



**Inverasdale Primary School
The Highland Council
25 August 2009**

This report tells you about the quality of education at the school¹. We describe how children benefit from learning there. We explain how well they are doing and how good the school is at helping them to learn. Then we look at the ways in which the school does this. We describe how well the school works with other groups in the community, including parents² and services which support children. We also comment on how well staff and children work together and how they go about improving the school.

Our report describes the ‘ethos’ of the school. By ‘ethos’ we mean the relationships in the school, how well children are cared for and treated and how much is expected of them in all aspects of school life. Finally, we comment on the school’s aims. In particular, we focus on how well the aims help staff to deliver high quality learning, and the impact of leadership on the school’s success in achieving these aims.

If you would like to learn more about our inspection of the school, please visit www.hmie.gov.uk. Here you can find analyses of questionnaire returns. Where applicable, you will also be able to find descriptions of good practice in the school.

¹ The term ‘school’ is used to include the work of the nursery class, where relevant.

² Throughout this report, the term ‘parents’ should be taken to include foster carers, residential care staff and carers who are relatives or friends.

Contents

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

1. The school

Inverasdale Primary School is a non-denominational school. It serves the village of Inverasdale and the surrounding rural area. The roll was eight when the inspection was carried out in June 2009. Children's attendance was in line with the national average in 2007/2008.

2. Particular strengths of the school

- Polite, well-behaved and highly motivated children.
- Quality of children's learning experiences.
- The lead given by the headteacher in delivering high quality education.
- The team work of all staff.
- Very effective partnerships with the community.

3. Example of good practice

- Use of the local area to enhance children's learning.

4. How well do children learn and achieve?

Learning and achievement

Children are very well motivated and are eager to learn. Children's learning experiences are stimulating. All are actively involved in planning aspects of their own learning. For example, children planned what they wanted to learn in their topic on 'The Secret Garden'.

Children's achievements across the curriculum are consistently high. They have produced an informative brochure for visitors to Loch Ewe. Children show enthusiasm in music and are able to sing confidently and use instruments well. They are developing very good skills in art

and are able to express themselves well in a variety of styles. Children are developing a very good understanding of carrying out fair scientific experiments. They have a good awareness of local wild life and the process of how seeds germinate. They are able to identify what they need to do to be healthy in their interesting 'Food and Exercise' diaries. Across the school, children participate successfully in a variety of sporting events such as cross country running and basketball. They are developing very good skills in citizenship through raising money for charity and performing successfully in community events like the Wester Ross Mod.

In recent years, attainment in reading, writing and mathematics has remained high. Standards in listening and talking are very good. In English language and across the curriculum, children listen and talk confidently when working in pairs and are able to make presentations to the whole class. They can talk positively about their favourite authors. They show a positive interest in reading and almost all read with fluency and expression. Children write for a wide range of purposes, including writing factual reports as part of their topic on the Victorians. In mathematics, almost all children have very good skills in mental and written number calculations. Children show confidence in recognising the properties of shape. They can use computers successfully to create charts and graphs for a range of purposes. Children can identify a range of problem solving strategies and use them very well in practical situations.

Curriculum and meeting learning needs

Teachers provide a broad and balanced curriculum. They are making a very good start to developing aspects of the national initiative, *Curriculum for Excellence*. They are beginning to plan more opportunities for children to develop their skills in literacy and numeracy across the curriculum. They increasingly enable children to be active in their learning. They provide children with very good opportunities to work together in small groups and independently. Teachers make good use of computers to enhance children's learning. In the expressive arts, teachers place a strong emphasis on the active

involvement of children. Enterprise education is helping to develop children's personal and social skills across the curriculum. Children benefit from two hours of quality physical education each week. Staff are increasing children's awareness of diversity through planned experiences of other world religions and learning about other cultures.

The school is very good at meeting the needs of children. Staff are beginning to involve children in planning their own learning targets and what they want to learn. In all lessons, well-planned activities, including homework, help meet the needs of all children. Teachers give children clear explanations and check children's understanding at the end of lessons. They share the purpose of lessons and give children helpful advice on their next steps in learning. Teachers set an appropriate range of homework tasks on a regular basis. Children with additional support needs receive effective support from the headteacher and support staff which helps them make appropriate progress.

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

The school works effectively with a very supportive Parent Council. Parents support the school very well through fundraising events and attending the school's open afternoons. Staff keep parents well informed through newsletters and informative progress reports. The school actively seeks parents' views and all parents feel that the school listens to their views. For example, the school consults parents successfully about developments in the curriculum and sensitive health issues. The school responds appropriately to complaints from parents. The school has developed very positive links with the local community. For example, the school is part of the 'Good for Ewe' community garden scheme and works with the community to grow fruit and vegetables. Children have successfully broadcast on 'Two Lochs Radio' to ask for advice on re-cycling. Children's learning is further enhanced with effective partnerships with local schools. For example, the school held a successful Burns Supper with Poolewe Primary

School and a joint theatre visit with Bualnaluib Primary School. In partnership with the school, the active schools' coordinator arranges a wide range of sporting activities. Positive links with Poolewe Nursery ensure that children are very well supported as they move from nursery to P1. Links with Gairloch High School are effective and supportive.

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

Children are happy to take on responsibilities in the class and around the school. They are able to express their views well through the pupil council. Children are happy with the way in which the school responds to their concerns. The eco committee members are actively involved in the development of the school environment. The school is working towards achieving a green flag award from Eco-Schools Scotland. Staff are reflective and welcome opportunities to share best practice to improve learning and teaching. The headteacher and staff use a variety of successful strategies to monitor children's progress and the work of the school.

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

Children and staff are very proud of their school and its achievements. They work very well together and show a high level of mutual respect. Children are very well behaved and help and support one another in the class and around the school. They are very supportive towards nursery children during their transition visits to the school. The headteacher and staff encourage children to work hard and always do their best. Staff celebrate children's wider achievements through attractive displays and at assemblies. They are knowledgeable about the school's child protection procedures. The school is active in promoting equality and fairness. Children have regular opportunities to participate in religious observance.

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

The headteacher has created a very positive climate for learning and is committed to providing high quality education for the children. She provides very good leadership to the school and is very well respected in the local community. She has successfully involved children in contributing to the aims of the school. Staff have a shared vision for the school. They contribute to continuous improvement and to making children's learning experiences stimulating. Inverasdale Primary School has the capacity to continue to provide a very good quality of education.

9. What happens next?

As a result of the very good quality of education provided by the school, we will make no further visits following this inspection. The education authority will inform parents about the school's progress as part of the authority's arrangements for reporting to parents on the quality of its schools.

We have agreed the following area for improvement with the school and education authority.

- Continue to strengthen education in line with *Curriculum for Excellence*.

Quality indicators help schools and nursery classes, education authorities and inspectors to judge what is good and what needs to be improved in the work of a school and a nursery class. You can find these quality indicators in the HMIE publications *How good is our school?* and *The Child at the Centre*. Following the inspection of each school, the Scottish Government gathers evaluations of three important quality indicators to keep track of how well all Scottish schools and nursery classes are doing.

Here are the evaluations for Inverasdale Primary School.

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

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

The curriculum	very good
Improvement through self-evaluation	very good

HM Inspector: Alan Urquhart
25 August 2009

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This report uses the following word scale to make clear judgements made by inspectors.

excellent	outstanding, sector leading
very good	major strengths
good	important strengths with some areas for improvement
satisfactory	strengths just outweigh weaknesses
weak	important weaknesses
unsatisfactory	major weaknesses