

Summarised inspection findings

Kinghorn Primary School

Fife Council

11 February 2025

Key contextual information

Kinghorn Primary School is a non-denominational primary school located in Kinghorn in Fife. At the time of the inspection, the school roll was 185 children arranged across seven classes from P1 to P7.

The headteacher has been in post for eight years. They are supported by a principal teacher. The principal teacher has a 0.8 full time equivalent class teaching commitment.

In session 2022/23, there was 92.8% attendance, which is in line with the national average. A majority of the children live in Scottish Index of Multiple Deprivation deciles 8 and 9. Approximately 20% of children in the school require additional support.

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 vision, values and aims have been established for several years. They are strongly embedded into the life of the school and are relevant to the needs of children. Children understand what each value means for them and strive to uphold them. This is evident throughout the school. Children appreciate the regular reinforcing of these values. This is done through assemblies, reminders in class and the playground, and through the issuing of values certificates and merit cards. Children are proud of their school and can articulate the school motto 'sailing to success' well. Staff have created a positive, rights respecting ethos where children and staff display mutual respect.
- Staff know all the children, their needs, and their backgrounds well. The headteacher, supported by the principal teacher, has prioritised building respect and relationships within the school community. They, with support from the local authority, have reviewed the effectiveness of many aspects of school life. As a result, they are now clearer about the strategic direction for improvement and the need to prioritise improving outcomes for children. They should now take forward this agenda at pace.
- Senior leaders monitor the work of the school. They have created a quality assurance calendar which outlines the range of approaches used to evaluate the quality and impact of children's learning experiences. Following self-evaluation activities, senior leaders provide individual teachers with feedback detailing identified strengths and next steps. They develop and share whole school overviews with staff which highlight areas for development. They should continue to ensure these are actioned and are leading to improvements in learning, teaching and assessment.
- Senior leaders create clear plans to help support improvement. These outline actions, timeframes and the allocated areas of responsibility. The headteacher recognises that school improvement planning needs to have a sharper focus on raising attainment and developing

consistency in learning and teaching. Overall, teachers are beginning to develop an understanding of their role in evaluating the work of the school and supporting improvements. Staff complete a range of surveys and use the How good is our school? 4th Edition to identify the strengths of the school and areas for improvement. Senior leaders should ensure that the information obtained through surveys and self-evaluation activities is more focused on school improvement. They should involve all stakeholders more fully in developing plans for continuous improvement. This should help ensure that they gain a greater understanding of the extent to which changes are leading to improved outcomes for children.

- Class teachers work well together as a team and are committed to professional learning. A few teachers undertake leadership roles within the school. For example, teachers are leading developments effectively on children's rights, outdoor learning and play in the early years. Senior leaders should continue to build the capacity for all staff to lead and sustain changes across the school. Teachers are now ready to engage in professional research and enquiry to develop further their approaches to learning and teaching. All teachers should continue to reflect critically on their practice to develop their existing skills.
- The headteacher looks outwards to inform self-evaluation and improvement by linking with colleagues across the cluster and through a learning partnership. They provide support and challenge to each other. Senior leaders have identified the need to provide teachers with increased opportunities to look outwards and learn from others at local and national levels.
- A majority of children feel that staff listen to their views about a wide range of aspects of school life. They are less clear if their views are taken into consideration. Staff should develop further children's opportunities to reflect on, evaluate and improve the work of the school. They should ensure children are fully aware of how their input is leading to school improvements.
- The majority of children feel empowered to lead change through their involvement in leadership opportunities. These include, the respect group, sports committee, playground leaders, house captains and vice captains. Children enjoy these leadership opportunities and are proud of the changes they have made. For example, the respect group raised children's awareness of Fairtrade while raising funds to buy bird boxes. Older children value the opportunity to become buddies for younger children and carry out this role well across the year. In doing this they enjoy developing their leadership and social skills. There is potential for more children to have opportunities to develop leaderships skills.
- Almost all of the school's allocation of Pupil Equity Funding (PEF) is directed towards additional staffing. This enables support staff to provide interventions in literacy. They should now consider how to develop further the involvement of parents and children in making decisions about the best use of additional funding. They should also ensure that approaches to monitoring and evaluating the impact of all PEF interventions are clear, robust and understood by all. This should allow them to demonstrate their success in closing the poverty related attainment gap.

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

- Senior leaders and staff ensure that across the school there is a respectful, supportive ethos. As a result, there are kind, caring and positive relationships between children and between children and adults. Children are welcoming and polite to visitors. Almost all children demonstrate well the school values and an awareness of children's rights. The school has achieved a national award for their work on children's rights. Children have the opportunity to participate in purposeful committees and pupil groups across the school. This allows them to feel ownership of the school.
- Teaching and support staff have strategies they use effectively to support any dysregulated behaviour. They provide supportive and caring environments and are sensitive to children's emotional support needs. As a result, children across the school behave very well. Staff are mindful at all times of children's emotional support needs.
- Teachers are beginning to use the school's lesson framework guidance to support the provision of a more consistent approach to learning and teaching across the school. Teachers use this model to prepare structured learning experiences which develop children's learning across the curriculum. Most children are motivated and engaged in their learning, cooperating effectively during collaborative learning activities. Children learn and complete tasks well as individuals, in groups and in pairs. Most children are confident to talk about their learning with others.
- Overall, teachers' explanations and instructions are clear. In almost all lessons the purpose of learning is shared, and children are able to share their successes. In a few lessons, children are involved in co-creating what success will look like. Staff should build on this positive practice and ensure children regularly reflect on their progress against agreed criteria. This should allow children to develop a better understanding of the progress they are making with their learning. Senior leaders and staff should work together to ensure this is more consistent across the school.
- The majority of teachers use a range of teaching approaches. When this works well, children are motivated, active in their learning and are given opportunities to be creative. As a next step, most teachers should plan learning experiences which encourage more creativity, curiosity, and time for children to lead their own learning. In a minority of lessons, teachers use real-life contexts and scenarios to capture children's imaginations. In the majority of lessons, children experience a range of tasks and activities. Teachers need to ensure that these tasks offer appropriate challenge and meet the needs of all children.
- In the majority of lessons, teachers use questioning well to check for understanding and to engage children in thinking about their learning. In a few lessons, teachers use questioning very well to deepen children's thinking skills, and to encourage children to justify and explain

their ideas. Teachers should build on this strong practice to improve their approaches to developing higher order thinking skills to extend children's learning.

- A majority of teachers provide time at the end of lessons for children to reflect on their learning. This should be developed further. They should ensure that the information from the reflections is used to inform future planning for learning and teaching. Teachers should now begin to incorporate children's skills development into the planning, delivery and assessment of learning. This will allow children to make connections between what they are learning and the skills they are developing.
- Children at early level are developing their skills and knowledge through high quality play experiences. Staff plan an effective balance of child-led and teacher-directed learning. Children play and learn in an attractive and stimulating environment. This effective practice should be extended as children progress through the school.
- Teachers use the digital technology available to them to support children's learning. Staff and children use digital tools and resources to consolidate and enhance children's experiences. For example, teachers use interactive whiteboards, software, educational applications and communication platforms effectively to support learning and teaching. Across the school, children are developing their digital skills well using a variety of technologies. Younger children use software to create artwork with the support of P7 buddies. Older children are developing their programming skills through coding, the use of online tools on tablets and target setting within educational platforms. All children would benefit from greater use of digital technology to enhance their learning experiences.
- Most teachers provide helpful verbal feedback and praise throughout the children's learning experiences. A few teachers provide written, focused feedback to children in jotters to support their learning. This is helping children to understand what they are doing well and what they need to do to improve. This is not yet consistent across the school. In a few classes, children are setting themselves learning targets to help improve their work.
- Across the school, teachers are beginning to use a range of approaches to measure children's progress in learning, including formative and summative assessments. Teachers use this assessment data to support their professional judgements of achievement of a level. They are becoming more confident in interpreting the data available to them. They participate in moderation opportunities with colleagues in school and at cluster level. This is helping support their increase in confidence and accuracy. As planned, increased participation in peer observations would support further the sharing of effective approaches for teaching and learning. Staff should continue to look outward at local authority and national level to support further progress. Assessment is not yet integral to the planning of learning and teaching.
- All teachers engage in attainment and achievement meetings with senior leaders three times a year. Senior leaders need to ensure that professional dialogue during these meetings is more rigorous and robust. This, along with higher expectations for children, should support staff to better meet the needs of all. Teachers share data as children progress through the school and at key transition points. Staff should offer children opportunities to demonstrate application of skills and knowledge in new and unfamiliar contexts regularly. They should continue to moderate the standard with other schools to ensure increased staff confidence in deciding on children's achievement of a level.
- Teachers plan using experiences and outcomes across all eight curricular areas supported by local authority progression pathways. Senior leaders should develop further approaches to planning, tracking and monitoring to ensure the needs of all children are being met effectively.

This includes, for example, children who require additional support or challenge in their learning. Teachers need to enhance their knowledge of the links between assessment, planning, learning and teaching.

2.2 Curriculum: Learning pathways

- All teachers use local authority progression pathways to plan children's learning. These pathways take account of Curriculum for Excellence experiences and outcomes and national Benchmarks. Teachers use the frameworks well to support children's development and learning needs. Across the school, children should now be provided with experiences which support them to apply literacy, numeracy and health and wellbeing across the curriculum. This should include increased opportunities for children to learn about their local area and make more meaningful, relevant and personalised connections across the curriculum.
- Staff provide outdoor learning opportunities through local environmental activities, excursions and residential opportunities. They should now develop further rich learning experiences for children to learn outdoors.
- Across the curriculum, children use a range of digital devices, online games and applications to support their learning. Children use digital devices to support learning in areas such as art, mathematics, computing and topic work. Teachers should now plan progressive and meaningful learning activities which help children improve further their digital skills as they move through the school.
- Staff provide all children with at least two hours of quality physical education (PE) per week. A range of additional opportunities for wider achievement and learning have a positive impact on children's wellbeing. Children enjoy opportunities to participate in a variety of clubs in and outside of school.
- Transition arrangements from early years to P1 and from P7 to high school are well established. Additional support is in place for those children who need it, as they move from primary to secondary school. Across the school, teachers share relevant information about children's attainment, wellbeing and individual needs as they move from one stage to the next.
- There is scope to develop further transitions across the early level to ensure effective continuity in curriculum and pedagogy.
- All children, from early level onwards, learn French. Children in P5 to P7 learn Spanish. Staff use learning pathways to build children's language skills progressively.

2.7 Partnerships: Impact on learners – parental engagement

- Staff work well to develop positive relationships with children and families. As a result, most parents report that their child is safe, respected and treated fairly.
- Almost all parents appreciate the support of the active Parent Council. The senior leadership team keep parents informed of their work and encourage them to participate in events to help improve the school. The Parent Council raises funds and organises events to improve children's experiences. For example, the Parent Council provided funding to enhance the school's provision of outdoor learning. Senior leaders consult the Parent Council about school improvement priorities and PEF funding. They should now consider ways in which more parents can contribute to the school's self-evaluation processes and support school improvement.
- The majority of parents appreciate the variety of ways that staff share information about their children's learning and achievements. A minority of parents would like clearer, more regular feedback about their child's learning. They would welcome a more consistent approach to communication across the school. Staff should create further opportunities for parents and children to 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

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

- Staff ensure children's rights, positive relationships and the wellbeing of children, staff and families are the foundation of the school ethos. Staff demonstrate a high level of commitment to the nurturing and restorative approaches being developed in the school. Partners also express a significant degree of support for these approaches that prioritise the rights and wellbeing of children. The headteacher and staff acknowledge they need to continue to support parents and children to fully understand and appreciate the value of these approaches in supporting children's behaviour and learning.
- Staff use the wellbeing indicators well to improve outcomes for all children. They assess children's wellbeing against these and plan interventions to meet identified gaps. Children can talk very confidently about their own wellbeing. However, they are at the early stages of understanding the language of wellbeing indicators. Staff now need to help children learn the language of the wellbeing indicators and how these link with their lives. This should help children to use a shared vocabulary to discuss and reflect meaningfully upon their own wellbeing and that of others.
- Almost all staff have engaged in extensive training to support children's wellbeing, including nurture training, trauma-informed practices, and environmental audits. Teachers have audited and improved the learning environment. Children appreciate opportunities to use breakout spaces where they can be calm and relax. This enhances their readiness to learn. The majority of children know who to talk to if they feel worried. Children are developing their confidence and skills in managing their feelings successfully through a shared vocabulary and nurturing approaches.
- Most children feel that the school helps them understand and respect other people. They state that the 'five ways of Kinghorn' are supporting them to consider how they show respect in all aspects of school life. A minority of children and parents feel bullying is not always dealt with well. Staff should work with children and parents to review their anti-bullying policy. This should ensure that children and parents have a better understanding of how the school promotes anti-bullying.
- Senior leaders have established pupil groups to support children to lead on aspects of wellbeing. These include junior road safety officers, playground leaders and buddies. Children speak positively of the impact these roles are having on their wellbeing. They enjoy working with others and developing their confidence in making decisions. Children in P7 are trained as playground leaders to support younger children in the playground. Through this role, children are developing their communication and problem-solving skills. They feel that social times are improving because of their role as playground leaders. Children in the respect group speak positively about the assemblies they organise and present to their peers. This is enhancing

further children's understanding of their rights and sustainable goals. Through this they are developing leadership, communication and presentation skills.

- Most children feel that their school teaches them to lead a healthy lifestyle. They feel that they get lots of chances at school to get regular exercise. Most children participate in, and enjoy, physical activities and sports beyond their planned PE lessons. A variety of options for regular exercise are available during lunchtime, including rugby, football and multi-sports. These are improving children's physical fitness and developing their skills in teamwork.
- A range of partners support children in their wellbeing and development. Staff liaise effectively with partner agencies to support individual children and families, and address identified issues. This partnership is securing positive outcomes for children and enhancing the children's learning in aspects of health and wellbeing. For example, children have been learning successfully about online safety and the risks associated with vaping. Young carers relish opportunities staff give them to come together and have time for themselves. These children are more confident as a result.
- Senior leaders are aware of their statutory duties and follow local authority guidance effectively. There are well established approaches in place to identify and support children who need extra help with their learning. The support for learning teacher liaises well with staff to discuss children's needs. The request for additional support document features helpful self-evaluation prompts including a focus on the learning environment. Moving forward, teachers should be invited to consider learning and teaching, the quality, nature and level of tasks, and the curriculum when they seek additional support for children. Senior leaders have put in place a range of interventions to support children with literacy, numeracy and wellbeing. This includes small group and individual support. Pupil support staff work well as a team to support children. As a result, the majority of children with additional support needs are making satisfactory progress. Senior leaders should review approaches to support for learning to ensure individual targets are appropriate and that children's needs and entitlements are well met across the curriculum.
- All children are included in the life of the school. To support children learn about life beyond the small community of Kinghorn, staff are developing strong approaches to supporting children's understanding of diversity, inclusion and equality. Children explore these themes as part of class work and school assemblies. This includes within religious and moral education. This is helping to develop children's knowledge and appreciation of different religious and cultural events.

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 in literacy and numeracy is satisfactory. A majority of children attain national standards. At first and second level, most children are capable of achieving more. Senior leaders and teachers need to increase the pace of children's progress. The majority of children who require additional support with their learning are making satisfactory progress.

Attainment in literacy and English

- Overall, most children are making good progress in listening and talking, reading and writing.

Listening and talking

- Across the school, most children listen well in class and interact respectfully during class activities and discussions. At early level, most children listen well to their teacher and successfully follow and give instructions. They use new vocabulary in a confident and appropriate way. Children at early level should continue to develop further their skills in listening and talking through play. At first level, the majority of children listen and respond appropriately when working in groups with others, sharing their ideas and opinions confidently. They would now need more opportunities to present their work to a variety of audiences. Most children working towards second level contribute articulately to discussion, sharing relevant ideas, information and opinions. They engage well with others, building on the ideas of other group members. Children talk positively about being involved in opportunities to present information to their peers, for example through the respect group. Across the school, children need increased opportunities to talk in groups and in front of their class.

Reading

- Across the school, children demonstrate a keen interest in reading for enjoyment. They benefit from access to a wide range of books in their class, school and local community library. Most children at first and second level, confidently share their favourite books and authors and the reasons for their preferences. At early level, most children ask and answer questions about ideas in a text. They recognise initial sounds and use these accurately to sound out words. The majority of children read with fluency and understanding, and a few make good attempts to read unfamiliar words. Children at early level are not fully aware of the purpose and features of non-fiction texts. At first level, the majority of children read with fluency and expression. They identify and find information in fiction and non-fiction texts using content page, blurbs, headings, sub-headings and visual stimulus to locate information. The majority of children working towards second level read with fluency and understanding. They explain well how authors influence the reader, for example, through their use of punctuation and emotive language. Most children are able to respond to literal, inferential and evaluative questions. They now need to understand, analyse and evaluate a range of progressively challenging

texts. Across the school, children should be given greater opportunities to develop further their skills through reading in different contexts across the curriculum.

Writing

- At early level, most children are demonstrating early writing skills. They write simple sentences using a capital letter and full stop. A few children write more than one sentence and use their knowledge of sounds well to spell unfamiliar words. Children need to write more regularly and for a range of purposes through their play. At first level, the majority of children make relevant notes under given headings and use them to explore ideas and create new texts. They are increasing their use of interesting vocabulary to present information and using writing hints to check that their writing makes sense. Most children working towards second level create both short and extended texts using appropriate punctuation. Children vary their sentence structure and divide their writing into paragraphs in a way that makes sense to the reader. At second level, children should now extend their use and range of punctuation and develop their use of subject specific vocabulary to enhance their writing. At first and second level, children would benefit from further practice and time to write quality extended texts across the curriculum.

Numeracy and mathematics

- The majority of children are making satisfactory progress in numeracy and mathematics. For example, children who have not experienced activity across measurement for several months are not confident in their knowledge and skills. Children need supported to present their work to a higher standard.

Number, money and measure

- At early level, most children are developing skills in addition to ten in their play activities. They use simple mathematical symbols accurately. They are confident to recall number sequences forward and backwards within 20 using hopscotch mats. The majority of children at first level, add and subtract calculations with three-digit whole numbers with increasing confidence. A few complete problems successfully applying newly learned strategies. The majority of children working towards second level are developing skills in equivalent forms of common fractions, decimal fractions and percentages. They are less confident in using these skills to solve problems. Most children at second level require more challenge in their work and would benefit from learning in real life everyday contexts. Children working towards first and second level need increased opportunities to learn, practice and revisit all aspects of numeracy and mathematics regularly. Across the school, children lack confidence and understanding in measure. Overall, children need more opportunities to build their skills in applying numeracy in real life contexts.

Shape, position and movement

- Most children at early level create symmetrical pictures of ladybirds with one line of symmetry. At first level, the majority of children identify simple two-dimensional (2D) shapes. They are less confident in naming three-dimensional (3D) objects and their properties. The majority of children working towards second level use protractors well to measure and draw angles accurately. Older children describe the properties of angles correctly. They require increased experiences of using digital technologies to draw 2D shapes and make representations of 3D objects.

Information handling

- All children at first and second levels need to develop further their ability to gather, organise and display information. They need to develop their skills in asking and answering questions about the information gathered. The majority of children working towards second level collect, organise and display simple data in bar graphs and pictograms. This includes gathering information about routes to school. They have not yet developed sufficient skills in the analysis,

interpretation and drawing of conclusions from a variety of data, including information in digital form.

Attainment over time

- The well-established termly attainment meetings enable senior leaders to track attainment in literacy and numeracy for all children. Moving forward staff should now take steps to assess and record children's progress across the curriculum, over time. Teachers have recently improved their understanding and use of national Benchmarks. They now use these to achieve a more accurate professional judgement of children's attainment. Attainment recorded over time has not been sufficiently robust or reliable. Senior leaders should ensure staff continue to build on their developing skills in this area. This should include a whole school focus on the learning, teaching and assessment cycle.
- Senior leaders monitor children's attendance well. This includes analysing data and identifying any children who show a pattern of absence. In session 23/24, overall attendance was 94.1%. Staff monitor children's attendance regularly and follow local authority procedures if a child's attendance falls below 90%. Senior leaders discuss attendance at regular attainment meetings with staff. This includes a focus on any individuals or families who may need support to attend school on time and each day. The staff work closely with the Family Engagement Team to ensure effective support for families to improve attendance. Where appropriate, senior leaders monitor identified children's attendance daily to address any concerns promptly.

Overall quality of learners' achievements

- Children enjoy a wide range of activities and clubs in the community. Children's achievements outwith school are valued and celebrated. This includes a range of sporting, music and dance activities. Staff encourage children to share their achievements in class, on an online platform, at assemblies and in displays in the school foyer. Children are proud to have their achievements celebrated and enjoy school clubs and activities. The senior leadership team have reviewed these clubs to take account of children's interests. Participation in groups, for example the respect group and sports committee, offers children roles and responsibilities. This enables children to express their views and opinions confidently. Staff record and track children's achievements in and out of school. They use this information well to plan for and support children who may be at risk of missing out. Moving forward staff should support children to recognise and understand the skills they are developing across their broad range of achievements.

Equity for all learners

- Staff work well with parents in managing and addressing 'the cost of the school day'. They provide helpful initiatives, such as easy access to pre-loved uniforms and in December this extends to include a 'Christmas jumper' swap box. Staff have agreed with parents a capped annual cost for trips and events. This avoids unexpected costs for parents and allows families to spread payments as appropriate. Fundraising supports the P7 residential trip. All of this is helping to ensure financial constraints do not prevent children from taking part in opportunities for learning and achievement.
- Senior leaders have a sound understanding of the social and economic context of the school. They use PEF to enhance staffing to enable flexible approaches to supporting children. This includes support to improving children's experiences in outdoor learning. A few children across the school receive targeted support in literacy, numeracy and health and wellbeing. This is supporting them to participate in class activities and make progress in their learning. Senior leaders recognise the importance of continuing to develop approaches to clearly evidence the extent to which the school is accelerating progress in closing the poverty related attainment gap.

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.