

Summarised inspection findings

Kingsford Primary School and Nursery Class

Aberdeen City Council

30 April 2019

Key contextual information

Kingsford Primary School and Nursery Class serves a mainly residential area of the City of Aberdeen. The school roll is currently 337 with an 80 place early learning and childcare provision, which was recently relocated to a mobile unit adjacent to the main school building. There are 14 primary classes. The headteacher and the two deputy headteachers have been in post for a number of years. The school has a number of visiting specialists who support the delivery of the curriculum.

1.3 Leadership of change

weak

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

- There are weaknesses in the strategic leadership of change. The senior management remit and responsibility arrangements that currently exist do not allow for a clear thread of improvement and change to be tracked across all stages of the school. It is not clear enough who has overall responsibility for key areas of the work of the school. As a result, there is a lack of clarity around who is strategically leading and evaluating the impact and pace of change. Teachers and staff need stronger and clearer strategic leadership from the headteacher and her senior leadership team. There is scope to raise further the school's expectations of children's attainment in literacy and numeracy and their wider achievements across the whole school community.
- Two years ago, the headteacher and her senior leadership team conducted a series of engagement activities intended to refresh the school's vision and values. Staff, representatives of the Parent Forum, and to a lesser extent partners, were consulted on the school's vision and values. There has been a recent emphasis on enacting some of the school's values in the day to day work of the school. By bringing the values to life, for example, at assemblies, this is helping most children have higher expectations of themselves as learners. Similarly, the efforts to link the values to a learning approach that is aimed at helping children become more resilient, is a positive step. As yet, the values are not explicitly linked to the school's award as a Rights Respecting School or to policies for supporting positive behaviour and relationships.
- The school motto of 'encouraging, praising and achieving' could be more visible around the school. The headteacher and her staff recognise the need to revisit the curriculum rationale to ensure that it reflects the uniqueness of the school's context within its community. In moving forward, the school needs to review the relevance of its self-evaluation evidence. Much of the information and evidence that was provided during the inspection was outdated and did not fully reflect the school's current context. With support from Aberdeen City Council, senior leaders and staff now need to ensure that self-evaluation systems are fully focussed on continuous improvement. A number of areas for improvement outlined within a previous education authority report have not yet been implemented in full. The pace of change needs to improve.

- Teaching staff have taken on important leadership roles which are linked to the school's current improvement plan. Teachers work well together to improve areas such as digital technology, French and Developing the Young Workforce. Staff value the opportunities they have to take the lead in improving aspects of the work of the school. Some staff members are empowered in their own time to extend their professional knowledge. They are using the learning from these opportunities to further improve their practice. We have asked the headteacher to bring about a more consistent approach to sharing professional knowledge and skills from nursery to P7. Staff are keen to look beyond the school and should be supported to look outwards at other practice. This would help to improve consistency across the staff team; the depth of understanding of national standards; curriculum continuity; and systems to support the needs of all learners. A next step could be to alter the current set of leadership initiatives to focus on the areas for improvement identified as part of this inspection. For example, improving the approaches used by the school to promote children's social, emotional and behavioural needs.
- The school's approaches for self-evaluation are not yet effective enough. The headteacher and her senior leadership team conduct evaluative activity such as monitoring teachers' plans and observations of the quality of teaching and learning. The headteacher recognises that she now needs to review the remits of the senior leadership team. The senior leadership team need to adopt a more consistent approach to providing evaluative feedback to teachers on the quality of their practice. This would help to strengthen approaches for formally monitoring the quality of educational provision from the nursery class to P7.
- There is a need to significantly improve the approaches employed by the school for planning, assessing, tracking and monitoring children's progress in learning. There are significant weaknesses in the processes and systems for formally documenting the support provided to children who have been identified as requiring support for their learning. A systematic recording and reporting process requires to be developed to ensure that all children's learning journey and future needs are captured accurately.
- We found a number of key school policies need to be reviewed and updated to reflect current national guidance and to meet legislative duties. In particular, policies intended to support the needs of all learners. As a matter of importance, the policy for promoting positive behaviour needs to be replaced to ensure that it is inclusive and equitable. We have asked the school to reflect on what it can achieve together. For example, by building on the examples of very positive practice which exist across the school, to bring about greater consistency in learning and teaching. Children from all stages are members of the pupil participation groups. These groupings offer good opportunities for children to learn about topics such as environmental issues and supporting the needs of others. While at a very early stage, children in the pupil council value the opportunity to comment on the quality of the work of the school. Older children act as buddies to support nursery children due to start school.
- Parents contribute their opinions through 'exit polls'. Some parents find this a useful way to offer feedback. Not all parents find these arrangements are effective or suited to their needs. There is scope to provide a range of information-sharing platforms. This will ensure that all parents have the opportunity to offer their views and receive information. The pre-inspection questionnaire highlighted a number of concerns from parents. We have discussed these with the headteacher and the education authority, with a view to improving communications with parents, including how the school reports to parents on their child's progress. Parents we met with, and the majority who responded to the pre-inspection questionnaire, were satisfied with many aspects of the school's work. They highlighted the friendly ethos and positive relationships which exist within the school.

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

- Almost all children come to school keen and eager to learn. When engaged in their learning, they are respectful of each other and of the adults who support their learning. In pre-inspection questionnaires, almost all children feel that the school helps them to understand how they are progressing in their school work. Almost all children are happy in school and feel that the school helps them to understand and respect other people. Most children know who to ask for help if they need it. Children feel that relationships across the school are strong.
- In discussion groups during the inspection, children were articulate and confident in talking about their school and their learning in discussion groups during the inspection, children were articulate and confident in talking about their school and their learning. Almost all children across the school are polite and respond positively to success in their learning. In the majority of classes observed, children were not always given learning tasks which were suitably differentiated. This meant that tasks did not always provide appropriate support or challenge. Tasks were not always matched to individual children's needs or interests. Teachers need to have higher expectations of what children are able to do. Teachers should also develop the ways in which all children can be more directly involved in planning and leading learning.
- In the majority of lessons observed, teachers used questions to check children's understanding and, at times, their recall of facts. Too often, learning was overly led and directed by the teacher. In a few classes, teachers ask questions which promote children's curiosity and challenge their learning. In these classes, children are encouraged to give extended answers to justify their response. In professional dialogue during the inspection, teachers recognise that they need to agree the ways in which they can consistently create opportunities for children to lead, evaluate and apply their learning.
- Across the school, teachers do not always share effectively the purpose of lessons with children. Instructions and explanations are not always clear. In the majority of lessons observed, children were not always able to share what they were learning and why. Children should be more meaningfully involved in planning and discussing their learning, so that they can measure their own progress and identify their next steps in learning. We have discussed how progress in this area would support children to improve the quality of their written work using agreed criteria.
- The quality of teaching observed across the school during the inspection was variable. Staff should now plan to revisit national learning, teaching and assessment guidelines. These guidelines should be used to establish an agreed understanding of what high quality learning and teaching looks like in Kingsford Primary School. Revised school guidance will support the school

- The quality of teaching observed across the school during the inspection was variable. Staff should now plan to revisit national learning, teaching and assessment guidelines. These guidelines should be used to establish an agreed understanding of what high quality learning and teaching looks like in Kingsford Primary School. Revised school guidance will support the school to ensure that all children experience learning which is motivating and meaningful. The quality of feedback to learners is variable across the school. Revised guidance should support the school to ensure that children receive high-quality feedback which can be used to identify next steps in learning. We have suggested ways in which learning at the early level in the school could be more play based.
- Teachers use a variety of approaches to assess children's progress and to identify next steps in their learning. Across the school, teachers used both summative data and formative assessment tools to inform next steps for learners. We have discussed with staff that this needs to become more consistent for all learners. Teachers should use national assessment guidance to ensure that valid and reliable assessment is integral to collaborative planning of learning and teaching.
- Teachers recognise that they are at the early stages of engaging with national benchmarks. Staff have been involved in associated schools' group moderation activities and are beginning to transfer learning from this into their work in the school. Staff are enthusiastic about working collaboratively with colleagues within and beyond the school. In discussion, not all staff had a clear understanding of the moderation cycle and the ways in which this could inform their practice. The senior leadership team now need to work with the staff to establish a secure understanding of national guidance on moderation and agree how this can become embedded in practice within the school. The school recognises that there needs to be a commitment to planned collaborative planning as part of this process.
- The school has recently introduced a new system for monitoring and tracking children's progress. Teachers meet termly with a member of the school leadership team to discuss the progress of individual children. This system is in the early stages of implementation. There is scope to strengthen further the ways in which this system is used to capture all relevant information which could be used to record children's needs and next steps more effectively.
- Overall, the school's approaches to tracking and monitoring are not yet sufficiently robust. As staff become more confident in their agreed approaches to assessment, improved professional judgement will help the school to provide a more accurate understanding of children's progress. As the information from the tracking system becomes more robust, the school will be better placed to scrutinise their data more rigorously. This scrutiny should include an analysis of the progress and attainment of groups of children, including those facing barriers to their learning. It should also be used to evaluate the effectiveness of interventions designed to improve outcomes for all learners.

2.2 Curriculum: Learning pathways

- The school has started to review the curriculum. The school's senior leadership team recognise that the curriculum needs to be updated and developed in order to ensure that children experience learning through appropriate progression pathways from nursery to P7. This work should be completed as a priority and supported by clear priorities and deadlines.
- The school now needs to extend consultation on reviewing the curriculum to include children, parents and other stakeholders. There is an opportunity for children to be involved in developing their curriculum by extending learner participation through self-evaluation and school improvement groups.
- We have discussed the need to refine the curriculum overview and develop a curriculum rationale which reflects the Kingsford context and setting. This should take account of the four contexts for learning and the cross-cutting themes, such as enterprise and creativity. There is scope for learners to be actively involved in identifying creative new contexts for future learning.
- A range of curricular pathways have been developed and shared by Aberdeen City Council. Staff are at the early stages of using these to improve their planning for progression. The school recognises that it now needs to agree how these pathways will be used consistently to support learners' progression. The senior leadership team and the staff should work together to agree how these pathways should be used across the school and nursery class.
- Teachers refer to, and make use of, Curriculum for Excellence experiences and outcomes to plan learning. Further development is required to secure a shared understanding of ways to group experiences and outcomes to support interdisciplinary learning. This process should extend to establishing agreed approaches to ensuring learning is planned in meaningful and motivational contexts. As discussed with the school, there is scope to review the use of the areas around the school to enhance outdoor learning experiences for all children.
- Children have timetabled opportunities to use digital technologies to deepen and enhance their learning. The school has identified that it has committed to make more devices available to children. In moving forward, the school recognises that it needs to develop a whole-school approach to using technology to enrich learning.
- The school documentation shows that that teachers plan for two hours of quality physical education (PE) each week. The school needs to monitor arrangements to ensure that all children receive this entitlement.

2.7 Partnerships: Impact on learners – parental engagement

- Most parents who responded to inspection questionnaires say their child is happy at school and that the school helps their child feel confident. Staff have well established, positive relationships with most of the parents. The majority of parents (75%) who responded to inspection questionnaires feel that the staff know their child as an individual. Overall, parents feel that staff are approachable, friendly and care about their children.
- The school has forged some links with the local community. A range of partners regularly contribute to learners' experiences. This includes opportunities to participate and work in an engineering project and coaching in sports such as cricket. Children report these experiences have a positive impact on their confidence and partners report that they have very positive relationships with the school. There is scope for engagement with a wider range of partners to support learning in a planned way. The impact for children of participating in the range of experiences needs to be tracked systematically in order to measure the value this adds. This should include tracking the skills for learning, work and life that children develop through these experiences.
- A recent focus on digital technologies is helping to provide parents with information about what is happening in school. The school website is used to share events and celebrate successes of learners in the school. Although information can also be supplied to parents in different formats, a minority of parents would like increased information and communication with the school and for this to be provided in a more timeous manner.

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 that need to be addressed as a matter for urgency.

3.1 Ensuring wellbeing, equality and inclusion

weak

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 aim to ensure that children have a happy and positive experience at school. Across the school, respectful relationships are evident between almost all staff and children and as a result, children view staff as friendly, kind, caring and supportive. Peer to peer relationships among the children are mostly positive. Staff know the children and their families well. Children are confident about approaching an adult in school who knows them well to share concerns or worries. Staff value the consideration the headteacher takes of their health and wellbeing.
- Children, staff and parents identify inconsistencies in the implementation of the behaviour policy. The headteacher, in consultation with all relevant parties, should now lead a review of the approaches taken to promoting positive behaviour. The wellbeing indicators, and children's rights, should be effectively linked as part of the review of the school's vision, values and aims. This will help staff to create a clear, coherent picture of what the school wants to achieve for each child. Revised approaches to promoting positive behaviour should be characterised by a full understanding of children's rights, wellbeing and equalities. Children are beginning to identify their expectations of how adults should treat them respectfully.
- The school is developing its use of national wellbeing indicators. They are in the early stages of supporting children to become familiar with the language of wellbeing. Children need to be helped to understand how they can assess and reflect on the progress they are making in their own health and wellbeing. This will be supported by the school's intention to introduce children to the use of the 'wellbeing web'. Teachers should use this tool as part of a body of evidence to demonstrate children's progress. The school should now consider how it takes account of learning that takes place across the ethos and life of the school, as part of planned learning in relation to children's wellbeing. The senior leadership team is aware of the need to implement approaches to track children's progress in health and wellbeing.
- The school has developed a health and wellbeing pathway which identifies coverage of experiences and outcomes for each level. They should continue with their plans to implement the local authority's progressive skills framework. Recently, the school implemented a new resource to support children's health and wellbeing, in particular their resilience. The school should review the impact of this work at regular intervals, and ensure there is a wider focus across all health and wellbeing experiences and outcomes.
- In discussions, children are able to describe their growing understanding of the importance of sleep, good hydration, regular physical activity and a varied, balanced diet for optimal health and wellbeing. Establishing and recording how well children are progressing in health

and wellbeing requires development. It is important that time is made available for children to reflect on their individual progress and development, and for them to discuss their progress in health and wellbeing with their teacher. As part of this process, personal learning targets in wellbeing would benefit from being focused and specific.

- The school has procedures in place to identify the additional needs of children. Teaching staff welcome termly meetings with a member of the senior leadership team to discuss the progress of their learners. During these meetings, they identify children who have barriers to learning and consider the most effective approaches to meeting their learning needs. However, record keeping is insufficient currently. The senior leadership team, as a matter of urgency, must give a greater focus in ensuring that children with additional support needs have their learning planned and evaluated appropriately. The senior leadership team should ensure that all children who require an individual support plan, have one in place. These plans should be reviewed on a regular basis. .
- Teachers should ensure that within individual support plans, specific, measurable, achievable, realistic and trackable (SMART) targets are in place for specific children. They should create and review these targets in consultation with relevant personnel and always with the involvement of each child and his/her parents. Evidence on the progress of identifiable groups of children, including those who are care experienced, is required. This information will support the school to identify the most appropriate intervention to meet individual children's needs. There needs to be more rigour around measuring and analysing the impact of the interventions in place for children. This would enable all involved to measure progress being made by individual children.
- As a priority, the headteacher, as named person, should develop meticulous approaches to planning and record keeping for children with additional support needs. The headteacher should ensure clarity of protocols for recording and sharing information. The senior leadership team should adopt a robust approach to recording wellbeing concerns and significant events in chronologies and children's files. The headteacher should review the remits and responsibilities of the senior leadership team to ensure a greater focus on the strategic leadership of children's additional support needs.
- The school should monitor and evaluate the impact of pace, challenge and differentiation to ensure that all children are included fully in all lessons. Children are almost always removed from class to receive additional support. This happens at times when it impacts negatively on other areas of their learning. The school should review the balance of support for children provided through extraction, with increased support in class. Staff should ensure children are not missing out on learning in other curricular areas, such as PE. They should ensure that the provision of additional support is well-matched to children's needs and further promotes inclusion. This will contribute to children being able to achieve their full potential. Children across the school, are capable of having more challenge in their learning.
- The pupil council has made a promising start to using the child-friendly, 'How Good Is Our School' to support their involvement in school improvement. They intend to include, engage and involve all children to ensure that any developments consider all views. The senior leadership team should develop more systematic approaches to all children's participation to ensure their views are fully considered as part of the improvement process. Children speak positively about the many pupil participation groups. There is scope for these groups to be more purposefully focussed on developing the children's skills for learning, life and work in a planned, progressive manner.

- All adults working in the school have undertaken an annual update on child protection and safeguarding. All new staff, volunteers and students are provided with training to ensure they are familiar with school policy. Children's attendance levels are in line with the national average and the school is proactive in dealing with any attendance issues which may arise.

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

- Overall, attainment in literacy and attainment in numeracy is satisfactory. Data provided by the school was based on teachers' professional judgements. Attainment data is also tracked through a recently introduced digital tool. Although this is supported by on-going professional dialogue with the senior leadership team, the approaches used are inconsistent. Staff are at the early stages of developing confidence in making professional judgements about children's progress across Curriculum for Excellence levels. They have made a start at using benchmarks to support this process. We ask that staff develop their approaches to moderation much more fully, to support them in making accurate professional judgements on achievement of a level. Tracking meetings need to have a greater focus on how well and how much progress children are making across their learning. By working in this way, the senior leadership team and staff will gain a deeper understanding of attainment over time. An increased pace, and greater challenge in learning would lead to a significant number of children across the school achieving more. There is a need to develop further the school's approaches to assessment to ensure a better, more informed understanding of their attainment data.

Overall progress in literacy

- Most children are attaining expected Curriculum for Excellence levels in literacy and English. The attainment within classes and across the school is variable. More effective use of the recently implemented tracking system would generate more reliable information which teachers could use to inform their plans and next steps in learning for individual learners and groups.

Listening and Talking

- Overall, children are making satisfactory progress in listening and talking. At the early stages, most children are able to listen carefully to their teacher in whole class learning, story time or when working in small groups. A few children are not yet able to do this independently. Across first level, the majority of children listen effectively and can communicate well with each other. By the end of first level, they are able to express their thoughts and feelings well, responding appropriately to each other during discussion. Most children working towards second level listen respectfully to each other when working in pairs or small groups. In the best practice, children benefit from opportunities to formulate and justify their opinions during topical debates, disagreeing respectfully with others or supporting their viewpoints by building on what has already been said. Most children can ask and answer questions appropriately and use vocabulary that is suited to the purpose.

Reading

- Overall, children are making satisfactory progress in reading. Across early level, children have opportunities to engage with a variety of texts through a range of media. Most children

can blend sounds and read familiar words in context. They show awareness of features of books such as title and blurb, and can use illustrations to support their understanding. There are opportunities for children to retell familiar stories using role play and puppets. Most children working within first level can read fluently and convey understanding. They can use context clues to deduce the meaning of unfamiliar words and distinguish between fact and fiction. At first level, children can find information from a range of texts and use this to create posters linked to their class topic. They can talk about authors they like and give reasons for their choices. There is scope to further promote a love of books and reading for enjoyment. Across second level, children are developing an understanding of the features of different texts, including graphic novels and newspaper reports. Most children can skim and scan texts to find information, identify main ideas and make notes to support the creation of new texts. At second level, most children can read fluently and with expression. They talk confidently about their preferred genres, the range of features associated with these and can provide some detail to underpin their choices. They talk enthusiastically about their class novel through which they are exploring characterisation, structure and the author's use of language. Across the school there is scope to allow more opportunities for learners to choose their own novels as part of the home reading programme.

Writing

- Children across the school write for a range of purposes and have experience of different genres. Staff have worked with colleagues in their associated schools group at joint moderation sessions to develop a common framework for assessing writing. This is helping to develop a shared understanding of achievement of Curriculum for Excellence levels. At the early stages, most children can write using simple punctuation. They use their knowledge of phonics to attempt to spell familiar words correctly. There is scope for more collaboration across early level to build on early years practice. This will help to encourage independence and provide opportunities for children to create characters and imaginative stories. Children working at first level are able to use a range of appropriate punctuation such as question marks, commas and exclamation marks. Some children are exploring the use of ellipses and speech marks in their writing. However, this is not consistently seen in writing across the curriculum, and staff need to set and agree high expectations in terms of presentation. Most children can write to convey information using vocabulary and structure appropriate to the context, for example, when creating a newspaper report. Across second level, children develop their use of a range of connectives and openers and explore how sentences of different lengths and structures create different effects in imaginative writing. Most children can organise notes in a logical manner and use these to create new texts. There are encouraging examples of children creating their own graphic novels, using appropriate forms and style. Towards the end of second level, children explore poetry, making effective use of similes and metaphors. Most have a clear understanding of how language can be used to influence the reader and have used this understanding in a range of persuasive writing activities.
- Teachers should collaborate to agree a whole-school approach to providing feedback across the curriculum, and how children are supported to act upon it, to further raise attainment.
- Whilst moderation activity takes places with other schools and the staff engage in ongoing informal dialogue, there is a need to develop processes within the school which support regular opportunities for collaborative planning of learning, teaching and assessment. This will ensure appropriate progression for all learners and support raised attainment and more reliable teacher professional judgement.

Overall progress in numeracy and mathematics

- Overall, attainment in numeracy is satisfactory. Most children are making appropriate progress in numeracy and mathematics. Teachers have not yet started to discuss progress in numeracy with children themselves. As a result, children lack the skills and confidence to speak knowledgeably about their progress, or to set appropriate targets for the next steps in their learning. The recent focus on improving mental mathematics using guidance from Aberdeen City Council, is providing children with increased challenge and enjoyment.
- There is significant scope at the early level for increased pace and challenge for all. A few staff provide opportunities for numeracy across the curriculum. We ask that this is built on consistently to ensure children see the need for numeracy in real-life contexts. According to the school, most children in P1, P4 and P7 are on track to achieve appropriate Curriculum for Excellence levels by the end of the school year. Inspection evidence highlights that these predictions lack rigour and are therefore unreliable.

Number, money, measurement:

- Most children working towards achieving the early level are able to count with confidence and most can perform calculations requiring addition up to ten. Almost all are aware of how time is linked with routine and understand that analogue clocks can be used to display time. As they progress through the school, almost all children are able to add using hundreds, tens and units and can round numbers to the nearest ten and 100. At first level, the majority of children are confident in multiplying by two, three, five and ten and have an understanding of place value. Older children can explain the link between a digit, its place and its value for numbers to three decimal places. At second level, children can compare costs and determine affordability within a given budget. Most children working at the second level demonstrate a sound understanding of multiplication facts and place value. The majority can solve simple algebraic equations with one variable. Across the school, staff need to build in opportunities to reinforce and consolidate taught learning more frequently.

Shape, position, movement:

- As they progress through the school, most children are developing an understanding of the properties of 2D shapes and 3D objects. Children need to develop a better understanding of the importance of using a ruler and the accuracy required when creating symmetrical shapes. Across second level, most children are able to identify acute, obtuse and right angles to describe and classify a range of angles within shapes in the real world.

Information handling:

- Across the school, most children have an understanding of types of graphs and how to interpret data as appropriate to their age. There is scope to revisit this work at all stages across the school to ensure children can confidently use and interpret a greater range of graphs. This should include linking collecting and analysis of data across curricular areas. At first level, the majority of children are developing an understanding of certainty and chance as appropriate to their stage. There is scope for children working at second level to develop an understanding of this area.

Attainment over time in literacy and numeracy

- Over the past three years, the school's data shows consistent performance. While the school gathers a range of assessment data, teachers are at the early stages of using this data to understand how well children are progressing through a level. We have suggested that there are benefits for staff to access the moderation materials on the Education Scotland Moderation Hub. By working collaboratively over time, there is the potential for staff, along with improved approaches to moderation and assessment, to make more reliable and robust judgements. Although teachers are aware of the socio-economic background of

children, they are at times unclear about their additional support needs, or any other potential barriers to children's progress and attainment.

Achievements:

- There is a range of opportunities within the school for children to develop the four capacities of Curriculum for Excellence. This includes, pupil council, participation groups, and an environmental committee. The school celebrates children's achievements at 'stage praise' assemblies. The school should continue to develop these opportunities, including achievements both within and out with school, and ensure children are leading these activities fully. Staff should support children to become more aware of the skills they are developing through these activities.
- The school offers a range of after school and lunchtime activities. Sporting activities are delivered in partnership with Active Schools and are a popular aspect of the school day. The school should now work with partners to achieve a Sports Scotland award. The school does not currently record or track children's wider achievements. There is a need to develop this to ensure children, particularly those who may experience barriers to their learning, are not missing available opportunities and can be supported to participate.

Equity for all learners:

- The Pupil Equity Fund has been used to raise attainment in literacy. Of particular note is the positive impact of a reading programme, which has led to a significant improvement in the ability of the targeted groups of children to use strategies to decode and understand seen and unseen texts.
- 'Getting your day off to a good start' is an initiative aimed to have a positive impact on children's attendance and engagement. The senior leadership team need to review the relevance of this initiative, as this session the children most likely to benefit have not attended.

Choice of QI : 2.6 Transitions

- Arrangements to support learners and their families
- Collaborative planning and delivery
- Continuity and progression

- The arrangements for children moving from the nursery class to P1 have been established over time. Staff provide opportunities throughout the year for children in the nursery class to join in activities in the school. Children very much enjoy these opportunities to visit the main building. Parents are invited to attend events in the school as part of the induction programme. There is a need to change the tone of the induction programme, from one of complying with school rules, to one which embraces parents as equal partners in their child's learning journey.
- As yet, there is no consistent approach to planning the early level across the nursery and into P1. Information is shared about children's emotional and social needs and this acted upon effectively by teachers. Practitioners and teachers should work collaboratively to plan children's learning, based on sound knowledge of their skills and attributes. The school would then achieve greater continuity of children's curriculum experience across the early level. The effective play-based learning that is apparent in the nursery class needs to continue into P1. This would offer children a sense of familiarity in their new environments.
- The arrangements for children moving to secondary school include opportunities for enhanced transitions. Working closely with colleagues in Hazlehead Academy, a programme is in place to ensure that children who will need extra time to settle into secondary school can feel confident in their new environment. As early as P5, children are involved in joint activities that support their move to secondary school.
- In planning for children's move from P7 to S1, we have asked the school to ensure that curriculum pathways are jointly planned to take cognisance of the learning that children have acquired during their time in primary school.

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.