

# Summarised inspection findings

**Kinloss Primary School and Nursery Class**

Moray Council

4 February 2020

## Key contextual information

Kinloss Primary School serves the communities of Kinloss and Findhorn and the army barracks at Kinloss, where the 39<sup>th</sup> Engineer Regiment is based and where the largest group of the school population is housed. The current school roll is 244, including 11 children in the nursery class. The school leadership team comprises of the headteacher and depute headteacher. The headteacher has been in post since January 2019.

### 2.3 Learning, teaching and assessment

good

This indicator focuses on ensuring high-quality learning experiences for all children and young people. It highlights the importance of highly-skilled staff who work with children, young people and others to ensure learning is motivating and meaningful. Effective use of assessment by staff and learners ensures children and young people maximise their successes and achievements. The themes are:

- learning and engagement
- quality of teaching
- effective use of assessment
- planning, tracking and monitoring

- Across the school, there is a supportive, nurturing and inclusive ethos. This is based on the school's current values which encourage children to 'Be respectful, show kindness, be helpful and have fun'. The newly-appointed headteacher has identified the need to refresh these values. These are currently being developed with a greater emphasis on children's participation and consultation with all stakeholders.
- A significant number of children join Kinloss Primary, throughout the school year, from across different parts of the United Kingdom and wider afield. Staff know their children well and are sensitive to the school's own particular context. Positive relationships are evident between all staff and children. As part of ongoing planned improvements, the headteacher and staff are developing new approaches to transition and the inclusion of all children who join classes across the school. This demonstrates that wellbeing and inclusion is a priority.
- Most children enjoy their participation in learning experiences. Recent developments undertaken by the headteacher and staff have created a more positive learning environment. There is now a stronger focus on promoting positive relationships and working together. These developments are already beginning to impact positively on children's progress. Children are learning to work well together and positive steps have been taken to improve further children's wellbeing and relationships. In most lessons, children enjoy appropriate challenge and are encouraged to explore the purpose of their learning and identify ways in which they can be successful. Staff should now develop further opportunities for children to lead their own learning and that of others.
- Overall, the quality of teaching is good across the school. In almost all lessons, explanations and instructions are clear and children are encouraged to 'clarify' and 'summarise' various parts of their lessons. Teachers hold plenary sessions at the end of lessons to reinforce the key points and to enable children to reflect better on their learning. The headteacher is continuing to work with staff to develop approaches to support the development of children's resilience and develop further inclusive practice.

- In the majority of lessons, children are engaged and motivated to learn. In most classes, lessons are well matched to the individual needs of children. There is a need to continue to develop differentiation to support learning and challenge children further. Children work well together, in pairs, groups and as individuals. They are articulate and demonstrate a good general knowledge about the world around them. The majority of children are enthusiastic to increase their roles within the school to support improvement and to have greater choices in their learning.
- The digital-based classroom has been developed to include a number of stimulating contexts and activities. Children enjoy greatly their learning in this curricular area. Children benefit from having access to coding and gaming as motivating learning opportunities. The use of digital resources now should be extended further into classroom activities. Working on different digital platforms within the class with more emphasis on real life contexts and experiences should now be encouraged. Teachers should continue to use digital resources more widely and as an integral part of planned learning experiences.
- Staff are developing approaches to assessment using both formative and summative in order to support children's understanding and progression. In the majority of lessons, teachers deploy a range of strategies throughout learning activities to review children's progress and identify next steps. Written and verbal feedback on children's work is an improving feature of learning and teaching across the school. The headteacher and staff are developing shared expectations about the standards they wish to achieve for all children. Teachers are continuing to become more familiar with National Benchmarks to support their professional judgement of Curriculum for Excellence levels. The headteacher has identified the need to extend professional learning opportunities for teachers to develop further their understanding of moderation. This will be supported by engaging in shared moderation activities with the associated schools group and the education authority.
- Teachers plan for learning appropriately with coherence and balance over the term. These plans take account of curricular pathways and are supportive of children's needs. Staff approaches to planning also recognise the needs of children who face additional challenges. The headteacher and staff are reviewing their approaches to planning for learning and have agreed on a process which is more manageable and more clearly aligned to national guidance. Teachers should continue to develop further these plans and embed them in school processes to help set targets for children. There is scope for the school to involve children further in the planning process.
- The headteacher has collated a range of data to monitor the progress of children across the school. Senior leaders and staff meet regularly during the session to discuss the progress of individual children. This dialogue is used well to identify the individual needs of children and plan appropriate interventions. Staff are continuing to embed refreshed approaches to tracking and monitoring children's progress. They should continue to look outwards to develop a clear understanding and confidence in applying national guidance and expectations to plan appropriately for learning, teaching and assessment.

## 2.1 Safeguarding and child protection

- The school submitted self-evaluation information related to child protection and safeguarding. Inspectors discussed this information with relevant staff and, where appropriate, children. In addition, inspectors examined a sample of safeguarding documentation. At the time of the inspection, there were no identified areas for development.

### 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

- Kinloss Primary School has a very high proportion of children from transient military families who join and leave the school throughout the session. Many families come from across the United Kingdom and more widely. Assessment and progress data for children does not always show clear trends to identify areas for strength and areas for improvement. We discussed with senior leaders ways in which they can approach the analysis of data with teachers, to identify the extent to which the school is adding value to children's progress.
- Teachers across all stages are beginning to moderate children's progress against the National Benchmarks.
- The school shared its Curriculum for Excellence attainment data over the last four years. We agree with this which shows that, in session 2018-19, most children at the early level and the majority at second level are making satisfactory progress in numeracy and mathematics. Less than half are making satisfactory progress at first level. Most children in P1, P4 and P7 achieved appropriate levels in listening and talking. Most children in P1, P4 and P7 achieved appropriate Curriculum for Excellence levels in reading. By the end of P1 and P7 most children achieved appropriate levels in writing. By the end of P4, the majority of children achieved appropriate levels in writing.
- Current data is based on teacher professional judgements and a range of assessments. Senior leaders correctly identified the need to put in place more robust approaches to tracking and monitoring to support teachers to design improved evidence-based interventions, so that they can raise the attainment of all children. Senior leaders agree that children are capable of making better progress.

#### Literacy Reading

- Overall, most children are making good progress in reading. Across the school children enjoy reading. They engage well with a range of stimulating texts and enjoy selecting books for personal reading. At early level, most children are developing knowledge and application of phonics to identify sounds in words. They contribute confidently to discussion about events, ideas and characters in texts. Most children working at first level can read familiar and unfamiliar texts with fluency, expression and understanding. Children ask and answer a range of questions and are developing skills in comprehension. Most children working within second level show confidence in knowing why they prefer particular authors. They comment about characterisation, setting and overviews of books and can share strategies of skimming and scanning. They respond to inferential and literal questions and provide considered responses to chosen texts. The school should continue to develop children's reading skills further.

## Writing

- Overall, the majority of children are making satisfactory progress in writing. The headteacher is aware of the need to raise standards of attainment across the school, particularly in writing around the first level. Children are motivated and positive about writing. Children at early level are developing confidence to write purposefully with an appropriate level of independence. By the end of first level most children create a range of short and extended texts using appropriate punctuation. Children develop writing skills across the curriculum. Most children at second level use appropriate style and format to convey information effectively. The school should continue as planned, to raise standards of attainment in writing, through a consistent focus on standards, expectations and the use of feedback.

## Listening and talking

- Across the school, most children listen well in class to instructions and explanations and respond appropriately. At early level, most children demonstrate their understanding of instructions in their engagement in activities. At first level, the majority of children listen well to each other when talking in groups. Overall, there is a need for children's skills in listening and responding appropriately to others to be developed further. At second level, most children communicate confidently and clearly, using appropriate vocabulary. At first and second level, the school should develop children's ability to build on the responses of their peers, for example, by enriching conversations. Children develop their confidence presenting to a larger audience, for example, through assemblies. The school should now ensure that skills in listening and talking are planned for in a structured way.

## Numeracy and mathematics

- Overall, children's attainment in mathematics and numeracy is satisfactory. The majority of children across the stages make satisfactory progress. There is a need for staff to put in place more timely interventions to support children's progress for those who join the school during a session. Importantly, staff should continue with their work to identify more quickly gaps in the prior learning experiences of children who join the school from different education systems.

## Number, money and measurement

- By the end of early level, most children carry out simple addition and subtraction within ten. They are able to identify most coins and a few children are able to give change to 10p. Most children are able to identify o'clock times on an analogue clock. By the end of first level, the majority of children are confident with times-tables and add and subtract two and three digit numbers confidently. They need to develop their skills in identifying and writing simple fractions and percentages. By the end of second level, the majority of children tell the time using 12 hour time however, they are less confident using and expressing 24 hour time. The majority of children are confident in their use of fractions, decimals and percentages. A few children can solve simple algebraic equations. Across the school, children's skills in mental calculations are developing well. We discussed with senior leaders ways in which teachers can help children to link learning in maths and numeracy to real-life contexts.

## Shape, position and movement

- Most children working at the early level are making good progress in recognising different shapes. The majority of children working at first level are becoming confident in labelling 2D shapes and 3D objects. At first level, a few children are more confident in describing features of 3D objects such as cuboids or pyramids. By second level, the majority of children recognise a range of different 2D shapes and 3D objects. With support, the majority of children are confident in calculating areas, perimeters and volumes.

## Information handling

- At the early level, a few children interpret simple graphs. The majority of children at first level can display data including labelling both axes and understand and use appropriate scales. At second level, children need further opportunities in real life contexts to use digital technologies more to display information and acquire skills in interpreting data.

## Attainment over time

- As a priority, senior leaders should continue as planned to provide opportunities for teachers to develop a deeper understanding of national standards and expectations. Senior leaders are aware of the transient nature of many of their children and how this issue affects their tracking of attainment. Using data within the newly developed system to track and monitor children's progress, staff should continue as planned to develop more bespoke and differentiated interventions for children to progress. This will allow senior leaders and staff to track value added as children move from stage to stage and to identify trends in attainment, including for different cohorts of children.

## Achievement

- Children's achievements are recognised and celebrated through awards shared at assemblies, through their own profiles, school newsletters, social media and on displays across the school. Children are proud of their 'Our Wider Learning and Achievement' (OWL) walls and book. Children's leadership and communication skills are developing through their membership of the range of school committees or ambassador roles. Children enjoy attending clubs which are matched to their interests and include coding, library and Lego. We agreed with the headteacher there is scope to increase opportunities for, and skills gained through, achievements and the impact of these on leadership of children. Children are building their confidence through representing the school in inter-school sporting and musical events. As identified and promoted by the headteacher, recent developments now record, track and monitor children's wider achievements linking to skills for learning, life and work. These interventions help all children to participate in school activities equitably.

## Equity for all learners

- All staff across the school are developing ways to improve equity for all children. A range of interventions is in place as a result of Pupil Equity Funding (PEF), including additional staffing to support whole school improvements. A few of these interventions are beginning to improve children's experiences and progress in literacy, numeracy and health and wellbeing. Health and wellbeing and the promotion of positive mental health has been a successful key whole school focus.

## 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.