Summarised inspection findings

Kinross Primary School

Perth and Kinross Council

22 January 2019

Key contextual information

Kinross Primary School moved into a new building in December 2017. There are 18 primary classes and a nursery class. There is also a nurture provision, The Willow Tree which operates both a morning and afternoon session.

1.3 Leadership of change	very good

This 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

- The school's vision and values are highly visible and feature as a significant part of the work of the school. The school's core values of achievement, teamwork, wellbeing and ambition are promoted through school assemblies, infographics, 'Proud Clouds' and social media. Children have a very good understanding of the school's values and can identify and articulate when they have demonstrated these. Certificates of recognition are awarded termly to celebrate success in demonstrating values.

- Across the school, relationships are supportive and very nurturing. Staff have created a positive, calm and purposeful learning environment. They have a clear understanding of the social, economic and cultural context of the school. They have a very good understanding of children's individual circumstances and use this knowledge to ensure children are included and make the best possible progress in their learning.

- Children, staff and parents play a key role in supporting school improvement. They have opportunities to undertake a wide range of leadership roles in the school. Class responsibilities offer all children good opportunities for leadership and these support the development of children's confidence and sense of responsibility. Other opportunities for children to lead and shape school improvement include house captains, buddies, and digital leaders. They also contribute to a number of pupil groups including, Pupil Council, House Committee, Play Rangers, World of Work, Sports Committee, Digital Leaders, and Eco Committee. We have asked the school to continue to explore more ways for a greater number of children to experience and gain value from opportunities like this.

- Staff demonstrate a high degree of commitment to a shared vision for improvement. Teachers take collective ownership for school improvement and support each other very well in a culture of collegiality. Due to the success of previous Teacher Learning Communities (TLCs), staff have continued to make use of this approach to support school improvement. Staff engage in action-research projects, such as self-regulation, to provide them with the necessary skills and knowledge to implement and evaluate new initiatives. A few members of staff undertake Masters' level areas of study and share their knowledge with their colleagues.

In addition to this, all staff undertake a leadership role to improve aspects of the school. Support staff also play a significant and valuable role in taking forward developments to support individuals and groups of learners. For example, through First Aid, Lego Therapy, social skills groups, motor skills development, outdoor learning and the school library.

- Parents also have opportunities to lead improvements. This contributes to the sense of community evident across the school. Commendably, parents led the introduction of a whole-school cultural programme which provides opportunities for children from nursery to Primary 7 to take part in high quality arts events. This is now in its second year with parents still playing a key development role. An evaluation of the impact of this programme has taken place and this is helping to inform future developments.

- The school's quality assurance calendar ensures monitoring and evaluative activities are manageable and planned well across the school year. Children, parents and partners' views are gathered in different and creative ways. The school is very responsive to the views of parents, for example, providing a breakfast club and improving communication from school to home. Parents are consulted about many aspects of the school's work including the use of PEF (Pupil Equity Fund). Parents are kept well informed about how their views have been taken forward. There is also a Partners in Learning Group and Parent Council in place which take a very active role in the work and life of the school. Ninety two per cent of parents who responded to the questionnaire reported that they are satisfied with the school.

- The senior leadership team (SLT) carefully organises improvement planning to ensure the pace of change is manageable and leading to improved outcomes for all children. There is a clear emphasis on using an evidence-based approach to inform self-evaluation and drive forward school improvement. Self-evaluation is embedded across all aspects of the work of the school. Pupil voice is a strong feature of self-evaluation. School improvement priorities take full and appropriate account of national and local authority priorities. A clear focus on developing skills for learning, life and work (SLLW) is well embedded in the school culture. This lies at the heart of the school curriculum. For the last few years there has been a strong emphasis on raising attainment in literacy and numeracy. We have asked that the school now extend their focus to developing other aspects of the curriculum further.

- The senior leadership team provides strong and supportive leadership. Staff appreciate the support and encouragement they receive from the SLT. They appreciate the opportunities they have to access professional learning opportunities to develop their knowledge and skills. The SLT support each other very well. They have helped to create a positive and supportive ethos for children and staff. The headteacher and SLT are held in high regard by the school community. The SLT members have clear remits which are understood by all. The headteacher has created a culture within the school where all staff are able to lead initiatives and inform change. She has managed the pace of change well, acknowledging the school context.

- All staff understand the need to develop their professional standards through a clear ongoing commitment to GTCS policy and implementation. The PRD process is followed by staff and is used well to ensure staff have clear objectives for ongoing improvement throughout the year.

- The headteacher has established productive working relationships across and beyond the school community. There is evidence that this success in improving community partnerships, such as with local resources and businesses, is having a positive impact on the development of children's citizenship skills and on their knowledge about the world of work.

- The school shares its own good practice across the authority and more widely. Their strong practice in developing children's skills for life, learning and work features on the National Improvement Hub. The staff's highly effective practice in nurture has been captured on film by colleagues in Education Scotland to share more widely.

- Staff have a well-considered plan for making use of the Pupil Equity Fund. Funding has been used to purchase a range of resources and additional staffing to support children with needs in literacy, numeracy and health & wellbeing. Staff meet with the SLT and pupil support teacher to discuss the impact different interventions are having on individual children.

2.3 Learning, teaching and assessment	very 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

■ The school has created a caring and welcoming learning environment that reflects the school's vision and values. Children benefit from very positive and respectful relationships with staff and peers. In all classes, children are happy, engaged and enthusiastic about their learning. Children interact very well with each other, staff and visitors. They are very supportive of each other within and out with class lessons. Children enjoy making effective and purposeful use of the available learning space in their new school. For example, as part of active start sessions where children have free access to a range of stimulating activities. The school works very effectively to ensure that children can contribute meaningfully to the life of the school and the wider community.

■ Across all stages, children have opportunities to work individually, in pairs and groups. They are very attentive and contribute well in group and class tasks. Children respond well when given opportunities to make decisions about their learning. This promotes children's independence and develops their skills in leadership and responsibility for their learning. In the most effective lessons, children enjoy and benefit from opportunities to lead their learning in a meaningful way and make informed choices about what and how they learn. We have asked that this is a more consistent feature across all classes.

■ In almost all lessons, learning intentions and success criteria are used very well to clarify the purpose of the learning experiences. In most lessons, children co-construct their success criteria with teachers. Younger children are supported to do this in creative ways. Children at all stages enjoy a range of learning experiences. There is scope to ensure that all lessons provide children with appropriate breadth and challenge to increase the pace of learning.

■ Overall, the quality of teaching is good with elements of very good practice. Staff have worked hard to improve consistency of approaches to teaching through professional learning, collaborative planning and implementation of commercial resources. The school is very well placed to build on this very good practice by encouraging more creativity and innovation. In almost all lessons, explanations and instructions are clear. In the best examples, higher-order thinking skills are used well to support children to have a clearer understanding of what they are learning. Questioning is used very effectively to deepen children's understanding. Children are able to make good use of the high quality feedback they receive to identify next steps in literacy. Use of quality feedback linked to learning intentions now needs to impact more fully in other curriculum areas.

■ Over the last few years children have benefitted greatly from the school's key focus on developing children's understanding of the purpose and use of digital technology. The use of digital technology is a feature of most lessons.

- Staff at the same stage plan together on a regular basis and discuss learning, teaching and assessment. This is led by the depute headteachers who each take responsibility for a different level across the school. Over the last few years the staff and the SLT have reviewed and revised approaches to planning. The school is aware of the need to continue to streamline and focus planning to have a greater focus on pace and challenge. Collaborative planning is supporting staff dialogue and contributes to consistency of activities across stages.

- Assessment is integral to the planning of learning and teaching. Children engage in self and peer assessment activities for areas of their learning such as writing. While staff organise and make use of a wide range of assessment information they recognise that they are now at a stage where they can offer a more holistic approach to assessment. The school has taken part in moderation activities within the school and across the learning community. The school team commendably revisits it's understanding of moderation on a regular basis and adjust their practice taking on board current national guidance and advice. This is supporting staff to deepen their understanding and application of national standards and support planning.

- The senior leadership team has triannual tracking meetings with staff where children's progress is discussed and tracked. The information from these meetings is used very effectively to target additional support for children who require it. The school is aware of the attainment of different cohorts of children including those with additional support needs.

2.2 Curriculum: Learning pathways

■ The school has consulted staff, parents and some learners to update the curriculum rationale which is based on the school's vision and values. This refreshed rationale will ensure the curriculum reflects learner ambition and the local context.

■ Staff have access to learning pathways for all areas of the curriculum to inform planning. These pathways are presented in various formats and some have begun to be refreshed to reflect National Benchmarks, for example, numeracy and digital technologies. There is a need to continue to update learning pathways for all other areas of the curriculum to ensure progression in learning and to underpin approaches to planning and assessment.

■ Staff have developed a skills progression pathway reflecting the Career Education Standard. The implementation of this framework for skills for learning, life and work is having a positive impact on the children's learning experiences. Termly planning takes account of focus skills such as working with others, problem-solving, leadership and employability. Children are able to share and discuss their achievements using the skills vocabulary and are using these with increasing confidence in their learning.

■ Staff select learning contexts in collaboration with stage partners. Experiences and outcomes are considered within termly planning as teachers select a range of curriculum outcomes to address through interdisciplinary learning contexts. Whilst this approach offers children a variety of interesting learning opportunities, further work is needed to ensure there is clear progression, breadth and skills development across all areas of the curriculum. As pathways are refreshed for all curricular areas, there will be further opportunities to ensure an appropriate balance of relevant learning contexts which provide progression as learners journey though the school.

■ Digital literacy is developing well with lessons planned to include a clear ICT skills progression.

■ The skills and experiences of parents and partners are used very well to enrich the children's learning experiences and to raise awareness of the relevance of skills for learning, life and work.

■ The school should continue with its plans to develop outdoor learning and learning for sustainability. The school should develop plans to further implement French language learning more consistently across the school to ensure appropriate progression in learning.

2.7 Partnerships: Impact on learners – parental engagement

■ The SLT has created a culture of open and honest communication in the school. As a result, they have established very positive and highly effective relationships with parents. Almost all parents speak very positively about the work of the school and how well they are kept informed of their child's progress and any future developments. Parents are encouraged to involve themselves as fully as possible in the life of the school and this is leading to improvements in children's experiences. For example, the culture group is supporting children to widen their experience of the arts in, and beyond, the local community.

■ Parents welcome the opportunity to support their children with homework. The school should continue with their plans to review their current homework practice with a view to this becoming more aligned to family learning where parents and their children can learn together.

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

3.1 Ensuring wellbeing, equality and inclusion	very good

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

■ Relationships across the school are very positive. Staff treat all children with the highest levels of respect and, as a result, children know they are cared for. We observed children being courteous and respectful to staff and their peers. Children are proud to attend Kinross Primary School and speak highly of how they value the new school campus. There is a very strong sense of community in the school and as a result children learn in a caring and supportive learning environment. Almost all parents speak very highly of the quality of relationship they have with staff at the school. They appreciate the open and honest communication they have with all staff and this supports them to feel more fully involved in their child's learning.

■ Wellbeing lies at the heart of the school's work. Children know the wellbeing indicators very well and can speak confidently about what aspects of their life contribute to their wellbeing and how they can make positive choices to improve this. They review their learning against the wellbeing indicators twice a year. This supports them well to identify any areas they would like to improve during the year. They understand clearly what the school's vision means for them and know how their learning experiences are contributing to their wellbeing. Children can describe how the responsibilities they undertake contribute to their own wellbeing, and to the wellbeing of others in the school. They talk confidently about their rights and can link these to their wellbeing and the school's vision. They understand the importance of relationships and how these contribute to the positive learning environment in the school. A few children and parents indicated in pre-inspection questionnaires that they do not feel that the school deals with bullying well. The school has worked in collaboration with parents through the Partners in Learning Parents Group to review anti-bullying procedures and has involved children, staff and parents in developing a Positive Relationships Policy. This took account of current national guidance. We have asked the school to continue to ensure that there is a shared understanding of approaches to bullying and to communicate this regularly to children and parents.

■ Children are able to discuss the wide range of ways the school supports and promotes a healthy lifestyle. This includes how physical education is delivered and how the school links with partners to support them to access sporting clubs in the community. They are particularly enthusiastic about how the range of out of class clubs provides opportunities for physical activity and improvement in their personal fitness. Participation in clubs and sporting activities is carefully monitored. Where appropriate, staff ensure all children have as full access as possible to the range of activities available. Staff are viewed as positive role models for health and wellbeing.

- The needs of children requiring additional support are met very well. Staff are adept at identifying barriers to learning and adapting interventions to meet individual children's needs. Children's needs, and individualised targets, are recorded accurately in individualised education plans. These are shared with parents and targets are reviewed regularly against agreed timescales. This is supporting the school well to monitor and track these children's progress against their individualised targets. The school should continue to involve parents more fully in identifying and agreeing children's individualised targets.

- The SLT has a clear overview of children's needs across the school, which is reviewed regularly. This supports them very well to deploy support staff to ensure children receive the support they need, when they need it. Support staff work with children in class, individually and in groups. The support they provide is effective in supporting children to overcome any difficulties they are experiencing in their learning. Pupil Equity Funding is being used to employ additional support staff to provide support for appropriate children. Evidence shows that this support is impacting positively on these children's progress.

- Staff undertake professional learning, which supports them very well to understand each child's individual needs. This professional learning is increasing their understanding of what interventions would prove most effective in supporting children to overcome barriers to their learning. These interventions are proving successful in, for example, improving children's literacy and numeracy. Professional learning in approaches to emotional development are impacting positively on children's resilience. All staff are eager to take on board professional learning in how they can better meet children's needs and they regularly share their learning with each other.

- All children in P4 to P7 act as buddies for children in P1 to P3 and the nursery. Children who act as buddies say they enjoy helping other children in the school. They organise games for, and play with younger children, in the playground. They appreciate the opportunity this provides them to develop their understanding of what it means to be responsible. The younger children who receive this support say they particularly like having older children in the school on whom they can rely to be kind to them. Older children support younger children, for example, through paired reading. These approaches contribute very positively to the ethos in the school where almost all children say they feel nurtured. The school should consider developing further children's roles as buddies through, for example, developing their skills as peer mediators.

- Children are developing their understanding of diversity and equalities through celebrating festivals and celebrations in RME and at assemblies throughout the school year. Work done with the school's partners is helping children to understand better the challenges faced by families experiencing financial difficulties or illness. Staff have recognised that they now need to develop further the curriculum to provide children with more progressive pathways to develop children's understanding of equalities and diversity.

- All children are encouraged to apply to join the school's wide range of pupil groups. Senior managers ensure that children facing particular barriers are able to apply for, serve on and take as full a part as possible in pupil groups.

- The nurture provision within the Willow Tree provides a very supportive environment for children who require such support. Profiling tools are used very effectively to identify individual children's needs, plan interventions and monitor and track how well children are progressing.

Children who benefit from this support make very effective transitions between the Willow Tree and their class.

■ Whilst all food and drink standards are being met across the school day, further work is required to review the school lunch menu to ensure that this complies with statutory nutrient standards.

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

Attainment in literacy and numeracy

■ Data provided by the school in June 2018 demonstrates that, by the end of P1, most children achieved early level in reading, writing and numeracy and almost all children achieved early level in listening and talking. By the end of P4, most children had achieved first level in literacy and numeracy. By the end of P7, almost all children achieved second level in reading and listening and talking and most children achieved second level in writing and numeracy.

■ Inspection activity has shown that overall attainment is very good. In reading and in listening and talking at all levels children are attaining very well. In writing, at the early level children are attaining very well and children at first and second levels are attaining well. In numeracy, attainment at the early and first level is very good and second level is good. Children's progress in literacy is very good and overall in numeracy is good.

■ Teacher professional judgement is not yet sufficiently robust and reliable and children are attaining better than school data indicates. Further engagement in high quality moderation practice will support teachers and senior leaders to develop increased confidence in teachers' professional judgement.

■ Different cohorts of children such as children with additional support needs are making positive progress from prior levels of attainment.

Literacy and English

Reading

■ Overall, children's attainment in reading is very good. Most children across the school are enthusiastic about reading and regularly read a variety of texts for enjoyment. They can identify features of books which are designed to attract readers. Children would benefit from increased opportunities to select their own group reading text reflecting personalisation and choice.

- At early level, most children can use knowledge of sounds, letters and patterns to read words and can recognise common words in texts. They are beginning to use context clues to support understanding of stories. By the end of first level, children are able to explain preferences for particular authors and identify key features of different types of texts. They are able to use a range of word recognition strategies in independent reading activities. Almost all children can identify key features of fiction and non-fiction texts and can refer to appropriate sections of text to answer literal and non-literal questions. At second level, the majority of children recognise techniques used to influence the reader, for example, word choice, sentence structure, emotive language and rhetorical questions. Almost all children can distinguish between fact and opinion and justify preferences for the style of different authors. Whilst the majority of children at first and second levels can recognise and confidently use strategies such as prediction and comprehension, they would benefit from further opportunities to identify and use strategies such as skimming, scanning and clarifying.

Writing
- Overall, children's attainment in writing is very good. Across the school, children have regular opportunities to develop their ideas through extended pieces of writing. They respond very well to a range of stimuli to provoke their imagination and generate ideas to develop further their writing skills. The school should continue to provide opportunities for assessment of writing across different genres to deepen knowledge and understanding of key features, for example, personal writing, recount writing and report writing.

- At early level, most children are developing their skills in letter formation well and use their knowledge of letters to self-assess their own lower case letter writing. Most children are able to identify and spell common words they have been introduced to. Children's skills in extended writing are developing very well. Most children at first level, are able to explain and use key features of a range of writing genres and use planning techniques to structure extended writing. They are able to use a range of openers and connectives to engage the reader. Children are aware of areas of their writing which are personal improvement targets. At second level, most children can vary sentence structure and length to reflect the purpose of the text. They can make appropriate choices about layout and presentation. Children can confidently discuss appropriate use of punctuation and the benefits of using similes, metaphors, alliteration, and onomatopoeia to enrich their writing. Feedback from peers and teachers is used effectively to improve structure and content of extended writing.

Listening and talking
- Across the school, children's attainment in listening and talking is very good. Almost all children are confident and articulate when talking about their experiences and are developing their oracy skills across all areas of the curriculum. They are confident in sharing and justifying their views in group and class discussions. Children would benefit from more opportunities to further develop these skills through group or class debates.

- At early level, most children listen very well to instructions and offer responses to questions about texts and events. They use appropriate vocabulary when developing their ideas in imaginative play in pairs and small groups. Children can confidently share a personal response to events in a story and relate it to their own experience. Most children at first level are able to respond to instructions. They can identify features of good listening, for example, eye contact and facing the speaker, and can use these to peer assess presentations and discussions. At second level, most children can contribute relevant ideas in discussion and can build and extend the ideas of others. They are able to justify opinions and to respect that others may have a different viewpoint.

Numeracy and mathematics

- Across the school, children are able to carry out written addition and subtraction calculations well. Children would benefit further from more planned opportunities to apply their learning in new and unfamiliar situations. The school is well placed to implement this now. At the upper stages, children could extend their numeracy and mathematics skills further, including mental agility and more opportunities to solve multi-step word problems and justify the choice of strategy used.

Number, money and measure

- At early level, most children can use practical materials to carry out addition within ten. A few are able to add beyond ten. At the early stages, almost all children can use the language of before, after and in-between and can add and subtract mentally to ten. Most can apply addition and subtraction skills and use coins appropriately. Almost all can read analogue and digital o'clock times. At first level, almost all children can round whole numbers to the nearest ten and 100 and can identify the value of each digit in a whole number with three digits. Almost all children can record amounts of money accurately in different ways using the correct notation. At second level, most children can multiply whole numbers by two digit numbers. Most children can calculate simple percentages of a quantity. There is scope to develop children's ability to calculate simple fractions of a quantity. Most can compare costs and determine affordability within a budget.

Shape, position and movement

- At early level, almost all children can use the language of position and direction and recognise, and describe, common two dimensional shapes and three dimensional objects. At first level, almost all children can use mathematical language to describe the properties of a range of common two dimensional shapes and three dimensional objects. Almost all know the compass points and know that 90 degrees is a right angle. At second level, most children know that the radius is half the diameter.

Information handling

- At early stages, almost all children can interpret simple graphs and charts. At first level, most children can use mathematical vocabulary appropriately to describe the likelihood of occurrence in everyday situations. At second level, most children can use the language of probability accurately to describe the likelihood of simple events occurring.

Attainment over time

- The data provided by the school, shows that attainment over time is variable however, overall attainment is improving. The school is aware of the need to reflect on its moderation processes and ensure that more effective, high quality moderation is carried out by staff across the school and with other establishments. This has the potential to increase staff's confidence in reporting achievement of a level.

- The senior leadership team is systematically tracking children's progress. They are able to demonstrate the progress of different cohorts of children. Data is presented in many different formats. The school would benefit from reviewing its tracking systems and streamline it into to one system that all teaching staff can utilise. This has the potential to have a greater impact on pace and challenge and raise attainment further across the school.

Overall Quality of learners' achievement

- There are many different leadership opportunities for children which contribute to their wider achievement. All children are buddied with another and children speak very positively about their experiences of being buddies and how they are developing skills through this. There are also opportunities for children to be world of work (WOW) representatives, pupil council representatives, become digital leaders and house captains. We have discussed with the school how these valuable opportunities can be extended to include more children across the school. There is potential for children to take on greater leadership roles within these groups. The senior leadership team has discussed with us their plans to start accredited leadership awards for children.

- The school has achieved recognition through different national awards such as a silver sports Scotland award, three eco flags and a National Award for Excellence in Digital Teaching and Learning. The children are also developing their skills as responsible citizens by the many charity events they support and singing at the local care home.

- The school is tracking children's wider achievements and has carried out an extensive audit of children's cultural experiences. Using this information, a programme has been put in place to ensure all children benefit from high quality cultural experiences.

Equity for all learners
- The school is in receipt of money from the Pupil Equity Fund. The SLT has created a plan for the money. The school has used the money to buy resources for both universal and targeted use. The school can demonstrate the positive impact the pupil support assistants have on pupils at the early and first level. The school has used some of its Pupil Equity Fund to expand children's cultural experiences. Staff are well aware of the individual circumstances of children and make use of this information to promote equity of success and achievement for all.

14 | Summarised inspection findings
   Kinross Primary School and Nursery Class (5345227)
   Perth and Kinross Council

Choice of QI: 3.3 Creativity

- Creativity
- Digital Innovation
- Digital Literacy
- Employability Skills

■ Staff place a very strong emphasis on supporting children to develop creativity skills. Creativity skills are valued, recognised and articulated well by children and staff. Children are encouraged to lead aspects of their own learning. They engage in weekly reflection sessions which allow them to reflect on their learning, skills and wellbeing and plan aspects of their own learning. Staff have regular planning meetings with members of the senior leadership team to discuss the ways in which children's skills in leadership, enterprise, working with others, employability and problem solving are progressing. Last session a focus on increasing children's cultural experiences was also included. Staff are exploring ways in which to extend the use of loose parts across the school to promote creativity.

■ Staff have fostered well-established links with a wide range of partners including local businesses, schools, and cultural and creative sectors to support children to develop their creativity skills in meaningful and relevant contexts. Of particular note is the very positive partnership with the construction company which built their new school. All children in the school undertook a specific building topic which allowed them to explore different career options within this area. As part of the whole school approach of making effective use of this context, children had an opportunity to apply for the role of a 'Reporter' to update their peers on the progress of the school build. As part of this 'Reporters' participated in meetings with different personnel. Opportunities such as these help children to develop significant employability skills.

■ In addition to this, there are a number of opportunities within the school for children to lead school improvement such as, House Captains and Digital Leaders. Commendably, for all key leadership roles in the school children have to apply for positions in a formal way. This involves writing personal statements, completing application forms and for the role of House Captain writing their own manifesto which is shared with their peers and staff.

■ Children also take responsibility for securing and celebrating strong partnerships. Children organise events such as the 'Business Breakfast' where they invite local businesses and partners to share their work and more importantly the skills they have been developing as part of the school's practice in taking forward the Career Education Standard. This has been developed in collaboration with parents. After taking a baseline audit, positive steps have been taken to ensure all children benefit from a range of cultural experiences, including working with for example, Scottish Opera, authors and circus performers. Staff have undertaken an evaluation of the impact of the programme and have identified ways to develop this further.

■ Very helpful visual representation of skills for learning, life and work are on display across the school which ensures consistency and accessibility for all learners. To support consistency and a progressive approach to developing these skills, staff have created a skills progression framework. All children's wider achievements are tracked and linked to SLLW. Planning across all stages has a focus on SLLW for each interdisciplinary learning topic. With children, teachers

plan a range of experiences and contexts to develop this skill in learning across the curriculum as well as discrete lessons. Children illustrate how they are developing skills in different ways, for example, in their learning journeys and on displays. Children's efforts and successes are recognised with a 'Proud Cloud' award. Children readily identify and talk about the skills they are developing and why they are important.

- Over the last few years children have benefitted greatly from the school's key focus on developing children's understanding of the purpose and use of digital technology. The use of digital technology is a feature of most lessons. Commendably children have played a key role in developing the skills of their peers, teachers, support staff and parents. Children apply for and undertake roles of Digital Leaders. They join other children and staff in classes to support them with new technologies. They also organise and run an i-Genius Bar where children seek technological support for different areas such as exploring new applications. Children also are becoming more skilled in coding as part of their lessons and their participation in code clubs. In recognition of the extensive work in taking forward digital technology the school has recently gained National Award for Excellence in Digital Teaching and Learning.

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.