

**Academic session 2013-14
Primary School Inspection Findings September- December 2013**

1. Overview of Evaluations

73 primary school inspections carried out.

2. Summary of key strengths

- In seventy of the schools inspected key strengths related to the confidence, enthusiasm, motivation, positive attitude or friendliness of children. Comments included positive relationships between staff and children and evaluations of the behaviour of children such as polite, friendly and hard working.
- In twenty five schools, positive or effective teamwork with reference to the staff team working effectively to create a positive ethos or to create positive approaches to learning and teaching.
- In thirty eight schools, leadership or effectiveness of HT with reference to leading improvements, creating a positive ethos and improving outcomes for children.
- In twenty one schools, support and care including creating a nurturing environment and supportive relationships with children and care for more vulnerable children.
- In twenty two schools, partnerships with parents/parents supporting the work school/parents as active partners in learning and parents who feel supported by the school.
- Partnerships within the community in twenty two schools and how partnerships enrich children's learning/develop and extend children's learning.
- In twelve schools engagement in learning and the wide range of opportunities and learning experiences, including learning experiences outdoors (six schools) and in the local community.
- Other key strengths include self- evaluation leading to improvements (eight schools), achievement of children (six schools) and attainment in Literacy and English (six schools)

3. Summary of main points for action

- In fifty two schools, Curriculum for Excellence with aspects of developing and improving the curriculum, ensuring progression and increasing the pace of implementation.
- Self-evaluation in forty one schools, including ensuring continuous improvement, establishing more rigour and systematic approaches to self-evaluation.
- In twenty eight schools, meeting learning needs with reference to ensuring appropriate challenge, appropriateness of activities to meet the needs of all children and improving the quality of learning activities to ensure all needs are met.
- In twenty seven schools, assessment and tracking of progress with comments related to improvements in arrangements for tracking progress.

- In seventeen schools engagement of learners with aspects of improving learning experiences and involving children in their own learning.
- In fifteen schools raising attainment (English and Literacy four schools, Maths six schools and general attainment five schools).
- Other areas for development include improving pupil voice (four schools), involving parents/developing better partnerships with parents (four schools) and raising expectations (two schools).
- Main points for action from individual schools include improving behaviour, ensuring better use of ICT and increase learning in Gaelic.