



**Education  
Scotland**  
Foghlam Alba

1 April 2014

Dear Parent/Carer

**Knockbreck Primary School  
The Highland Council**

Recently, as you may know, my colleagues and I inspected your child's school. During our visit, we talked to parents and children and worked closely with the headteacher and staff. We wanted to find out how well children are learning and achieving and how well the school supports children to do their best. The headteacher shared with us the school's successes and priorities for improvement. We looked at some particular aspects of the school's recent work, including the impact of new teaching methods on children's attainment, the effectiveness of the school's assessment and tracking procedures and the impact of the new writing programme. As a result, we were able to find out how good the school is at improving children's education.

**How well do children learn and achieve?**

Overall, the quality of children's learning is very good. Children are highly motivated and actively involved in their learning. In most lessons, children work very well on their own, in small groups and in whole-class settings. They support each other very effectively when working together. Relationships between children and staff are very positive. Children use their personal learning plans very well to set relevant and achievable next steps in learning which they agree with their teacher and parents. Teachers are giving them increasing opportunities to take on responsibility. For example, children are members of the pupil council, the school nutrition action group, junior road safety officers, and team green, and act as buddies to younger children. Most children participate in a very wide range of experiences beyond the classroom. Commendably, teachers are helping children build on these achievements in school. Children are developing very important skills for learning, life and work through, for example, working with chefs to prepare a 'Gala Dinner' as part of the Albert Roux 'Adopt A School' initiative.

Children are making very good progress in their literacy. Across the school, children listen very well to their teachers and to each other. They are articulate and can express themselves confidently. By P7, children are fluent and confident readers who talk enthusiastically about their favourite authors and some of the techniques they use in their writing. Children are benefitting from applying their writing skills across the curriculum and in relevant and real-life contexts. For example, they wrote a personal journal following their whole day experience of living life as an evacuee. Children's numeracy skills are developing well. They are able to apply their numeracy skills in different contexts. For example, children were using bank statements to develop an

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Transforming lives through learning

understanding of negative numbers and the need to budget. Across the school, children are developing good skills in written calculations. In religious and moral education, children are developing an understanding of and respect for a wide range of world religions. Children are aware of the benefits of eating a healthy diet and being active. They are developing a very good understanding of social and emotional wellbeing through engagement with the 'Resilient Kids Programme'. The school has been awarded two 'Green Flags' from Eco-Schools Scotland. Children talk knowledgeably about the need to protect the environment.

### **How well does the school support children to develop and learn?**

Staff have successfully created a nurturing environment where children feel included and respected. Teachers plan tasks and activities at an appropriate level for most children. They now need to increase the pace of learning across the school and ensure that all tasks provide sufficient challenge for all children. Together, staff form an effective team, delivering many high-quality learning experiences for children. Teachers and support staff work closely and effectively with a range of partners to support children who need extra help with their learning, including those who have English as an additional language. The school should now proceed with its plans to involve children further in setting personal learning targets. Teachers have worked together with colleagues in neighbouring schools to refresh the curriculum in line with Curriculum for Excellence. Across the school, children have a broad and balanced experience across all curricular areas. Staff have developed new curriculum planners which are leading to more consistent learning approaches across the school. They provide children with relevant themes to link their learning across curriculum areas. Staff should now ensure that programmes for all curriculum areas develop children's skills systematically and provide progression in learning across all levels. Staff now successfully track children's progress in literacy, numeracy and health and wellbeing. They should now use this information better in setting next steps in learning. The school has successfully informed and involved parents in developing the curriculum. The school works closely with local schools in the Tain Associated School Group to develop a shared curriculum, which aims to support children to build on their learning when they enter S1.

### **How well does the school improve the quality of its work?**

The headteacher, since her appointment eighteen months ago, has provided strong leadership and has gained the confidence of children, staff, parents and partners. She has a clear understanding of what needs to be done to improve the school. She has developed several areas of the school successfully. This has led to improvements in the quality of children's learning experiences and an improved curriculum. The views of staff, parents and children are now sought regularly and inform school improvement. The headteacher observes class lessons, samples children's work and talks to children about their learning. Teachers now regularly reflect, individually and collectively, on their practice. These approaches are leading to improved and more consistent learning experiences for children. Parents are very positive about the school and the way in which they are involved in their children's learning.

This inspection found the following key strengths.

- Enthusiastic, motivated and respectful children who are proud to be at Knockbreck Primary School.
- Partnership working between parents and the school to improve children's learning experiences.
- Teamwork of the staff and their positive relationships with the children.
- Leadership of the headteacher which is bringing about school improvement.

We discussed with staff and the Highland Council how they might continue to improve the school. This is what we agreed with them.

- Continue with the school's plans to develop progressive programmes for all curricular areas.
- Further develop the school's use of tracking of progress information to set next steps in learning.

#### **What happens at the end of the inspection?**

We are satisfied with the overall quality of provision. We are confident that the school's self-evaluation processes are leading to improvements. As a result, we will make no further visits in connection with this inspection. As part of its arrangements for reporting to parents on the quality of education, the Highland Council will inform parents about the school's progress.

Peter Gollogly  
HM Inspector

Additional inspection evidence, such as details of the quality indicator evaluations, for your school can be found on the Education Scotland website at <http://www.educationscotland.gov.uk/inspectionandreview/reports/school/primsec/KnockbreckPrimarySchoolTainHighland.asp>

If you would like to receive this letter in a different format, for example, in a translation please contact the administration team on the above telephone number.

If you want to give us feedback or make a complaint about our work, please contact us by telephone on 0141 282 5000, or e-mail: [complaints@educationscotland.gsi.gov.uk](mailto:complaints@educationscotland.gsi.gov.uk) or write to us addressing your letter to the Complaints Manager, Denholm House, Almondvale Business Park, Livingston EH54 6GA.





**Education  
Scotland**  
Foghlam Alba

Quality indicators help schools, education authorities and inspectors to judge what is good and what needs to be improved in the work of the school. You can find these quality indicators in the publication *How good is our school?*<sup>1</sup>. 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 are doing.

Here are the evaluations for Knockbreck Primary School.

<b>Improvements in performance</b>	<b>very good</b>
<b>Learners' experiences</b>	<b>very good</b>
<b>Meeting learning needs</b>	<b>good</b>

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

<b>The curriculum</b>	<b>good</b>
<b>Improvement through self-evaluation</b>	<b>good</b>

A copy of the full letter is available on the Education Scotland website at <http://www.educationscotland.gov.uk/inspectionandreview/reports/school/primsec/KnockbreckPrimarySchoolTainHighland.asp>

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<sup>1</sup> *How good is our school? The Journey to Excellence: part 3*, HM Inspectorate of Education, 2007, [http://www.educationscotland.gov.uk/Images/HowgoodisourschoolJtEpart3\\_tcm4-684258.pdf](http://www.educationscotland.gov.uk/Images/HowgoodisourschoolJtEpart3_tcm4-684258.pdf). Please note that the term "adequate" in the document has been replaced with "satisfactory".

A sample of parents, children and young people, and all members of staff were invited to give their views of the school using a pre-inspection questionnaire. Their views informed the inspection process, including the nature of discussions in a number of meetings. Strengths and issues identified were explored by the inspection team, and the findings are included in the inspection report. The following information gives the statistical detail from those that returned questionnaires.

## Parent Questionnaire Summary

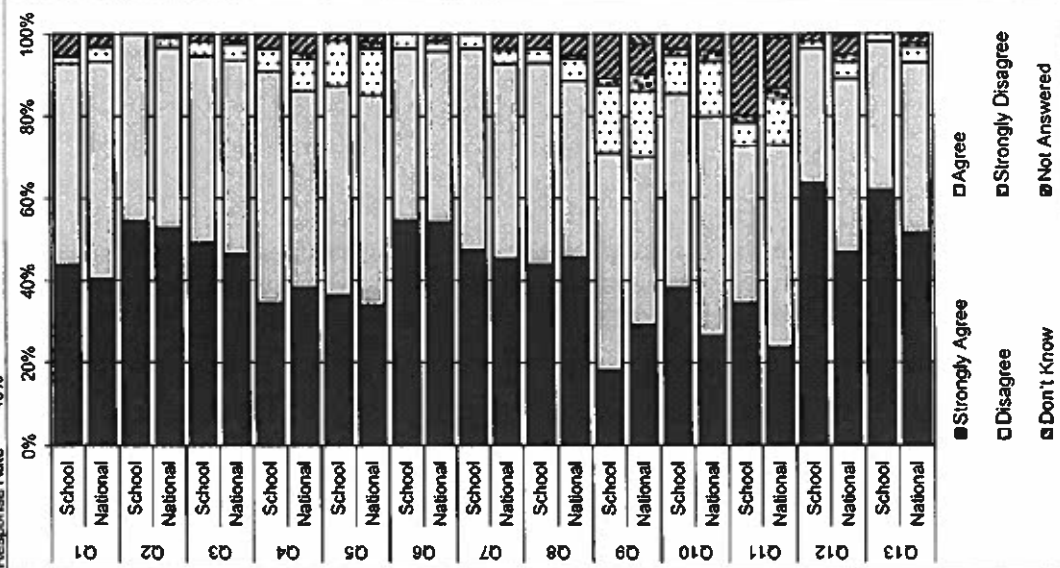
Centre Name Knockbreck Primary School

SEED Number 5118328

Quest. Issued 120

Quest. Input 55

Response Rate 46%

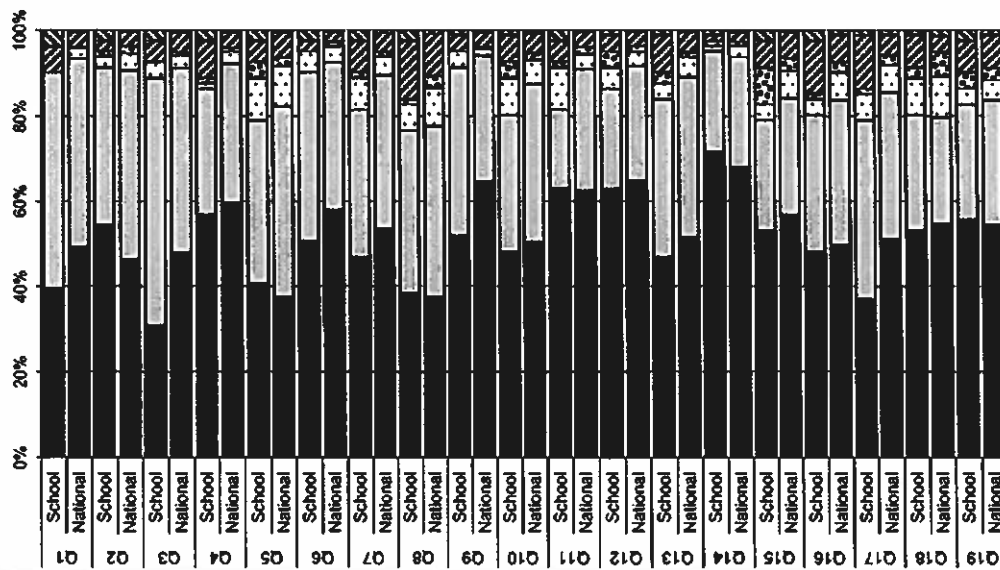


Note: Will not always sum to 100% due to rounding

	Percentage %					Not Answered	Strongly Agree & Disagree
	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know		
Q1	44%	49%	2%	0%	5%	0%	2%
Q2	55%	45%	0%	0%	0%	0%	0%
Q3	49%	45%	4%	0%	2%	0%	4%
Q4	39%	56%	5%	0%	0%	0%	5%
Q5	36%	51%	11%	0%	2%	0%	11%
Q6	55%	42%	4%	0%	0%	0%	4%
Q7	47%	49%	4%	0%	0%	0%	4%
Q8	44%	49%	4%	0%	4%	0%	4%
Q9	18%	53%	16%	2%	11%	0%	18%
Q10	38%	47%	9%	2%	4%	0%	11%
Q11	35%	38%	5%	2%	20%	0%	7%
Q12	64%	33%	2%	0%	2%	0%	2%
Q13	62%	36%	2%	0%	0%	0%	2%

# Pupil Questionnaire Summary

Centre Name Knockbreck Primary School  
 SEED Number 5118328  
 Quest. Issued 85  
 Quest. Input 81  
 Response Rate 95%



☒ Strongly Agree    ☐ Agree  
☐ Disagree    ☐ Strongly Disagree  
☐ Don't Know    ☐ Not Answered

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Not Answered	Strongly Agree & Disagree
Q1 The school is helping me to become more confident.	40%	51%	0%	0%	6%	4%	90%
Q2 I enjoy learning at school.	54%	37%	2%	1%	2%	2%	91%
Q3 I am getting along well with my school work.	31%	58%	4%	0%	5%	2%	89%
Q4 Staff encourage me to do the best I can.	57%	30%	1%	1%	9%	2%	86%
Q5 Staff talk to me regularly about how to improve my learning.	41%	38%	10%	4%	5%	2%	79%
Q6 I get help when I need it.	51%	40%	5%	0%	2%	2%	90%
Q7 Staff listen to me and pay attention to what I say.	47%	35%	7%	1%	7%	2%	81%
Q8 I have a say in making the way we learn in school better.	38%	40%	6%	1%	14%	2%	77%
Q9 Staff expect me to take responsibility for my own work in class.	52%	38%	4%	0%	4%	1%	91%
Q10 Staff and pupils treat me fairly and with respect.	48%	32%	9%	4%	6%	1%	80%
Q11 I feel safe and cared for in school.	63%	19%	10%	1%	5%	2%	81%
Q12 I have adults in school I can speak to if I am upset or worried about something.	63%	23%	5%	4%	4%	1%	86%
Q13 I find it easy to talk to staff and they set a good example.	47%	37%	4%	2%	9%	1%	84%
Q14 Staff make sure that pupils behave well.	72%	23%	1%	1%	1%	1%	95%
Q15 Staff are good at dealing with bullying behaviour.	53%	26%	4%	9%	6%	2%	79%
Q16 The pupil council is good at getting improvements made in the school.	48%	32%	4%	1%	12%	2%	80%
Q17 The school encourages me to make healthy-food choices.	37%	42%	6%	1%	12%	1%	79%
Q18 I take part in out-of-class activities and school clubs.	53%	27%	9%	2%	7%	1%	80%
Q19 I know what out-of-school activities and youth groups are available in my local area.	56%	27%	4%	4%	7%	2%	83%

Note: Will not always sum to 100% due to rounding

# Teacher Questionnaire Summary

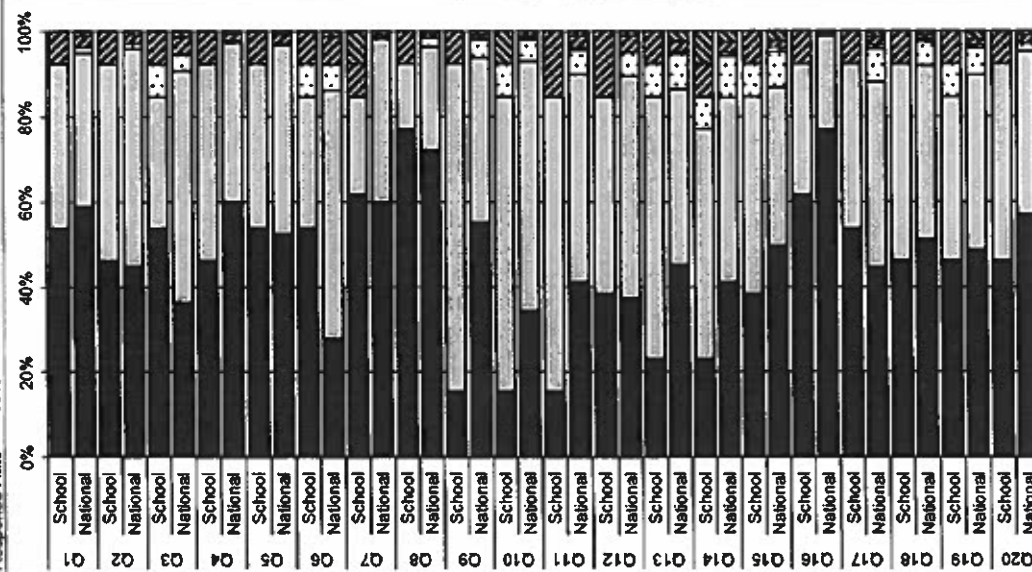
Centre Name Knockbreck Primary School

SEED Number 5118328

Quest. Issued 14

Quest. Input 13

Response Rate 93%



☒ Strongly Agree    ☐ Agree  
☐ Disagree    ☒ Strongly Disagree  
☒ Don't Know    ☐ Not Answered

	Percentage %						
	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Not Answered	Strongly Disagree & Strongly Agree
Q1 Staff regularly discuss how to improve achievement for all pupils at both stage and whole-school level.	54%	38%	0%	0%	8%	0%	92%
Q2 All pupils are given activities which meet their learning needs.	48%	46%	0%	0%	8%	0%	92%
Q3 Pupils are involved in setting learning targets.	54%	31%	8%	0%	8%	0%	85%
Q4 Pupils are provided with regular feedback on what they need to do to improve.	48%	46%	0%	0%	8%	0%	92%
Q5 Pupils are provided with opportunities to evaluate their own work and that of others.	54%	38%	0%	0%	8%	0%	92%
Q6 Staff regularly ask for pupils' views on how their learning experiences could be improved.	54%	31%	8%	0%	8%	0%	85%
Q7 Pupils take an active part in their learning.	62%	23%	0%	0%	8%	8%	85%
Q8 Staff treat all pupils equally.	77%	15%	0%	0%	8%	0%	92%
Q9 Staff and pupils respect each other.	18%	77%	0%	0%	8%	0%	92%
Q10 The pupils are well behaved.	15%	69%	8%	0%	8%	0%	85%
Q11 Support for pupils with additional support needs is effective.	15%	69%	0%	0%	15%	0%	85%
Q12 Parents are fully involved in the school and their children's learning.	38%	46%	0%	0%	15%	0%	85%
Q13 I have been actively involved in developing the school's vision and values.	23%	62%	8%	0%	8%	0%	85%
Q14 I am actively involved in setting priorities to improve the school.	23%	54%	8%	0%	8%	8%	77%
Q15 I have regular opportunities to help shape the curriculum by having staff discussions and working groups.	38%	46%	8%	0%	8%	0%	85%
Q16 I am aware of the school's procedures for protecting children.	62%	31%	0%	0%	8%	0%	92%
Q17 Leadership at all levels is effective.	54%	38%	0%	0%	8%	0%	92%
Q18 Staff communicate effectively with each other.	46%	46%	0%	0%	8%	0%	92%
Q19 I have good opportunities to take part in continuing professional development.	48%	38%	8%	0%	8%	0%	85%
Q20 Staff across the school share good practice.	46%	46%	0%	0%	8%	0%	92%

Note: Will not always sum to 100% due to rounding

DISCLOSURE CONTROL APPLIED



# Non-Teaching Questionnaire Summary

Centre Name Knockbreck Primary School

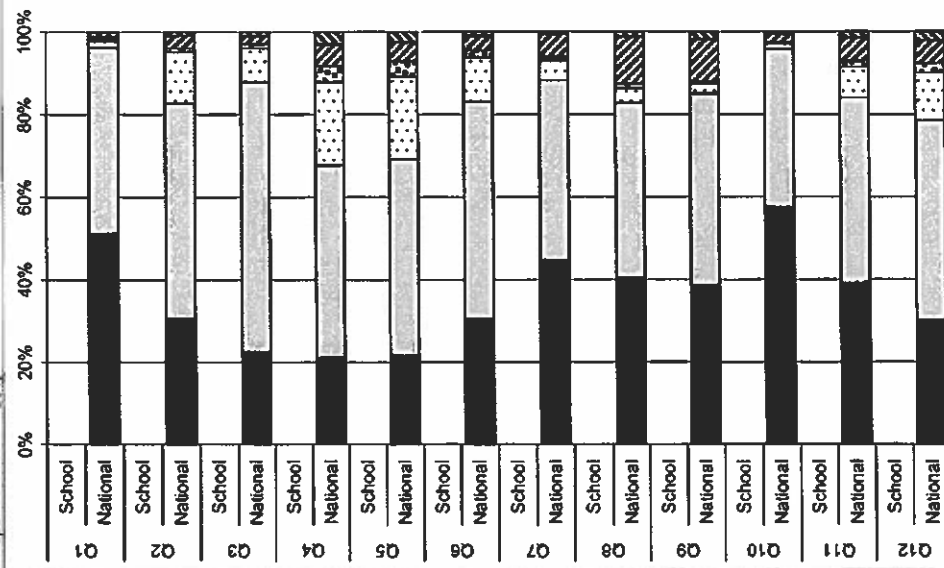
SEED Number 5118328

Quest. Issued 3

Quest. Input 1

Response Rate 33%

Fewer than 10 responses received therefore the data has not been published.



☒ Strongly Agree
 ☐ Agree
 ☐ Disagree
 ☐ Strongly Disagree
 ☐ Don't Know
 ☐ Not Answered

	Percentage %					Not Answered	Strongly Agree	Disagree	Don't Know	Strongly Disagree
	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know					
Q1	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Q2	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Q3	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Q4	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Q5	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Q6	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Q7	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Q8	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Q9	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Q10	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Q11	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Q12	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%

Note: Will not always sum to 100% due to rounding



## Appendix 1 Indicators of quality

The sections in the table below follow the order in this report. You can find the main comments made about each of the quality indicators in those sections. However, aspects of some quality indicators are relevant to other sections of the report and may also be mentioned in those other sections.

<b>How good are learning, teaching and achievement?</b>	
Structure of the curriculum	good
The teaching process	good
Pupils' learning experiences	adequate
Pupils' attainment in English language	good
Pupils' attainment in Gaelic language	very good
Pupils' attainment in mathematics	good

<b>How well are pupils' learning needs met?</b>	
Meeting pupils' needs	good

<b>How good is the environment for learning?</b>	
Pastoral care	very good
Accommodation and facilities	adequate
Climate and relationships	very good
Expectations and promoting achievement	very good
Equality and fairness	good
Partnership with parents, the Parent Council, and the community	excellent

<b>Leading and improving the school</b>	
Leadership of the headteacher	very good
Self-evaluation	good

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
adequate	strengths just outweigh weaknesses
weak	important weaknesses
unsatisfactory	major weaknesses



26 November 2013

Dear Parent/Carer

**Tain Royal Academy  
The Highland Council**

Recently, as you may know, my colleagues and I inspected your child's school. During our visit, we talked to parents and young people and worked closely with the headteacher and staff. We wanted to find out how well young people are learning and achieving and how well the school supports young people to do their best. The headteacher shared with us the school's successes and priorities for improvement. We looked at some particular aspects of the school's recent work, including how well the school's approaches to self-evaluation are helping to raise attainment. As a result, we were able to find out how good the school is at improving young people's education.

**How well do young people learn and achieve?**

Most young people enjoy school and learn well. In almost all classes, relationships are positive and young people feel safe and well looked after. Most young people listen well to instructions and contribute willingly when answering questions and sharing their thoughts. In most classes, they settle quickly and the majority remain engaged in their learning. Young people would benefit from more opportunities to take responsibility for their work. When they have the opportunity, they work well together, developing their skills in team working. Learners' experiences are enriched through a range of visits to places of interest and local and international trips, including annual visits to France and Poland. There is scope for staff to improve the consistency of how effectively they give feedback to pupils about their learning. Young people are not always sure about what they need to do to improve. Young people would like to have more opportunities to discuss their learning with staff and to have a greater say in making the way they learn better.

Young people gain confidence and new skills through taking part in various activities, including out-of-hours clubs. Young people at S5/S6 take on leadership roles with enthusiasm and support younger pupils well as mentors or buddies. Across the stages, a large number of young people participate in sporting and cultural activities. The junior and senior *Gizzen Briggs* traditional music groups demonstrate consistently high standards of performance. At S3, young people in the construction skills group have worked very well together with partners in the community to create an impressive new learning area. At S2, young people learn various skills, including project management, by participating in the *Youth Philanthropy Initiative*. Staff should continue to develop approaches to gathering information about young people's

achievements and skill development in and out of school. The school does not collate information on the progress and attainment of young people from S1 to S3 across all their subjects. At S4 to S6, the attainment of young people is, overall, below national averages and poorer than in schools serving young people with similar needs and backgrounds. There is considerable scope to improve the attainment of young people by the end of S5. The proportion of young people who leave school and move on to further and higher education, employment or training is below local and national averages.

### **How well does the school support young people to develop and learn?**

In the majority of lessons we observed, tasks and activities were well-matched to the needs of most learners. In some classes, teachers' expectations were suitably high and lessons were pitched at a level of difficulty which ensured that all young people were encouraged and challenged to do their best. In a significant number of lessons, however, activities were too easy and the pace of learning was too slow, especially for higher-achieving pupils. Young people who require additional support with their learning are identified effectively. Across the school, staff are very caring, and support for learning teachers and assistants provide effective support. A range of partners, including the youth action team, help staff to support young people and their families. Staff are working to make better use of available information on pupils' progress to ensure that young people's support needs are met. Staff should now look to improve strategies for reducing absence and exclusion from school. In line with national advice, staff need to develop their approaches for ensuring that all young people receive appropriate personal support for their learning.

Staff are developing a clear vision for the curriculum, based on raising attainment, which takes appropriate account of Curriculum for Excellence. At S1 to S3, young people experience a broad range of courses with some opportunities for choice. A range of interdisciplinary learning projects helps young people to link their learning across different subjects. Partners from a range of organisations, including Tain Youth Café and the Youth Development officer work well with staff and make a positive contribution to young people's learning. Staff have identified that young people at S4 to S6 would benefit from a wider range of opportunities and should look to develop existing links with partners, including other schools, colleges and employers. Across the school, some courses need to be improved. For example, the quality of provision for Gaelic across the stages does not meet young people's needs well. The programme of personal and social education should be developed further to ensure that all young people receive appropriate advice and information.

### **How well does the school improve the quality of its work?**

The school's approaches to self-evaluation and planning for improvement are not having enough impact on young people's learning experiences and achievements. In some faculties, staff are highly reflective and their planning for improvement is thorough. Overall, however, whole-school approaches to monitoring and improving the quality of young people's learning and progress are not effective enough. Across the school there is a positive, caring ethos and staff are very supportive of each other. Staff find the senior management team approachable and appreciate the support they provide. Senior staff now need to provide a stronger lead for school improvement,

providing clearer direction and sharing their vision and expectations more effectively. In doing this, staff have identified that they should take greater account of the views of parents and other partners.

This inspection found the following key strengths.

- Positive relationships between staff and young people.
- The safe and caring environment.
- The commitment of staff to providing young people with a wide range of learning experiences.

We discussed with staff and the Highland Council how they might continue to improve the school. This is what we agreed with them.

- Increase the involvement of young people in their own learning and the life of the school.
- Increase the level of expectation and challenge in young people's learning.
- Improve the quality of provision of Gaelic within the curriculum.
- Continue to develop the curriculum to meet the needs of all learners.
- Improve approaches to self-evaluation to raise young people's attainment.

#### **What happens at the end of the inspection?**

As a result of our inspection findings we think that the school needs additional support and more time to make necessary improvements. Our Area Lead Officer will discuss with the Highland Council the most appropriate support in order to build capacity for improvement, and will maintain contact to monitor progress. We will return to carry out a further inspection within 18 months of publication of this letter. We will then issue another letter to parents on the extent to which the school has improved.

Alistair Brown  
HM Inspector

Additional inspection evidence, such as details of the quality indicator evaluations, for your school can be found on the Education Scotland website at <http://www.educationscotland.gov.uk/inspectionandreview/reports/school/primsec/TainRoyalAcademyHighland.asp>

If you would like to receive this letter in a different format, for example, in a translation please contact the administration team on the above telephone number.

If you want to give us feedback or make a complaint about our work, please contact us by telephone on 0141 282 5000, or e-mail: [complaints@educationscotland.gsi.gov.uk](mailto:complaints@educationscotland.gsi.gov.uk) or write to us addressing your letter to the Complaints Manager, Denholm House, Almondvale Business Park, Livingston EH54 6GA.







**Education  
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Foghlam Alba

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Here are the evaluations for Tain Royal Academy.

<b>Improvements in performance</b>	<b>weak</b>
<b>Learners' experiences</b>	<b>good</b>
<b>Meeting learning needs</b>	<b>satisfactory</b>

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

<b>The curriculum</b>	<b>satisfactory</b>
<b>Improvement through self-evaluation</b>	<b>weak</b>

A copy of the full letter is available on the Education Scotland website at <http://www.educationscotland.gov.uk/inspectionandreview/reports/school/primsec/TainRoyalAcademyHighland.asp>.

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<sup>1</sup> *How good is our school? The Journey to Excellence: part 3*, HM Inspectorate of Education, 2007, [http://www.educationscotland.gov.uk/Images/HowgoodisourschoolJtEpart3\\_tcm4-684258.pdf](http://www.educationscotland.gov.uk/Images/HowgoodisourschoolJtEpart3_tcm4-684258.pdf). Please note that the term "adequate" in the document has been replaced with "satisfactory".

Tha comharran càileachd a' cuideachadh sgoiltean, ùghdarrasan foghlaim agus luchd-sgrùdaidh a' breithneachadh dè tha math agus dè dh'fheumas a bhith air a leasachadh ann an obair sgoile. Gheibh sibh na comharran càileachd sin anns an fhoilseachadh *Dè cho math 's a tha an sgoil againn?*<sup>1</sup>.

'S iad seo na measaidhean airson Tain Royal Academy.

<b>Leasachaidhean ann an coileanadh</b>	<b>lag</b>
<b>Suidhichidhean luchd-ionnsachaidh</b>	<b>math</b>
<b>Coinneachadh ri feuman ionnsachaidh</b>	<b>riarachail</b>

Rinn sinn measadh cuideachd air na roinnean a leanas de dh'obair na sgoile.

<b>An clàr-teagaisg</b>	<b>riarachail</b>
<b>Leasachadh tro fhèin-mheasadh</b>	<b>lag</b>

Gheibhear lethbhreac den litir air fad air làrach-lìn Foghlam Alba  
[www.educationscotland.gov.uk](http://www.educationscotland.gov.uk) no le bhith a' cliogadh a' cheangail seo  
<http://www.educationscotland.gov.uk/inspectionandreview/reports/school/primsec/TainRoyalAcademyHighland.asp>.

<sup>1</sup> *Dè cho math 's a tha an sgoil againn? An t-Slighe gu Sàr-Mhathais: earrann 3*, Luchd-sgrùdaidh na Banrigh airson Foghlaim, 2007,  
[http://www.educationscotland.gov.uk/Images/HowgoodisourschoolJtEpart3\\_tcm4-684258.pdf](http://www.educationscotland.gov.uk/Images/HowgoodisourschoolJtEpart3_tcm4-684258.pdf). Anns a' Phàipeir seo, thathar air an facal "iomchaidh" atharrachadh gu "riarachail".

A sample of parents, children and young people, and all members of staff were invited to give their views of the school using a pre-inspection questionnaire. Their views informed the inspection process, including the nature of discussions in a number of meetings. Strengths and issues identified were explored by the inspection team, and the findings are included in the inspection report. The following information gives the statistical detail from those that returned questionnaires.

## Parent Questionnaire Summary

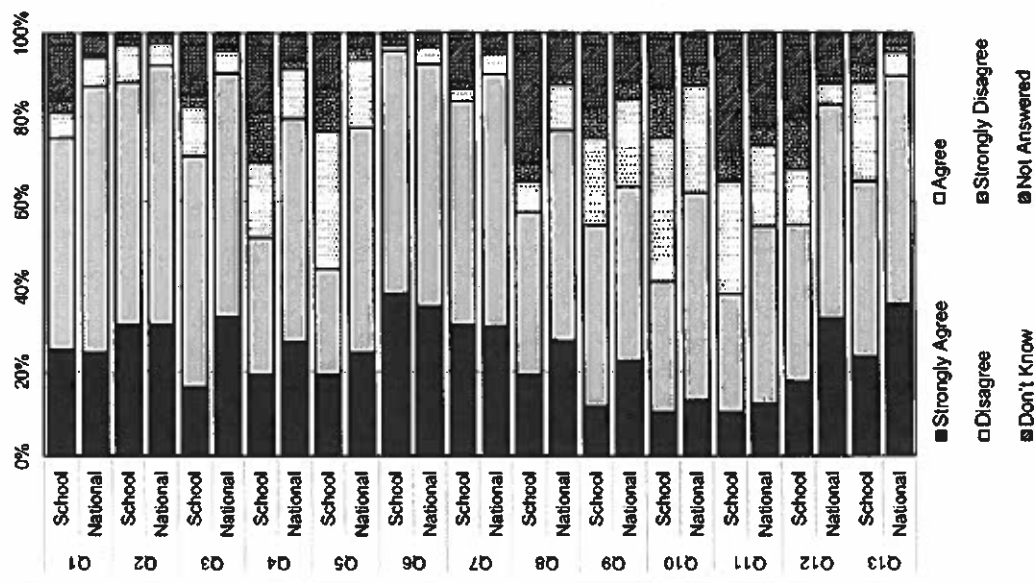
Centre Name Tain Royal Academy

SEED Number 5119839

Quest. Issued 186

Quest. Input 68

Response Rate 37%



Note: Will not always sum to 100% due to rounding

	Percentage %					Not Answered	Strongly Agree & Disagree
	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know		
Q1 The school helps my child to be more confident.	25%	50%	6%	3%	13%	3%	9%
Q2 My child enjoys learning at school.	31%	57%	9%	1%	1%	0%	10%
Q3 My child's learning is progressing well.	16%	54%	12%	3%	12%	3%	15%
Q4 My child is encouraged and stretched to work to the best of their ability.	19%	32%	18%	12%	16%	3%	29%
Q5 The school keeps me well informed about my child's progress.	19%	25%	32%	10%	12%	1%	43%
Q6 My child feels safe at school.	38%	57%	1%	1%	1%	0%	3%
Q7 My child is treated fairly at school.	31%	53%	3%	1%	10%	1%	4%
Q8 I feel staff really know my child as an individual and support them well	19%	38%	7%	4%	26%	4%	12%
Q9 My child benefits from school clubs and activities provided outside the classroom	12%	43%	21%	7%	15%	3%	28%
Q10 The school asks for my views.	10%	31%	34%	12%	12%	1%	46%
Q11 The school takes my views into account.	10%	28%	26%	7%	28%	1%	34%
Q12 The school is well led.	18%	37%	13%	12%	18%	3%	25%
Q13 Overall, I am happy with the school.	24%	41%	24%	4%	7%	0%	28%

# Pupil Questionnaire Summary

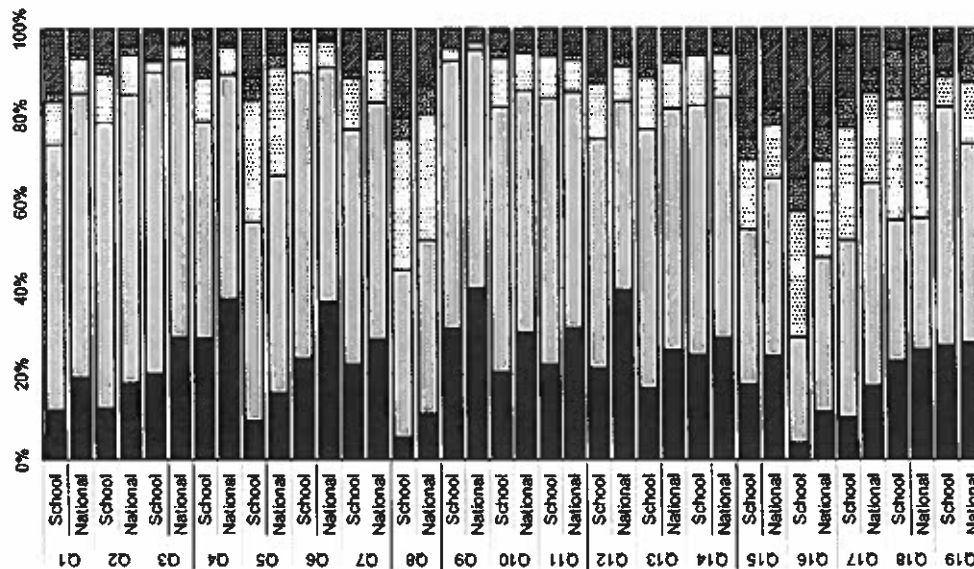
Centre Name Tain Royal Academy

SEED Number 5119639

Quest. Issued 240

Quest. Input 235

Response Rate 98%



☒ Strongly Agree
 ☐ Disagree
 ☒ Strongly Disagree
 ☐ Don't Know
 ☐ Not Answered

	Percentage %					Not Answered	Strongly Disagree	Disagree	Strongly Agree	Disagree & Strongly Disagree	Strongly Agree & Disagree
	Strongly Agree	Disagree	Strongly Disagree	Don't Know	Not Answered						
Q1	11%	62%	10%	13%	2%	73%	12%				
Q2	12%	66%	11%	8%	0%	78%	14%				
Q3	20%	70%	3%	6%	1%	90%	3%				
Q4	28%	50%	10%	8%	2%	78%	11%				
Q5	9%	46%	28%	11%	0%	55%	33%				
Q6	23%	66%	7%	3%	0%	90%	8%				
Q7	22%	54%	12%	9%	0%	77%	14%				
Q8	5%	39%	30%	21%	0%	44%	35%				
Q9	31%	62%	3%	5%	0%	92%	3%				
Q10	20%	61%	11%	4%	1%	82%	13%				
Q11	22%	62%	10%	6%	0%	84%	10%				
Q12	21%	53%	13%	11%	0%	74%	15%				
Q13	17%	60%	12%	9%	0%	77%	14%				
Q14	24%	58%	11%	6%	0%	82%	12%				
Q15	17%	36%	16%	5%	22%	54%	21%				
Q16	4%	25%	29%	7%	31%	29%	37%				
Q17	10%	41%	26%	7%	12%	51%	33%				
Q18	23%	33%	28%	11%	2%	56%	39%				
Q19	26%	55%	7%	2%	3%	82%	9%				

Note: Will not always sum to 100% due to rounding

# Teacher Questionnaire Summary

Centre Name Tain Royal Academy

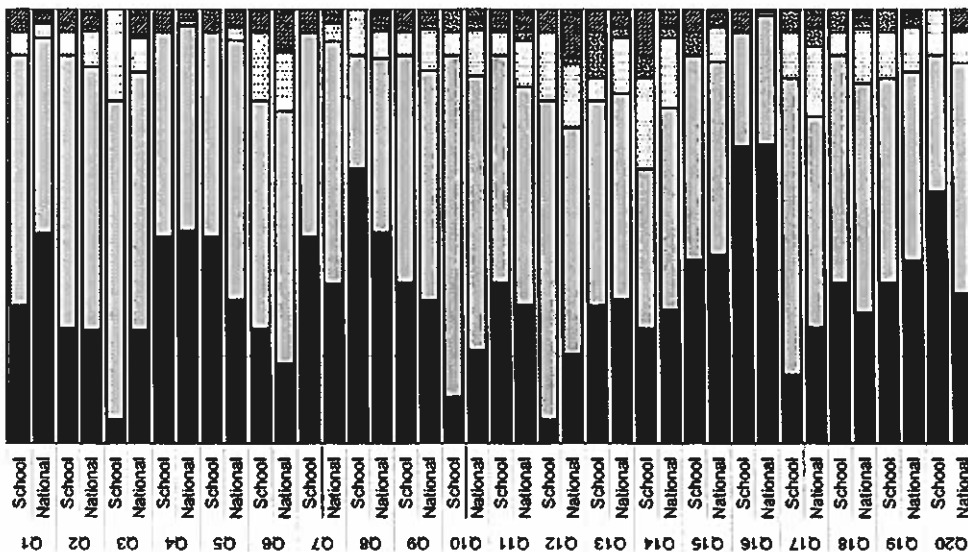
SEED Number 5119839

Quest. Issued 50

Quest. Input 19

Response Rate 38%

0% 20% 40% 60% 80% 100%



☒ Strongly Agree    ☐ Agree  
☐ Disagree    ☒ Strongly Disagree  
☒ Don't Know    ☐ Not Answered

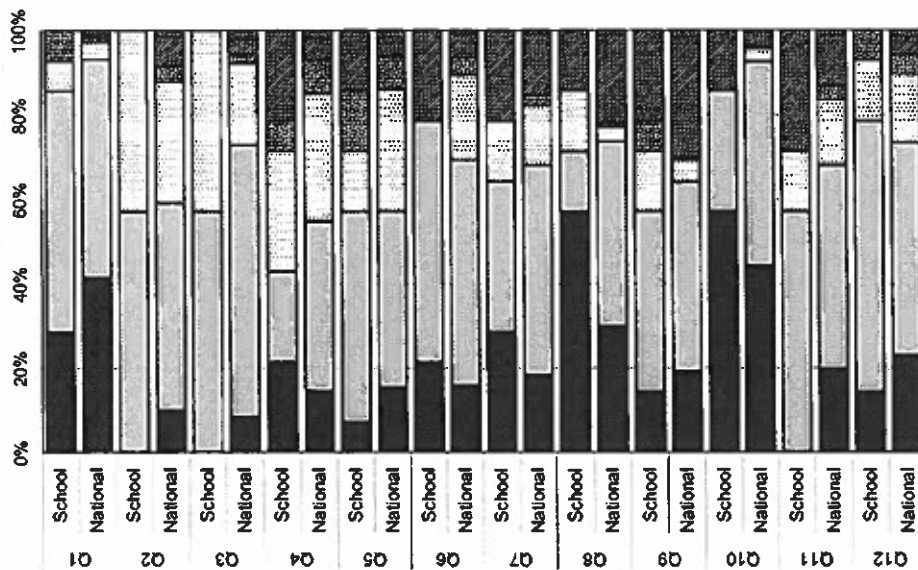
	Percentage %						
	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Not Answered	
Q1	32%	58%	5%	0%	0%	5%	Staff regularly discuss how to improve achievement for all pupils at both stage and whole-school level.
Q2	26%	63%	5%	0%	0%	5%	All pupils are given activities which meet their learning needs.
Q3	5%	74%	21%	0%	0%	0%	Pupils are involved in setting learning targets.
Q4	47%	47%	0%	0%	0%	0%	Pupils are provided with regular feedback on what they need to do to improve.
Q5	47%	47%	0%	0%	0%	0%	Pupils are provided with opportunities to evaluate their own work and that of others.
Q6	26%	53%	16%	0%	0%	0%	Staff regularly ask for pupils' views on how their learning experiences could be improved
Q7	47%	47%	0%	0%	0%	0%	Pupils take an active part in their learning.
Q8	63%	26%	11%	0%	0%	0%	Staff treat all pupils equally.
Q9	37%	53%	5%	0%	0%	5%	Staff and pupils respect each other.
Q10	11%	79%	5%	0%	0%	0%	The pupils are well behaved.
Q11	37%	53%	5%	0%	0%	0%	Support for pupils with additional support needs is effective.
Q12	5%	74%	16%	0%	0%	0%	Parents are fully involved in the school and their children's learning.
Q13	32%	47%	5%	11%	0%	5%	I have been actively involved in developing the school's vision and values.
Q14	26%	37%	21%	5%	11%	0%	I am actively involved in setting priorities to improve the school.
Q15	42%	47%	0%	5%	0%	5%	I have regular opportunities to help shape the curriculum by having staff discussions and working groups.
Q16	68%	26%	0%	0%	0%	0%	I am aware of the school's procedures for protecting children.
Q17	16%	68%	11%	5%	0%	0%	Leadership at all levels is effective.
Q18	37%	53%	5%	5%	0%	0%	Staff communicate effectively with each other.
Q19	37%	47%	11%	5%	0%	0%	I have good opportunities to take part in continuing professional development.
Q20	58%	32%	11%	0%	0%	0%	Staff across the school share good practice.

Note: Will not always sum to 100% due to rounding

DISCLOSURE CONTROL APPLIED

# Non-Teaching Questionnaire Summary

Centre Name Tain Royal Academy  
SEED Number 5119839  
Quest. Issued 22  
Quest. Input 14  
Response Rate 64%



Strongly Agree Agree Disagree

Strongly Disagree Don't Know Not Answered

DISCLOSURE CONTROL APPLIED

	Percentage %					
	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Not Answered
Q1 I have access to the information I need to carry out my work.	29%	57%	7%	7%	0%	0%
Q2 All staff and pupils respect each other.	0%	57%	43%	0%	0%	0%
Q3 Pupils are well behaved.	0%	57%	43%	0%	0%	0%
Q4 I am involved in staff discussions about how to achieve school priorities.	21%	21%	29%	7%	21%	0%
Q5 I have good opportunities to be involved in making decisions.	7%	50%	14%	14%	14%	0%
Q6 Staff communicate effectively with each other.	21%	57%	0%	0%	21%	0%
Q7 Staff treat all pupils equally.	29%	36%	14%	0%	21%	0%
Q8 Support for pupils with additional support needs is effective.	57%	14%	14%	0%	14%	0%
Q9 Parents are fully involved in the school and their children's learning.	14%	43%	14%	7%	21%	0%
Q10 I am aware of the school's procedures for protecting children.	57%	29%	0%	0%	14%	0%
Q11 Leadership at all levels is effective.	0%	57%	14%	0%	29%	0%
Q12 I have good opportunities to take part in training activities.	14%	64%	14%	7%	0%	0%

Note: Will not always sum to 100% due to rounding

## Additional inspection evidence

### Selected attainment information

Inspectors use this information together with a wide range of other information gathered during the inspection to evaluate and report on young people's overall achievement. It helps inspectors and schools to understand how successful young people are in SQA qualifications compared to young people nationally and to those in other schools which serve young people with similar needs and backgrounds<sup>1</sup>. However, this is only one aspect of young people's achievement, and it is only by blending these results with a wide range of other information, including achievement in the four capacities of curriculum for excellence<sup>2</sup>, the quality of learning in lessons and other activities, the impact of the curriculum, and the extent to which learning needs are being met, that a well-informed evaluation of achievement can be made. You can find this evaluation of young people's overall achievement in the report on the school, published on this website.

#### Scottish Credit and Qualifications Framework (SCQF) levels:

7: Advanced Higher at A-C/CSYS at A-C

6: Higher at A-C

5: Intermediate 2 at A-C; Standard Grade at 1-2

4: Intermediate 1 at A-C; Standard Grade at 3-4

3: Access 3 Cluster; Standard Grade at 5-6

#### Percentage of relevant S4 roll gaining awards by end of S4

		2011	2012	2013
English and Mathematics @ Level 3	Tain Royal Academy	100	93	94
	Comparator schools <sup>1</sup>	93	94	94
	National	93	94	94
5+ @ Level 3 or better	Tain Royal Academy	97	90	92
	Comparator schools	91	93	94
	National	93	94	95
5+ @ Level 4 or better	Tain Royal Academy	89	72	89
	Comparator schools	78	79	80
	National	79	80	82
5+ @ Level 5 or better	Tain Royal Academy	30	22	31
	Comparator schools	32	35	37
	National	36	37	38

### Percentage of relevant S4 roll gaining awards by end of S5

		2011	2012	20133
5+ @ Level 4 or better	Tain Royal Academy	78	89	76
	Comparator schools <sup>1</sup>	82	82	83
	National	81	82	84
5+ @ Level 5 or better	Tain Royal Academy	38	56	40
	Comparator schools	50	50	50
	National	51	52	54
1+ @ Level 6 or better	Tain Royal Academy	31	52	38
	Comparator schools	42	43	43
	National	45	47	48
3+ @ Level 6 or better	Tain Royal Academy	15	21	14
	Comparator schools	22	23	25
	National	26	27	28
5+ @ Level 6 or better	Tain Royal Academy	2	8	5
	Comparator schools	10	10	11
	National	12	13	13

### Percentage of relevant S4 roll gaining awards by end of S6

		2011	2012	20133
5+ @ Level 5 or better	Tain Royal Academy	57	41	62
	Comparator schools <sup>1</sup>	51	54	55
	National	53	55	56
1+ @ Level 6 or better	Tain Royal Academy	51	37	59
	Comparator schools	48	51	51
	National	50	52	53
3+ @ Level 6 or better	Tain Royal Academy	38	25	35
	Comparator schools	31	33	34
	National	35	37	38
5+ @ Level 6 or better	Tain Royal Academy	26	8	20
	Comparator schools	21	22	22
	National	24	26	26
1+ @ Level 7 or better	Tain Royal Academy	14	4	6
	Comparator schools	12	13	13
	National	16	16	17

More attainment information and other statistics for this school can be found on the Scottish Schools Online Website <http://www.ltscotland.org.uk/scottishschoolsonline/>

<sup>1</sup> The comparator schools taken into account in HMIE's evaluations are those schools (up to 20) which are statistically close enough to the school in terms of the key characteristics of the school population.

<sup>2</sup> The four capacities are successful learners, confident individuals, responsible citizens, effective contributors.

<sup>3</sup> 2013 Pre Appeal



**Craighill Primary School  
and Nursery Classes  
Tain  
The Highland Council  
18 March 2008**

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## 1. Background

Craighill Primary School and nursery classes were inspected in December 2007 as part of a national sample of primary and nursery education. The inspection covered key aspects of the work of the school at all stages. It evaluated nursery children's and pupils' achievements, the effectiveness of the school, the environment for learning, the school's processes for self-evaluation and innovation, and its capacity for improvement. There was a particular focus on attainment in English language, Gaelic language and mathematics.

HM Inspectors examined the quality of the children's experience in the nurseries, pupils' work and interviewed groups of pupils, including the pupil council, and staff. Members of the inspection team also met the chairperson of the Parent Council, and a group of parents<sup>1</sup>.

The school serves the north-western area of the town of Tain. At the time of the inspection the roll was 334, including 41 children in the nursery classes. Forty-four pupils were in three primary Gaelic-medium classes and eight children were in the Gaelic-medium nursery class. The proportion of pupils who were entitled to free school meals was in line with the national average. Pupils' attendance was in line with the national average.

Evaluations in this report, except where otherwise indicated, apply equally to the Gaelic-medium and English-medium classes.

## 2. Key strengths

HM Inspectors identified the following key strengths.

- Partnership with parents and the wider community.
- The leadership of the headteacher.
- Pupils' attainment in Gaelic language in the Gaelic-medium classes.
- The promotion and celebration of pupils' wider achievements.
- Effective transition arrangements from the nursery to P1 and from P7 to S1.

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<sup>1</sup> Throughout this report, the term 'parents' should be taken to include foster carers, residential care staff and carers who are relatives or friends.

### **3. What are the views of parents, pupils and staff?**

HM Inspectors analysed responses to questionnaires issued to a sample of parents, P4 to P7 pupils, and to all staff. Information about the responses to the questionnaires appears in Appendix 2.

Parents, staff and pupils were very positive about the work of the school. All parents of nursery children felt welcome in the nursery and thought that their children were well cared for there. At the primary stages almost all parents thought that the school was well led and that parents' evenings were helpful and informative. All parents felt that the school had helped to explain to them how they could support their children with their homework. Pupils were pleased with almost all aspects of the school. Almost all felt safe and well looked after in school and enjoyed being there. A quarter of pupils expressed concerns about the behaviour of other pupils. Staff were very positive about working in the school and praised the effective communication with senior managers. A few support staff would have liked more opportunities to be involved in making decisions.

### **4. How good are learning, teaching and achievement?**

#### **Pupils' learning experiences and achievements**

The overall quality of the curriculum was good. In the nursery classes, children chose independently from a wide range of activities. They had appropriate opportunities to learn through well planned play activities. At the primary stages, staff had planned a broad and balanced range of experiences for pupils. At the early stages, pupils did not have sufficient opportunities to learn through play. Staff had effectively allocated additional time within the school week to English language and mathematics. The school had recently allocated some additional time for physical education (PE) but had not yet succeeded in providing two hours each week for all pupils, in line with national recommendations. Visiting specialist teachers made a positive contribution to pupils' development in art and design, music and PE. Staff did not systematically develop pupils' skills in information and communications technology (ICT) throughout the school. The quality of teaching was good overall with some examples of very effective teaching. Almost all teachers were well organised and gave clear explanations. Most teachers interacted well with pupils and taught whole class groups effectively. Too few teachers consistently shared the aims of lessons with pupils or reviewed learning at the end of lessons. Homework was set regularly and helped to reinforce pupils' learning in class.

The overall quality of pupils' learning was adequate. In the nurseries, children effectively developed their awareness of space and engaged in energetic physical activity outdoors on the climbing frame. They were able to express themselves confidently through their paintings and collage work. Staff did not always intervene sufficiently to extend children's play activities or to develop their skills. In the primary classes, almost all pupils were well-behaved, motivated to learn, and interacted well together. Staff had worked successfully to establish a positive learning environment. Pupils did not have sufficient opportunities to work independently or collaboratively in groups. At all stages, pupils produced good quality art work. Pupils in the P5-7

Gaelic-medium class worked well to produce interesting models in a technology lesson. Pupils at P7 were developing confidence in inventing tunes in music. At all stages, in too many lessons, the pace of learning was too slow.

Children in the nursery classes were happy and settled. Staff successfully encouraged the development of children's early social skills. In the primary classes, staff had taken effective steps to develop pupils' wider achievements. At all stages, most pupils had made good progress in developing their confidence and self-esteem. They were effectively involved in making decisions in the school. They contributed effectively to the school by being part of committees, such as the Eco School committee, the School's Nutrition Action Group and pupil council. Pupils at the upper stages enjoyed developing good citizenship skills by being buddies to younger pupils. Pupils at P7 contributed well to the community by organising events to raise money for a cancer charity. Across the stages, pupils had developed skills of teamwork by performing to audiences through music and drama. They enjoyed and benefited socially from many opportunities to contribute to events in the community, for example, P3 taking part in St Duthac Day celebrations in the local church along with another local primary school. A significant number of pupils in the Gaelic classes competed successfully at the national Mòd.

### **English language**

Children in the nursery were making good progress in communication and language. They listened well to instructions and talked with confidence to adults and each other. They enjoyed story time and listened attentively. Staff did not always encourage children to predict what might happen next or develop their ideas sufficiently. Across the primary classes, the overall quality of pupils' attainment in English language was good. In recent years standards of attainment in reading had been consistently good and had steadily improved in writing. Most pupils were attaining appropriate national levels in listening, talking, reading and writing. Across the stages, a significant number of pupils were attaining these levels earlier than might normally be expected. Most pupils had developed good skills in talking and listening and were confident in a range of different situations. Across the stages, most pupils were fluent readers and were keen to read for pleasure. At P7, pupils demonstrated effective skills in analysing written texts. At all stages, pupils were developing a sound knowledge of language and produced good quality writing in a range of styles. Pupils' skills in writing at length were not sufficiently well developed. Across the stages, pupils presented written work neatly.

### **Gaelic language**

In the Gaelic nursery, children were making very good progress in learning the Gaelic language. They listened well to instructions and stories and were developing confidence in speaking to adults. Children developed social skills by playing imaginatively and by taking turns to play a matching game. In the primary Gaelic-medium classes, the overall quality of attainment in Gaelic language was very good. Almost all pupils achieved national levels in listening, talking, reading and writing. They were making very good progress with their coursework. At all stages, almost all pupils were making very positive progress in the acquisition of the Gaelic language. Almost all pupils listened attentively to their teachers' instructions and responded appropriately. Almost all pupils spoke confidently and used

Gaelic very well in discussion with their teachers and each other. They read fluently and with understanding. By P7, pupils were able to talk in depth and give opinions on their favourite books and authors. Pupils performed well in small group discussions. At the early stages, pupils were making a good start in writing stories. At the middle and upper stages, pupils wrote effectively for a range of purposes.

## **Mathematics**

Children in the nursery classes were making good progress in their understanding of early mathematics. Most could identify simple colours and patterns. They used a range of puzzles and computer games to match and sort. Children's skills in counting, investigating and solving simple mathematical problems were not yet well developed. In the primary classes, the overall quality of attainment in mathematics was good. Almost all pupils at the early stages, and most at the middle and upper stages, were achieving appropriate national levels of attainment. A significant number of pupils attained these levels earlier than might normally be expected. Standards of attainment had improved in recent years. Across the stages, pupils could interpret accurately information from appropriate graphs and charts. Their skills in using ICT to organise and present information using spreadsheets and databases were not well developed. Pupils at P1 were making effective progress in learning early number skills. At all stages, pupils were developing appropriate skills in mental calculation. At P7, pupils demonstrated effective skills in working with units of measurement. At the middle stages, pupils had a sound understanding of two- and three-dimensional shapes. At the upper stages, pupils showed appropriate knowledge of coordinates. Across the stages, pupils had successfully developed appropriate strategies in problem solving.

## **5. How well are pupils' learning needs met?**

Arrangements for meeting children's and pupils' learning needs were good overall. Staff in the nursery classes supported children well and were sensitive and responsive to the needs of individuals. They assessed children's progress regularly but did not always use this information to focus sufficiently on children's learning needs. Staff did not always organise groups and activities to provide effective challenge for all. In the primary classes, teachers set tasks and activities which were well matched to the needs of individual pupils in most classes. Staff did not always set challenging tasks for more able pupils and pupils were not given sufficient opportunities to learn independently. There were effective procedures for identifying pupils requiring additional help with their learning. Support staff gave helpful support to individual pupils and groups of pupils. Staff worked well in partnership with a range of support agencies to assist pupils with additional support needs. Pupils were well supported in transferring from pre-school to P1 and from P7 to Tain Royal Academy through, for example, the effective links developed by the Children's Services Worker.

## 6. How good is the environment for learning?

Aspect	Comment
Pastoral care	<p>In the nursery classes, staff provided a very safe and welcoming environment for learning. At the primary stages, staff had very good arrangements for pastoral care. These included appropriate procedures for action against bullying, administration of medicines and safe use of the Internet. All staff had undertaken appropriate training in child protection. Pupils were confident that staff would deal effectively with any incidents of bullying. Pupils had a range of appropriate ways of informing staff of any concerns. They were knowledgeable about keeping healthy and benefited from taking part in a wide range of after-school clubs which promoted physical activity. Pupils at P7 provided helpful support to pupils entering P1. Parents had been kept well informed about how sensitive health issues were taught.</p>
Quality of accommodation and facilities	<p>The overall quality of accommodation was adequate. There were appropriate security arrangements in place for access to the nurseries and school buildings. Teaching areas were too small and restricted some pupils' activities. Access for users and visitors with restricted mobility was limited. Storage space was insufficient. The school hall was of a reasonable size and was in almost constant use for PE, drama and school assemblies. Many windows did not open properly and were in a poor state of repair. In some areas, heating was difficult to control. The demountable buildings provided spacious classrooms but required redecoration.</p>

Aspect	Comment
<p>Climate and relationships, expectations and promoting achievement and equality</p>	<p>Staff had created a very welcoming environment for pupils, parents and visitors. Relationships between staff and pupils were very good and almost all pupils were polite and friendly. Pupils had a very strong sense of pride in the school and had appropriate opportunities to be involved in making decisions. Staff had high expectations of pupils' behaviour and attendance. Teachers' expectations for pupils' attainment were not consistently high enough. The school successfully celebrated pupils' school and wider achievements at assemblies, special awards and through displays. All pupils had an achievement folder which was used very successfully to record a wide range of their achievements. There were appropriately frequent opportunities for religious observance. The school had an appropriate policy for racial equality and pupils were treated fairly in school. The school did not consistently promote diversity and equality issues through the curriculum.</p>
<p>Partnership with parents and the community</p>	<p>The school had developed excellent links with parents and the community. Parents and members of the community made a significant contribution to pupils' learning by, for example, helping in classes, on trips and with clubs. A small group of parents provided helpful administrative support and assisted in the library. Parents and other members of the community worked well with staff and pupils in the various school committees and action groups, including the active Parent Council and PTA. The headteacher produced regular and informative newsletters and met frequently with parents. He had provided very helpful advice for parents on various ways in which they could help with their children's learning. For example, the headteacher, assisted by pupils, demonstrated effective story-telling skills for parents. School reports were clear and provided helpful advice. The school had developed sound links with community organisations and businesses who regularly visited the school and contributed to pupils' learning. School performances and events were very well supported by parents and the local community. The school had developed very effective links with local nurseries and schools. Pupils benefited from positive curricular links with Tain Royal Academy. For example, pupils at P7 transferring to S1 developed a range of skills through an effective problem solving activity day.</p>



## **7. Leading and improving the school**

Appendix 1 provides HM Inspectors' overall evaluation of the work of the school.

Overall, the quality of education provided by Craighill Primary School had many strengths. The school, led by the very caring and enthusiastic headteacher, provided a welcoming and supportive environment in which almost all pupils were well behaved. Parents provided very good support for the school. Pupils' attainment in English language and mathematics was good, and, in the Gaelic-medium classes, very good in Gaelic language. The quality of teaching was good overall but was not maintained consistently across all classes. Teachers were committed to the school and worked well with senior managers and the wide range of support staff. Staff had not yet ensured the consistent development of pupils' skills in learning independently and in collaborating with each other.

The experienced headteacher provided very effective leadership. He had gained the respect and confidence of parents, pupils and staff. He showed a very strong commitment to pupils' education and well-being. The headteacher demonstrated a high level of professional competence and staff appreciated his enthusiasm and support. He had improved several aspects of the school's work, for example, by successfully involving parents in school life and in recording and celebrating pupils' achievements. The headteacher and his two deputy headteachers formed an effective senior management team. The deputy headteachers fulfilled their appropriate remits well and had led some successful initiatives including the school's buddy scheme and pupil council. They worked well with the headteacher to monitor and evaluate the work of the school using a wide range of approaches. The senior management team worked effectively with teachers to systematically track the progress of pupils and to set learning targets for them in reading, writing and mathematics. They met regularly with teachers to discuss pupils' progress. The headteacher and deputy headteachers formally visited lessons and gave teachers some helpful feedback for improvements. These arrangements were not sufficiently rigorous and had yet to result in sustained and consistent improvements in learning and teaching. Senior managers worked with staff to evaluate the school's work and had identified a number of appropriate priorities for improvement. The headteacher, with the support of his deputy headteachers and the education authority, had the capacity to make continued improvements.

Nursery staff were aware of the implications of the Scottish Social Services Council's Codes of Practice. At the last Care Commission inspection of the nursery classes there was one requirement. This had been addressed satisfactorily.

**Main points for action**

The school and education authority should take action to improve learning and teaching. In doing so they should take account of the need to:

- provide more opportunities for pupils to be independent, active learners;
- develop more systematic procedures for monitoring and evaluating classroom practice to ensure consistently effective teaching and learning across the school; and
- ensure that pupils develop more systematically and consistently, across the school, their skills in using information and communications technology.

**What happens next**

The school and the education authority have been asked to prepare an action plan indicating how they will address the main findings of the report, and to share that plan with parents. Within two years of the publication of this report parents will be informed about the progress made by the school.

Alistair Brown  
HM Inspector

18 March 2008

## Appendix 1 Indicators of quality

The sections in the table below follow the order in this report. You can find the main comments made about each of the quality indicators in those sections. However, aspects of some quality indicators are relevant to other sections of the report and may also be mentioned in those other sections.

<b>How good are learning, teaching and achievement?</b>	
Structure of the curriculum	good
The teaching process	good
Pupils' learning experiences	adequate
Pupils' attainment in English language	good
Pupils' attainment in Gaelic language	very good
Pupils' attainment in mathematics	good

<b>How well are pupils' learning needs met?</b>	
Meeting pupils' needs	good

<b>How good is the environment for learning?</b>	
Pastoral care	very good
Accommodation and facilities	adequate
Climate and relationships	very good
Expectations and promoting achievement	very good
Equality and fairness	good
Partnership with parents, the Parent Council, and the community	excellent

<b>Leading and improving the school</b>	
Leadership of the headteacher	very good
Self-evaluation	good

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
adequate	strengths just outweigh weaknesses
weak	important weaknesses
unsatisfactory	major weaknesses

## Appendix 2 Summary of questionnaire responses

Important features of responses from the various groups which received questionnaires are listed below.

What parents thought the school did well	What parents think the school could do better
<ul style="list-style-type: none"> <li>• Staff made them feel welcome in the school.</li> <li>• Parents' evenings were helpful and informative.</li> <li>• The school had explained how parents could help children with homework.</li> <li>• Their children were treated fairly in the school.</li> <li>• The school was good at consulting parents on decisions affecting their children.</li> <li>• The school was well led.</li> </ul>	<ul style="list-style-type: none"> <li>• Almost a fifth of parents felt that school buildings had not been kept in good order.</li> </ul>
What pupils thought the school did well	What pupils think the school could do better
<ul style="list-style-type: none"> <li>• Teachers told them when they had done something well.</li> <li>• Teachers expected them to work to the best of their ability.</li> <li>• The school helped them to keep themselves safe and healthy.</li> <li>• If they were upset, the school was good at helping to sort things out.</li> </ul>	<ul style="list-style-type: none"> <li>• A quarter of pupils felt that pupils could be better behaved.</li> </ul>
What staff thought the school did well	What staff think the school could do better
<ul style="list-style-type: none"> <li>• The school was well led.</li> <li>• Pupils' success was regularly celebrated.</li> <li>• They liked working in the school.</li> <li>• Staff showed concern for the care and welfare of pupils.</li> </ul>	<ul style="list-style-type: none"> <li>• A few non-teaching staff wanted to be more involved in decision-making processes.</li> </ul>

## **How can you contact us?**

### **If you would like an additional copy of this report**

Copies of this report have been sent to the headteacher and school staff, the Director of Education, Culture and Sport, local councillors and appropriate Members of the Scottish Parliament. Subject to availability, further copies may be obtained free of charge from HM Inspectorate of Education, Longman House, 28 Longman Road, Inverness, IV1 1SF or by telephoning 01463 253115. Copies are also available on our website [www.hmie.gov.uk](http://www.hmie.gov.uk).

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Should you wish to comment on any aspect of primary inspections, you should write in the first instance to Chris McIlroy, HMCI, at HM Inspectorate of Education, Denholm House, Almondvale Business Park, Almondvale Way, Livingston EH54 6GA.

If you have a concern about this report, you should write in the first instance to our Complaints Manager, HMIE Business Management and Communications Team, Second Floor, Denholm House, Almondvale Business Park, Almondvale Way, Livingston EH54 6GA. You can also e-mail [HMIEComplaints@hmie.gsi.gov.uk](mailto:HMIEComplaints@hmie.gsi.gov.uk). A copy of our complaints procedure is available from this office, by telephoning 01506 600200 or from our website at [www.hmie.gov.uk](http://www.hmie.gov.uk).

If you are not satisfied with the action we have taken at the end of our complaints procedure, you can raise your complaint with the Scottish Public Services Ombudsman (SPSO). The SPSO is fully independent and has powers to investigate complaints about Government departments and agencies. You should write to the SPSO, Freepost EH641, Edinburgh EH3 0BR. You can also telephone 0800 377 7330 fax 0800 377 7331 or e-mail: [ask@spsso.org.uk](mailto:ask@spsso.org.uk). More information about the Ombudsman's office can be obtained from the website: [www.spsso.org.uk](http://www.spsso.org.uk).

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