

Summarised inspection findings

Kinneil Primary School and Early Years Campus

Falkirk Council

24 March 2020

Key contextual information

Kinneil Primary and Early Years Campus is a non-denominational primary school, with an Early Years Campus, situated in the middle of Bo'ness, a few miles to the east of Falkirk. The associated secondary school is Bo'ness Academy. There are 12 classes from Primary 1 to Primary 7. The leadership team comprises an acting headteacher, an acting depute headteacher and two principal teachers. There have been a number of recent staff changes.

2.3 Learning, teaching and assessment

good

This 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

- In Kinneil Primary School there are very positive, caring and supportive relationships between staff and children across the school. Children are happy in their learning environment and talk positively and enthusiastically about their school. The warm, respectful interactions between staff and children, and amongst the children themselves, are underpinned by the school's vision, values and aims. Staff know the children well and have a clear understanding of any barriers to learning which children may face. As a result, children feel a valued part of their learning community and well supported by adults, ensuring they are ready to learn and achieve. In most classes, children engage well with their learning. In a few classes, children would benefit from opportunities to become more independent in their learning.
- Most teachers, when planning learning activities for classes, take account of prior learning. In most classes, teachers give clear explanations that enable children to understand the purpose of the lesson. Almost all teachers explain what children need to do to be successful in their learning and in a few classes, children are able to co-create these measures of success. In the majority of classes, teachers plan appropriately differentiated activities in literacy and numeracy which enable children to achieve success. Overall, teachers provide well-planned structured lessons. In the majority of classes there is scope to increase the pace and challenge of learning to ensure that all children can make the best possible progress.
- The use of digital technology to enhance learning is an area of development across the school which is supporting innovation and creativity for children. In most classes, children use tablets for learning, for example, for research or to create presentations. There are effective examples of 'unplugged' digital learning, which provide very helpful visualisation of how coding works and this deepens children's understanding. In a minority of classes, digital learning could be used more effectively by teachers and children to enrich learning. Children have access to a well-developed outdoor area. Targeted children benefit from outdoor learning experiences which build their confidence and self-esteem.
- The senior leadership team and teaching staff recognise the need to improve the consistency of learning and teaching across the school. Staff's ongoing work on strategies to improve practice, including the development of collaborative planning, moderation activities, and the

sharing of good practice should continue to be developed. Children's learning experiences are not yet of a consistently high quality. To facilitate this, teachers should now participate more frequently in collegiately-planned peer classroom observations of learning, focussing on key aspects of effective learning, teaching and assessment.

- In the majority of lessons, tasks, activities and resources are appropriate to meet the learning needs for most children. Most children feel that staff help them to understand their progress and encourage them to do their best. Staff are beginning to help children make meaningful links across learning, including developing skills for learning, life and work. Staff now need to ensure that they place greater focus on the development of children's skills, including making the language used to describe skills more explicit to children. In doing so, this will help children understand how the literacy and numeracy skills they are developing will help their learning across the curriculum, as well as in their future lives.
- Children with additional support needs are supported sensitively in their learning by their teachers. This is underpinned by regular and responsive planning for a range of tailored interventions through close working between teachers, pupil support staff and the support for learning principal teacher. To enable children with additional support needs to benefit from the maximum possible time in class, senior leaders should now re-evaluate the deployment of support for learning staff. Teachers collaborate with support for learning specialist staff to create appropriate support plans for children. They implement approaches and interventions to ensure progression and that any barriers to learning are addressed. Senior leaders should continue to review the effectiveness of differentiation in lessons to support further improvement in attainment for all learners.
- Almost all teachers use a range of formative and summative approaches to assess children's progress. Formative assessment strategies are used by the majority of teachers routinely in class to support children to self and peer assess and to engage fully in the learning process. Staff should share existing high-quality practice in assessment so that all children across the school are able to reflect effectively on their learning.
- Staff engage in ongoing cluster moderation activities. These activities have developed teachers' understanding of standards within the experiences and outcomes. Teachers' knowledge and application of the National Benchmarks for literacy and numeracy is increasing, but is not yet robust enough. As planned, teachers should continue to improve the reliability of their assessment judgements and further develop approaches to moderation.
- At all stages, teachers work collegiately to plan for learning and teaching. The use of the local authority's progression pathways has increased staff's confidence in planning for continuity and progression in children's learning. There is a need for teachers to ensure that assessment is integral to the planning process. The senior leadership team should now review the current level of paper work in relation to the quality assurance of planned learning, teaching and assessment and for reporting on progress. This will support a more targeted approach to working towards consistently high quality learning, teaching and assessment across the school.

2.1 Safeguarding and child protection

- 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. Areas for development have been agreed with the school and the education authority.

3.2 Raising attainment and achievement

satisfactory

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

Attainment in literacy and numeracy

- Overall, the quality of children's attainment in literacy and numeracy is satisfactory. Attainment is strongest at second level and less strong at the early and first level. A significant number of children who experience barriers to learning are benefitting from targeted support and are making progress.
- The school provided a range of attainment data. Teacher professional judgement of Curriculum for Excellence levels is not yet accurate. To ensure the validity of attainment data, the school should develop rigorous moderation processes to ensure teachers have a shared and accurate understanding of National Benchmarks.

Literacy and English

Listening and talking

- At early level, the majority of children listen to adults and follow simple instructions. At times, a few children find it difficult to make meaningful contributions and listen respectfully to others. The majority can identify a few different sounds made by letters and can offer examples of words which begin with a given sound. The majority of children can answer simple questions related to their prior learning. They enjoy singing familiar songs linked to their phonics learning. Towards the end of first level, most children engage well with their peers as learning partners or as part of a small group. During whole class lessons, most listen well to their teachers. A few children do not listen to others or turn take in discussions well. At second level, almost all children listen very respectfully to their peers and adults. They are articulate and enjoy opportunities to share their learning and school experiences with visitors. During group discussions they make appropriate contributions to build well on the ideas of others. Almost all can elicit key information from digital texts to inspire, for example, their artwork. The majority identify different non-verbal techniques which they use as part of solo talks, for example, eye contact and good listening. They are less confident in identifying a range of verbal techniques, which support solo talks and debates.

Reading

- At early level, the majority of children are beginning to recognise a few initial sounds. A few confidently identify a number of common words. They are exploring sounds and common words in different contexts. A few children are developing their confidence in reading simple, familiar class reading books. However, the school's current approaches to teaching reading at the early level do not support all children to make the best possible progress and to apply their learning well. Towards the end of first level, children can identify their favourite author or book. They enjoy reading for pleasure and can explain the difference between fiction and non-fiction texts. They benefit from different approaches which support their reading competence. The majority of children demonstrate increasing fluency and understanding of different texts by

reading with well-developed expression. The majority answer simple questions about familiar texts. Most children working towards the end of second level read with fluency, understanding and expression, using appropriate tone. They enjoy reading and exploring different texts related to their class topic, for example, poetry and digital texts. Most make good attempts at describing the features of language used in a familiar poem, for example, interesting vocabulary and ellipsis. They are able to respond to and identify different types of questions, such as inferential and literal, which demonstrates their good understanding of the text. They can identify their favourite authors and books. In doing so, they are able to describe some of the literary features used. They make good use of reading strategies, such as skimming and scanning to locate unfamiliar words and phrases.

Writing

- Across the school, children write for different purposes and are developing their understanding of a variety of genres. At the early level, children are learning to use a pencil and form letters correctly. Children working at first and second levels use writing criteria to plan and assess their writing. At the start of first level, the majority of children can write a simple sentence, making use of a capital letter and full stop. By the end of first level, the majority of children structure their writing well, using simple punctuation and joining words. Most children can identify different joining words and are beginning to use a few in their own writing. At second level, most children make effective use of notes to create new texts. Most children can write persuasive letters, which include appropriate features and can write in a fluent and legible way. They make good use of sentence openers and joining words to up level their writing. A few children are developing their own particular style of writing and are engaging the reader well. Most children make good use of self and teacher assessment to improve the standard of their work. Staff should share this positive practice across the school.

Numeracy and mathematics

Number, money and measure

- At the early level, the majority of children can count and identify numbers up to 10. They are beginning to add numbers within five and a few can add within larger numbers. The majority can copy and create simple patterns. At the beginning of first level, the majority of children need prompting to recall basic number bonds within 10. They can recognise and match a range of coins and recognise o'clock times on an analogue clock. As they progress through first level, they develop an understanding of larger numbers. For example, the majority of children can double numbers within a hundred and can add and subtract two-digit numbers within a hundred. By the end of first level, the majority of children can recognise coins and notes and calculate total amount within £1. They are less confident in calculating the correct change. Most children can recognise o'clock, half past, quarter past and quarter to on an analogue clock and the majority on a digital clock. The majority of children lack confidence in identifying simple fractions. By the end of second level, most children have a good understanding of number, money and measure. They show clear understanding of negative numbers, equations and equivalent fractions. They understand the equivalence between fractions, decimals and percentages. They have a sound understanding of the benefits and disadvantages of using credit and debit cards and real-life contexts for profit and loss.

Shape, position and movement

- By the end of early level, a significant number of children are unable to identify basic two-dimensional shapes and three-dimensional objects. At the end of first level, the majority of children know that a right angle is 90 degrees and can identify these in the environment. Most children at second level are able to describe and classify a range of angles and two-dimensional shapes and three-dimensional objects in the environment. They know that the radius is half of the diameter.

Information handling

- Across the school, most children are not yet able to display and interpret data in an age and stage appropriate way. A few can recall prior experiences of recording information on bar graphs. There is a need to ensure all children have regular opportunities to develop and extend their opportunities in this area in different ways.

Attainment over time

- By the end of second level, a majority of children are making good progress from prior levels in literacy. Attainment over time in numeracy is weaker, with a majority making satisfactory progress. The school gathers data about children's ongoing performance in literacy and numeracy, but this is not yet robust or reliable. Teachers meet with the senior leadership team three times per year to discuss children's progress. The leadership team are not yet using this time effectively to identify trends or dips in attainment over time for cohorts of children. Over the last few years, the school has identified the need to raise children's attainment in literacy and numeracy. The senior leadership team and staff need to ensure this continues to be a key priority for improvement in order to ensure all children attain as highly as possible. The school is not yet gathering information on children's progress across other curricular areas. As correctly identified by the school, staff now need to develop appropriate approaches to track and monitor children's progress across the curriculum.

Overall quality of learners' achievement

- The school recognises and celebrates children's achievements in a range of ways, including in classes, at assemblies, on wall-displays and through social media. Children across the school are developing valuable leadership skills through participation in leadership opportunities, both in their classes and in the wider school community. They are proud of their individual achievements in and out with school and are confident in celebrating both their own successes and those of their peers. Children contribute effectively to the school and wider community. House captains choose the criteria for the house captains' awards which children receive for qualities such as having good manners and being helpful. Children are developing their citizenship skills by working well together to raise funds for local and national charities. Class teachers keep records of children's successes across a wide variety of contexts. Going forward, the school should develop an overview of children's achievements as they move through the school, to ensure that all children have the opportunity to participate. While children can identify certain key skills, such as listening and talking that they are developing through wider achievements, they do not have a coherent awareness of the skills for learning, life and work they are acquiring. Teachers should develop their use of the Career Education Standard to support them in taking this work forward.

Equity for all learners

- The acting headteacher, well supported by staff, has a strong focus on ensuring equity for all children. All staff are very aware of particular challenges facing a number of children and families and take positive and sensitive action to help, for example, by providing food and uniforms. The acting headteacher and staff have considered carefully how best to address the attainment gaps they have identified with a range of planned universal and targeted interventions. These include mindfulness, social enterprise, outdoor learning groups, and swimming lessons for children who are non-swimmers. Using the Pupil Equity Fund, the school has developed important and long-term partnerships with organisations such as Active Schools, Barnardos and speech and language therapists. Input from these partners provides support in areas such as: increased access to sporting opportunities; working with children and their families to support learning; and improving children's language acquisition in order to narrow the vocabulary gap. This range of approaches is helping targeted children to be ready to learn and thus more able to achieve and attain. School leaders and staff need to continue to monitor carefully the impact of such interventions in closing identified attainment gaps,

particularly over the longer term, and ensure that improvements in attainment for all are achieved.

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.