

Summarised inspection findings

Portmoak Primary School

Perth and Kinross Council

SEED No: 5348129

05 December 2017

Key contextual information

Portmoak Primary School serves the villages of Kinnesswood and Scotlandwell and surrounding area. At the time of the inspection the roll was 110 divided into 5 composite classes. The school is managed by a headteacher supported by a principal teacher who is class committed. On transfer to secondary education, the catchment school is Kinross High School.

1.3 Leadership of change

excellent

indicator focuses on collaborative leadership at all levels to develop a shared vision for change and improvement which is meaningful and relevant to the context of the school within its community. Planning for continuous improvement should be evidence-based and linked to effective self-evaluation. Senior leaders should ensure the need for change is well understood and that the pace of change is appropriate to ensure the desired positive impact for learners. The themes are:

- Developing a shared vision, values and aims relevant to the school and its community
- Strategic planning for continuous improvement
- Implementing improvement and change

- In Portmoak Primary, approaches taken to the leadership of change and improvement are of a very high-quality indeed. The headteacher has been in post for 7 years and has developed an excellent culture of mutual respect amongst staff, parents and children. This underpins everything the school does. All stakeholders work closely, and as a cohesive team, for the benefit of the school. This is impacting greatly on children and is clearly evident through the quality of experience, care and support the school provides. The strong emphasis on children's rights and inclusion permeates all of the school's work. Staff have a clear understanding of the social, economic and cultural context of the school and use this very well to improve experiences in Portmoak.
- The school vision; Being the best I can be 'Portmoak LIFE' - was developed in 2012 with all stakeholders and has grown and been embedded since. This is a living vision for the school. It has given clarity and a clear focus to the curriculum rationale which is translated into daily practice. The school benefits from this shared-understanding of the values which underpin the life and work of school. Children talk extremely confidently and knowledgeably about the school's values and the importance of health and wellbeing in all aspects of their learning. The school's values are central to the quality of relationships across the school community. All of this contributes to an excellent ethos for learning. The school aims to reflect a commitment to meet the needs of all children in a secure and supportive learning environment. The provision of meaningful opportunities for children to develop their skills and talents both within the school and out in the wider community is also central to the work of the school. Partnerships across the community are managed very well and add considerably to the life of the school. This is a major strength of the school.
- The headteacher provides dynamic leadership to the school. She is well respected by children, parents and the local community. She and the staff demonstrate a strong commitment to ensuring that all children achieve their potential and that they experience school as a place in which they feel safe and valued. The headteacher promotes leadership at all levels with all staff taking on responsibilities for individual parts of the work of the school. The headteacher leads by example and shows a determination to make 'things work' for the school. There is a clear strength in the leadership of the headteacher in knowing when to lead from the front and when to lead in a supportive role to empower others. As a result, strategies for leadership and management have been well embedded and sustained over time. The headteacher has high expectations for the school.

- As a result of these strong relationships, all staff work very well together to improve the school. They are committed to making learning enjoyable and removing barriers to learning for children. All staff are actively encouraged to participate in career-long professional learning and have taken responsibility for agreed school priorities. Staff are all committed to their own professional development and many have undertaken additional study which supports developments in the school. Over time, this has benefitted the school in several areas of its life including, for example, new approaches taken to the teaching of spelling. Staff have very clear leadership roles and contribute to leading aspects of the school improvement planning process. All staff are reflective practitioners and work well with colleagues both in the school and across the cluster to support moderation.
- Self-evaluation systems to monitor the work of the school as a whole, and individual classroom practice, are embedded, working well and have a notable impact in guiding the direction of the school. For example a monitoring calendar is shared at the start of each school year which is backed up by a wide-range of appropriate strategies including learning visits, questionnaires and focus groups. All of these are well-managed by the headteacher and add value to children's experiences. Information from monitoring activities are fed back regularly to stakeholders. In Portmoak Primary School, self-evaluation is clearly a responsibility of all with all staff having an ownership of change. Self-evaluation is an on-going process in Portmoak Primary School and adds significantly to children's learning experiences.
- As a result of the on-going and effective approaches to self-evaluation, priorities for improvement identified within the school's improvement plan over recent sessions are well-judged. There is clear evidence in the school of the impact of previous improvement plans. Commendably, children can talk about the contents of the school improvement plan and have made a 'child-friendly' display of priorities in the entrance hall. The headteacher and principal teacher carefully manage the direction and pace of change to ensure outcomes in the improvement plan are achieved and sustainable.
- The focus on health and wellbeing on the school improvement plan and in professional development activities has had a positive impact on learners' ability to self-regulate and assess their progress in health and wellbeing as evidenced by 'teacher talk times' (TTT), class work and individual children's plans.
- The headteacher has established very productive and well-regarded working relationships across and beyond the school community. There is clear evidence that her success in improving community partnerships is having a positive impact on the development of children's citizenship skills and on their knowledge about the world of work. Community partners spoke to inspectors very positively about their relationships with the school.
- Children are clear leaders of their own learning and are proud to be involved in influencing any direction which the school takes. The pupil voice is a strong feature of the school. Every child in the school is a member of a school committee. These committees include a pupil council, eco committee, digital committee and rights respecting committee. Supported by staff, these groups offer children leadership opportunities and act as a vehicle to improve the school. The P1-3 school grounds committee working in partnership with Kinross High School challenge week, developed play resources for the outdoors. Children talk very positively about these groups and what they have achieved.

Through the very effective 'Learner's Journey Jotters' (LJJ) children know themselves very well as learners and are able to articulate this. Commendably children do this to a very high standard.

- The headteacher involves parents very well in the development of the school and uses them to influence decisions. The Parent Council are consulted about the school improvement plan and have been involved in discussions about, for example, the school's preferred approach to the idea behind the Daily Mile.

2.3 Learning, teaching and assessment

very good

Indicator focuses on ensuring high-quality learning experiences for all children and young people. It highlights the importance of highly-skilled staff who work with children, young people and others to ensure learning is motivating and meaningful. Effective use of assessment by staff and learners ensures children and young people maximise their successes and achievements. The themes are:

- Learning and engagement
- Quality of teaching
- Effective use of assessment
- Planning, tracking and monitoring

- Across all aspects of school life, relationships amongst staff, children, parents and the local community are very strong and have successfully been developed over time. This impacts positively on children's learning with this inclusive ethos being a key strength of the school. Children's learning is further enhanced by the effective use of the rich local environment.
- In almost all lessons, children engage very well in their learning and interact positively when working in pair, group and class activities. In the best lessons, children's engagement is developed further by providing meaningful opportunities for children to have more choice and to assume greater responsibility for leading their own learning. Across the school, children are highly motivated to learn and almost all display a high level of confidence in talking about their learning. As a result, children are developing positive skills and attitudes to become independent learners.
- In all lessons, learning is very well-planned and organised and in almost all lessons learning experiences are well matched to meet the needs of all children.
- Overall, the quality of teaching is very good. Teachers are well organised and thoughtful about the activities they provide. In almost all lessons, high-quality questioning by staff extends children's understanding well. Staff use thoughtful oral feedback to help children recall what they have been learning and what their next steps in learning may be. Higher order thinking skills are being developed well to help children extend their thinking in lessons. Where this was strong feature of lessons, children showed confidence using them when they led aspects of their own learning. All children have engaged in learning about and using higher order thinking skills over the last few years.
- In all lessons observed, teachers consistently share the purpose of lessons with children and discuss how they would know they had achieved success. In the best examples, children discuss and co-construct success criteria of lessons with the teacher.
- Inclusion is a strong feature of the school. Staff are very supportive in developing arrangements to help children who may need additional help with their learning. Staff manage the dynamics of the composite classes very well. The support for learning teacher and support staff are deployed very well in classes to support children with their learning.

- Overall, in all classes, peer and self-assessment is being used very well where children can demonstrate an understanding of what they have been learning. In the best lessons, well-judged plenary sessions are being used effectively to review learning. Children identify and record learning targets in their LJJ's and review these regularly with teachers and parents. The LJJ's have been developed over time and provide a high-quality representation of what children have been learning. These together with the very effective TTT has allowed children to develop confidence in talking about their own learning. Children articulated their skills very well when discussing their learning with Inspectors. This is an example of good practice.
- Children have regular opportunities to developing their skills in digital literacy. All children benefit from engaging experiences using a range of digital technology. Investment in staff training and digital hardware in recent years has led to improved digital learning experiences for children. The digital leaders also support this aspect of the school's work very well. The school improvement plan identifies the further development of the development of digital skills and literacy. Staff should continue as planned with this area of their work.
- Staff use a wide range of assessment procedures in classes to monitor and assess children's progress. Assessment for Learning (AfL) strategies are embedded across all classes and used well. In addition, good use is made of a variety of standardised tests to complement the assessment process. Children are included in the assessment process in the classroom with peer and self-assessment being encouraged and often developed to high standard. As a result, children are taking increasing responsibility, for improving their own learning.
- Approaches to tracking and monitoring are very effective in the school. Staff work collaboratively with other teachers in the school and staff in the cluster to moderate learning. Perth and Kinross indicators have been used to ensure a shared language of learning and moderation of standards across the school. Staff use the Perth and Kinross tracking and monitoring spread sheets to track progress against predictions. Teacher judgement is supplemented by standardised assessments. Staff shared practice in the development of the LJJ's has been effective in moderating expectations and improving consistency. Staff should continue with plans to develop further their engagement with the national benchmarks.
- The headteacher meets regularly with staff to discuss children's progress in learning and identify any interventions which may be necessary. These meetings are useful and well-documented.
- As a result of these effective processes, progress in learning is tracked closely and monitored. The well-established systems for monitoring and tracking children's progress in learning provide an overview of children's progress across the school. Standardised and summative assessments are used to track progress in literacy and numeracy over time and form the basis of these regular discussions between headteacher and class teachers. These meetings provide an opportunity to explore progress and attainment and to identify further support and challenge for individual learners. All of this is used very effectively to identify and address children's needs and to close any attainment gap which may exist in the school at any given time.

2.2 Curriculum: Learning Pathways

- Across all classes, children receive a broad and balanced curriculum. This gives children access to their entitlements within Curriculum for Excellence. The school has a clear rationale for the curriculum which gives all staff a shared understanding of what the school is trying to achieve across all contexts of learning. The school builds on the unique features of the Portmoak context, in particular the local environment and how this can influence curriculum developments. The principles of curriculum design are evident in the work of individual classes, and the school as a whole, which ensures cohesion in approach to the curriculum. The curriculum builds very successfully in working with partners in the local community and beyond. These partnerships support the curricular activities extremely well. An example of this is the rich work currently being undertaken around the Michael Bruce community project.
- Children benefit from clear progressive pathways in literacy, numeracy, health and wellbeing based on the experiences and outcomes of Curriculum for Excellence. The literacy and numeracy pathways are supported by the Perth and Kinross indicators. This supports moderation and ensures a shared understanding of standards so learners can progress at a level appropriate to them. These also consider skills and attributes within them. Health and wellbeing includes topics which are rotated and an annual focus on the wellbeing wheel as well as being responsive to the needs of the children. The development of health and wellbeing is a key driver in the curriculum.
- For other curricular areas, the school has a recently-refreshed the three year science/social/technology rotation which gives suggested contexts for learning and bundles of experiences and outcomes allowing for breadth and depth.
- On an on-going basis, the school has correctly identified the need to continually refine its curriculum to meet the changing needs of the school. Included in this, as discussed with the headteacher is taking a fresh look at the place of interdisciplinary learning as a context for learning. This will help in allowing children to continue to make more meaningful connections across their learning and across different curriculum areas. The continued focus on developing skills for learning, life and work and creativity will support this happen. This has been identified as an area for development in the school improvement plan and the school should continue as planned.

2.7 Partnerships: Impact on learners - Parental Engagement

- See choice QI

2.1: Safeguarding

- The school submitted self-evaluation information related to child protection and safeguarding. Inspectors discussed this information with relevant staff and where appropriate, children. In addition, inspectors examined a sample of safeguarding documentation. At the time of the inspection, there were no identified areas for development.

3.1 Ensuring wellbeing, equality and inclusion

excellent

This indicator focuses on the impact of the school's approach to wellbeing which underpins children and young people's ability to achieve success. It highlights the need for policies and practices to be well grounded in current legislation and a shared understanding of the value of every individual. A clear focus on ensuring wellbeing entitlements and protected characteristics supports all learners to maximise their successes and achievements. The themes are:

- Wellbeing
- Fulfilment of statutory duties
- Inclusion and equality

- The school's approaches to the development of health and wellbeing and inclusion are exemplary. Through these approaches, the school is improving outcomes for children and their families. Key principles of national advice and guidance on 'getting it right for every child' are clearly in evidence across the daily work of the school and articulated in all classes. The school's vision encompasses health and wellbeing as a central focus for the school. This vision is well embedded across all aspects of school life, and well understood by children, staff and parents. There is a very strong ethos of inclusion and the pupil voice permeates across all aspects of the life of the school. From Education Scotland questionnaires and work with children in focus groups, it is clear that children know they can talk to an adult if they have any worries or concerns, and the 'need to talk box' is promoted to children. Children are able to discuss confidently the skills needed for working with others, and they display a great empathy and consideration when working in groups.
- Local authority and school-based questionnaire data on wellbeing, for both children and parents, are used well to identify areas for improvement. For example, resilience was identified as requiring to be improved through a local authority survey, and this resulted in a focus on the development of the children's capacity for self-regulation. These surveys have also led to improvements in the curriculum, including in areas of substance misuse and internet safety. The school now needs to move forward, as planned, with using the national benchmarks for health and wellbeing.
- Across the school, the wellbeing indicators are a prominent feature of classroom learning and achievements. Children's reflections on their own progress with the wellbeing indicators show a very positive response across almost all indicators. Children value the opportunity they have with their teachers to discuss their progress in wellbeing through individual TTT, and to be able to identify next steps in their learning. These discussions also help to inform the curriculum, and there are examples of teachers responding sensitively to issues raised by children such as anxiety associated with terror attacks reported in the media or local safety issues.
- School and Education Scotland questionnaire responses show that almost all children feel safe (91%) and treated fairly and with respect (84%). Almost all children say the school is helping them become more confident (91%), and that the school helps to understand and respect other people (96%).

- Children demonstrated a very good understanding of a range of aspects of health and wellbeing. At P6/7, they can confidently discuss how to develop a training plan to improve their physical fitness. Children have a well-developed understanding of children's rights, confirming the positive impact of the school's work in achieving Rights Respecting Schools status. Children recognise this as permeating everything that they do in school, positively influencing their learning and improving the ethos and environment of the school community. Children talk positively about the way they use self-regulation strategies to make a plan to improve something they are finding challenging. This has impacted positively on younger children's capacity to resolve conflicts in the playground. As a result, children are developing a strong sense of positive self-esteem and resilience. Children in the health and sport committee are motivated to improve the health of their peers through devising health promoting activities which they run and evaluate. This has led to improvements in children's snack choices at morning break, and has promoted safe and healthy ways to travel to school.
- The school places a high level of importance on physical activity and sport. Very high numbers of children engage in out of class activities, with almost three quarters of the school taking part. These activities are supported very well by parents, a number of whom run after-school clubs, following training from Active Schools staff. Commendably, Bikeability training resulted in the P5-7 classes cycling the full 14 miles round Loch Leven. At all stages, children's wellbeing benefits from regular opportunities to engage with, and learn in, the rich natural environment of the school grounds and beyond.
- Staff have engaged in professional learning in a range of aspects of health and wellbeing related to the school improvement plan, over the previous session with a specific focus on self-regulation and outdoor learning. This has resulted in a shared understanding and consistent approach among staff.
- Strong partnership working with an extensive range of agencies, Active Schools staff, parents and local community has added significant value to children's experiences and outcomes in health and wellbeing. Many parents support delivery of the very popular after-school clubs such as netball and cricket, in which the children's achievements have been recognised by awards from local clubs. Other examples of effective partnership contributions include a focus on internet safety and work with the NSPCC to promote personal safety. Children benefit from strong links with Kinross High School in, among other aspects, sport and transition arrangements for central aspects of health and wellbeing including home economics.
- The school meets in full the requirements of all statutory duties, demonstrating a clear commitment to meet the needs of every child as an individual. The school's arrangements for support for children experiencing additional support needs are exemplary in respect of planning, delivery and evaluation. Children receiving specific programmes of support, including those facing additional challenges and barriers to their learning through economic, social or family circumstance, make very good progress. Their achievements are subject to close, continuous monitoring and tracking evidence is conclusive in demonstrating that these children make appropriate, positive progress in line with their peers.
- The school works closely with all early learning and childcare settings from which children transfer into P1. Staff ensure a clear focus, as part of their work with these centres and settings, is given so that that important information is gathered relating to each child's

progress and learning needs. The school is then well placed to take effective steps to identify and meet children's needs, including arranging enhanced transition support activities where appropriate.

- The school's central priority of meeting children's needs is reflected in staff's commitment and approaches which demonstrate many features of highly-effective practice. The part-time pupil support teacher works closely and effectively with the school's strong, highly qualified team of pupil support staff, and with class teachers, to provide effective support in meeting children's learning needs. She contributes directly, where appropriate, to programmes for individual children but also ensures a very positive contribution to building staff's capacity to meet the diverse range of children's needs. She works closely with the headteacher, whose close knowledge of each child in the school helps ensure effective planning, responding to children's changing circumstances. Plans for support are thorough, effective, and regularly reviewed, and involve staff, parents and children appropriately. Together, they identify relevant, purposeful targets. Key partners and agencies play important roles, including well-targeted contributions from the local authority's educational psychologist.
- Attendance in the school is above national averages, and the school's commitment and effectiveness in ensuring inclusion is an outstanding feature of its work. The positive tone and ethos of teamwork embraces every member of staff working in the school and is a key part of the school's successful approach to inclusion and support. The school's response to placing requests demonstrates clearly its effective approaches to inclusion, regardless of whether an individual child is from within the school's recognised catchment or not. The headteacher ensures that every effort is made to provide all children with the same quality of learning experiences and opportunities for achievement. Across the school, children learn to respect difference and diversity, as positive features which are valuable to the health of a community. Specific contributions feature in the school's programmes of religious and moral education and social studies, and in how seeking Rights Respecting Schools status has enhanced children's awareness.

3.2 Raising attainment and achievement

very good

This indicator focuses on the school's success in achieving the best possible outcomes for all learners. Success is measured in attainment across all areas of the curriculum and through the school's ability to demonstrate learners' achievements in relation to skills and attributes. Continuous improvement or sustained high standards over time is a key feature of this indicator. The themes are:

- Attainment in literacy and numeracy
- Attainment over time
- Overall quality of learners' achievement
- Equity for all learners

English Language/Literacy

- Over time, attainment in English language and literacy has been very good with almost all children attaining well in listening, talking and reading and most in writing. Attainment has shown an improving trend in recent years. The school has identified correctly the need to continue to give a special focus to writing.

Listening and talking:

- Across the school, children are making very good progress in listening and talking. Almost all children display very good skills in listening. They listen well to adults and each other and are respectful to other's point of views. Many older children are able to expand their own view point into well-judged arguments. .At the early level, most children demonstrate effective listening skills and engage well in simple and extended conversations. By the second level, almost children have well-developed talking and listening. They are aware of the skills necessary to present to an audience and use opportunities in class topics to do this. When in small group discussions or one-to-one situations, children articulate very well their personal views and opinions. Children show a high level of confidence in engaging in conversations with visitors to the school as evidenced in how they engaged with the inspection team.
- Across the school, children have a very well-developed vocabulary and can talk about subjects of interest to them.

Reading:

- Across the school, almost all children are making very good progress in reading from their prior levels of attainment. Children working at the early level are making a very good start to their early reading. They relate well to stories read to them are able to make connections to print. They are developing an appropriate range of word attack skills and their skills in letter recognition are developing well. By P3, most children use their phonics skills well to decode common words in texts. As they progress through the school children read aloud with increasing confidence and fluency. Most children use their knowledge of punctuation, grammar and vocabulary well to add expression when reading.
- At the first level, children are developing very good skills in comprehension and are able to recall information which they have gained from texts. By the second level, children have very high levels of comprehension skills and make inferential judgements about what lies behind a text.

- Across the school, children are becoming increasingly aware of their own reading ability and almost all select texts appropriate to their reading level and are able to give reasons for their choice. Children read regularly for enjoyment and use a good range of fiction and non-fiction texts. Children use the newly refurbished library very well to support the development and enjoyment of reading. They enjoy the extensive selection of books. There is a very positive ethos for reading around the school which is adding clear value to children's literacy skills. Children are able to talk about their favourite books, with older children talking about their favourite authors and why they like books. By the second level, children have a very good awareness of what techniques author use to add colour to their writing such as adjectives and figures of speech etc.

Writing:

- Across the school, most children are making very good progress in writing. Children write regularly and in a range of genre, including poetry. Often writing comes from real-life stimuli such as an outdoor walk or for real purpose such as the writing around Michael Bruce in the P6/7 class.
- At the early level, children construct simple sentences well to convey the meaning in their story. At the first level, children are able to write using a variety of connectives to give their writing more continuity. By the second level, children write well-constructed pieces from a variety of stimuli.
- As the school continues to give a focus to writing, it should consider adopting a common approach to responding to script (marking) to give a greater continuity to writing across the school.

Numeracy

- Children's attainment in mathematics and numeracy has been consistently strong over recent years, with most children performing well across the different aspects. At P7, there had been a notable pattern of improvement over the last four years.

Number money and measurement.

- Children at all stages make steady progress and attain well across the different aspects of number, money and measurement. For example, by P3 children are becoming confident in telling the time. They use analogue and digital clocks with increasing accuracy, and coped well with a range of 'stations' involving tasks on days of the week and months of the year. By P5 children are skilled in calculations involving two- and three-digit numbers and show sound knowledge of place value in a range of interesting, practical tasks. Children in P7 are skilled in important aspects of number, money and measurement, for example using times tables quickly and accurately to calculate areas of rooms.

Shape position and movement

- Children attain well and achieve good progress in their understanding of shape position and movement. Children at P1 have made a strong start in recognising 2D shapes and describing their features. By P3, children can offer detailed descriptions of a range of shapes using appropriate terminology. Children at the upper stages can provide accurate directions for moving around the school, including fair estimates of distances in metres. P7 children are skilful in identifying 3D objects, including compound forms. They could apply their knowledge of shapes to new situations, for example comparing the structure of a pyramid with that of a cone.

Information handling

- Children make good progress in developing skills in creating and organising information. Over the stages, they have opportunities to carry out surveys, and can recall the techniques they used to gather and organise data systematically. Children in the upper stages are able to use a range of different graphical approaches to presenting conclusions of a survey, and were able to justify their choice of different types of graph for different purposes.

Problem solving and wider aspects of numeracy

- Children at all stages showed a positive interest in mathematics and numeracy, confirming the effects of the wide range of teaching approaches adopted by staff. Most children are highly motivated when given tasks which required them to apply their skills in new situations, to solve problems. For example, children in P7 are keenly interested in exploring new functions on their calculators. Some were skilled at identifying number patterns and making inferences as to what would happen next. Children in P7 have some knowledge of important mathematicians and scientists and the contributions they had made. P7 children also demonstrate a clear understanding of the relevance of numeracy in the world of work.

Attainment over time

- Over the last four years, most or almost all children attained or exceeded relevant Curriculum for Excellence levels in literacy and numeracy at P1, P4 and P7. Work carried out by inspectors, including tasks with pupil focus groups, scrutiny of children's work, discussions with staff and study of tracking information, confirmed the reliability and validity of the school's data. Based on a combination of teachers' judgements, data from standardised assessments, and effective tracking, almost all children have made very good progress in their attainments in literacy and numeracy over the last three years.
- The school is committed to using the national benchmark resources in the near future, as a structure for assessing, monitoring and tracking, replacing its current framework of indicators provided by the local authority. Staff collaborate well, within the school, in the wider school cluster and in appropriate local authority opportunities to enhance the consistency and reliability of their judgements when assessing children's work.
- The school's data indicate that children with particular challenges generally make sustained, positive progress. However, the data confirm that boys' attainment has been, at times, less positive than girls. Working with support staff, teachers have devised individual programmes to address this issue.

Overall quality of learners' achievement

- Children achieve extremely well across a wide range of activities and interests, demonstrating positive development of skills including those relevant to learning, life and work. Staff work very well with partners to take full advantage of the school's exceptionally rich geographical and historical context, including a range of valuable experiences in outdoor learning. The school is able to confirm that children regardless of circumstances are able to participate fully in the wider life of the school and community.
- Children have exceptional opportunities to participate and achieve across a diverse range of experiences, clubs and opportunities. They develop appropriate sporting skills, for example in athletics, netball, cricket and skiing, with consequent positive benefits for health and wellbeing. They have opportunities to learn and improve craft skills, for

example in cooking or sewing. Children's achievements in cricket have resulted in the school receiving an award for the quality of its links with the local club. All children take part in at least one committee, enhancing their capacity to work as a team and to understand the scope for them to contribute to the life of a community.

- Younger children take on duties in the P1-P3 environment committee, the P4-P7 pupil council, or as Junior Road Safety Officers or House Captains. All children rise to the challenges of residential stays which are offered in P6 and P7, with almost all achieving the John Muir award. The school takes effective steps, working closely with parents, to ensure that these experiences are fully inclusive. Children take part in important charity fund raising events, raising their awareness of the needs of less-advantaged groups in society.
- Children enhance their self-esteem and teamwork through the school's regular performances of concerts and pantomimes. These well planned and organised events provide an important showcase for the children's talents and growing self-confidence, and receive strong support from the whole team of staff in the school, and from the wider community. In this and other respects, children's achievements are enabled and enhanced by strong partnerships with the community, and important recognition of the local environment as a rich, unique resource for the school. For example, children extend their appreciation of the idea of responsible citizenship through taking part in Kinnesswood in Bloom and the Portmoak Festival of local culture and heritage.

Equity for all learners

- Staff monitor children's participation in wider achievements thoroughly, with the aim of ensuring that all children progress appropriately, and have very good opportunities to develop and demonstrate wider achievements. Staff use tracking data well across the range of children's experiences, with a specific focus on children with potential barriers to their learning, to ensure that all children have full access to the curriculum including those aspects relevant to wider achievement.
- Children across the school are developing the four capacities very well through a range of wider achievement activities within and beyond school. These achievements are celebrated through display, social media, newsletter, 'Special Mentions Board' and assembly awards. The school has also achieved external recognition in the areas of Rights Respecting School and School Sports Award, and children in P6 achieve a John Muir Award for their contribution to the environment during their residential stay at Ardroy Outdoor Education Centre. Children can clearly articulate many of the skills they are gaining from participating in these experiences, and reflect on these in their Learner's Journey Jotters. The whole school contribute to the local community very well, being at the heart of the local festivals to celebrate the heritage and culture of the area. Pride is taken in the poems and artwork of children which are displayed in several areas of the village.
- Children display confidence and leadership skills through their roles on whole-school committees. They create their own aspects for improvement and evaluate their success regularly within these. These activities enrich the experiences of children by building relationships within and beyond school through working with a wide range of partners. The joint work of staff and pupils resulted in the recent award of level 1 Rights Respecting Schools status.

- The school have analysed participation of children in wider achievement opportunities both within and outwith the school to identify any gaps. Staff should continue with this approach to ensure that any barriers identified are addressed. Future planning could also take account of gaps in skills of children, as identified through the LJJ and TTT, to ensure children add value to their achievements.

School choice of QI :Partnerships

- **Theme 1-The development and promotion of partnerships**
- **Theme 2 - Collaborative learning and improvement**
- **Theme 3 - Impact on learners**

- The school has established commendable partnerships throughout the local community which have enhanced outcomes for children. Partners who completed the inspection questionnaire and spoke to inspectors were very positive about their links with the school. Examples of partners include, Portmoak Festival art exhibition, Kinnesswood in Bloom and Kinross cricket club. There is a clear strategy for the involvement of partners and the whole process is managed very well by the school.
- The school's vision statement 'Being the best I can be' Portmoak LIFE identifies inclusion and the environment as being a fundamental aspect of the work of the school. The school sees the local area as a high-quality resource with the school at the heart of it. As a result, the partnerships the school has with various community groups allow children to experience a curriculum that is enhanced through these mutually beneficial relationships. Partnership working is firmly embedded at Portmoak with a range of services, supporters, friends of the school and community groups. This enables the school to offer a range of rich experiences for learners.
- Working in partnership with groups and organisations such Active schools, Kinross Cricket Club, the John Muir trust and Tillicoultry Ski Centre allows the school to provide a wider range of sporting activities for children. Learners and their parents appreciate the opportunities afforded through these links.
- The school also connects with the wider community through the Church parish magazine and Kinross newsletter. This contributes to the school's high standing in the local community. This was commented upon by parents to inspectors
- The school communicates very effectively with partners. Communication with partners allows clarity of purpose and enables the school to deliver more effective learning experiences and targeted interventions when these are required. Parents told inspectors that the school had a strategy for working with partners.
- Working with parents as partners is a key feature of the work of the school. Regular newsletters and updates on the website are produced by the school. Workshop sessions and open days give parents the added knowledge to better support their children at home. Regular parent surveys and opinion polls feed into the school's self-evaluation. Parents are kept well-informed about the life of the school through regular newsletters and social media.
- The school has an active and supportive Parent Council which is appreciated by staff. All parents are encouraged to become engaged in the life of the school and their children's learning. A 'talent bank' is kept where parents are encouraged to complete forms to say how they can be involved in the school. The Parent Council is consulted about the draft improvement plan with suggestions being taken on board by the school. Parents have had a major input into the designing of the school library. Parents have opportunities to

engage in their own children's learning through discussing, and commenting on, the children's Personal Learning Journeys and attending curricular workshops.

The inspection team found the following strengths in the school's work:

- Confident and articulate children who show a great pride in their school. Children are enthusiastic and motivated about their learning and respond well to the many varied opportunities provided by staff both in school and the wider community.
- The positive impact of the dynamic leadership of the headteacher. Taken together with the teamwork of the principal teacher and staff this is securing school improvement, sustaining high attainment and creating a nurturing and inclusive ethos.
- The very strong partnerships with parents, partners and the wider community to create enriching learning experiences for children. This contributes effectively to the exemplary range of children's achievements.
- The excellent provision for children's health and wellbeing and for meeting their learning needs in full.

The following areas for improvement were identified and discussed with the headteacher and a representative from Perth and Kinross Council:

- As identified in the school improvement plan, continue with developments in the area of skills for learning, life and work including digital skills.

We are confident that the school has the capacity to continue to improve and so we will make no more visits in connection with this inspection. Perth and Kinross Council will inform parents/carers about the school's progress as part of its arrangements for reporting on the quality of its schools.

Practice worth sharing more widely

- Approaches taken to the promotion of health and wellbeing.
- Children's ability to talk about themselves as learners.
- The quality of ethos in supporting leadership of change.

Explanation of terms of quantity

The following standard Education Scotland terms of quantity are used in this report:

All	100%
Almost all	91% – 99%
Most	75% – 90%
Majority	50% – 74%
Minority/Less than half	15 – 49%
A few	less than 15%

Other quantitative terms used in this report are to be understood as in common English usage.

Education Scotland

Denholm House
Almondvale Business Park
Almondvale Way
Livingston EH54 6GA

T +44 (0)131 244 4330
E enquiries@educationscotland.gsi.gov.uk

www.education.gov.scot

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