

Summarised inspection findings

King's Road Primary School

Fife Council

17 September 2019

Key contextual information

Kings Road Primary School and Nursery are located in the town of Rosyth, in the south west of Fife. At the time of the inspection, there were 427 children on the school roll, and 15 classes. In the six years prior to the headteacher taking up post 15 months ago, there were a number of changes to the leadership team. The school is now part of the Inverkeithing High School cluster.

1.3 Leadership of change

satisfactory

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 headteacher is well respected by stakeholders. She demonstrates high levels of integrity, respect and compassion towards others. Staff, children, parents and partners are positive about the changes the headteacher is bringing to the life and work of the school. Her initial priorities have been to improve the sense of community and to bring greater consistency across the work of the school. As a result, there is a caring ethos, and most staff are engaged increasingly in collaborative approaches to improving the school. Staff feel valued by the headteacher and most understand the need for change. The headteacher is now in a position to increase the pace of change. All staff should work together with raised aspirations for the work of the school to ensure better outcomes for all learners. Together with all stakeholders, the headteacher and deposes should develop a shared vision and agreed aims for the school. These should be used to develop a curriculum rationale which fully reflect the school's unique context.
- The headteacher and deposes have a good understanding of the social, economic and cultural context of the school and its families. The values of knowledge, respect, pride and success, developed several years ago with staff and pupils, are visible throughout parts of the school and in school documentation. Most children are able to talk about the values, however this is not fully reflected in behaviours across the school and in the playground. Senior leaders should build on the recently introduced house system and work on nurturing approaches, to help all staff and children demonstrate the values in action.
- Developing collaborative leadership at all levels in the school has been an important focus for the headteacher in the past year. Staff welcome being consulted on a regular basis and involved in decision making. For example, listening to teachers' views has been key to the evolution of new planning formats. As a result of this move to upskill and empower staff, they are increasingly taking on leadership roles in developing aspects of school improvement. Staff involved are able to recognise the impact on learners' experiences. The headteacher should continue to develop staff leadership at all levels in the school. This includes, as planned, reviewing remits of the senior leadership team further to ensure greater clarity of responsibility and accountability for key aspects of strategic leadership and school improvement.

- As a result of the school's approaches to gathering feedback from stakeholders, there is an increasingly reflective and solution-focused culture across the school. A useful quality assurance overview is beginning to provide more rigour in approaches to self-evaluation. We have discussed with senior leaders how they can build on this to develop approaches to identifying strengths and areas for development further. This includes using data and intelligence gathered in a more systematic and strategic way to inform priorities for improvement.
- The school improvement plan has been developing during this session in response to ongoing reflection and discussion with staff and children. The headteacher recognises that future improvement plans need to be more streamlined. This includes a greater focus on improving learning and teaching, developing the curriculum and raising attainment. Senior leaders should continue to look for ways to engage more children, parents and partners in school improvement processes.
- The creation of the recently formed pupil leadership groups is a positive step in beginning to develop learner participation in the life and work of the school. Children who take part are enjoying being involved and seeing changes being made as a result. For example, playground leaders consulted their peers about improving behaviour in the playground, resulting in the introduction of new playground games this term. Already there has been a reduction in the number of playground incidents as a result of the improvements being led by the children. The parent council has listened to the views of the playground leaders, and has agreed to fund more playground equipment. Senior leaders and teachers should continue to develop approaches to pupil participation across all stages of the school, including school improvement activities. This includes, as planned, developing a more robust approach to tracking children's involvement in leadership opportunities to ensure that children at all stages of the school are involved over time.
- Appropriate arrangements are in place for staff to meet together to share professional dialogue and reflection. A few teachers are engaging with improvement methodologies linked to raising attainment in writing, and are beginning to evidence the impact on identified groups of children. The continuous professional learning work with Fife Pedagogy Team on developing nurturing approaches is beginning to have a positive impact on learner engagement. This now needs to be developed further to continue to improve behaviour and relationships, and to meet the needs of identified children better.

2.3 Learning, teaching and assessment

satisfactory

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

- There is a bright and positive environment for learning throughout the school. Relationships between children and staff are positive, and most children are polite and respectful. The school's values are displayed in classes and public areas and staff, together with children, are focusing on these to improve engagement in learning. The introduction of a house system, linked to the school's values, is helping to encourage team work and responsible behaviour. The recently introduced learning walls provide information to help children with their learning. A whole school approach to fostering a positive attitude to learning is improving children's resilience and engagement.
- The overall quality of teaching is satisfactory. Most children are engaged in their learning. The majority of lessons are well organised and teachers' explanations and instructions are clear. In best practice, teachers recap previous learning, make effective use of questioning to extend children's thinking, and use effective differentiation to support and challenge learners. In a few lessons the pace of learning is good and children are actively involved in their learning. While in the majority of lessons the purpose of learning is explained, children are too often unclear about what would constitute successful learning. In a few lessons, low level disruptive behaviour affects learning. Teachers are working to improve pedagogy. They have worked together to produce guidance on what a good lesson looks like. Senior leaders should now strengthen approaches to monitoring the quality of teaching and learning to ensure that expectations and standards are being met consistently. As planned, there needs to be greater consistency in approaches to differentiation, and improved pace and challenge. This includes providing appropriate learning opportunities for the most able children.
- Children across the school are making use of digital technologies to support their learning. This is supported by a programme of skills progression, and timetabled input by the Information Communication Technology (ICT) teacher. All children have access to a secure online learning environment. Notebooks and laptops are used at all stages to teach keyboard and presentation skills, to access information and to support learning in interdisciplinary projects. For example, children at the early level are learning how to use programmable toys and are recording their learning digitally. The majority of children are able to speak confidently and enthusiastically about their use of digital technology which is enhancing their learning experiences. A useful next step would be to ensure application of digital skills across learning in a more structured way. Professional development for all staff would ensure consistency of learners' experiences in the use of ICT across the school.
- In a few classes, formative assessment strategies are being used effectively. In the best practice, children are encouraged to demonstrate their understanding in order to progress to the next step in their learning. In these examples, teachers give good quality feedback to

enable children to make progress. Formative assessment strategies are not yet used consistently enough throughout the school in a way that impacts positively on learners. As a result, children cannot clearly identify their targets and do not understand well enough their next steps in learning. Senior leaders plan to review how children profile their progress and successes in learning and achievement. This should support children to talk about and evaluate their learning, and what they need to do to improve. Teachers need to increase their focus on engaging children in the assessment process. Practice in assessment needs to be made more individual and meaningful to the learner, and integrated within teaching plans. This will ensure that as they move through the school, children develop the language of learning and take increasing ownership of their learning.

- Teachers are at the early stages of participation in moderation activities within the school and with external partners. These have focused so far on aspects of literacy. Further opportunities for moderation will support teachers to have a shared understanding of standards and children's progress through a level. Participation in moderation should ensure that teachers' planning allows for more appropriate levels of support and challenge for learners across the curriculum.
- Teachers are beginning to use observations of learning to inform better their professional judgement of progress through Curriculum for Excellence (CfE) levels. Data from the Scottish National Standardised Assessment process is collated and is beginning to inform next steps in children's learning. Children's latest stage of progress through CfE levels in literacy and numeracy is recorded using a two stage code. While this system indicates a child's present stage of progress within a level, it is not based on clearly understood criteria and does not yet track progress over time. Senior leaders have correctly identified the need to review assessment methodologies across the school. This includes the development of a robust assessment framework which details how information will be generated and recorded. Teachers should use data from a wider range of evidence including summative and diagnostic assessments, as well as ongoing formative and holistic assessments. Assessment evidence should demonstrate breadth, challenge and application in learning, and should support the identification of trends over time. Consideration should be given to how current arrangements for termly tracking meetings can be built upon to make best use of the analysis of this information. This will help teachers, in consultation with senior leaders, to identify any gaps in learning and to plan appropriate interventions to ensure all children make appropriate progress.

2.2 Curriculum: Learning pathways

- The school's curriculum rationale is based on CfE guidance but is limited in its scope to guide staff in planning a cohesive and relevant learning experience. Senior leaders are aware of the need to review the curriculum. A revised rationale should take better account of the context of the school and reflect its setting in the local community and wider world. Consultation with staff, children, parents and partners will ensure that the curriculum model reflects the shared vision, values and aims of the school community. It should illustrate how the four contexts for learning and the cross cutting themes integrate to ensure children receive their entitlement to a broad, general education. For example, there needs to be better planned opportunities to learn about sustainability, creativity and enterprise.
- Pathways for literacy and numeracy are at present limited in content and do not adequately provide planning for progression in learning in line with CfE. It is important that senior leaders and teachers review these pathways in line with national guidance in order to raise attainment and to support and challenge all learners.
- Staff have made a start to introducing children to the importance of developing respectful relationships and positive attitudes to learning. The school requires as a priority to further develop its approaches to ensuring progression in all aspects of health and wellbeing. This should include experiences for children to develop their knowledge of the wellbeing indicators and how they relate to their own wellbeing. Senior leaders need to ensure that all classes receive their two hour entitlement to Physical Education, aligned to national advice.
- The school's emerging programme for ICT has positive aspects. Teaching and learning in this area is based on a programme of skills progression. These are aligned to national benchmarks and promote important skills for learning, life and work. The school should continue to develop their approach to learning in ICT to build opportunities for tracking, monitoring and assessing application of skills across the curriculum.
- Pathways for all curriculum areas need to be more robust in identifying progression of skills across the curriculum. This should include more opportunities for Science Technology, Engineering, Arts, and Mathematics (STEAM). Teachers have identified the need to develop a more structured interdisciplinary learning (IDL) programme that better reflects local, national and international themes. During the review of approaches to IDL, teachers should incorporate progressive approaches to promoting skills for learning, life and work. More opportunities for high quality outdoor learning should also be planned for at all stages.
- Children are benefiting from a range of partnerships that enrich learning. These include valuable inputs from a local industry, the Royal Navy and various charities. Supported by parents and partners, a recent careers event allowed children the opportunity to find out about skills required in a variety of professions. Senior leaders and teachers should explore opportunities to integrate these experiences to learn about the world of work within their curriculum programme. This will allow children to profile skills developed through participation in such activities, and enhance the school's approaches to 'Developing the Young Workforce'.

2.7 Partnerships: Impact on learners – parental engagement

- The headteacher has rightly identified the need to ensure that parents have greater involvement in their children's learning. She is also keen to develop community partnerships to enhance learning and improve outcomes for learners. Parents support the work of the school by attending special events and helping with their organisation. For example, through running the school Book Fair or volunteering to attend educational outings. The school's current initiatives of sharing learning at the start of the day and open afternoons have been well received by parents. The majority of parents identify that they would like more specific information about their child's learning. Senior leaders should consider the different ways in which this can be supported in the absence of homework. For a few parents child care arrangements and work patterns make it difficult to attend start of the day or afternoon meetings. Teachers are beginning to use digital technology and social media to engage more with parents, and this is viewed positively by parents.
- The headteacher has a good relationship with the chair of the Parent Council, and they meet regularly in addition to formal meetings. The Parent Council has an active part in organising fundraising and social events within the school, such as the Hallowe'en Disco and Christmas Fayre. Agendas and minutes of meetings have recently been shared electronically and through social media.
- Involving parents in planning the curriculum appropriate to the unique context of the school is at an early stage of development. The school should consider ways to consult and share information about the curriculum rationale and its development and explore ways to ensure effective partnerships shape or extend learning pathways. Through a career sharing opportunity offered to parents, the school has made a start to supporting children's understanding of the importance of acquiring skills for learning, life and work. The planning of opportunities to work with parents to support raising attainment would further enhance the children's achievement in literacy and numeracy. For example, parents would welcome information about how they can extend children's literacy and numeracy skills in the home environment.

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

satisfactory

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

- Staff know children, their families and the community well. They are committed to building positive relationships with children and their families that are caring and welcoming. Most children are polite and respectful. They take pride in their school and are keen to engage with visitors. Most children say that they have someone to talk to if they have a concern or worry and that teachers treat them with respect. However a minority of pupils do not think the school deals effectively with bullying. Although work has been done to promote positive relationships and respectful behaviour, there is a need to strengthen this practice. Senior leaders should continue to work with pupils, parents and staff to ensure that the school's core values are fully embedded in school life and practised by all learners. As part of this work, we have asked the school to ensure that reports of bullying are carefully monitored, taking into account national guidance.
- Teachers have a good understanding of the wellbeing indicators and regularly use them when discussing the targets for children who require additional support. This is supporting staff to identify better where these children have made progress and any further support which may be required. Most children are aware of the wellbeing indicators. However, only a few children are able to describe what the indicators mean to them and how they are developing their wellbeing. Further work is required to help children gain a greater understanding of how they can take responsibility for their own wellbeing.
- The recent introduction of the school house system is helping to make the school values more visible to children. As a result, children are keen to display positive behaviours and are beginning to gain a greater sense of school identity. The recent work on pupil leadership has created opportunities for children to be involved further in the life of the school. For example, playground leaders are developing valuable skills in communication, leadership, and helping others. This initiative is also helping more children to be actively engaged in games, and there are fewer incidents of poor behaviour at intervals and lunchtimes. Currently, such opportunities are limited to children in the upper primary stages. The headteacher recognises that there is significant scope to extend this practice by creating more opportunities for children to take an active role in their school and wider community.
- Most children report that the school encourages them to be healthy and to take regular exercise. A few extra-curricular clubs are available throughout the week in the school. Most children are involved in sporting activities in the local community. However, teachers do not currently track attendance and participation in all clubs and activities. Further development and analysis of this will help support teachers to identify children or groups of children who are not participating. This can then be used to offer targeted support to specific children. There is scope to help children to track their own participation in achievement activities. This will help them gain a greater insight into the skills they are developing to support and

enhance their wellbeing. We have also asked senior leaders to review the arrangements for all activities which incur a cost for families. This will help to ensure that finances are not a barrier to participation for children.

- Children can discuss some of the factors that affect their wellbeing. For example, children can talk about internet safety and can discuss the importance of a healthy diet and the need for regular exercise. Teachers are at the early stages of developing the health and wellbeing (HWB) curriculum. As part of the planned review of HWB, teachers should ensure that children benefit from a programme of learning that is structured, progressive and relevant to their needs. Specifically, teachers should ensure that the new programme takes into account the context of the local community and makes links to, for example, the school catering service. This will support children to make better connections between their learning in HWB and other aspects of their lives.
- Overall, senior leaders have a good understanding of statutory requirements in relation to wellbeing, equality and inclusion. They recognise the need to carefully track and monitor instances of latecoming and absence. A recent initiative to improve attendance and punctuality is beginning to show early signs of impact. At pace, there is a need to build on this work by engaging with appropriate partners to ensure that improvements are sustained. Specifically, there is a need to develop more robust interventions for children where attendance is poor.
- The main duties under the Schools (Health Promotion and Nutrition) (Scotland) Act 2007, to ensure access to free drinking water throughout the day, promote the school meal service and to protect the identity of those entitled to free school meals, are being met. The nutritional analysis of the lunchtime menu shows that further work is required to fully meet the required nutrient standards.
- Staff recognise the importance of promoting positive relationships across the school. Their understanding of wellbeing and relationships has been strengthened through whole school professional learning on nurture and adverse childhood experiences. This is helping to develop a caring and respectful climate. As a result, exclusions have decreased and children are developing a greater understanding of inclusion. Initiatives to support inclusion include the appointment of a Pupil Equity Fund (PEF) funded sports coach. This is helping to improve the wellbeing of specific children through individual and group activities. For example, a few children are developing their ability to engage better with teamwork. Other initiatives are supporting children to talk about their feelings, which is helping to build their confidence and resilience. Likewise, staff are making use of the nurture room to offer bespoke wellbeing activities for groups of children. Overall, there is a need to develop a more strategic overview of all interventions taking place in the school. A more detailed understanding of how all the supports are contributing to improving wellbeing, including the school nurture room, will help to ensure that resources are used effectively to meet the needs of all children in the school.
- Appropriate plans are in place to support those children who require additional support. Good information is shared with staff to help them understand the needs and circumstances of individual learners. Teachers and pupil support assistants work closely with individual children to help them overcome barriers to learning. They know children well and develop positive relationships to support learning. There is scope to strengthen and simplify existing approaches to tracking the progress of children with additional support needs so that the effectiveness of interventions can be clearly evaluated. There is a need to make children and parents more aware of their targets to help them take more ownership of their learning. Overall, there is a need to strengthen all staff's understanding of children's learning targets and how they can contribute to help all children achieve their targets.

- Children are not able yet to talk with confidence about their understanding of diversity and equalities. We have asked senior leaders to review both Religious and Moral Education (RME) and Religious Observance (RO). Specifically, senior leaders should ensure that all young people experience learning in RME that is meaningful and progressive, with appropriate links made to a structured programme of RO. Teachers should ensure that lessons enhance children's understanding of current issues and that their learning reflects modern day Scotland as well as the context of the school. This will help all children to develop more understanding of others, including those with protected characteristics and those whose behaviour can be challenging.

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, children's attainment and progress in literacy and numeracy is satisfactory. School data shows most children achieve early level by the end of P1, the majority of children achieve first level at the end of P4, and the majority achieve second level by the end of P7. The majority of children are predicted to achieve relevant CfE levels by June 2019. Teachers should continue to develop further their approaches to assessment and moderation to ensure that they are able to make increasingly reliable judgements about children's progress.

Attainment in literacy and English

- Overall children are making satisfactory progress in literacy and English. Across all stages, children are beginning to benefit from new initiatives to improve the quality of writing. Overall, children need more opportunities to practise listening within pairs, trios and small groups as well as within the whole class context.

Listening and Talking

- The majority of learners are achieving the expected levels in listening and talking. At the early level, the majority of children listen and follow adults' instructions when gathered for class learning times. They are able to demonstrate their understanding when they are focussed on the topic under discussion, or if they are choosing their own topic. They can respond to different types of questions but are less confident in understanding questioning which relates to inference. Within first level, children need to demonstrate greater consideration for others' points of view. By second level, children are communicating well with adults in groups and on an individual basis. They are collaborating well in groups and respecting one another's ideas or views. Children in the upper stages now need to develop further their confidence in leading discussions independently and presenting to others.

Reading

- Overall children's attainment in reading is satisfactory. Across the early level, children are developing their knowledge of letters and sounds and are using this knowledge to blend sounds and build words. There is scope to develop children's skills in questioning and prediction to support their overall understanding of text. By the end of first level the majority of children can read familiar texts with fluency and expression. Most children can describe a few types of genre which they enjoy. They are developing the skills of remembering and understanding, but are not yet clear about the skills of predicting, summarising and clarifying. By the end of second level, most children can explain and elaborate on their preferred authors. They can identify the key features of a quality text from its scene setting, character development, story line and figures of speech, and are developing their research skills.

Writing

- Children's attainment in writing is satisfactory. At the early level, children have made a positive start to writing, with the majority of children writing short sentences, digitally and on paper. They would benefit from practising correct formations of letters and improving the quality of technical skills such as finger spaces between words. Within first level, children need to extend their ability to write in a wider range of genre. By the end of first level, there are examples of children using simple planning formats and developing note taking skills. There is room for improvement in children's ability to present their ideas in a coherent way when working within time constraints, and organising their ideas and information logically. By the end of second level, children are writing at length for a variety of purposes using imaginary, real life and functional contexts.

Attainment in numeracy and mathematics

- Overall, children's attainment and progress in mathematics and numeracy is satisfactory. As planned, senior leaders, in consultation with staff, need to review approaches to numeracy and mathematics to ensure all children experience a coherent and structured programme and make better progress.

Number, money and measure

- Overall, the majority of children are making appropriate progress in number, money and measure. Children achieving early level, can recall numbers in sequence within 20 and can add to find different combinations of numbers that make ten. They are not yet confident in counting amounts of money, telling the time and fractions. At first level, children can use their understanding of place value to perform calculations, and can recall multiplication facts. They recognise a wide range of numbers and understand that a fraction is part of a whole. By second level children are making appropriate progress using all four number processes. They correctly explain the link between a digit and its place for whole numbers to 10,000. They can round decimal points to the nearest whole number. A few children can solve simple algebraic equations and explain and use a rule to extend number patterns. Across the school, children need to improve their ability to carry out mental calculations.

Shape, position and movement

- The majority of children at early level are able to identify common 2D shapes. They understand and correctly use the language of position and direction. At first level, the majority of children are becoming more confident in finding and demonstrating symmetry in shapes. They are making satisfactory progress in their ability to describe, plot and use accurate two figure grid references. They are able to demonstrate their knowledge of horizontal and vertical location. The majority of children at second level are able to name and discuss the properties of a wide range of two-dimensional shapes and three-dimensional objects. They are confidently using appropriate mathematical language including acute, obtuse, straight and reflex to describe and classify a range of angles.

Information handling

- Overall, the majority of children are making appropriate progress in information handling. Across the school, they are developing their understanding of data and how to analyse it well. At early level, the majority of children can collate and display data successfully on a bar chart. At first level, the majority of children gather information using tally marks and display it appropriately. By second level, the majority of children are aware of different methods of collecting data and can display it correctly in a range of ways. Children need to make increased use of digital technology to display information and gain further skills in analysis and interpretation.

Attainment over time

- In recent years the school has used a variety of approaches to record children's progress across CfE levels. The most recent predictions indicate an increase in attainment across all stages, however there is not yet a clear picture of improving attainment over time. Senior leaders recognise this and have started to track more rigorously children's attainment in literacy and numeracy. Regular tracking meetings and ongoing work on moderation is improving teachers' confidence in making robust and reliable professional judgements about achievement of a level. There is a need to continue to focus on raising attainment to ensure that all children are making the best possible progress in their learning, across all areas of the curriculum.

Overall quality of learners' achievement

- A range of after school clubs enable children to develop talents and skills in areas which interest them. For example, netball, football and chess. The school works with a few partners to support the development of activities such as judo, yoga, coding and mini kickers. Senior leaders are aware that they need to monitor closely participation in after school clubs, with a view to identifying children who may be missing out. Children in primary seven speak positively about attending a residential outdoor experience. Teachers recognise children's achievements through awarding house points which are celebrated in class and at assemblies. Children enjoy sharing their successes and those of their peers in these ways, and through displays in the school. This is helping to develop their confidence.
- In the upper stages, the recent introduction of leadership groups enables children to begin to develop skills and knowledge in areas which interest them. As recognised, these activities should now be extended to include all children across the school. Children need support to recognise the skills they are developing through their achievements, including how this relates to the world of work. Through tracking the development of skills and using this information to inform planning, teachers will ensure all children experience greater progression and coherence in their learning. As discussed with inspectors, senior leaders should consider developing accreditation opportunities for children's achievements.

Equity for all learners

- Senior leaders and staff know children and their families well and have a good awareness of the socio-economic and cultural context in which they live. The school is currently using the PEF to introduce additional resources to support raising attainment in literacy, numeracy and health and wellbeing. In going forward, senior leaders and staff are aware of the need to gather robust evidence on interventions and measure the success on outcomes for children. Senior leaders should continue to review the cost of the school day to ensure approaches to improving equity result in closing the poverty related attainment gap.

Choice of QI : 2.5 Family Learning

- Engaging families in learning
- Early Intervention and prevention
- Quality of learning programmes

- Families across the school are beginning to benefit from support to access learning activities. Building on the early examples of family engagement events and activities, this has the potential to have greater impact on children's progress. Recently, children have been encouraged to engage in the First Minister's Reading Challenge, and parents have been informed of websites which promote reading. For St. Andrew's Day a Celtic Café allowed the children to share learning by involving their parents in an afternoon of Scottish poetry, song and dance. Younger children performed a nativity play for their parents at Christmas. During this session, work with the Fife Pedagogy Team has focused on promoting nurturing approaches and developing parental engagement. The planned focus next session is literacy and numeracy. Together with the plans to develop progressive learning pathways in these curricular areas, developing family learning opportunities further has the potential to enhance children's attainment.
- Families are invited to engage once a term in shared learning sessions at the start of the day and in the afternoons. A greater focus on children's individual learning and their personal targets will further enhance these opportunities. In the absence of homework, parents would welcome more information about how to support their child's learning. This provides senior leaders with an opportunity to review the purpose and quality of existing practice, such as class newsletters and learning journals. As more robust tracking of achievement develops, teachers will be better placed to support families to plan opportunities for children's achievement. Enhanced transition arrangements enable transitions from early years to primary, between primary classes and from school to school. These important stages of transition may afford the opportunity to engage with all parents in more creative ways. For example, building on the early opportunities for pupil leadership to reach out to parents.
- Opportunities for parents to contribute their views is invited at shared learning events. Parents speak positively about the school and Parent Council using social media and electronic communications to share information. They identify that this type of communication might be used further so that parents can have a better understanding of how they can help their children learn. Senior leaders inform parents of opportunities within the local community. For example, promoting the Rosyth Community Hub where various activities, events and supports are free and could support families of the school. In order to promote this with parents, a 'What's on in our community' board has been set up and information is also shared on social media. Senior leaders should gather information about the potential barriers associated with the different forms of communication, and ensure that the best means of communication are available to each family.
- Senior leaders know their socio-economic context well. They are at an early stage of supporting parents through initiatives to ensure that no family is at risk of missing out. For example, Protected Holiday Placements, Play Service and Clothing Swap Shop. Staff should continue to be creative and innovative, working with partners, to meet the needs of children and families. This includes building on the positive examples already tried, such as Active Schools activities. For children with individual plans and targets, teachers should consider if family targets might lead to greater success in their wellbeing, attainment and achievement.

- Identifying courses and programmes which will support families to participate in their children's learning and support their wellbeing is at an early stage. Recently, P1 parents engaged positively with the PEEP (Peers Early Education Partnership) learning together programme. Senior leaders should build on the positive family learning programmes introduced in the nursery setting where 'Stay and Play', PEEP, curriculum or parenting presentations and information booklets have all been well received by parents. Courses have been organised by Active Schools, and a gardening club offers opportunities for shared learning. Senior leaders have identified the need to adopt an intergenerational approach to family learning and plan to engage in a programme offered to Fife Schools. This would provide the opportunity for a longer term, sustainable project and the potential to have a significant impact on learners. This includes reaching out to grandparents who are involved in child care and provide support for working families. One initiative offers the opportunity for parents to work towards a Scottish Qualification Awards (SQA) National Progression Award. Senior leaders are now in a good place to progress with their ideas and plans following consultation with stakeholders. As family learning develops further, they need to be clear about the purpose of all initiatives. This includes a focus on literacy, numeracy, health and wellbeing and wider family learning outcomes.

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.