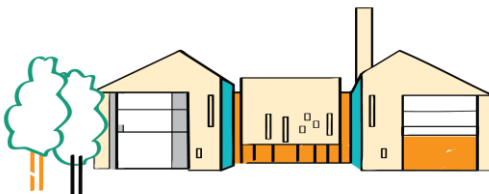




Kinross Primary School Standards and Quality Report 2022-23



This document has been collated in consultation with the school's Quality Improvement Officer, staff and the Parent Council Chair

Kinross Primary sits at the heart of the Kinross Community. It is a large primary with 18 mainstream classes and a 45 week nursery.

Kinross Primary School was inspected by Education Scotland in October 2018 and a Local Authority Follow up visit was carried out in March 2020. A copy of the inspections report and follow up can be found on the link below.
<http://www.kinrossprimary.org.uk/Information/Documents/>

Parents/Carers

Our Parent Council continues to work hard to support our school, giving strategic advice, encouraging parental involvement and organising a variety of fund-raising activities. Our Parent Council fund all our Culture and Arts activities which enriches the curriculum and is free for all. We are committed to continuous improvement therefore the support given to staff, pupils and the school is invaluable.

Attainment

All pupils have made good progress from their prior levels. In Primary 1 almost all children have achieved in line with national expectations in listening and talking, most in reading and nursery and the majority in writing. In Primary 4 almost all children have achieved in line with national expectations in listening and talking, most in reading and numeracy and the majority in writing. In Primary 7 almost all children have achieved in line with national expectations in listening and talking and reading and most in writing and numeracy. Across all stages there are many children on track to achieve an appropriate level in their learning earlier than national expectations would indicate. Attainment across the school is very good.

Attendance

Regular attendance and good timekeeping are priorities in our school. We have an excellent attendance rate. During the 2022/23 session the attendance rate was 93% which was above the PKC average.



Attendance, Attainment and Achievement

We have continued to offer a range of wider achievement opportunities for our children. Our strategies to promote wellbeing, equality and inclusion are very good.

- The cultural programme supported by the Parent Council provided experiences for all learners e.g. theatre productions, performance art, author visits and storytelling sessions. These are loved by the children, valued by staff and provide creative contexts for learning.
- PEF funding has allowed additional staffing to provide the opportunity for all identified learners to make progress through targeted support in Numeracy and Literacy including Toe By Toe, Plus One, Precision Teaching and 5 Minute Box. Their progress is monitored closely using the Closing the Gap Toolkit with interventions that are appropriate and measurable.
- Kinross Coins have been introduced to promote wider achievements P1 –P7 with a continued focus on skills for learning, life and work and the school values of wellbeing, ambition, achievement and teamwork.
- Pupils shared information with parents/carers about their learning through Learning Assemblies, Open Afternoons and regular posts on Seesaw Learning Journeys.
- We were awarded our Bronze Rights Respecting Schools award as a result of the efforts of the Rights Knights and whole school engagement in promoting children's rights.
- Parent Council Meetings, Child's Plan Meetings and Parent Contact sessions were held either virtually or in person with improved attendance at all.
- The re-introduction of extra curricular clubs has allowed learners to develop skills in a range of areas. Clubs have included Dungeons and Dragons club, Badminton, Table Tennis, reading and Art Club. These have been provided by staff offering at lunchtime and prior to the school day.
- All pupils in P5 worked in the wildlife garden to discover, explore and improve the local environment as part of their John Muir Award. They led and planned their topic and collaborated to identify ways to improve the wildlife garden.
- We had the official opening of our Confucius Classroom to celebrate the learning of mandarin and promote Chinese Culture.
- Our community engagement increased this session with pupils being involved in Trout in the Classroom, visits to the Potager Garden, links with CHAS and Broke Not Broken.

Our school Twitter feed and website provide daily updates on achievements throughout the school www.kinrossprimary.org.uk Twitter: @kinrossprimarys



Learning

Learning and teaching is good across the school and nursery, including the use of digital technology. Planning for skills development is embedded across all stages P1-7.

A programme is in place to monitor the learning and teaching across the school. This year we have focused on triangulating evidence which has included sampling pupils' work and analysing pupils' tracking information to ensure progress, pace and challenge in learning. Staff are utilising various assessment sources including national assessments and progressive pathways to ensure that assessment judgements are consistent, evidence based and in line with National Benchmarks.

All learners in Primary 1 participate in weekly play discussions where they reflect on how they have engaged with their play areas and what they would like to add or adapt. They have had a termly focused observation of their learning, with individual feedback and next steps planned.

The Active Literacy programme has continued to provide a structure to language lessons in P1 to P7. This has had a positive impact on pupils' independent learning and attainment in literacy.

The progressive pathways in literacy and numeracy are supporting staff in planning and professional discussions on pupil progress. Staff are utilising the National Benchmarks to ensure consistency when making judgements on learners securing a level.

The development of the 'Circle' Inclusive Classroom resource in our school, provides another opportunity to share good inclusive practice, focusing on approaches to improve the engagement and achievement of all learners, including those who require additional support. Our link Educational Psychologist provided staff training on supporting structures and routines for learners and all staff engaged in Trauma Informed Practice supported by the Family Change team.

The PKC monitoring and tracking spreadsheet tracks progress against predictions. Teacher and ECP judgement is supported by a range of planned assessment evidence. The collated data is used very effectively to target additional support for children who require it. We use a toolkit to monitor the effectiveness of interventions to close the gap and use the data to plan next steps for learners.

The use of digital technology to profile learners' progress saw improved parental engagement through online platforms such as Seesaw.



Leadership at all levels

Learners

This session we have offered a range of leadership opportunities to learners. The House Committee has organised events including a Christmas Hamper Appeal and the Macmillan Coffee Event. During the year the World of Work Group, Eco Committee, Rights Knights, Digital Leaders and Library monitors have led initiatives in the school. Learner's voice continues to be featured via weekly reflection time, questionnaires and Pupil Voice feedback sessions. Our learners have the opportunity to contribute to topic plans and, in the early years, guide the focus of learning.

Staff

The ethos of our school is very much about shared involvement, shared leadership and shared responsibility. This session staff have collaborated and supported each other in a range of aspects of school life. The staff's commitment to teamwork has been commendable. Our capacity to manage leadership of change is good.

- The school continues to promote understanding of children's development through professional learning in Self-Regulation. This year two staff undertook an Action Research Project on Self-Regulation in collaboration with the Educational Psychology team.
- Staff continue to engage in professional learning which enhances their roles in school. This has included Master's level study, Professional Enquiry, e-learning on the Circle Inclusive Classroom resource and units completed towards degree qualifications for nursery staff. Our Principal ECP has recently completed her Early Childhood studies degree.
- All staff were involved in training on Trauma Informed Practice to develop their understanding of children's distressed behaviours.
- A member of staff led the Rights Respecting School focus across the school.
- A member of staff leads the Digital Leaders Team who support across the school.
- Support Staff have responsibility for a range of initiatives e.g. First Aid, Kit Bag, Lego Therapy, social skills groups, motor skills development, outdoor learning etc.

Improvement Priorities for 2023-24

- Implement a new programme for Interdisciplinary Learning (Topics) on a three-year cycle to ensure breadth and depth of Curriculum for Excellence.
- Focused learning and teaching in grammar to improve writing.
- Further work on Inclusive Practice to upskill staff on a range of strategies to support learners.