and Nursery (with ASG Enhanced Provision Base) is currently a sustainable school. The roll and enrolment forecasts indicate that the school will remain above the minimum roll threshold for a primary school in a rural area (above 90 pupils per section 6.7, “Schools for the Future: A Policy for Sustainable Schools”, 2016; Annex B – Rural Schools list), classed as a non-denominational school serving an accessible rural area. Roll prediction indicates a decrease of 22 pupils over the next 7 years. With current functional capacity (79%) and maximum capacity (65%) alongside future reduction in school roll anticipated, Aberlour Primary School has future capacity to receive additional pupils from within or outwith existing catchment area.

## **Recommendations**

A non-denominational school, Aberlour Primary School covers the village of Aberlour and rural areas to the South of Aberlour, classed as a Moray Rural School (accessible rural areas). Although projections would suggest sufficient capacity in future years to meet the needs of the school catchment and further needs of the ASG with regards to Enhanced Provision Base placements from non-catchment area families or other schools, the following options could be considered and appraised:

- Consider Campus Leadership model across Speyside ASG
- Consider relocating Aberlour Primary School and Nursery in Speyside High School
- Retain Aberlour Primary School and Nursery as per existing arrangement

## **Areas of Strength**

- The commitment of the Headteacher to identify and progress with areas for school improvement, supported by all staff
- Children who enjoy being a part of Aberlour Primary School, feeling safe, supported and with a strong sense of belonging to their school and its community
- Staff who work conscientiously to build and maintain a positive, nurturing and rights respecting culture, working in partnership across the school community to build this positive ethos
- Wider partnership working and community links extending children's experiences beyond the classroom, supported through staff and pupil leadership of a range of groups and activities
- Dedicated and caring support staff, committed to improving experiences of all learners including those learners with additional support needs, very willing to take on board recommendations from parents and partners

## **Areas for Improvement**

- Collegiately streamline and review the cohesion of all positive relationship and positive behaviour approaches including those for celebration of successes, mapping to school vision and values for clarity and consistency of all
- Collaboratively review approaches and strategy for planning learning, teaching and assessment, mindful of the tackling bureaucracy agenda, reviewing and implementing appropriate curriculum progressions at pace to support this
- Improve consistency in the quality of learning and teaching across the school, revising "assessment is for learning" approaches and supported by Education Scotland's 'Moderation Cycle' and linked resources, focused in on pace, challenge and differentiation for progression in learning
- Ensure Staged Intervention removes barriers to learning and supports the inclusive culture in the school, with targeted interventions in support of specific learners, including differentiation

# **CRAIGELLACHIE PRIMARY SCHOOL**

## **1. Quality Educational Experience**

### **1.1 Attainment**

In P1, Curriculum for Excellence (CfE) achievement of a level data for 2017/2018 indicates that all pupils achieved Early Level in all of Numeracy, Reading, Writing and Listening and Talking, which is well above Moray averages. In P4, achievement of a level data for 2017/2018 highlights that pupils perform marginally above Moray average for Listening and Talking and for Writing, and marginally below Moray average for Reading, and below Moray average for Numeracy. In P7, achievement of a level data indicates that children performed below Moray averages for Reading, Writing, Listening and Talking, and Numeracy. SNSA data is being used to assist teachers with their judgments. 2018 SNSA results in Numeracy and Literacy were significantly higher than the Moray averages; in P4 results were higher than the Moray average in Numeracy, and slightly lower than Moray averages in Reading and Writing; and in P7 they were lower in Reading and Writing, but higher in Numeracy. Caution should be noted in the small size of cohorts and the greater significance, therefore, of individual children.

Through discussion with the Headteacher and staff, confidence in Teacher Professional Judgment (TPJ) of learner level achievement as per the Scottish Government's data return requirement for P1, P4 and P7 is increasing. Staff have high expectations and have used collegiate time well, engaging with National Benchmarks and participating in cross-Associated Schools Group (ASG) moderation activities. This includes formation of a P7-S1 cross-sector Moderation group with Speyside High School for moderation of Writing for 2<sup>nd</sup> into 3<sup>rd</sup> level, with work ongoing within the ASG with a P1-P3 (Early and 1<sup>st</sup> level) Moderation group. The ASG Action Plan for 2018-2021 also includes focus on embedding Benchmarks, Moderation, collegiate working and good practice sharing across the ASG, raising attainment, Developing the Young Workforce (DYW) and Pupil Equity Fund (PEF) related themes. On review of data, partnership working within school and across the ASG and continued focus on moderation, will secure teacher confidence in TPJ further.

Working with the Head Teacher, practitioners have identified intervention strategies for raising attainment and meeting learning needs. Regular dialogue with practitioners identifies children who may benefit from wider support in Literacy, Numeracy and to improve Health and Wellbeing, including those exceeding expectations. Termly meetings are data-led using achievement of a level and tracking data, with continuous dialogue supporting targeted inputs and resource identification. The school has embraced Tracking and Monitoring of learner attainment and achievement to engage and promote inclusion, with Support for Learning being provided by support staff within class and in partnership with the head teacher and parents. Pupils are well supported in school, staff know pupils well and take a keen interest in their development in and out of school.

## 1.2 Wider school activities

There are a growing number of clubs, activities and leadership opportunities available to pupils for personal development and wider achievement. These include a Pupil Council, Rights Respecting Committee, and other groups, including work with the headteacher on the “*How Good Is OUR School?*” self-evaluation documentation, which is recorded on A3 sheets then also sent home for parental participation. Parents show they are aspirational in their children’s development skills for life and work and the direction of the contextually rich curriculum.

The school focus on learning outdoors and spoke positively of their involvement in a wide variety of activities both in and outside school. Pupils engage with Active Schools and participate in activities with other schools.

P7 pupils act as buddies to P1 pupils to ensure they transition into the school well. Role modelling by all pupils to those younger and to one another was evident in all classes.

Further opportunities through P6/7 residential, develops problem solving, team building and leadership skills.

Pupil success and achievements are celebrated through assemblies and displays. The website and school Twitter account are used to celebrate achievements, learning experiences and curriculum enhancements. Pupils are beginning to make direct connections between skills they are learning and their future value as part of the workforce. There is a high level of confidence among learners and a great toleration of their diversity.

Parents are invited into school in order to share learning, and speak highly of the work the school are doing to integrate home, school and work life. School staff take a genuine interest in the life and experiences of pupils outside school and make a point of sharing and celebrating them.

## 1.3 ASN provision

18% of pupils have Supporting Learning Plans and are catered for by differentiation within the mainstream classroom appropriate for their chronological age.

In Craigellachie Primary School, a position of 0.4 Support for Learning teacher remains vacant, however creative use of the funding has secured Pupil Support Assistant time to provide in-class targeted support. The headteacher provides effective leadership and parental comments are included in the plans. Support staff speak of the partnerships with teachers in planning and of a positive self-esteem among supported pupils.

The school is involved with partner agencies – Social workers, Grampian Bereavement, Speech and Language therapists (SALT), Occupational Therapy, Educational Psychology and others as necessary to support pupils,

their families and school staff. Teachers and support staff access additional training to further increase their skills. Teachers make good use of the local network of schools to participate in skill development and share knowledge, both contributing to others and seeking new learning. Support staff are proactive in gaining training and cascading their learning with peers, and are empowered to put new skills to immediate use.

There are procedures in place to ensure successful P1 entry and P7 exit transitions for pupils including early transition meetings and visits, observations, use of social stories and sharing of plans and strategies. Overall support at transitions is working well for mainstream pupils and pupils who require extra help are given a comprehensive and bespoke transition experience.

Craigellachie Primary School has been unsuccessful in recruitment of a Support for Learning teacher, and the 0.4 vacant post is currently covered by the a range of initiatives led by the headteacher with full engagement with teachers, support staff, parents and agencies as necessary, to ensure effective leadership and full inclusion.

#### 1.4 Curriculum

Curriculum Rationale documentation is developed in partnership with the school community, taking into consideration the unique context of the school, and in order to ensure full understanding and commitment to Curriculum for Excellence principles. Through the rich context, pupils have a sense of understanding of their own and their peers' learning and fully accept the different levels and content they and others require, to ensure that every child's right to education is met and there is an expectation among pupils that their lessons are relevant to future career pathways and life skills.

Pupils contribute to the curriculum within the context of planning and flexibility. A great deal of choice and personalisation exists through teacher creativity and the diverse range of ages and abilities within each class. There has been significant investment in Outdoor Learning over several years and pupils are highly engaged with positive proactive experiences in the environment.

Teachers collaborate and engage positively with the ASG, wider Moray and the Northern Alliance, ensuring a dynamic and current curriculum, for instance one teacher is currently attending training to become a STEM mentor/leader.

#### 1.4 Learning & Teaching

Children engaged with the review team and were able to talk about their learning experiences when asked. Lessons are well organised and structured. Learners know why they are learning and how to be successful. Targets were by group and individually set with a focus on transferable skills as well as building foundational knowledge. The open-plan environments are well managed, calm and purposeful. Additional support in the P1-3 class was facilitating structured play in the general purpose room as well as outdoor

experiences. Transitions between learning activities was generally smooth and moved at an acceptable pace. Children preparing for teacher led activities were ready and eager for learning.

Reflective practice and rigorous monitoring with deep collegiate dialogue is resulting in a rich curriculum and reliable data. Curriculum progressions are being used well in numeracy and literacy, and individual needs are being targeted. Differentiation is built into the multi-composite lesson planning to meet the varied needs and ability levels of all learners in all classes, and teachers as well as support staff were engaged and supportive to individuals and groups throughout contact time.

Across classes, children are keen to learn and have a strong desire to further their learning in a variety of contexts and using a range of learning and teaching approaches, as well as creative ideas which give learners added motivation. Through lessons observed – with all classes visited on at least two occasions – there was a mixture of questioning focused on whole-class and individuals, and closed questions were followed up by more probing exploration. This gave opportunity for pupil-led learning, and articulation of their learning. There was some scope for increased pace and challenge to high achievers where choice was given, although children articulated well their reasons for using easier work to practice and build confidence before moving onto more tricky challenges. Greater analysis of the available data in the school tracking systems will identify pupils able to be challenged in specific learning areas to further accelerate the pace and challenge of lessons across all subjects.

Pupils spoke about the value of written feedback in their jotters, and recognised the power of comment based approaches to support next steps in learning. In the upper stages, pupils spoke of peer assessment opportunities and the way they engaged in dialogue with one another to assess and feedback on their work. Highly articulate pupils were able to accurately outline next steps in their reading and writing.

All teachers used praise to motivate and engage pupils in their learning and to encourage others to participate in their learning. Teachers made use of ICT to reinforce and support learning and teaching activities.

The curriculum is context based, so the afternoon involved a visit and service at the war memorial in the village to take part in the armistice centenary. Pupils taking part showed sensitivity and genuine gratitude for the community sacrifice and towards those participating.

#### 1.5 School buildings

Condition: standard B (2018)

Suitability: standard B (2018)

The school building is a warm and welcoming Grade II listed building in the centre of a residential area of the village of Craigellachie. The entrance foyer is the reception area and off this a small office currently used by the

headteacher. The upper primary teaching area accessed from this reception foyer/admin space consists of an open space divided into two classroom areas. The stairs descending to the Primary 1-3 and outdoor areas can be accessed from the centre of this room, or outside. P1-3 are located downstairs in a separate building within the grounds. Here a two-roomed prefabricated building offers to one side the lower primary classroom and to the other side the General Purpose room (with kitchen). Adjacent to this is another separate small building currently used as the staff room. The school has extensive outside areas, for outdoor learning and outdoor play.

The village hall is situated across the road from the school and is open during the school day for access whenever needed. The hall is used by other groups outwith term-time and in the evenings and weekends. A rental fee includes opening in the morning, locking up and cleaning.

## 1.6 Pastoral Care

In focus group discussions, children indicated that they feel safe in school and know who to go to if they have a problem or concern. Staff are all trained in child protection issues. Children feel safe in outdoor areas, supervised, listened to and cared for by support staff. Staff use nurture activities and have received training in supporting mental wellbeing and bereavement in order to further develop care strategies. Wider support of pupils is further enhanced through links with the community, such as the church links we saw on the visit we accompanied to the war memorial.

The positive behaviour procedures are applied with increasing fairness and consistency following Craigellachie's "*traffic light system*", which works well to promote positive behaviour. Parents are involved in ensuring this works well and are supportive, which means that behaviour rarely escalates negatively.

## 1.7 Attendance, exclusions & pupil behaviour

2017-18 Attendance rate: 95.8% (Higher than the Moray average of 94.9%)  
Violence / Aggression against staff: No incidents recorded.  
Exclusions: No exclusions recorded.

## 2. School roll

### 2.1 Roll and roll forecast

Since 2013 the roll decreased by 14 (22%) from 63 to 49. A further decrease is forecasted for 2025 to 37.

### 2.2 Inward placing requests

The catchment summary currently identifies 64% (32 children) reside within the catchment and 36% (18 children) travel from outwith the area.

### 2.3 Outward placing requests

This year there were no outward placing requests.

### 2.4 Roll as percentage of capacity

Against Functional Capacity: 49/75 (65%) and Physical Capacity: 99 = 49%

2.5 Class composition

2018-19: 3 composite classes 1 x P1-3, 1 x P4/5 and 1 x P6/7.

2.6 Number of teachers

4.0 FTE Teachers – 4 Staff This includes 3.0 Teachers and 1 Head Teacher

2.7 School roll

2018 School Roll: 49

**3. Financial position**

3.1 Budgeted running cost

The cost per pupil in 2018-19 is £4,795.

3.2 Financial trends

School devolved budget (including carry forward) for 2017-18 had a 1.86% underspend

3.3 Financial plans

The Head Teacher uses devolved budget effectively for whole school developments as identified through school self-evaluation and improvement planning.

**4. Staff Wellbeing and Development**

4.1 Availability of Teachers

There is a full complement of class teachers. There is a vacancy for a 0.4 Support for Learning Teacher.

4.2 Head teacher Relief Time

The head teacher is the sole promoted teacher. A probationer teacher together with the headteacher's teaching commitment completes the class teacher quota. The head teacher assumes the leadership role in regard to Support for Learning Teacher with vacancy funding providing some additional temporary hours of Pupil Support Assistants.

4.3 Leadership Capacity

The head teacher provides clear direction to the school, managing the pace of change focused around the School Improvement priorities. Staff and pupils are empowered to lead on a wide range of priorities and initiatives.

#### 4.4 Staff Development and the Leadership of Change

Professional Review and Development of teachers and the Employee Review and Development of support staff ensures that staff focus on a range of priorities and initiatives and work effectively together. Teachers and support staff recognise the positive changes implemented and the collaboration facilitated by the head teacher. Considerable work has been undertaken to promote consistency with behaviour and relationships, including working on Children's Rights, Inclusivity and Diversity.

### 5. Schools Accessibility

#### 5.1 Home to school transport time

Most pupils live within the village and surrounding area. It is anticipated that all pupils travel no more than 30 minutes to school in normal traffic.

#### 5.2 Distance to another suitable school

Nearest schools are Aberlour to the southwest (2.4 miles approximate travel time by road is 5 minutes); Rothes to the north (3.6 miles approximately 9 minutes by road) and Mortlach to the southeast (4.2 miles approximately 9 minutes by road).

#### 5.3 Existing co-operative arrangements with other schools and further education colleges/training organisations

Co-operative working arrangements as common with other primary schools exist among the ASG. Transition arrangements for P7 – S1 and enhanced transition for ASN pupils are in place with Speyside High School (2.4 miles away approximately 5 minutes travel by road).

### 6 Strong Links with the Community

#### 6.1 Parents' Views

Parents praised the head teacher and the staff including support staff and the temporary (probationer) teacher. They maintain that pupils in Craigellachie are well supported to keep high standards of behaviour and engagement with learning and social skills. Communication between school and home is open and amicable.

New thinking brought by recent graduates was deemed to be healthy and fresh, as was the collegiality of staff across Speyside and Moray, along with the joint learning opportunities for pupils.

Parents are keen to support the school in whatever way makes the children's experience better, regularly offering their services and fund raising avidly. They spoke with personal knowledge of how well they feel ASN/ESN children are integrated within the school and are fully catered within the class,

speaking highly of the PSA work which takes place in class and therefore they see their children flourishing.

Where concerns were raised about children transitioning to high school, anxieties had been alleviated by the extensive transition programme and the preparation given by staff across the P7 year.

## 6.2 Degree and Quality of Parental Involvement

Parents are active and generally a core group of parents run the parent council and support the school financially and with manpower for events and offsite learning. Although there was generally a greater interest in fundraising and event, parents were also able to speak about the curriculum rationale document, improvement priorities and the vision of the school, citing helpful documents and the clarity of the head teacher and teachers in promoting these things. Parents are welcoming of the opportunity to revisit the vision values of the school in the light of topical policies such as gender education and the STEM curriculum.

## 6.3 Contribution of the school to the community

The school makes a significant contribution to the local community, using the village hall for assembly space and for whole school activities, PE, performances etc as well as the serving of daily lunches, and engaging in intergenerational activities.

Pupils take part in community activities such as litter picking and bulb planting, and link with the church. At the time of this visit the school were playing a significant role in the Armistice Service.

## 6.4 Other Provision (eg Nursery)

The school does not have a nursery provision.

## 6.5 Multi-function use of the building

Moray primary schools are not formally let for community groups and activities. No informal arrangements are currently in place.

## 6.6 Capacity in nearest schools

### Rothes Primary School - Roll as percentage of capacity

2018 School Roll: 93 / Functional Capacity: 175 = 53%

### Aberlour Primary School - Roll as percentage of capacity

2018 School Roll: 133 / Functional Capacity: 169 = 79%

### Mortlach Primary School - Roll as percentage of capacity

2018 School Roll: 126 / Functional Capacity 175 = 72%

## Conclusion

On the basis of the evaluations of criteria 1-6, Craigellachie Primary School is currently not a sustainable school. The roll and enrolment forecasts indicate that the school will be variable over the next 7 years, indicated to fall to approximately 32 pupils in 2025.

### **Recommendations**

School roll projections and the contents of this report suggest high costs to the Council in future years to retain this school. The opening of the village hall for lunch and activities with the annual rental is an additional cost. The inability to fill the part-time Support for Learning Teacher vacancy potentially identifies staffing problems in a small school.

The following options could be considered:

- Consider campus leadership model across Speyside ASG
- Consider relocating to Speyside High School
- Consider merger with Aberlour Primary, Rothes Primary or Mortlach Primary and rezoning to ensure the shortest travel times for children
- Retain existing arrangement

### **Areas of Strength**

- Staff, pupils and parents have a strong sense of loyalty to the school, keen to support school improvement, an ethos of positivity and a commitment to one another to achieve their collective aims
- Relationships across the school are strong. Pupils of all ages model the school's values in lessons and around school
- The Head Teacher is respected within the school community and committed to shared ownership and the leadership of all
- Staff, pupils and parents communicate well and leadership at all levels operates to the benefit of the work of the school

### **Areas for Improvement**

- Continue to revise school Vision and Curriculum Rationale in partnership with the school community
- Use the robust tracking data and the monitoring of learning, teaching and assessment, to ensure appropriate pace and challenge in all learning experiences

# **GLENLIVET PRIMARY SCHOOL**

## **1. Quality Educational Experience**

### **1.1 Attainment**

Overall attainment in the school is positive and the majority of pupils achieve anticipated levels in line with their progress and potential. Attainment data for the school is collected through the Achievement of Curriculum for Excellence Levels in June each year. The numbers in each stage are small so percentages can be skewed in the presentation of overall figures. The use of data from the Scottish National Standardised Assessments is available to support teacher professional judgement and further training in this area will benefit future interventions for children.

The children in Glenlivet in session 2017/18, achieved above the Moray average for Achievement of a Level in Literacy and Numeracy; this was above the Moray average in Reading for P4 and below the Moray levels for Writing, Listening and Talking and Numeracy. For P7 pupils, it was broadly in line with Moray averages given the small numbers of pupils in the cohort.

The school uses the Moray tracker for progress and attainment and this is supported by a range of teaching approaches to focus on attainment; precision teaching, accelerated reader, Nelson spelling testing and also a wide variety of summative and formative assessment approaches. This supports attainment overtime for most children in the school.

A strength of the school, and therefore attainment, is the personalised approaches to planning and the ability for all staff to be able to meet the needs of all learners, within a challenging and aspirational environment.

There is a wide range of opportunities for some children with some complex levels of need to achieve. This is carried out through a focus on numeracy and literacy and also a life skills approach in cooking, money, social aspects and planning for change. There is potential to further develop physical activity through swimming.

### **1.2 Wider school activities**

There are a wide range of school activities which benefit the majority of children. This is evident through the partnerships with artists who have supported curricular input through computer equipment and experience of a range of creative approaches. The Spey Fishers Board, Crown Estate Scotland and Tomintoul and Glenlivet Landscape Partnership also work with the children in the school with a variety of initiatives; the children are very much involved in the planning and evaluation of such activities. This is also very much in conjunction with the school approach to Smarts which are recognised and celebrated as part of more formal learning and wider achievement activities.

There are also increasing opportunities to develop the curriculum through a wide range of learning opportunities; this has provided all children with experience of hens, bees and gardening within the school environment. Parents and partners have also supported the school in these areas. Outdoor learning is a vital and successful element of the school and reflects a strong understanding of the context of the school as well as the contexts for learning.

The children also have strong links with local churches and the community members are regularly involved in the life of the school. There are also a number of opportunities to work with other schools in the ASG. There are a number of opportunities throughout the week and year to celebrate the many successes and achievements within Glenlivet Primary.

### 1.3 ASN provision

There is 31% of the school roll with ASN. Within that number there are children with Exceptional Needs Funding who have dedicated support staff. These children are fully integrated into the class and are given a fully differentiated curriculum, planned and assessed within teacher planning for the class.

Learner profiles are completed using the Moray standard profile for all pupils with Additional Support Needs (ASN) and these are shared with parents and all staff currently every term (four times per year).

Life skills is a core curriculum component for a group of children who were seen working on the money unit in maths, collecting eggs from the hen coop, building apartment mock-ups in shoeboxes and learning their parts for the nativity. Outcomes were sampled from a highly successful course in baking, which aims to build confidence and ability to manage their diet and independently feed themselves specifically for two children for whom basic life skills are an essential component of their Exceptional Needs curriculum.

The Support for Learning teacher has hours on Tuesdays and Thursdays and works with pupils within the classroom and on specific skills.

Support Assistants work on interventions, and there has been recent, measured success with Word Wasp for children needing accelerated learning at word level in writing, and with the maths precision teaching accessed by all pupils.

All children in the class have individual pupil profiles used to communicate between professionals and home. Children contribute regularly and take the files home for parental input each week. Weekly targets, set against the SMART themes and other school priorities, are personalised to the learners' needs and build on prior learning. For ASN pupils this is a rich supplement to the SLP.

Planners are comprehensive and follow progressions linked to the benchmarks. Individuals are tracked closely and gaps that emerge are timely addressed.

Enhanced transition to high school is personalised where necessary and begins in P6 for some children, with three days in P7 for all pupils transitioning with identified additional support.

The buildings and grounds are not all fully accessible for wheelchairs users, but some structures are in place to support the need, for instance the ramped access at the entrance and the toilet facilities. There are no pupils with this need at present.

The classroom environments are conducive to learning for pupils with sensory and physical needs. The school is inclusive, caring and supportive of pupils and their families. Complex needs and strategies are well known across the staff team and all pupils are sensitive and caring in their relationships with one another.

#### 1.4 Curriculum

The children in a single P1-7 multi-composite class benefit from a highly personalised learning experience and work alongside others within the whole range of primary age which is a rich social experience. At the time of our visit 16 pupils between years 1-6 (no P7s on roll this year) were supported through lessons planned for working groups of similar ability – 7 groups in numeracy; 5 groups in reading; 4 groups in writing. Due to the nature of the class pupils are grouped by ability not age, thus allowing for full inclusion of pupils with Additional/Exceptional Support Needs.

The curriculum in Glenlivet is rich in context. The school is within the Cairngorms National Park and the outdoor environment is a strong feature of daily learning. Outside areas have been developed in a range of ways and additional activities are anticipated to commence next year, with additional classroom research is currently underway as part of the evolving curriculum. During the summer pupils were supported by the community association to make the school friendly to pollinators, and therefore planted wildflowers and painted trellising yellow.

The outdoor curriculum is provided by engaging the pupils and the community in current research and by collaborative planning, for instance in building a “scrap shed” a group went to Orkney to research a school using a scrapshed there. This was followed by engaging local connections for the building of the shed itself and now the children are utilising materials from the Moray Wastebusters group. The cohort is a strong farming community and these are experiences which will support the creativity and versatility needed should pupils have a future involvement in farming/crofting on a large or even domestic scale.

Joint strategic planning and appropriately resourced CPD opportunities with the other Speyside primary schools, ensures that the children of Glenlivet have similar experiences in preparation for High School, such as that which is developed for the Modern Languages curriculum. Glenlivet's focus on French is enjoyed by pupils and staff and the children are well prepared for the next stage of learning.

Health and Wellbeing is a central focus and the school follow the SMART system for behaviour, socialisation and motivation. As a result the children are ready for learning, responsible and articulate about their own wellbeing, including mental health. Children are supported in a range of ways to explore the aspects of the Wellbeing indicators, and report with confidence that they are working on those things they find more challenging.

Appropriately differentiated Numeracy and Literacy are a primary focus of daily lessons, supported by individualised homework. A current focus on improving maths was noted by a parent as being evident by the improvement seen in the quality, quantity and variety of homework in maths that is more developed this year.

The school receives Pupil Equity Funding and uses this to promote social inclusion for school and community. Together with Tomintoul Primary School, the children last year established a club and thus boosting such relationships supports the pupils socially within the Speyside community.

Science Technology Engineering and Mathematics (STEM), Creativity and the Careers Education Standard, are specific within the skills development pathways and this term pupils have had the support of Monday afternoon practical science sessions with the Central Officer for STEM. The head teacher has taken up the challenge to continue experimental science during which the children are enthusiastically engaged and highly motivated. This demonstrates that initiative is taken with the curriculum to incorporate local and national drives to the benefit of the children.

## 1.5 Learning & Teaching

All children engaged with the review team and were able to talk about their learning experiences when asked. There was evidence of routines and clear expectations of behaviour within classes. All areas of the school were bright, well-resourced and provided a range of opportunities to support and aid learning.

There was a positive ethos across the school and very good relationships were evident between children and staff. This created a positive learning environment. All children were very clear about the purpose of their learning and were able to understand how to know if they had been successful and what steps they would have to take to continue to improve.

There was evidence in most curricular areas of skills development and the majority of children were able to explain how this supported them in their learning and across unfamiliar situations.

There was evidence of pupil led planning and how this ensured learning which included pace, challenge and differentiation with no ceiling being put on potential. The children thrived upon this style of learning and were confident in the flexibility which this allowed. As a result, the children were all confident, articulate and naturally engaged and curious.

The children benefited from a range of learning approaches and the support staff are skilled and creative in how they support and lead learning in the classroom; this is achieved through clear planning and professional discussion. This allowed children's needs to be met consistently and in a variety of ways, ensuring that the learning and teaching in a P1-7 class was appropriate, responsive and evidencing a range of good practice throughout the visit.

Pupil feedback is clear and relevant and is supported through reflection logs which the children complete, some with adult support, and form a relevant and timely communication home with supports aspects of family learning.

#### 1.6 School buildings

Condition: standard C (2017)

Suitability: standard B (2017)

Glenlivet Primary School is a well kept and well maintained school within a traditional building in generous surrounds which affords a great deal of space for the pupils and supports outdoor learning opportunities.

There is currently 1 class formed for the 16 pupils of Glenlivet Primary School. The school has a well developed outdoor area with a polytunnel, bee keeping, hens and a range of outside activities for the children through the Trock Stop.

#### 1.7 Pastoral Care

There was a very positive, welcoming ethos in the school. Children felt supported by all school staff and knew who to go to if they had a problem. A positive culture of support and pastoral care was evident across the school. Pupils were positive regarding most aspects of the school with a sense of pride and belonging. The school has a very strong sense of equity and equality for all pupils and this was evident in the school vision and values. All staff demonstrated a caring and positive attitude towards pupils where their inputs were welcomed and valued by pupils and their families.

#### 1.8 Attendance, exclusions & pupil behaviour

Attendance rate: 95.12% (Moray Primary School average: 94.9%)

Violence/Aggression against staff: no incidents were recorded (2017/2018).

There were no incidents of exclusion (2017/18).

The school has “Golden Rules” which complement the successful school ethos, and this enhances the positive relationships which exist within the schools and support the vision, values and aims.

Pupils feel that all children behave well and are very accepting of one another, there are no instances of bullying and the children support one another in their learning and in play.

## **2. School roll**

### **2.1 Roll and roll forecast**

The School Roll in 2018 (Pupil Census) is 16 pupils. Since 2013 the roll has increased by 7 pupils (from 9 pupils).

Forecasted roll: 2025 – 16

Estimated consistent roll over next 7 years

### **2.2 Inward placing requests**

Net placings over last 5 years: 2014/15: 0, 2015/16: 0, 2016/17: 0, 2017/18: 0, 2018/2019 (Year to date): 0 inward placing requests

### **2.3 Outward placing requests**

Net placings over last 5 years: 2014/15: 0, 2015/16: 2, 2016/17: 3, 2017/18: 0, 2018/2019 (Year to date): 1 outward placing request

### **2.4 Roll as percentage of capacity**

2018 School Roll: 16; Functional Capacity: 42 = 38%

2018 School Roll: 16; Maximum Capacity: 42 = 38%

### **2.5 Class composition**

2018-19: 1 class

### **2.6 Number of teachers**

2018 – 1 full time equivalent teacher, currently the Headteacher is supporting this by teaching the class.

The full staffing complement includes 1.0 fte Headteacher, who is a Paired Headteacher with Tomintoul Primary School, usually the 1 fte Principal Teacher is the main class teacher.

There are also a number of PSAs who support in the school in a variety of roles within and outwith the classroom.

### **2.7 School roll**

2017 School Roll: 16; Current 2018 School roll: 16

### **3. Financial position**

#### **3.1 Budgeted running cost**

The cost per pupil in 2018/2019 (based on current roll: 16) is £5,967.

#### **3.2 Financial trends**

School devolved budget (including carry forward) for 2017-18 had a 6.90% underspend

#### **3.3 Financial plans**

The Head Teacher uses devolved budget effectively for whole school developments, linked in with school self-evaluation and School Improvement Plan Priorities.

### **4. Staff Wellbeing and Development**

#### **4.1 Availability of Teachers**

Glenlivet Primary School is not fully staffed at the time of the visit but will return to a full staffing complement in the very near future. As a result, the headteacher has been class committed since August. Difficulties arose last session through local authority budget savings identified resulting in loss of visiting specialists. Through creative partnership working among teaching and support staff, a wide curriculum is delivered across stages by the staff within the school, parent helpers and community and partners.

#### **4.2 Headteacher Relief Time**

The Headteacher is the sole member of Senior Leadership at Glenlivet Primary School. As such, the Headteacher recognises the substantive Principal Teacher as her Extended Leadership Team for support and challenge, as well as leadership when she is in the other school.

#### **4.3 Leadership Capacity**

The Headteacher provides clear direction to the school, managing pace of change focused around the key School Improvement priorities. Staff and pupils are empowered to lead on a wide range of priorities and initiatives for school improvement, involved in self-evaluation activities and setting priorities. School improvements are monitored carefully and this supports the Standards and Quality reporting.

#### **4.4 Staff Development and Leadership of Improvement of Change**

Staff are given a level of leadership and autonomy which they thrive on and are able to carry out successfully. Staff work effectively as a team and this is recognised by pupils and parents.

### **5. Schools Accessibility**

### 5.1 Home to school transport time

The majority of pupils (13; 87%) are from within catchment in Glenlivet. Only 2 children (13%) originate from outwith catchment. For most children in this latter category it is anticipated travel is less than 30 minutes.

### 5.2 Distance to another suitable school

Nearest schools to Glenlivet Primary School are identified as Tomintoul Primary School (9.8 miles; 16 minutes approximate travel via B9008), Knockando Primary School (11.9 miles; 21 minutes approximate travel via B9102 and B9008) and Mortlach Primary School (12.6 miles, 20 minutes approximate travel time via B9009).

### 5.3 Existing co-operative arrangements with other schools and further education colleges/training organisations

Glenlivet has a paired headship with Tomintoul and a range of collegiate activities take place between the 2 schools and there is also co-operative working arrangements as common with other Primary Schools exist among the ASG. Transition arrangements for P7-S1 and enhanced transitions for ASN pupils are in place with Speyside High School (12.4 miles; 19 minutes approximate travel).

## 6. **Strong Links with the Community**

### 6.1 Parents' Views

Parents in the focus group had long histories with the school, the least being four years, and spoke positively of their experiences of working with the school. They were on first name terms with the head teacher and parents collectively feel that all the needs of their children are being met at Glenlivet.

Parents have experiences in other schools and compare Glenlivet favourably with prior placements, including those which were considered to have been positive experiences.

Parents acknowledged the head teacher as going “above and beyond to hold this community together”, and made comment to that effect in the current staffing situation in that the head teacher had taken on the full time teaching commitment due to staff absence.

Parents spoke of their children “blossoming” and “growing in confidence”, comparing the school to a family. All staff in the school were believed to genuinely care for every child and it was parental opinion that they all put in an effort “well beyond” expectations of their post.

### 6.2 Degree and Quality of Parental Involvement

The parent council has a core of 6 parents who regularly work with the school on improvement plans and carry out many functions with respect to fundraising and ensuring provision for the school is appropriate and sufficient.

Parents are knowledgeable about school improvement and spoke enthusiastically about the engagement of all staff with them and as an involved and passionate team, working for the benefit of all children within the community. They were aware of curriculum priorities and gave examples of how they saw this in their daily conversations with their children, and in the quality and type of curriculum work and reporting coming home.

Parents positively engage with their children's learning and most weeks contribute to the pupil profiles. Parents personalise their contribution in whatever way suits them and many of them offer extensive support, praise and enthusiasm for the ongoing relationship with the teaching and support staff who all contribute to the profiles and support the pupils with their engagement in them.

Parents of pupils with ASN appreciate the additional support their children receive and they appreciate the way in which that personalised curriculum is delivered as an element within the daily class experiences, suggesting that it be regarded as a model of good practice. They also see that regardless of ASN status of a child, they will access intervention as required, and noted that precision teaching had been embraced by all children and was supporting personal targets on a daily basis in numeracy and literacy. These parents are closely consulted daily on operational matters and more formally on strategic planning and oversight of provision for their children.

Communication is considered appropriate. The head teacher and staff communicate regularly by email, and there is never an issue with clarifying arrangements either in person or by phone.

### 6.3 Contribution of the school to the Community

The links with the Glenlivet and Inveravon Community Association brings the school resources and activities, such as the erection of the polytunnel and support to operate it, and as described elsewhere with the planting of wildflower gardens and the management of bees. Informal relationships through these groups ensure that there is continuous support for the school.

The school have a number of activities planned each year for the villagers and intergenerational work in this area is seen as important to the community, for instance the school run the "Burns Celebrations" in the village hall each January.

Links with Tomintoul Primary School are also active, given that the head teacher is paired across the two schools. This allows for joined working on in-service and training sessions, and for peer collaboration formally as well as informally.

Glenlivet pupils usually transition to Speyside High School in Aberlour. There is a robust programme of pastoral support in place, and an enhanced transition tailored to pupils' personal needs to ensure that making that move to secondary education is smooth. This also means that in the later primary years, the children are cementing relationships with other pupils transitioning from other areas of Speyside.

Within the Associated School Group, the head teacher takes on significant roles, such as chair and secretary, and support other head teachers, for instance as a mentor to an Acting Head Teacher who has been in post for 17 months.

#### 6.4 Other Provision (e.g. Nursery)

The school does not have a nursery onsite; children will come from a range of other early years settings.

#### 6.5 Multi-function use of building

In Moray, Primary Schools are not currently let for community groups and activities. No informal arrangements for school building use are currently in place.

#### 6.6 Capacity in nearest schools

Knockando Primary School - Roll as percentage of capacity  
2018 School Roll - 49 / Functional Capacity 75 = 65%

Tomintoul Primary School - Roll as percentage of capacity  
2018 School Roll - 31 / Functional Capacity 75 = 41%

Mortlach Primary School - Roll as percentage of capacity  
2018 School Roll - 126 / Functional Capacity 175 = 72%

### **Conclusion**

On the basis of the evaluations of criteria 1-6, Glenlivet Primary School is currently not a sustainable school. The roll and enrolment forecasts indicate that the school will be variable over the next 7 years, remaining as one P1-7 class. The inability to fill a short term vacancy has been a concern and potentially identifies future staffing problems in a one teacher school. The staffing has now returned to its normal complement shortly after the visit.

### **Recommendations**

School roll projections and the contents of this report suggest insufficient capacity and high costs to the Council in future years to retain this school. The potential inability to fill staffing vacancies when they rise is a concern.

The following options could be considered:

- Consider campus leadership model across Speyside ASG
- Consider merger with Tomintoul Primary or Mortlach Primary and rezoning to ensure the shortest travel times for children
- Retain Glenlivet Primary with considerable refurbishment required to improve condition

### **Areas of Strength**

- Positive, welcoming ethos with strong relationships within and across the school community
- Enthusiastic, articulate learners who are involved in reflection and evaluation of their learning; evident through highly effective learning and teaching approaches across all stages
- Inclusive and supportive culture which supports a high level of commitment, leadership and teamwork from all staff
- Curious and inquisitive learners benefit from positive aspects of praise through “Smarts” in a wide range of curricular areas

### **Areas for Improvement**

- Continue to develop a range of opportunities for pupil voice ensuring more potential for pupil leadership across the school
- Consolidate the range of tracking data and ensure the uses for analysis and improvement strategies are extended to all staff
- Further develop the use of “Smarts” to articulate with the school vision and values for a cohesive approach

# **KNOCKANDO PRIMARY SCHOOL**

## **1. Quality Educational Experience**

### **1.1 Attainment**

In 2018 Achievement of a Level in P1 Reading (100%), Writing (100%), Listening and Talking (100%) and Numeracy (100%) are above the Moray averages of Reading (74%), Writing (67%), Listening and talking (81%) and Numeracy (72%). In P4 Reading (40%), Writing (40%), Listening and Talking (70%) and Numeracy (40%) are below the Moray averages of Reading (66%), Writing (56%), Listening and Talking (71%) and Numeracy (59%).

In P7 Numeracy (70%) is above the Moray average (61%). In P7 Reading (80%), Writing (70%) and Listening and talking (90%) are above the Moray averages of Reading (71%), Writing (61%) and Listening and talking (75%). Trends over time tend to be increasing in P1 and P7, although P4 is harder to gauge due to the cohort size. This data shows that P4 is an area where attainment is lower than expected and in P4 and other stages individual programmes of work are provided to support learners who find aspects of their literacy or numeracy challenging.

Staff are engaged with moderation activities within the school and across the Speyside ASG to improve the measurement and levels of attainment. Last year, with introduction of the new Scottish National Standardised Assessments (SNSA), the school did not use baseline assessments, although there are plans to re-introduce these for P3, P5 and P6 pupils. The school uses the Moray Tracker to monitor pupils' progress including the identification of gaps in learning. Teachers use SNSA data along with Reading, Writing, Listening and talking and Numeracy Achievement of Curriculum for Excellence Level (ACEL) data to track pupil progress. Initial levels for pupils are entered in August and in October there are parent attainment meetings to discuss levels of attainment and target setting. Staff contribute information to the tracking system three times in the year and there are discussions with the headteacher to plan interventions which are then evaluated and their impact assessed against the SIP priorities.

The use of the Moray Tracker has meant that their awareness of pupil progress has been heightened and it has given teachers more confidence in their ability to track the Achievement of a Level for pupils. Knockando staff will benefit from continued engagement with Benchmarks and any Associated School Group or Authority wide moderation activities. This is enhanced by the approachability of school staff via the head teacher. With raising attainment as a SIP priority the school has worked with parents to support pupils in P1-4 with a numeracy information pack. On the basis of family learning feedback Numeracy twilight sessions are being offered to show videos of P3 pupils using their Family Learning numeracy packs to support parents. Parents interviewed were happy with the attainment of their children, how it is reported to them and with the structure of parent interviews. Parents are also referred to Parentzone in the school handbook and in the termly

Parent Newsletters for ideas on how to support their child's progress and thereby support raising attainment.

## 1.2 Wider school activities

The school has a wide range of wider school activities on offer for most pupils, often provided in conjunction with a range of partners, including parents, as well as Active School and other organisations. Children talked enthusiastically about 'Activities' afternoon for children in P4-7. Activities include music, gardening, crafts, press and pupil, first aid, life skills and drama. 'Rotakids' is delivered in conjunction with the Rotary Club. Pupils are able to make suggestions for activities they would like to be involved in with Community Links and children talked positively about rehearsing for a Christmas Performance in Knockando Parish Church. Groups rotate monthly, allowing opportunities to develop knowledge and skills in a range of contexts. Support staff play a vital role in the wider life of the school. Also, the tennis after school activity is being offered to involve parents in a meaningful way in the life of the school using the medium of health and well-being.

Children were able to tell us about a range of extra-curricular activities available, promoted through noticeboards. Locally sourced sports coaches provide tennis after school club and children are encouraged to join athletics sessions, as well as sign up for 'Bikeability' sessions. Learning logs provide opportunities for parents to share out of school achievements. Each child's achievements are recognised and celebrated through a dedicated display area in the annexe.

Children feel they are able to influence change throughout the school through their participation in committee groups. Committee groups include Communication Group, Rights Respecting School Group, Eco Group and Pupil Council. Children were able to explain how they use 'suggestion' boxes to involve pupils in improving their school. Pupil led improvements were recognised within the Rights Respecting School Accreditation Report. Children were enthusiastic about links with the local Coop. This provides opportunities for children to receive breakfast or access to a morning snack twice a week.

In conjunction with the Home School Link Worker, the school was able to provide opportunities for a small group of children to develop their social skills through a Farm Nurture programme 'Operation Baby Goat'.

## 1.3 ASN provision

Within the 2018 census, there are 7 pupils registered with Additional Support Needs, this equates to 14% of the school roll (49) – this is below the Moray primary school average of 32% during session 2018/19.

The headteacher has overall responsibility for ASN and is currently covering the 0.2 ASN staffing element within the school during session 2018/19 and additional time available has been allocated to Pupil Support Assistant hours.

This has provided an opportunity for a collective overview of the needs of the children within the school and the corresponding level of attainment.

The PSA team are confident in their roles and responsibilities and were observed working with a range of pupils in different contexts. They participate in the planning and evaluation of lessons and are regularly identify training needs which are then fulfilled. There are a number of new protocols which will be implemented to extend and improve the communication with support staff in order that they feel fully integrated into the team and thus ensuring that they feel fully included and valued. There were examples of support staff taking on leadership roles in areas such as outdoor learning and literacy activities.

Parents are assured that the school is meeting pupil needs with a supportive and responsive approach which gave them confidence to be able to approach the school and the headteacher to further discuss progress and initiatives in place for their child. They feel that the school implemented a focus on early intervention and varied measures which contribute to an effective provision for all children in the school.

Communication was identified a key strength by parents and they cited examples of quickly returned phone calls, access to school and staff to discuss any concerns and opportunities to visit on open afternoon and events. The inclusive practice was also an area of key strength within the school and this is further supported by a strong parent council group.

The ethos and inclusive practice evidenced, both with observations and through supporting paperwork, was a strength which ran across the school. Pupils were keen to be supported and to offer support to others. The capacity for development and improvement is strong with good leadership and committed staff who have shared values which support inclusive practice.

There is evidence of good partnership working within the school but much is informal between class teachers and PSAs; there is opportunity for extending this further to a more formal nature to ensure progress and impact of practice is fully evident within the school.

#### 1.4 Curriculum

The school's Vision, Values and Aims have been co-created by the school community. The school's vision is 'to use the context of the school to deliver a coherent curriculum which will develop the capacity of every pupil...' This is grounded in the school values which are: Respect, Kind and Helpful, Hardworking, Achieving and Fun. The Vision, Values and Aims are evident within the life of the school and are communicated regularly through assemblies and classroom by means of positive relationship messages. The school has a Curriculum Rationale based on the four capacities of Curriculum for Excellence and the eight Curricular Areas. These are exemplified by the enthusiasm of pupils in their learning and the positive way in which they relate to each other and the staff. The rationale is enhanced by an emphasis on

Thinking Skills and Health and Well-being. There is opportunity for reviewing this with reference to the context of the school and the Curriculum for Excellence Benchmarks. This could be done with a clear focus on raising attainment.

There are a wide range of curricular opportunities available to pupils which include the regular classroom subjects with Literacy, Numeracy and Health and Wellbeing being foundational across the curriculum areas. In terms of progression, work is being carried out at present to ensure that the curriculum meets the needs of learners as well as moderation work to develop a range of assessments to ensure consistency across all stages. The curriculum is enhanced by other activities such as Outdoor Learning which provides a range of stimulating, relevant and challenging experiences. This is supported and enhanced by activities in the local community and its active involvement with the life of the school.

Due to the composite classes, the school is aware of the need for teachers to liaise between stages to ensure progression and to regularly review the curriculum to ensure appropriate coverage and to prevent work being repeated. This keeps staff in a progressive mind-set with the children at the centre of lesson planning. Most pupils' needs are met through the curriculum, although further consideration should be given to the differentiation of materials and activities, in particular when supporting more and less able learners. The PEF budget of £4,800 is being spent on Outdoor Learning blocks for all classes which will further develop challenging experiences led by class teachers to help build pupil resilience as well as ELKAN training for all PSA staff to develop adult interactions to support communication and identify processing difficulties in pupils. Also, the school is providing support to families so that they can access curricular resources for their children to enthuse family learning. The Accelerated Reading Programme and additional reading resources are being bought and used as a tool to promote reading for enjoyment across the school community with the aim of raising levels of Literacy.

## 1.5 Learning & Teaching

All classes were visited, with each class receiving at least three learning visits. Across the school, children experience very positive relationships with staff and peers, creating a learning environment which is underpinned by the school values and UNCRC articles. Children enjoy coming to school and are willing participants in their learning. Staff have developed attractive and engaging learning areas across the school. Communal and classroom wall displays are used effectively to share success in learning, as well as to provide prompts for independent learning. Learning areas are welcoming and well organised. In almost all lessons observed, the children were motivated by the tasks and activities on offer to them. This is demonstrated in their positive attitude to learning. The children work well in cooperative teams and with learning partners. Teachers provide many opportunities for children to support each other in their learning.

There are examples of exemplary practice in learning and teaching. Well planned lessons were observed, with clear links or references made to prior learning. Staff know children well and work diligently, alongside support staff, to provide them with the best possible learning experiences. In all classes, learning intentions and success criteria were shared. In the best lessons, children worked closely with their teacher to discuss and co-create success criteria, promoting deeper understanding and developing higher order thinking skills. Across the school, there was evidence that the children used and understood the language of learning. Teacher's explanations were clear across the school and, as a result, children can describe the tasks they are engaged in and, increasingly, the skills they are developing. In most lessons, the learning experiences were appropriately challenging and enjoyable although there was scope for increasing pace and differentiation to further meet learner's needs .

Children have regular opportunities to use digital technology. Interactive whiteboards are used as a teaching tool to enhance learning and teaching. Laptops, computers and iPads are used well by children to support learning experiences and meet individual needs. For example, in accessing a wide range of software; displaying information using Excel and accessing websites for research.

#### 1.6 School buildings

Condition – minimum standard C (2017)

Suitability – minimum standard B (2017)

The school has a split site with the main building being Victorian and a prefabricated building which houses the P6/7 classroom, the library and the kitchen/dining hall. The school is well decorated and areas are utilised well to provide learning and teaching along with areas for staff to work in. The Headteacher's Office has been moved this year to create a larger area for school administration.

#### 1.7 Pastoral Care

Knockando Primary School provides a welcoming, stimulating, happy and inclusive environment where each child demonstrates determination and positive achievement. The shared values that underpin this school vision are evident within the school community and demonstrated in a variety of ways through classroom practice, positive behaviour and pupil attitude and there is a strong sense of pride within the school.

The school vision, values and aims are embedded within the culture and ethos of the school as evident from discussions across all focus groups undertaken; pupils from all classes, parents and grandparents, teaching staff, non-teaching staff. Children feel safe and fully supported and know who to go to with any concerns.

Careful use of PEF funding has focused on a range of wellbeing and inclusion initiatives to ensure parity of provision for all children and to remove barriers often evident in a rural environment.

Staff are working together to ensure all children feel safe, nurtured and included with full entitlement to their rights as set out in the articles of the United Nations Convention on the Rights of Child (UNCRC). Through this rights-respecting approach, children have access to pastoral care and support both within and out with the classroom environment and the school has recently been awarded the Silver Award for Rights Respecting Schools. Pupil voice features considerably in supporting activities and progress within the school and should be further strengthened with approaches to affecting the direction of school improvement agenda in the formal and informal curriculum.

## 1.8 Attendance, exclusions & pupil behaviour

2017/18 Attendance rate: 96.1% (Moray – 94.9%)

Violence / Aggression against staff: 0 incidents recorded (2017/18)

Exclusions: 0 exclusions recorded (2017/18)

## 2. School roll

### 2.1 Roll and roll forecast

School Roll: 2018 – 49 pupils

Roll has stayed the same as 2013

School Roll Forecast 2025 – 56 (to increase by 7 = 14%)

### 2.2 Inward placing requests

Net placings over last 5 years: 2014/15: 0, 2015/16: 0,  
2016/17: 1, 2017/2018: 1, 2018/19: 0 inward placing requests

### 2.3 Outward placing requests

Net placings over past five years: 2014/15: 2, 2015/16: 1,  
2016/17: 1, 2017/2018: 0, 2018/19: 0 outward placing requests

### 2.4 Roll as percentage of capacity

2018 School Roll - 49 / Functional Capacity 75 = 65%

### 2.5 Class composition

2018 – 3 classes: 3 composite classes

(Classes: Composite – 1 x P1-3, 1 X P4/5, 1 X P6/7)

### 2.6 Number of teachers

2018 - Teachers FTE – 4.0 (4 staff)

(Includes 3.0 teachers and 1 HT; 1 X Teacher job share – 3 days/2 days)

### 2.7 School roll

2018 School Roll – 49

### 2.8 Maximum Capacity

2018 School Roll – 49 / Physical Capacity = 49%

### **3. Financial position**

#### **3.1 Budgeted running cost**

The cost per pupil in 2018/19 was £4,811

#### **3.2 Financial trends**

School devolved budget (including carry forward) for 2017/18 had a 4.26% underspend which equates to £8,129

#### **3.3 Financial plans**

The underspend for 2017/18 is been used to continue with changes to the building to help with the more effective use of space and to carry out INCAS tests for classes which are not being SNSA assessed to help track attainment.

### **4. Staff Wellbeing and Development**

#### **4.1 Availability of Teachers**

Knockando Primary School is fully staffed at this time. PE, Art and Music are offered across all stages by class teachers.

#### **4.2 Headteacher Relief Time**

The Headteacher covers the ASN provision across the school.

#### **4.3 Leadership Capacity**

The Headteacher provides clear direction to the school, managing the pace of change around three key School Improvement priorities which are carefully monitored. Staff and pupils are keen to be involved in these improvements and initiatives. The school community respects and values the leadership provided by the staff team at Knockando.

#### **4.4 Staff development and leadership of Improvement of Change**

Staff are given opportunity on a range of priorities and initiatives which are linked to Professional Review and Development. Staff work well together as a team and there has been a lot of work on supporting pupils with raising their attainment and embedding employability skills in the curriculum. The school staff seek to empower the children to have the confidence, determination and resilience to achieve all they can regardless of background.

### **5. Schools Accessibility**

#### **5.1 Home to school transport time**

Most pupils (44; 80%) are from within catchment surrounding Knockando. A fifth of the pupils (11; 20%) originate from out with the catchment. Most children in this latter category it is anticipated travel for less than 30 minutes.

## 5.2 Distance to another suitable school

Nearest schools to Knockando Primary school are identified as Craigellachie Primary School (8.6 miles; 15 minutes approximate travel time via B9102 and A941), Aberlour Primary School (10 miles; 17 minutes approximate travel via B9102 and A941), Rothes Primary School (10.1 miles; 17 minutes approximate travel time via A94) and in the Forres ASG Dallas Primary School (8.8 miles; 16 minutes approximate travel.)

## 5.3 Existing co-operative arrangements with other schools and further education colleges/training organisations

Co-operative working arrangements as common with other Primary Schools exist within the ASG. Transition arrangements and enhanced transitions are in place with Speyside High School (10 miles; 17 minutes approximate travel).

## 6. **Strong Links with the Community**

### 6.1 Parents' Views

Parents report that they are very happy with the school and are appreciative of the hard work of the head teacher and staff in their children's learning. In a recent parent/carer survey most parents thought that the school communicates well with them although they wanted clarification on educational acronyms which was actioned through actions such as rewriting a SIP with more inclusive terminology. Through focus group discussion with 8 parents and grand-parents, partnership working with parents was identified as positive and meaningful. Parents voiced the opinion that they would like the acting Head teacher post to be made permanent if possible.

### 6.2 Degree and Quality of Parental Involvement

Parents are involved in their children's learning as the school in activities such as Settling in Meetings, Attainment Evenings, Reporting to Parents and Open Mornings to show off the creative learning which takes place in school and to show how parents can help support their children's learning in class. This is evidence of the way in which the school has been working hard to engage parents. There is an active Parent Council who provide money for school trips, teaching resources and also provides funding to enhance the curriculum with activities such as dance, sport, music, drama and outdoor education. Indeed the outdoor play area was built by parental donation and local labour.

### 6.3 Contribution of the school to the Community

Knockando Primary School is at the heart of a large but widely scattered community as a hub which brings members of all ages together. The school

looks to the past and the future to inform the present in terms of the traditions of the area and the aspirations of the pupils. The community is rich in the resources of the people who live within the community and support the school so the school looks for ways to support the community. Both the Rotakids projects and the Eco Committee are actively involved in raising funds and supporting the local environment and wider campaigns.

School staff and pupils team up with other groups to work on community projects and look at ways they can support families in the community to overcome any barriers that living in a rural area may present. At the moment the school is working with Knockando Multisports group, Knockando Athletics Club, Knockando Church, Elgin Rotary Club, Aberlour Co-op and Archiestown Community Association on a variety of projects and this encourages the learners to plan ways to improve their local area and to get involved and make a difference.

The current joint ventures include a shared Christmas Fair and Community Evening with Archiestown Village Council, the school shares facilities with Knockando Athletics Group and the Knockando Sunday School to allow them to attract more participants. School pupils are part of the Speyside Young People Decides Initiative and this has been linked to the promotion of pupil voice within the school and community. In Term 3 2018/19 the school will be working with Historic Environment Scotland in a joint Celebrating Speyside Heritage Project, the theme of which will be decided upon by pupils and then shared with the wider community.

#### 6.4 Other Provision (e.g. Nursery)

The school houses a partnership nursery 'The Knockando Playgroup' offering 30 places for 3 and 4 year olds with 14 children at present.

#### 6.5 Multi-function use of building

The school has a partnership playgroup in the main school building. In Moray, Primary Schools are not currently let for community groups and activities. No informal arrangements for school building use are currently in place.

#### 6.6 Capacity in nearest schools

##### Craigellachie Primary School

2018 School Roll: 49; Functional Capacity: 75 = 65%

2018 School Roll: 49; Maximum Capacity: 99 = 49%

##### Rothes Primary School

2018 School Roll: 93; Functional Capacity: 175 = 53%

2018 School Roll: 93; Maximum Capacity: 220 = 42%

##### Aberlour Primary School

2018 School Roll: 133; Functional Capacity: 169 = 79%

2018 School Roll: 133; Maximum Capacity: 206 = 65%

## **Conclusions**

On the basis of the evaluations of criteria 1-6, Knockando Primary School is currently a sustainable school. The roll and enrolment forecasts and because of its location, there will remain a need for this school classed as a non-denominational school serving an accessible rural area. ("Schools for the Future: A Policy for Sustainable Schools", 2016; Annex B – Rural Schools list), Roll prediction indicates an increase of 7 pupils over the next 7 years. With current functional capacity (65%) and maximum capacity (49%) and despite a future increase in school roll anticipated, Knockando Primary School has future capacity to receive additional pupils from within or out-with the existing catchment area.

## **Recommendations**

A non-denominational school, Knockando Primary School covers the village of Knockando and rural areas to the west of Aberlour, classed as a Moray Rural School (remote rural areas). The school is currently paired with Inveravon Primary which is mothballed with no pupil enrolments for sessions 2018/2019 and 2019/2020. Although projections would suggest sufficient capacity in future years to meet the needs of the school catchment, the following options could be considered and appraised:

- Consider Campus Leadership model across Speyside ASG
- Consider refurbishing the school buildings to improve condition
- To undertake a statutory consultation for Inveravon Primary School in line with the Schools (Consultation)(Scotland) Act 2010

## **Areas of Strength**

- An inclusive ethos and culture which reflects a commitment to children's rights and positive relationships which are evident throughout the school.
- Children are eager and active participants who are empowered to take responsibility for their learning.
- All staff are committed to change which results in improvement for learners.
- The whole school community contributes effectively to the life of the school and wider community in a range of well planned activities.

## **Areas for Improvement**

- Continue to develop effective self-evaluation using robust tracking and monitoring approaches to improve attainment in literacy and numeracy for all children.
- Build upon existing approaches to differentiation to ensure pace and challenge across a wider range of curricular areas.

# **MORTLACH PRIMARY SCHOOL**

## **1. Quality Educational Experience**

### **1.2 Attainment**

In terms of attainment there is an improving trend in P4 with P1 and P7 presenting a variable picture across the three years of data. Staff are engaged with moderation activities within the school and across the Speyside ASG to help improve attainment and the accuracy of its measurement and this has ensured that the attainment data gathered from Teacher Professional Judgement (TPJ) is more reliable.

In 2018, Achievement of a Level in P1 Reading (80%), Writing (70%) and Listening and talking (95%) are above the Moray averages of Reading (74%), Writing (67%) and Listening and talking (81%). In P4 Reading (63%), Writing (63%), Listening and talking (94%) and Numeracy (63%) are above the Moray averages of Reading (66%), Writing (56%), Listening and talking (71%) and Numeracy (59%). In P7 Achievement of a Level in Reading (80%), Writing (70%), and Listening and talking (90%) are above the Moray averages of Reading (71%), Writing (61%) and Listening and talking (75%). Also, in P7 Numeracy (60%) is below the Moray average (61%).

The school has its own tracking and monitoring system in place to monitor pupils' progress which includes Achievement of a Level in curricular areas such as Social Subjects and Languages, and includes support and interventions in place for some pupils in a range of areas. Teachers use the Scottish National Standardised Assessment (SNSA) data along with Pupil Impact Sheets in Reading and Writing, Spelling and Numeracy to track pupil learning and to identify gaps for possible interventions to be introduced. Teachers meet with the headteacher three times over the course of the school session to discuss pupil progress, identify any gaps in learning and plan appropriate supports. As a result of a more rigorous approach in tracking attainment, teachers' confidence is growing in making judgments on pupils achieving expected national levels. This could be enhanced further by including regular inputs by pupils to gather their views on their progress and feedback on learning experiences.

Staff may benefit from continued engagement with benchmarks and any Associated School Group or Authority wide moderation activities. Parents were happy with the attainment of their children and how it is reported to them. The informal 'Tea and Blether' sessions were particularly popular as they complement the Year Group Curricular Evenings. The school has also tried to help parents better engage with their children's learning by publishing 'Parent Resources for Pupil Homework' which includes information to assist with reading, numeracy and spelling. Pupil health and well-being is tracked by means of the well-being tab on the Moray Tracker.

Approaches to improving attainment permeates through the School Improvement Plan (SIP) 2018-20 priorities in terms of focused strategies to

improve attainment and employability skills, monitoring attainment and closing the attainment gap with Pupil Equity Funding (PEF) being utilised to support relevant pupils. As noted above, attainment is being tracked to identify learning gaps and plan appropriate interventions.

## 1.2 Wider school activities

The school offers a wide range of extra-curricular activities including Mandarin Club, Strategy (Chess) Group, Choir, Book Club, Craft Club, Badminton and a Homework Club. Pupils in the Sports Leadership Award Group have recently been awarded the Silver Award which has increased their confidence and leadership potential. P6 and P7 pupil citizenship activity has increased as a result of them working towards the Prince William Award in partnership with SkillForce. The school has ensured that clubs are inclusive and there is equity of opportunity to attend. The Pupil Council offers leadership opportunities for all pupils in the Community Groups and in the form of House and Vice-House Captains for senior pupils. The Pupil Council works with the school staff to ensure improvements in the school such as the school garden which has enhanced outdoor learning and fits in with the school emphasis on using its unique context in learning. The school has several opportunities for pupils to be involved in improving the life and work of the school which include Ecogroup, Health Group, Global Citizenship and Rights Respecting School Award (RRS). Pupils have a positive influence on the life and work of the school and their views are valued. The school is currently involved in Education Scotland's Young Learners (Inspectors) Project and as a consequence of this pupils should be more involved in formal school improvement and self-evaluation processes.

P2 pupils won the best themed category and were runners up overall in the Moray Engineer Challenge at Moray College. Last session Mortlach pupils won the Speyside Kwik Cricket Tournament and the Moray finals and were 10<sup>th</sup> in the Scottish National Tournament which is commendable. Also, Mortlach has just been awarded the Silver Sports Award by SportScotland and won first place in the Speyside ASG Cross Country Event. At the recent Sports Moray Awards, Mortlach won the Silver Award for Community Engagement as well as coming second in the Scottish Mathematical Challenge in Moray. P5 and P6 pupils from the school won the Participatory Budgeting Competition to mark the Year of Young People 2018 with the school also gaining third and fourth place.

There are various ways in which the school celebrates and recognises achievement. These include a series of class awards which are communicated on the school blog. There are also school awards which are given out at weekly school assemblies. Pupils find these to be motivating in terms of class and overall performance.

The school is in the early stages of becoming a Rights Respecting School, currently working towards their Bronze Award. Pupils were aware of their class charter and the rights of the child were displayed across the school and

within classrooms. This enabled the pupils to reflect on their rights and responsibilities as learners.

### 1.3 ASN provision

Within the 2018 census, there are 33 pupils registered with an ASN (SEEMiS) equating to 26% of school roll (126) – this is below the Moray primary school average of 32% for 2018-2019.

The Headteacher has overall responsibility for ASN and the school has one SFL Teacher (0.6 FTE), who works with pupils both in a class setting and within a room for SFL. Pupils work in the SFL room for targeted support in reading and aspects of numeracy in a group and individual basis as per their personalised support arrangements. Teachers were happy to receive support in class for numeracy and writing with the SFL teacher and Pupil Support Assistants (PSAs) and also Classroom Assistants (CAs) working with groups. Within these groups the learners appeared confident and the pace and level appropriate to the needs. The school should consider using the skills of the SFL teacher in relation to the five key roles.

As well as supporting learners the SFL teacher supports PSAs and class teachers in the planning, monitoring and evaluation of individual educational plans (IEPs) and Learner Profiles and Strategies (LPS). This role allows for consultation with regard to pupil progress and arising needs which is tracked through the school tracking and monitoring documents. School Referral forms and liaison with class teachers are used to identify learners' needs. The use of standardised assessments such as historic PIPs and INCAS, and SNSAs as well as other school assessment evidence helps to inform teacher judgements of pupil progress. The new Moray IEP format is in use ensuring that targets are SMART. The IEPs are reviewed three times a year where learners' and parents' views are sought and taken on board.

Mortlach has a very good partnership with Speyside High and the Enhanced Transition programme starts at the end of Term 2. These transitions are well planned and parents have the opportunity to meet with staff for information sharing. Transition between Pre-School and Nursery is supported through input from EYES.

There is evidence of wide ranging and good partnership work with other agencies with referrals, invitations to meetings, and consultations for specific pupils as required.

PSAs work with identified groups and pupils either in class or withdrawn to a quiet area when it is thought that pupils require more focus. PSAs liaise with teachers and are aware of learning targets and feedback daily on pupils' progress orally. More able learners are given opportunities to promote their learning.

The SFL teacher has been trained in delivery of precision teaching and uses this with individual pupils. Resources have been upgraded to include Clicker 7

and the Stile Programme. The SFL teacher has provided training on these resources and works well with support staff to discuss individual pupils and examine pupil progress on learning targets. The Headteacher and SFL teacher have identified the need to support pupils with social and emotional aspects and the nurture groups are accessed by a group of pupils on a weekly basis. The use of Boxall profiles would help with early identification assessment of pupils, target setting and intervention, as well as tracking pupil progress.

The school also has a Health and Wellbeing Group as part of the pupil voice to listen and support the HWB needs of the school in accordance with GIRFEC and the wellbeing indicators. The staff have benefited from Positive Behaviour Support training required to maintain safety of staff and pupils within school. Staff are able to discuss their training needs during annual ERDP.

The school does not have resources to be able to meet the most severe and complex needs and would benefit from links with a nearby school with an enhanced provision to allow the school to access advice, support and guidance from the PT ASN.

#### 1.4 Curriculum

The school's Vision, Values and Aims have been recently updated in partnership with the whole school community and have an admirable emphasis on 'Together we promote – well-being, respect, growth, positive relationships and a united community.' The Vision, Values and Aims are embedded within the life of the school and are communicated regularly through assemblies and classroom positive relationship messages. The school has a curriculum rationale in place, which was reviewed in 2016 and is due for a refresh later in this academic year. This should be done in the light of the unique context of the school and the Curriculum for Excellence Benchmarks with a focus on raising attainment. The school aspires to promote the aims of Curriculum for Excellence by encouraging the four capacities in its pupils at school, in the local community and beyond. These are exemplified by the commitment of pupils to their learning and the caring way in which they relate to each other.

There are a wide range of curricular opportunities on offer which include the regular classroom subjects such as Expressive Arts, Mathematics and Social Studies with Literacy, Numeracy and Health and Wellbeing being foundational across all of the curriculum areas. In terms of progression, Expressive Arts are being reviewed at present by staff and it would be beneficial to include opportunities for Pupil Voice when themes and/or topics are being considered. Science is taught as a discrete subject so that pupils can focus on it as an important part of the curriculum in the context of the school. The curriculum is enhanced by a variety of other activities such as a bi-annual P6/7 residential visit to Dalguise Outdoor Centre which can help to build resilience and collaborative skills amongst pupils. Pupils have opportunity to visit local businesses such as local distilleries and RAF Lossiemouth which enables

them to see the relevance of learning and growing awareness of potential careers and pathways in the context of the Developing the Young Workforce (DYW) programme.

The school has bundled linked experiences and outcomes to plan for learning in an interdisciplinary way. There was evidence of IDL within a farming context linked to numeracy. Skills for life are being developed in classes as real life situations are referenced in literacy and numeracy classes, for example, how a joiner would use numeracy. The majority of opportunities through the curriculum on offer at Mortlach provide a range of stimulating, relevant and challenging experiences. This is supported and enhanced by activities in the local community and their active involvement with the life of the school. Consideration should be given to involving partners more in the co-delivery of learning.

Due to the number of composite classes, the school is aware of the need for teachers to liaise between stages to ensure progression and to regularly review the curriculum to ensure appropriate coverage and to prevent repetition. This enables staff to keep their pupils at the centre of their planning. Most pupils' needs are met through the curriculum, although further consideration should be given to the differentiation of materials and activities, in particular when supporting more and less able learners.

There is the potential for better transitions between Early Learning and Childcare Providers which is part of the school's improvement agenda. The transition to the local high school is viewed as positive from Mortlach's perspective with pupils being prepared for the next phase of their learning journey with enhanced transition for pupils where appropriate.

PEF monies have been used to focus on P6 and P7 pupils who were and are at danger of exclusion and this has been successful.

## 1.5 Learning & Teaching

All classes, including the nursery were visited with a range of lessons observed and most teachers received at least two learning visits from the review team. Learning areas within the school are bright and resources are well organised. Pupil work is displayed in the corridors to showcase their achievements and learning. Teachers demonstrated their use of open questioning and in the most effective practice this focussed on deeper learning. Most children were keen to take part in learning activities.

At all stages, learning intentions and success criteria were in place and shared with children. In the most effective practice, the learning intentions were clear and concise and the success criteria were appropriate, co-constructed and presented in child friendly language. In a few lessons, there were clear links or references made to prior learning and teachers were highlighting some of the skills children were developing or using and linking them to the world of work and later life. There was evidence that staff promote the language of learning and children are able to speak about

different skills they are using. In the most effective practice, these skills were identified through skilful questioning by practitioners, and were linked to the world of work and lifelong learning. Staff should build on the children's current knowledge of skills to support them to be clear about the relevant skills required in a particular lesson rather than identifying more generic skills like e.g. listening. Staff should continue to develop the children's language of learning as this is developing well.

Across the school, most children were active participants in their learning and were keen to share their understanding of their learning with team members. Relationships between pupils and staff were mostly positive and respectful. Most children across the school and nursery enjoy learning and are keen to improve and do their best. Focused praise is used in most classes and beyond the classroom efforts are rewarded through Pupil of the Week and special mentions at assembly.

There were a few examples of good practice in learning and teaching across the school such as open questioning and engaging feedback and these should continue to be shared in order to support all staff to improve. During the visit, too many lessons were teacher led and pupils should be encouraged to take more responsibility for their learning and progress. Through focus groups, children shared that they feel they are able to cope with further challenge in their learning. There should also be a continued focus on differentiation to better meet the needs of learners in a few classes.

Further development of peer assessment will support learners to become more aware of how to improve their learning and subsequent attainment. The school has made a start to incorporating the children's understanding of the 'Learning Pit' to promote challenge, dialogue and a positive growth mindset. This is in the early stages of development. A range of assessment approaches are being adopted in order to analyse more thoroughly the learner's progress over time which should be maximised to help raise attainment.

The school is well resourced in terms of ICT. There were a few examples of how this was being used to enhance learning e.g. learning activities, supporting specific learning needs. Opportunities to do this should continue to be explored in order to further improve children's learning experiences and the use of digital resources to support them.

## 1.6 School Buildings

Condition – minimum standard C (2017)

Suitability – minimum standard B (2017)

The school is a Victorian building and has been well maintained with recent roof repairs. The reception and entrance areas have been moved to make them more central. The school is well decorated and areas are utilised well to provide learning and teaching along with areas for staff to work in.

## 1.7 Pastoral Care

The school community has a positive ethos, which is both welcoming and friendly. There is a calm and purposeful atmosphere evident in classes and pupils take pride in their school and individual achievements. Relationships between both pupils and staff are positive and behaviour displayed during the visit was mostly respectful and co-operative. Parents who were interviewed commented on their involvement in the life of the school and the communication they received regularly via the Head Teacher in a positive manner. Pupils were aware of the way in which teachers looked after them and they felt that staff were approachable should they need to speak to them about any issues concerning them. Wellbeing indicators and the School Charter were evident within the school and some teachers made reference to these during lessons. Children felt safe in their lessons and at break and lunch times. They felt that any misbehaviour was dealt with in a timely and appropriate manner and that bullying was not an issue at the school because every-one looked out for each other. Children in a focus group also identified the strategies to adopt should it arise. There are appropriate Child Protection and Anti-Bullying procedures in place in line with Moray Council policies.

## 1.8 Attendance, exclusions & pupil behaviour

2017/18 Attendance rate: 94.6% (Moray – 94.9%)

Violence / Aggression against staff: 2 incidents recorded – 1 pupil (2017/18)

Exclusions: 2 exclusions recorded – 1 pupil (2017/18)

## 2. School roll

### 2.1 Roll and roll forecast

School Roll: 2018 – 126 pupils

Roll has decreased by 8 pupils since 2013 (134 = - 6%)

School Roll Forecast 2025 – 112 (to decrease by 8 = - 11%)

### 2.2 Inward placing requests

Net placings over last 5 years: 2014/15: 0, 2015/16: 1,  
2016/17: 0, 2017/2018: 2, 2018/19: 0 inward placing requests

### 2.3 Outward placing requests

Net placings over last 5 years: 2014/15: 3, 2015/16: 2,  
2016/17: 2, 2017/2018: 3, 2018/19: 0 outward placing requests

### 2.4 Roll as percentage of capacity

2018 School Roll - 126 / Functional Capacity 175 = 72%

### 2.5 Class composition

2018 – 6 classes: 6 composite classes

(Classes: Composite – 1 x P1/2, 1 X P2/3, 1 X P3/4, 1 X P4/5, 1 X P5/6, 1 X P6/7)

### 2.6 Number of teachers

2018 - Teachers FTE – 6.8 (7 staff)  
(Includes 5.8 teachers and 1 HT – job share – 4 days/1 day)

2.7 School roll

2018 School Roll – 126, Nursey Roll – 12 (mornings only)

2.8 Maximum Capacity

2018 School Roll – 126 / Physical Capacity 226 = 56%

**3. Financial position**

3.1 Budgeted running cost

The cost per pupil in 2018/19 was £3,462.

3.2 Financial trends

School devolved budget (including carry forward) for 2017/18 had a 0.80% underspend which equates to £1,379.

3.3 Financial plans

The underspend for 2017/18 has been used to decorate up to the upper stages classroom as it was badly in need of refurbishing. The school is hoping to put in a new suspended ceiling in both the ICT suite and the area beside the early stages classrooms to aid redecoration and insulation.

**4. Staff Wellbeing and Development**

4.1 Availability of Teachers

Mortlach Primary School is fully staffed at this time. PE and Music are being delivered across all stages by two class teachers, whilst Art is delivered by all class teachers. German and Mandarin are also delivered one day a week across all stages.

4.2 Headteacher Relief Time

The Headteacher works in a job share capacity with another of the teachers on a four day/one day split. The Headteacher is class committed 1 day a week at present and non-class committed 3 days. The other headteacher is class committed 4 days per week as a class teacher and non-class committed 1 day a week in a headteacher role at present.

4.3 Leadership Capacity

The headteacher provides clear direction to the school, managing the pace of change around three key School Improvement priorities which are carefully monitored. Staff and pupils are becoming more empowered to be involved in a wide range of priorities and initiatives for school improvement including self-evaluation. Parents value the home-school communication and the caring and supportive staff which gives a community feeling and a sense of belonging.

#### 4.4 Staff development and leadership of Improvement of Change

Staff are given opportunities on a range of priorities and initiatives which are linked to Professional Review and Development. Staff work well together as a team and there has been a lot of work on supporting pupils with ASN. There is increased focus being given to self-evaluation with the self-evaluation wall in the staff-room which should improve consistency in learning and teaching and support practitioners in improving pupil outcomes.

### 5. **Schools Accessibility**

#### 5.1 Home to school transport time

On the basis of the 2017 School Census the majority of the pupils (112; 93%) are from within catchment in Dufftown. Less than half of pupils (8; 7%) originate from outwith catchment. Most children in this latter category it is anticipated travel for less than 30 minutes.

#### 5.2 Distance to another suitable school

Nearest schools to Mortlach Primary school are identified as Aberlour Primary School (5.4 miles; 10 minutes approximate travel via A95 and A94), Craigellachie Primary School (4.9 miles; 9 minutes approximate travel time via A94) and in the Keith ASG Botriphnie Primary School (4.7 Miles; 8 minutes approximate travel time via A94 and B9014).

#### 5.3 Existing co-operative arrangements with other schools and further education colleges/training organisations

Co-operative working arrangements as common with other Primary Schools exist within the ASG. Transition arrangements and enhanced transitions are in place with Speyside High School (5.4 miles; 10 minutes approximate travel).

### 6. **Strong Links with the Community**

#### 6.1 Parents' Views

Parents report that they are happy with the school and believe that staff work effectively for the benefit of their children offering a range of activities. Parents are surveyed termly on aspects of the school and in a recent parent/carer survey they were positive about the new homework policy of mid-week issue and mid-week hand-in. Through focus group discussion with 2 parents, partnership working with parents was identified as positive with the parent voice being heard and staff willingness to take their suggestions for improvement. Parents identify that support for their children is very good and they value the approachability of all staff including the Headteacher and the "open door" policy for engaging with the school.

#### 6.2 Degree and Quality of Parental Involvement

Parents interviewed enjoy being involved with their children's learning and the school makes an effort to involve parents in the life of the school. This is done by, for example, curriculum and family learning sessions, 'Growth Mindset' work-shops and Sandpiper Trust first aid learning sessions. There is positive attendance at the informal 'Tea and Blether' open sessions where staff are approachable and willing to spend time explaining aspects of pupils' learning. Parents thought that school communicated well with them and reports were accessible to parents as was the SIP which is written in a non-jargon, plain English manner. The annual school pupil report is a good summary of their children's learning.

At the focus group, parents felt that they were listened to and welcomed into the school to run clubs such as the 'Community award for Sports' as well as PE and outdoor learning. They thought that the key strengths of the school were its togetherness, enthusiasm and team spirit and felt that the school could do more in terms of STEM activities and work with other schools.

### 6.3 Contribution of the School to the Community

The school and local community are closely linked, with various events and activities. The school has six community groups which meet twice a term and these groups have various links to the community and employers, for example, Glenfiddich helped to build an Eco garden and pupils regularly visit the Hanover Sheltered Housing complex. The choir will sing at the annual 'Christmas Light Switch On' in Dufftown.

The school has good links with the local library and classes make regular visits to encourage literacy through reading. The librarian comes in termly to Assemblies to tell pupils about any new library initiatives or any library challenges that are current.

### 6.4 Other Provision (e.g. Nursery)

The school has a nursery offering 20 places for 3 and 4 year olds. This is alongside a partner provider 'The Cabin' which is located within the school grounds.

### 6.5 Multi-function use of building

The school houses 'The Cabin' Partnership Nursery in an area adjoining the school building.

In Moray, Primary Schools are not currently let for community groups and activities. No informal arrangements for school building use are currently in place.

### 6.6 Capacity in nearest schools

Craigellachie Primary School

2018 School Roll: 49; Functional Capacity: 75 = 65%

2018 School Roll: 49; Maximum Capacity: 99 = 49%

#### Rothes Primary School

2018 School Roll: 93; Functional Capacity: 175 = 53%

2018 School Roll: 93; Maximum Capacity: 220 = 42%

### **Conclusions**

On the basis of the evaluations of criteria 1-6 and due to its location, Mortlach Primary School and Nursery is currently a sustainable school. The roll and enrolment forecasts indicate that the school will remain above the minimum roll threshold for a primary school in a rural area (above 90 pupils per section 6.7, "Schools for the Future: A Policy for Sustainable Schools", 2016; Annex B – Rural Schools list), classed as a non-denominational school serving an accessible rural area. Roll prediction indicates a decrease of 14 pupils over the next 7 years. With current functional capacity (72%) and maximum capacity (56%) alongside future reduction in school roll anticipated, Dufftown Primary School has future capacity to receive additional pupils from within or out-with existing catchment area.

### **Recommendations**

A non-denominational school, Mortlach Primary School covers the village of Dufftown and rural areas to the south of Dufftown towards the Cabrach and the Ladder Hills. It is classed as a Moray Rural School (remote rural areas). Due to its location, Mortlach is a sustainable school. However, its age and condition mean that it does require investment to ensure a high quality learning environment. Although projections would suggest sufficient capacity in future years to meet the needs of the school catchment, the following options could be considered and appraised:

- Refurbishment to upgrade facilities and learning spaces to improve condition
- Possible merger with Craigellachie Primary School
- Consider Campus Leadership model across Speyside ASG
- Retain Mortlach Primary School and Nursery as per existing arrangement

### **Areas of Strength**

- The leadership of the head teacher is recognised by the school community and the collaborative working of the staff has led to school improvement
- The school has a positive and welcoming ethos with caring and respectful relationships between all school staff and pupils
- Confident and motivated pupils were motivated who displayed a willingness to learn
- The impressive range of opportunities for wider achievement which are well supported by parents and the wider community

### **Areas for Improvement**

- Continue with the planned review of the curriculum rationale as part of the process of school improvement.
- Introduce more opportunities for staff and pupil leadership to aid school improvement.
- The school and nursery should continue to work collaboratively across the Early Level to improve the children's attainment.

# ROTHES PRIMARY SCHOOL

## **1. Quality Educational Experience**

### **1.1 Attainment**

In P1, Curriculum for Excellence (CfE) *achievement of a level* data for 2017/2018 indicates that pupils perform above Moray averages for Reading, Listening and Talking, and below Moray averages for Writing and Numeracy. In P4, *achievement of a level* data for 2017/2018 highlights that pupils perform marginally above Moray average for *Reading*, marginally below Moray average for *Listening and Talking*, and below Moray average for *Writing* and *Numeracy*. In P7, *achievement of a level* data indicates that children performed above Moray averages for Reading, Listening and Talking. Children achieved below Moray averages for Writing and Numeracy. SNSA data is being used to assist teachers with their judgments.

Through discussion with the Acting Headteacher and staff, confidence in Teacher Professional Judgment (TPJ) of learner level achievement as per the Scottish Government's data return requirement for key stages (P1, P4, P7) is increasing. Staff have high expectations and have used collegiate time well, engaging with National Benchmarks and participating in cross-Associated Schools Group (ASG) moderation activities. This includes formation of a P7-S1 cross-sector Moderation group with Speyside High School for moderation of Writing for 2<sup>nd</sup> into 3<sup>rd</sup> level, with work ongoing within the ASG with a P1-P3 (Early and 1<sup>st</sup> level) Moderation group.

In order to strengthen P7-S1 transition, writing jotters will also pass from P7 to S1 for continuity in learning in support of academic transition. Through Rothes Primary School practitioner awareness of Literacy content and coverage at secondary school, differentiation of work for more able children will be further supported alongside progression in learning. The school is also progressing with development work for strengthening Numeracy, particularly in the upper stages. The ASG Action Plan for 2018-2021 also includes focus on embedding Benchmarks, Moderation, collegiate working and good practice sharing across the ASG, raising attainment, Developing the Young Workforce (DYW) and Pupil Equity Fund (PEF) related themes. On review of data, partnership working within school and across the ASG and continued focus on moderation, will secure teacher confidence in TPJ further.

Working with the Support for Learning Teacher, practitioners have identified intervention groups with group learning plans for raising attainment and meeting learning needs. Termly meetings are held with practitioners, to identify children who may benefit from wider support. This includes group working on Literacy and Numeracy, social group for Nurture support, cooperative teaching with practitioners and in-class support. Termly meetings are data-led using *achievement of a level* and tracking data, with continuous dialogue supporting targeted inputs and resource identification. The school has embraced Tracking and Monitoring of learner attainment and

achievement, supported by the local authority Tracking and Monitoring spreadsheet tools. Staff know children well, using all available data (for example, PiPs, InCAS, Achievement of a level, TPJ, diagnostic assessments, context) and local knowledge to enact interventions in support of learning. Further tracking of cohorts and individual pupils over time, using all available data will support practitioners further in assessing pupil needs and impact of interventions for closing attainment gaps.

The school has identified a range of targeted and universal interventions as detailed in the School Improvement Plan inclusive of Literacy and supportive ICT based resources (Emerging Literacy, Accelerated Reader, Clicker and WordTalk), Numeracy (“Sumdog”, maths tasks/worksheets) and HWB related interventions (Social Group, Nurture). Additional support staff hours have also been funded using PEF monies available, improving the learning and achievement of targeted individuals and groups identified. PEF monies have also supported purchase of resources including set-up of “Calm Corners” in classrooms, supporting the wider wellbeing of children for calm concentration in classes.

## 1.2 Wider school activities

All pupils are given the opportunity to participate in their House groups in “Talking Tuesdays” or “Wise Wednesdays.” These are led by the House and Vice Captains, who have been nominated by their peers, and an allocated member of staff. Contributing to school improvement using “How Good is OUR School” (HGIOURS) and embedding the school’s vision and values are the focus of these meetings. Parents have also been invited to participate in a number of these sessions. A ‘Have Your Say’ box is made available as a means for the children to influence their school community. Celebration assemblies are held every week to highlight success and achievements, with an emphasis on rewarding those who have achieved the target of the week which is linked to an agreed skill.

Opportunities for pupils to lead groups are increasing with the introduction of a book club, a chess and board games club and a film club, providing wider experiences. Pupils have also had the opportunity in the past to be part of the “Support Squad” and buddies for the nursery. Taking part in a variety of fundraising events like MFR Cash for Kids and the Big Scottish Breakfast has contributed to children’s understanding of the impact they can have on the wider community. The school have already identified the need to extend leadership opportunities for all pupils at all stages to enhance pupil voice, ensure children have a better understanding of global issues and children’s rights, and develop and sustain groups which reflect the needs and interests of the whole school community. Embracing wider accreditation schemes and initiatives – inclusive of UNICEF Rights Respecting Schools and Eco-schools – would recognise and celebrate achievement and provide framework for leadership experiences and opportunities. Continued use of the Wider Achievement Tracker will support work in this area.

There is a Parent Council which supports fundraising and a variety of events. Parents are encouraged to attend the termly Community assemblies to share learning. These are very well attended. Information, achievements, learning experiences and curricular visits are shared with parents and the local community via a variety of means including Twitter, Newsletters, and Open Evenings. Support from partners is evident with some extra-curricular opportunities available like Boxercise, Dance and 'Fun and Fitness'. Pupils spoke positively about their involvement with Lossie Entertainment Academy who are currently working with the whole school to create, produce and perform Rothes Primary Christmas Show.

### 1.3 ASN provision

At this time, 41 pupils are registered with additional support needs on SEEMiS equating to 44% of the school roll, well above the Moray Primary School average (33% - 2017/2018). All pupils are stage 0/1, with no pupils at stage 2/3. There is a flexible approach to ASN within the school as they aim to be inclusive and meet the needs of all pupils within mainstream classes. Pupil progress is well tracked. The school works with the ASN Staged Intervention model to identify pupils' needs and next steps. Staff meet termly for consultation in the identification of children requiring extra support, which is further supported by a wide range of assessment methods. There has been a particular focus on closing the attainment gap through small groups of children being withdrawn from class to focus on literacy and numeracy skills. A small number of children have Individualised Education Plans (IEP's) that are well written with SMART targets. These are reviewed twice a year. Parents and pupils are involved in agreeing targets for IEP's with staff. Group Learning Plans are also in place for identified children, with plans to formalise parental awareness. The Support for Learning teacher works closely with class teachers and PSAs, providing in-class support and training PSA's where appropriate. Staff spoke positively about the introduction of ICT programmes like 'Clicker 7' and 'Word Talk' to support learning in the class. A weekly nurture session has been set up to respond to the needs of pupils to build social skills and self-esteem. Updates about pupils' wellbeing and learning are via verbal communication between the Headteacher, teachers and PSAs as well as through the "Pupil Concern Folder", centrally recording health and wellbeing concerns. The school plans to extend access to Pupil Concern Folders to non-teaching support staff, further supporting early intervention and the quality of child planning overall.

### 1.4 Curriculum

The Curriculum at Rothes Primary School is constantly emerging, linked to bringing real life into the classroom and taking lessons beyond the classroom. Learning and teaching is driven by skills development and bringing learning to life, developing skills for learning, life and work. Development of core skills of literacy and numeracy are at the heart of the curriculum with the local context and wider life beyond – including ongoing focus on Global Goals – encouraging all to look beyond Rothes as well as locally for learning contexts. The Curriculum Rationale is under review with the whole school community to

take account of local, national and global priorities. With school vision and values at the heart of the curriculum, the aim is to make learning intrinsically relevant and engaging to children, embracing all contexts for learning including interdisciplinary learning linked to National Benchmarks.

Curriculum progression pathways have been created to date for Literacy and Numeracy with development underway for Science. Aligned to National Benchmarks, this is supporting understanding of achievement of a level and teacher expectations. Progressing with this work at pace through implementation of curriculum progression pathways will strengthen learning progression. Working with ASG Primary and Secondary colleagues, there is potential to undertake joint sourcing and implementation of wider curriculum area progressions, further supporting academic transition to Speyside High School. Working collaboratively, this would also support challenge of more able pupils in the upper stages beyond Literacy and Numeracy to 3<sup>rd</sup> level.

Focus this session has included planning for progression across the curriculum, with staff adopting a common planning format and planning together where for progression where possible. The school is embracing the Career Education Standards, DYW and in-house "Skills for Stars" framework, further identifying any gaps relating to DYW linked to the 4 capacities of Curriculum for Excellence (Responsible Citizens, Effective Contributors, Successful Learners and Confident Individuals). The Wellbeing Indicators (SHANARRI) are also central to curriculum planning, with all children supported to achieve through an appropriate curriculum to meet their learning needs. Learners are also developing confidence in Science through involvement in Moray Science and Primary Science projects. P7 Curriculum transition is also developing with Speyside High School, with pupils participating in transition activities, extended for pupils with Additional Support Needs.

## 1.5 Learning & Teaching

Roths Primary School is a very welcoming and positive environment for learning, with classroom walls and learning spaces used well to showcase children's learning. During our time at Roths Primary School, a full programme of classroom visits were undertaken, each class visited at least twice during the visit. During visits, learning and teaching activities were observed, classwork and jotterwork was reviewed and learners engaged in conversation about their learning.

Across the school, a very calm and positive ethos for learning was commonplace, with most children highly motivated and on task in most lessons observed. Teachers across classes work well to plan a range of learning activities, involving support staff and volunteers as appropriate in lessons. Teaching is underpinned by school values across classes with explicit links made in most lessons to skills development, wider careers and the wellbeing indicators. In less than half of lessons observed, links to the world of work made did not fully fit with natural lesson flow. Across classes, most children understood the purpose of their learning, the majority of children

accessing learning at a level appropriate to them. Learning Intentions and Success Criteria were evident in all lessons observed and shared in an engaging way in the lower stages, with co-creation of Success Criteria evident in the majority of lessons visited. Co-creation of Success Criteria led to slower pace of learning in a few lessons observed. Differentiation of Success Criteria was also present in the majority of lessons observed, supporting individuals and groups with their learning and reflection on learning.

In the majority of lessons, children reflected against Success Criteria including 'traffic lighting' with teacher feedback focused on '2 stars and a wish' and 'what went well/target to improve' related feedback. Most children were clear on their learning and next steps, particularly in writing and numeracy, including methods of self-reflection. Extending good practice in self and peer assessment consistently across the school - linked in to Success Criteria - would support identification of progress and next steps further, further increasing pupil ownership of learning. On questioning learners across lessons visited, most learners understood the purpose of their learning (the "what") with the majority also understanding "why" they were learning certain topics and content. Staff know learners well, with highly positive and mutually respectful relationships and very good standards of behaviour across the school.

In a few lessons observed, development of higher order reading was observed with children constructing their own questions. The majority of lessons visited contained questioning of a closed nature with less than half containing open-ended questioning for deeper learning. Teachers across classes circulated well in support of individuals and groups, checking for understanding and progress in learning. Most learners in most classes enjoyed active learning activities underway. Pupil Support Assistants worked well across classes with individuals and groups in order to support and challenge learning. ICT was used in classes as appropriate for research or extension activities. The majority of children found learning activities were pitched at a level appropriate to them, with differentiation of activities strengthening learning further, ensuring all children access learning at a level appropriate to them. This would continue to support pace and challenge in learning.

Teaching and support staff used praise well to motivate and encourage learners to achieve. Learners were keen to reflect on feedback given – written and verbal – where learner profiles to be launched (Blue Folders) will further strengthen mapping of progress in learning. Collaboratively reflecting on Assessment is for Learning (AifL) strategies will further strengthen pace and challenge for individual learners and specific learning needs. Through focus group discussions, parents value learning, homework set and flexibility in homework with "optional homework" also provided as appropriate for children who want to extend their knowledge and skills further. Teaching staff are using assessment information well, including SNSA diagnostics to support learner Literacy and Numeracy development. Children value their learning in school, with writing, Maths, outdoor learning, group working and teacher

adaptation of lessons to support more able pupils highlighted as some of the best things about Rothés Primary School.

#### 1.6 School buildings

Condition: standard B (2017)

Suitability: standard B (2017)

Rothés Primary School opened in 1916, now educating the parish of Rothés and the surrounding countryside area, including the Glen of Rothés, Orton and up to the Craigellachie area on the west side of the River Spey. Before Speyside High School opened in August 1976, Rothés Primary School was also a junior secondary school, taking in pupils up to S3. Current school accommodation is utilised for 4 main classes (P1/2, P3/4, P5/6 and P7) alongside a Nursery (Morning and Afternoon). The school has a gym hall that also doubles up as an assembly hall and canteen. A Music Room and Support for Learning classroom are used throughout the week for group teaching and support work. All accommodation is located off of a central square corridor loop. Externally, the school has a grassed play area and various hard-standing playground areas, an outdoor classroom (outdoor learning log cabin classroom and story-telling chair). Internal classrooms, while of a traditional nature, are all equipped to deliver the curriculum including integration of interactive Promethean boards and ICT. There are currently 4 composite classes formed for the 93 pupils of Rothés Primary School.

#### 1.7 Pastoral Care

A major strength of the school is the nurturing environment fostered from Nursery through to P7. It is evident that all staff know pupils well, including their specific needs. Most children reported they felt very safe in school and could talk to any member of staff as they are all so approachable. Pupils reported a strong sense of belonging and are very proud of their school. Support staff are highly regarded and included within the school community - the valuable contribution they make to the school and in supporting pupils is widely recognised. They are particularly proactive in sharing information regarding any concerns so it is passed on in a timely manner to all other members of staff, including teachers and Head Teacher.

In every classroom there is a Wellbeing Wall; the wellbeing indicators are used regularly as a tool of reflection by staff and children. This was particularly evident in the Nursery where the learning focuses on one wellbeing indicator and the SHANARRI bear is used as a vehicle to support discussion around wellbeing. Although each classroom has a "Calm Corner", most staff said there was little need for this as there is already a calm and inclusive atmosphere across the school. Restorative and solution-oriented approaches are adopted when dealing with any issues that arise with pupils.

## 1.8 Attendance, exclusions & pupil behaviour

Attendance rate: 95.74% (Moray Primary School average: 94.9%)

Violence/Aggression against staff: 2 incidents were recorded (2017/2018) involving 1 pupil.

There were no incidents of exclusion (2017/18).

The school has a “Promoting Positive Behaviour - Our Policy” encouraging all children to treat each other as they would like to be treated themselves, with a restorative approach focus based on “respect”, “responsibility” and “repair”. This links in with the school vision - “by heart and by hand” – based on the traditional school motto with associated values of Happy, Enthusiastic, Achieving, Respectful and Teamwork. Pupils are clear on school systems for when positive behaviour is not exhibited (traffic light warning system), with few incidents noted of concern. Children in focus group discussion spoke favourably of the pupil-led “Support Squad” previously in place for playground support and would like to see this reinstated. Parents through focus group discussion value how swiftly and sensitively any issues of misbehaviour in the past have been effectively handled by the Acting Headteacher and school staff. Consideration of working towards the UNICEF Rights Respecting Schools Award would help the school to focus in on School Charters for Children’s Rights and respecting the rights of others, including developing pupil leadership through this initiative. This would further support enhanced pupil participation in school, with pupils keen to extend meaningful pupil leadership opportunities.

## 2. School roll

### 2.1 Roll and roll forecast

The School Roll in 2017 (Pupil Census) is 95 pupils. Since 2013 the roll has remained static (current roll, 2018; 93 pupils)

Forecasted roll: 2025 – 73

Estimated decrease by 22 pupils over next 7 years

### 2.2 Inward placing requests

Net placings over last 5 years: 2014/15: 1, 2015/16: 1, 2016/17: 0, 2017/18: 2, 2018/2019 (Year to date): 0 inward placing requests

### 2.3 Outward placing requests

Net placings over last 5 years: 2014/15: 3, 2015/16: 2, 2016/17: 2, 2017/18: 1, 2018/2019 (Year to date): 1 outward placing request

### 2.4 Roll as percentage of capacity

2018 School Roll: 93; Functional Capacity: 175 = 53%

2018 School Roll: 93; Maximum Capacity: 220 = 42%

2.5 Class composition  
2018-19: 6 classes: 1 single stage and 3 composites  
(Classes: Composite: P1/2, P3/4, P5/6)

2.6 Number of teachers  
2018 – 5.2 fte Teachers – 7 Staff  
1.0 fte Headteacher (currently Acting) and 4.2 fte Teachers

2.7 School roll  
2017 School Roll: 95; Current 2018 School roll: 93

### **3. Financial position**

3.1 Budgeted running cost  
The cost per pupil in 2018/2019 (based on current roll: 93) is £3,484.

3.2 Financial trends  
School devolved budget (including carry forward) for 2017-18 had a 2.42% underspend.

3.3 Financial plans

The Acting Headteacher uses devolved budget effectively for whole school developments, linked in with school self-evaluation evidence and School Improvement Plan priorities identified. This has included purchase of learning resources and use of PEF funding for targeted staffing and other resources as stated in section 1.1. Where appropriate, staff, pupils and parents are involved in determining resource purchase with a very supportive Parent Council raising funds for a variety of purposes (see Section 6.2).

### **4. Staff Wellbeing and Development**

4.1 Availability of Teachers

Rothes Primary School is fully staffed at this time. The Acting Headteacher shares teaching responsibility for P1/2, with 3 other full time teaching staff teaching P3/4, P5/6 and P7 respectively. A part-time Support for Learning Teacher (0.4 fte) provides additional targeted and universal support for identified children. A Senior Nursery Nurse and Nursery Assistant support pre-school children in their learning. The school also benefit from a visiting PE specialist and music instruction provided by Recorder, Violin, Woodwind and Brass instructors. A team of 4 Classroom Assistant/Pupil Support Assistants provide in-class and group support for identified children.

4.2 Headteacher Relief Time

The Acting Headteacher is the sole member of Senior Leadership at Rothes Primary School. The Acting Headteacher works in collaboration with all staff, working collegiately in support of all learners. The Acting Headteacher is 0.6 fte class committed with teaching commitment for P1/2.

#### 4.3 Leadership Capacity

The Acting Headteacher provides strong direction to the school, sensitively managing change focused around three key School Improvement priorities. Staff are empowered to lead on a wide range of priorities and initiatives for school improvement, informed by ongoing self-evaluation activities undertaken by the Acting Headteacher with the school community. Parents value the strong leadership of the Acting Headteacher and the different strengths staff bring to a very forward thinking team, ably supported by non-teaching staff. Pupils have the opportunity to stand for election for the roles of House Captain and Vice-Captain when in P7 but would welcome other committees and leadership opportunities to support school improvement and skills development. Staff feel empowered as part of a team to take forward changes, in informal and formal forums within and outwith the school.

#### 4.4 Staff Development and Leadership of Improvement of Change

Staff work closely with the Acting Headteacher on formal and informal self-evaluation activities, actively discussing school priorities and next steps, reflecting on progress on an ongoing basis. Staff feel they are continually provided with opportunities to lead, with Professional Review and Development processes informing next steps. Staff view themselves as holding varied skills and interests, complementing one another through leadership of House activities, outdoor learning, curriculum progression development and wider achievement celebration.

Staff recognise the Acting Headteacher as very ably knowing strengths and building on these in support of all children. Children value being part of a House and having a voice in school improvement. Further development of pupil and staff leadership opportunities will allow for greater ownership of change, particularly in respect of pupils. Parents welcome the positive changes in recent times led by the Acting Headteacher, proactive and positive in communication, taking action based on feedback on a range of issues from behaviour to supporting their child's learning.

### 5. Schools Accessibility

#### 5.1 Home to school transport time

The majority of pupils (81; 85%) are from within catchment in Rothes. Less than half of pupils (14; 15%) originate from outwith catchment. Most children in this latter category it is anticipated, travel for less than 30 minutes.

#### 5.2 Distance to another suitable school

Nearest schools to Rothes Primary School are identified as Craigellachie Primary School (2.4 miles; 5 minutes approximate travel via A95) and Aberlour Primary School (5.2 miles; 10 minutes approximate travel via A95 and A941). Knockando Primary School also within the ASG is within

travelling distance (9.8 miles; 17 minutes approximate travel via A941 and B9102).

### 5.3 Existing co-operative arrangements with other schools and further education colleges/training organisations

Co-operative working arrangements as common with other Primary Schools exist among the ASG. This includes Moderation activities underway including Curriculum transition work (Writing). Transition arrangements for P7-S1 and enhanced transitions for ASN pupils are in place with Speyside High School (5 miles; 9 minutes approximate travel via A941 and A95). The school also supports students from Moray College UHI on HNC courses through placements in Nursery and P1/2. Students are also supported through teacher training placements from Moray College UHI and Aberdeen University. These arrangements have been ongoing over a number of years.

## 6. **Strong Links with the Community**

### 6.1 Parents' Views

Parents are pleased with the school and in particular, the regular communication, newsletters and approachability of all staff, including the Acting Headteacher. Through focus group discussions with 8 parents (supplemented by parental letter from a further parent), parents feel that their views are sought, listened and acted upon with past Focus Group discussions and Parent Council involvement noted as past forums for discussing views.

Parents believe that Rothes Primary School lives by its "HEART" values, with wellbeing and achievement beyond academic at the fore. Parents welcome transition opportunities including extended transition (Additional Support Needs) and wider pastoral support of their children to achieve and succeed.

### 6.2 Degree and Quality of Parental Involvement

The school has a Parent Council, The Rothes School Association (RSA) – elected in September each year to provide parents with an effective link with the school and engage in fundraising and school improvement activities. Past achievements include provision of ICT resources, iPads, library books and furniture/equipment through fundraising activities. RSA has also funded wider school excursions including a Cinema trip and supported playground improvements. The Rothes School Pupil Enrichment Fund also exists as a Charitable Trust, set up in 2003 with the aim to invest a capital sum to be used for the wellbeing and benefit of the pupils of Rothes Primary School.

Through focus group discussions, parents value opportunities to visit the school with examples given including Parents' Evenings, Open Evenings, Wise Wednesday and Christmas Shows. Parents would welcome more shared learning events, valuing Community Assemblies in celebration of pupil achievements. Additional family learning resources or packs in support of their child's homework and learning would also be welcomed (for example,

support strategies for Numeracy and Maths for consistency with school based methods). This has been identified by the school in their School Improvement Plan (Priority 3).

### 6.3 Contribution of the school to the Community

Rothes Primary School is an integral part of the local community. Links include those with local clergy, businesses and industry. As stated by teaching staff, Rothes has tangible community “spirit”, as evident in the volunteers who come in regularly to school to support with genuine care emanating from the community into school. Community Assemblies take place once or twice a term in order to share in pupil learning and achievements, where full use is made of the local area in supporting the curriculum including the river, castle and local employers (e.g. Nursery children visit the local butcher to see how sausages are produced, Glen Grant distillery for careers). Children are actively involved in the local Flower Show, participating most recently in pasta picture display and poetry entries. RSVP (Rothes School Vision for Pupils) is involved in promoting the values and wellbeing indicators across the school community. P5/6 focus for fundraising this session is for MfR ‘Cash for Kids’ with fundraising about to take place through the Christmas Fayre (P5/6 Inter-disciplinary learning). Working as an ASG last session, a whole-ASG DYW speed dating event took place with over 30 employers attending targeted at P7 and S1 pupils, supporting careers-based education. All pupils have also created a poppy for Elgin Museum’s “Poppy Cascade”. P7 pupils also baked goods and organised a car wash with Rothes Fire Brigade in order to raise funds for their end of year celebration, also donating money to a nominated charity.

### 6.4 Other Provision (e.g. Nursery)

The school also incorporates its own Nursery class (currently 22 Nursery children in half-day sessions).

### 6.5 Multi-function use of building

The school building is in good decorative order and state of repair, with a variety of rooms and general purpose areas suitable for a range of activities and uses.

In Moray, Primary Schools are not currently let for community groups and activities. No informal arrangements for school building use are currently in place.

### 6.6 Capacity in nearest schools

#### Craigellachie Primary School

2018 School Roll: 49; Functional Capacity: 75 = 65%

2018 School Roll: 49; Maximum Capacity: 99 = 49%

#### Aberlour Primary School

2018 School Roll: 133; Functional Capacity: 169 = 79%

2018 School Roll: 133; Maximum Capacity: 206 = 65%

## **Conclusions**

Rothes Primary School continues to offer pupils a wide range of curricular experiences supported by a team of dedicated practitioners (teaching and non-teaching) in a supportive, inclusive and community school environment. Capably led by the Acting Headteacher using devolved budget effectively, staff present as a committed team of reflective practitioners, working together to provide a broad range of learning experiences to meet a range of learning needs. The school is viewed positively by the wider school community.

It is noted that overall, on the basis of the evaluations of criteria 1-6, Rothes Primary School and Nursery is a sustainable school. It is further noted that the roll and enrolment forecasts indicate that the school will fall below the minimum roll threshold for a primary school in a rural area (below 90 pupils per section 6.7, "Schools for the Future: A Policy for Sustainable Schools", 2016; Annex B – Rural Schools list), classed as a non-denominational school serving an accessible rural area.

Roll prediction indicates a decrease of 20 pupils over the next 7 years. With current functional capacity (53%) and maximum capacity (42%) alongside future reduction in school roll anticipated, Rothes Primary School has future capacity to receive additional pupils from within or outwith existing catchment area.

## **Recommendations**

A non-denominational school, Rothes Primary School covers the village of Rothes and the surrounding countryside area, including the Glen of Rothes, Orton and up to the Craigellachie area on the west side of the River Spey, classed as a Moray Rural School (accessible rural areas).

School roll projections would suggest sufficient capacity in future years to meet the needs of the school catchment where the following options could be considered and appraised:

- Retain Rothes Primary School as per existing arrangement
- Consider Campus Leadership model across Speyside ASG
- Consider merger with Craigellachie Primary School

## **Areas of Strength**

- A positive and rights-respecting school ethos, underpinned by whole-school commitment to school vision and values ensures all children are happy, enthusiastic, achieving, respectful and can work as part of a team
- Leadership of the Acting Headteacher in moving the school forwards, collaboratively identifying School Improvement Priorities using a range of self-evaluation activities and evidence
- Articulate, welcoming and well-mannered children who have ownership and pride in their school, enjoying learning and with strong sense of belonging to their school
- Staff who work conscientiously together as a team in order to support all children in their learning and wider wellbeing, building a positive ethos of achievement
- Partnership working with parents and partners to enrich learners' experiences, sharing and celebrating learner achievements in an inclusive school community

## **Areas for Improvement**

- Review approaches to learning and teaching at all stages to ensure consistency in learning experiences with continued focus on pace, challenge and differentiation for groups and individual learners
- Further extend opportunities for staff and pupil participation and leadership of appropriate school improvement priorities, wider committees and clubs
- Ensure any positive change resulting from school self-evaluation activities are formally recorded - including through school policy as appropriate - for sustainability of improvements and shared understanding of all
- Extend opportunities for parental engagement to wider family learning opportunities
- Working collegiately, adopt appropriate curriculum progressions for wider curriculum areas, supporting planning for breadth of learners' experiences

# **TOMINTOUL PRIMARY SCHOOL**

## **1. Quality Educational Experience**

### **1.3 Attainment**

Attainment data is collected annually at the end of each academic year through the Achievement of Curriculum for Excellence Levels. Attainment levels in P1 and P4 are positive and the majority of pupils achieve levels which are anticipated and the majority are above the Moray averages. P7 attainment levels are slightly below the Moray averages although the numbers in each stage are small and so there is the risk of these small numbers skewing the overall presentation of figures.

Across P1 and P4 attainment levels are increasing over time whilst in P7 these levels are more variable. This shows that Professional Teacher Judgment (TPJ) is becoming more confident over time which is encouraging. Staff are engaged with moderation activities within the school and across the Speyside ASG to improve the measurement and levels of attainment.

STAR Reading tests are carried out as part of the Accelerated reading Programme to assess progress and gaps for positive interventions to boost Literacy. The school uses the Moray Tracker to monitor pupils' progress including the identification of gaps in learning in November, January and May each year. Teachers also use the new Scottish National Standardised Assessments (SNSA) data along with Reading, Writing, Listening and talking and Numeracy Achievement of Curriculum for Excellence Level (ACEL) data to track pupil progress and plan interventions to help close any pupil gaps in learning.

The use of the Moray Tracker has meant that teacher awareness of pupil progress has been heightened and it has given teachers more confidence in their ability to track the Achievement of a Level for pupils. This use of the system could possibly be enhanced by including regular input from pupils. Staff will benefit from continued engagement with Benchmarks and any Associated School Group or Authority wide moderation activities. Parents interviewed were happy with the attainment of their children, how it is reported to them and with the structure of parent interviews. With raising attainment as a SIP priority the school has worked with parents by introducing an initial family learning workshop on Emerging Literacy. Parents are also invited to engage with their children's learning through Pupil Learning Logs to help support their child's progress and consequently support raising attainment.

### **1.2 Wider school activities**

In spite of the school's rurality, the Headteacher and staff provide many opportunities for children to achieve through opportunities such as a running club. There is the after school Room 13 Art Club which is very popular and over-subscribed. This club helps develop pupil art skills and baking skills where the baked goods are sold to raise money for schools projects such as

Linda's Room in memory of a member of Support Staff who sadly passed away. Children also get involved in organising community 'Soup and Sweet' activities to raise money for school projects. Parents fed back that they take their children to swimming and athletics in Grantown on Spey, which is in Highland Council's area.

Children feel they are able to influence improvement throughout the school through their participation in committee groups. These groups include Pupil Council and Eco Committee as well as a House System with House Captains who are given leadership opportunities, for example, by helping organise and run the annual Sports Day. The school has reflected on the award of their Eco Green Flag and are considering being involved in the Rights Respecting School Award (RRSA) as it may be more relevant to the current needs of the school. This is primarily because the school community has a good grasp of the importance of eco-issues as they are living in such a beautiful area of Scotland and they value this as many of their parents' careers and the pupils' potential future careers will be land-based.

### 1.3 ASN provision

Within the 2018 census, there are 12 pupils registered with Additional Support Needs, this equates to 39% of the school roll (31) – this is above the Moray primary school average of 32% during session 2018/19.

The headteacher has overall responsibility for ASN and some additional time available from PEF has been allocated to Pupil Support Assistant hours. This has provided an opportunity for a collective overview of the needs of the children within the school and an ability to offer extra support to vulnerable children to help enhance social inclusion and raise attainment.

The PSA team are confident in their roles and responsibilities and were observed working with a range of pupils in different contexts. They work well with teaching staff and regularly identify training needs which are then fulfilled. The PSAs felt very valued within the school. Information about supporting the pupils was confidently shared amongst staff. They were trusted to provide valuable feedback to support planning. There were examples of support staff taking on leadership roles in areas such as Outdoor Learning and Literacy activities.

The ethos and inclusive practice evidenced, both with observations and through supporting paperwork, was a strength which ran across the school. Pupils were keen to be supported and to offer support to others. Pupils felt their health and well-being is supported through the Wellbeing Indicators. Any pupil concerns or worries are addressed effectively which all pupils spoken to identified as having a positive impact. Classrooms are spacious, well organised and accessible which supports pupil inclusion. All enhanced transitions are individualised to meet the learner's needs. A well-established collaborative approaches between the small schools provides scope to support all pupils in the school.

Parents are assured that the school is meeting pupil needs with a supportive and responsive approaches which gave them confidence to be able to approach the school and the Headteacher to further discuss progress and any issues which arise.

Communication and being listened to was identified as key strengths by parents and they cited examples of quickly returned phone calls, access to school and staff to discuss any concerns and opportunities to visit on open afternoon and events. The inclusive practice was also an area of key strength within the school and this is further supported by a parent council group.

There is evidence of good partnership working within the school with some being informal between class teachers and PSAs; there is opportunity to extend this to a more formal nature to ensure progress and impact of practice is fully evident within the school.

#### 1.4 Curriculum

The school's Vision, Values and Aims have been developed collaboratively. The school's vision is based on Gardner's theory of multiple intelligences and is 'To be as SMART as we can be!'. The pupils are aware of the different intelligences and refer to them in their classes. This vision is grounded in the school values which are: Responsibility, Enthusiasm, Achievement and Learning.' The Vision, Values and Aims are embedded within the life of the school and are communicated regularly through assemblies and classroom by means of positive relationship messages. The school realises the overlap between the 'Smarts' and the skills embedded in the Developing the Young Workforce' (DYW) programme and will cross reference these in the near future so that they are integrated in lesson Learning Intentions and Success Criteria. Recent Science CLPL has enabled staff to focus on enquiry skills and revisit Inter Disciplinary Learning (IDL) science to make it more discrete. Early Stages are more focused on Literacy through the Emerging Literacy programme. The school will be focusing on Numeracy as an area of improvement in the near future.

The school has a Curriculum Rationale in place which is based on the four capacities, the eight Curricular Areas and the design principles of Curriculum for Excellence. These are exemplified by the enthusiasm of pupils in their learning and the positive way in which they relate to each other and the staff. The rationale is enhanced by an emphasis on 'Smart Skills' which ensure the pupils to reflect on what they are learning within different areas of the curriculum and how to improve. This is an area where more Pupil Voice could be heard. There is room for collaboratively reviewing this with reference to the context of the school and the Curriculum for Excellence Benchmarks. This could be facilitated by planning between teachers so that strengths are better used across the P1-3/P4-7 boundary. This should be done with a clear focus on raising attainment.

There are a wide range of curricular opportunities on offer which are regularly reviewed and progressions as being created for Health and Wellbeing, RME,

Technologies and Expressive Arts as part of the current SIP. This work is being carried out at present to ensure that the curriculum meets the needs of learners as well as moderation work to develop a range of assessment evidence to ensure consistency across all stages. The curriculum is enhanced by a variety of other activities such as Outdoor Learning which provides a range of stimulating, relevant and challenging experiences. This is supported and enhanced by activities in the local community and its active involvement with the life of the school. The Tomintoul and Glenlivet Landscape Partnership Newsletter often carries articles on school activities to help the community to be aware of what is happening in school and to support the school where possible.

Due to the two composite classes, the school is aware of the need for teachers to liaise between stages to ensure progression and to regularly review the curriculum to ensure appropriate coverage and to prevent work being repeated. Most pupils' needs are met through the curriculum, although further consideration should be given to the differentiation of materials and activities so that pupils are supported and challenged as appropriate. The PEF budget of £7,200 is being spent on targeted interventions to improve attainment and achievement in literacy and numeracy where gaps are identified to be related to poverty.

Pupils have the opportunity to be involved in the 'Young Engineering Project' where they are national champions and Eco-schools. Plans are being considered to have the school achieve the Right's Respecting School Award (RRSA) to enhance the school ethos with a focus on equity.

In the Nursery pupils are engaged with a curriculum which is based on play and outdoor learning which utilises its unique rural context. This means that the pupils have curricular experiences which encourage them to be active in the outdoors. There is a good curricular transition from the nursery to P1 which ensures that the pupils' learning flows as they move into the primary school.

## 1.5 Learning & Teaching

All classes were visited, with each class receiving two learning visits. Across the school and in nursery, children experience positive relationships with staff and peers. Children enjoy coming to school and are willing participants in their learning. Staff have developed bright and engaging learning areas across the school. Communal and classroom wall displays are used effectively to share the school vision and values and aims and success in learning, as well as to provide prompts for independent learning. The children work well individually in groups and with learning partners. Teachers provide many opportunities for children to support each other in their learning.

There are examples of good practice in learning and teaching with ability groups being well used to create a supportive learning environment. Well planned lessons were observed which met pupil needs. Teaching staff know children well and work with support staff to provide the pupils with the best

possible learning experiences. In most classes, learning intentions and success criteria were shared. Across the school, there was evidence that the children used and understood the language of learning. Teacher's explanations were clear across the school and, as a result, children can describe the tasks they are engaged in and, increasingly, the skills they are developing based on the school's SMART terminology. This SMART terminology is enhanced by the use of learning logs which means that pupils can positively monitor their learning and enables them to help identify next steps. In most lessons, the learning experiences were appropriately challenging and enjoyable although there was scope for increasing pace and differentiation to further meet learner's needs .

Children have regular opportunities to use digital technology to enhance their learning in accessing a wide range of software; displaying information using Excel and accessing websites for research.

In the Nursery pupils have a wide range of learning experiences which are mapped to the 'Building Ambition' and CfE Levels. They carry out most of their learning through play and enjoy working with each other in groups. Pupils enjoy their learning and were engaged with the activities. They were able to describe what they were learning and were keen to speak about it in a mostly confident manner.

#### 1.6 School buildings

Condition – minimum standard C (2017)

Suitability – minimum standard B (2017)

The school has a single site with the building being quite modern although it has the disadvantage of not having a school hall. To compensate for this the village hall is used for activities which is about 400 metres away which is difficult in inclement weather. The school is very spacious as it was a part of a secondary school at one time, with the other part of the former secondary school now derelict across the road. The school is well decorated and areas are utilised well to provide learning and teaching along with areas for staff to work in.

#### 1.7 Pastoral Care

Tomintoul Primary School provides a welcoming, stimulating, happy and inclusive environment where the children work well together in a constructive and purposeful manner. The shared values that underpin this school vision are evident within the school community and demonstrated in a variety of ways through classroom practice, positive behaviour and pupil attitude. Pupils genuinely appreciate their school and the other members of the school community and this is reinforced by the underlying 'People Smart' aspect of the school ethos.

The school vision, values and aims are embedded within the life of the school as evident from discussions in the focus groups undertaken which included

pupils, parents and teaching and support staff. Children feel safe and fully supported and know who to go to if they have any concerns.

Staff are working together in the school and nursery to ensure all children feel safe, nurtured and included with full entitlement to their rights. Through this rights-respecting approach, children will continue to have access to pastoral care and support which will be more explicit in the context in which they learn and live together each school day. Pupil voice is prominent in the school and should be further strengthened with approaches to affecting the direction of school improvement agenda in the curriculum and wider school activities.

1.8 Attendance, exclusions & pupil behaviour

2017/18 Attendance rate: 93.7% (Moray – 94.9%)

Violence / Aggression against staff: 0 incidents recorded (2017/18)

Exclusions: 0 exclusions recorded (2017/18)

**2. School roll**

2.1 Roll and roll forecast

School Roll: 2018 – 31 pupils

Roll has decreased by 11 since 2013 (- 33%)

School Roll Forecast 2025 – 37 (to increase by 6 = 16%)

2.2 Inward placing requests

Net placings over last 5 years: 2014/15: 0, 2015/16: 0,

2016/17: 0, 2017/2018: 0, 2018/19: 1 inward placing requests

2.3 Outward placing requests

Net placings over past five years: 2014/15: 0, 2015/16: 0,

2016/17: 0, 2017/2018: 0, 2018/19: 0 outward placing requests

2.4 Roll as percentage of capacity

2018 School Roll - 31 / Functional Capacity 75 = 41%

2.5 Class composition

2018 – 2 classes: 2 composite classes

(Classes: Composite – 1 x P1-3, 1 X P4-7, 1 X Nursery Class)

2.6 Number of teachers

2018 - Teachers FTE – 2.5 (3 staff)

(Includes 2.0 teachers and 1 HT for 0.5 of the week)

2.7 School roll

2018 School Roll – 31

2.8 Maximum Capacity

2018 School Roll – 31 / Physical Capacity 133 = 23%

### **3. Financial position**

#### **3.1 Budgeted running cost**

The cost per pupil in 2018/19 was £7,120

#### **3.2 Financial trends**

School devolved budget (including carry forward) for 2017/18 had a 5.64% underspend which equates to £9,376

#### **3.3 Financial plans**

The underspend for 2017/18 is being used to replace the main School reception and Nursery entrance doors to ensure security and increase draft proofing to conserve energy.

### **4. Staff Wellbeing and Development**

#### **4.1 Availability of Teachers**

Tomintoul Primary School is fully staffed at this time. PE, Art and Music are offered across all stages by class teachers.

#### **4.2 Headteacher Relief Time**

In the interim Tomintoul does not have a Headteacher Relief and this is being covered by an Acting Deputy Headteacher at Tomintoul while the Headteacher is currently covering a staff absence at Glenlivet Primary School full-time. This means that she spends all of the working week at Glenlivet at present.

#### **4.3 Leadership Capacity**

The Headteacher provides good leadership and clear direction to the schools in her charge. She manages to do this in the context of a current staff absence, managing the pace of change around three key School Improvement priorities which are carefully monitored. Staff and pupils are keen to be involved in these improvements and initiatives. The school community respects and values the leadership provided by the staff team at Tomintoul.

#### **4.4 Staff development and leadership of Improvement of Change**

Staff are given opportunities to lead on a range of priorities and initiatives which are linked to Professional Review and Development. Staff work well together as a team and there has been a lot of work on supporting pupils with raising their attainment and embedding employability skills in the curriculum. The school staff seek to empower the children to have the confidence, determination and resilience to achieve all they can regardless of background.

### **5. Schools Accessibility**

### 5.1 Home to school transport time

Most pupils (37; 97%) are from within catchment surrounding Tomintoul. One pupil (3%) originate from out with the catchment. The child in this latter category travels for less than 30 minutes.

### 5.2 Distance to another suitable school

Nearest schools to Tomintoul Primary School are identified as Glenlivet Primary School (9.8 miles; 16 minutes approximate travel time via B9008), Mortlach Primary School (18.8 miles; 18.8 minutes approximate travel via B9008 and B9009) and Inveravon Primary School (15.0 miles; 24 minutes approximate travel time via B9008) which is currently moth-balled.

### 5.3 Existing co-operative arrangements with other schools and further education colleges/training organisations

Co-operative working arrangements with other Primary Schools exist within the ASG. Transition arrangements and enhanced transitions are in place with Speyside High School (21.7 miles; 34 minutes approximate travel).

## 6. **Strong Links with the Community**

### 6.1 Parents' Views

Parents report that they are very happy with the school and are appreciative of the hard work of the head teacher and staff in their children's learning in the context of the current staffing situation. Through focus group discussion with 4 parents, partnership working with parents was identified as positive and meaningful and parents were keen to run clubs when they were available. Parents felt that the staff knew their children well and were approachable when there was an issue which rarely happened due to the positive ethos and good relationships which existed within the school. They liked the pupil learning logs and felt that the level of challenge given to their children was appropriate.

### 6.2 Degree and Quality of Parental Involvement

The school communicates effectively with parents through e-mail and by letter and they are asked for their views when the children receive their school reports. The Parent Council is quite active and supports the school where it can, for example, with the school Christmas Fayre and land based studies at local farms. The parents thought that there is a real team spirit with the school and their children and families working together for the good of the school.

### 6.3 Contribution of the school to the Community

The school makes a significant contribution to the local community. Children are actively involved in community activities including the building of and placing of bird boxes on the Crown Estate as well as planting a 'Field of Hope' of daffodils. The school is also involved with the Tomintoul and Glenlivet Development Trust and Wildlife Group where they worked together to achieve the 'Dark Sky' status which was celebrated at a Community event. The school and is also keen to give back to the community by arranging events such as the MacMillan Coffee Morning where the pupils baked cakes and served them to raise funds for this charity. The pupils also get involved in litter picks to help sustain the environment in the light of the importance of tourism to the area.

Working as part of the ASG last session, pupils participated in a whole-ASG DYW speed dating event which took place with over 30 employers attending targeted at P7 and S1 pupils, supporting careers-based education.

#### 6.4 Other Provision (e.g. Nursery)

The school has a nursery offering 20 places for 3 and 4 year olds and there are 13 pupils at present.

#### 6.5 Multi-function use of building

In Moray, Primary Schools are not currently let for community groups and activities. No informal arrangements for school building use are currently in place.

#### 6.6 Capacity in nearest schools

##### Glenlivet Primary School (Dual Headship with Tomintoul)

2018 School Roll: 16; Functional Capacity: 42 = 38%

2018 School Roll: 16; Maximum Capacity: 42 = 38%

##### Mortlach Primary School

2018 School Roll: 126; Functional Capacity: 175 = 72%

2018 School Roll: 126; Maximum Capacity: 226 = 56%

##### Inveravon Primary School

The school is moth-balled at present.

## **Conclusions**

On the basis of the evaluations of criteria 1-6 and on the basis of its location, Tomintoul Primary School is currently a sustainable school. The roll and enrolment forecasts and because of its location, there will remain a need for this school to be classed as a non-denominational school serving a very remote rural area. ("Schools for the Future: A Policy for Sustainable Schools", 2016; Annex B – Rural Schools list), Roll prediction indicates an increase of 6 pupils over the next 7 years. With current functional capacity (41%) and maximum capacity (23%) and despite a future

increase in school roll anticipated, Tomintoul Primary School has future capacity to receive additional pupils from within or out-with the existing catchment area.

### **Recommendations**

A non-denominational school, Tomintoul Primary School covers the village of Tomintoul and rural areas to the southern end of the Moray Council area, classed as a Moray Rural School (very remote rural areas). Although projections would suggest sufficient capacity in future years to meet the needs of the school catchment, the following options could be considered and appraised:

- Consider Campus Leadership model across Speyside ASG
- Consider refurbishing the school buildings
- Retain Tomintoul Primary School and Nursery as per existing arrangement

### **Areas of Strength**

- Quality learning and teaching based on the 'SMARTS of Multiple Intelligence.'
- A relevant and well-constructed curriculum means that pupils have positive learning experiences in a unique rural context.
- A caring ethos which provides a secure place for learning with good teamwork across the school community with leadership distributed at all levels.
- Polite, well-mannered pupils who are focused and enthusiastic in their learning with positive relationships and partnerships with the local community.

### **Areas for Improvement**

- Continue to focus on raising attainment and 'closing the gap' by developing curricular progressions for pupils combined.
- More use of teacher areas of expertise and strength to enhance curricular and lesson planning.