

Summarised inspection findings

Kennoway Primary and Community School and Nursery Class

Fife Council

23 June 2020

Key contextual information

Kennoway Primary and Community School serves the town of Kennoway in Fife. The school is a purpose-built community school, with a range of facilities on site. A council wide support service which is located in the school, was not part of the inspection. Most children and families in the community face socio-economic challenge. The current school roll is 408, and 107 in the nursery.

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

- Led by the headteacher, the staff team has established a welcoming school environment, where children thrive within a caring culture. Relationships are strong amongst staff and children and across the wider school community. The headteacher, who has been in post for seven years, is highly respected across the community. School staff know the children and their families very well, and are responsive to their needs. There is a strong commitment to supporting children and their families. School leaders have very effective relationships with a range of partners who support children's development, learning and wellbeing. The school's vision and values are evident in the life of the school. Staff should continue with their plans to embed learning about children's rights as a feature of school life.
- Children are well behaved and polite. They respect staff and each other. They enjoy engaging with adults and are eager to talk about their learning and activities in class. They are very proud of their school and appreciate the help they get from their teachers and support staff. They feel that their views and ideas are listened to. Most children listen well to lessons and instructions in class. During class discussions, most children respect the views of others and respond confidently to questions. Most work well in pairs and small groups, however, they engage best during teacher-led activities. Children need to develop their skills in working independently with their classmates and to keep on task without adult intervention. In the majority of lessons, learners' experiences are appropriately challenging and well matched to their needs. This is particularly evident in numeracy and mathematics. Staff should continue to develop approaches to differentiation to offer all children motivating and meaningful learning across the curriculum. The school is at the early stage of developing play across early level and should continue to use local and national guidance to ensure high-quality experiences.
- There are effective processes in place to identify children who need additional support with their learning. Children are well supported individually, and in small groups in and outwith class.
- Staff make effective use of digital tools to enhance learning, including relevant video clips, images and texts. Across the school, children have access to a range of digital tools. For example, they enjoy using netbooks and tablets in research tasks. They are developing skills in using tablets / netbooks to present their writing and prepare presentations for sharing with their

classmates. They make use of tablets to film class activities. Children who need extra help with their work can choose to use technology to support their learning.

- Across the school, teachers' explanations and instructions are clear. In a few lessons, the pace of learning is too slow, with children waiting too long to engage in activity. This has an impact on the behaviour and motivation of a few children.
- Staff engagement in professional learning has led to agreed strategies for learning and teaching. This includes sharing the purpose of learning, and supporting children to understand how they will achieve success. In most lessons, questioning is used effectively to check children's understanding and promote their skills in reflection and prediction. Most staff use praise well to encourage children to participate and develop confidence in contributing to class activities. They are developing skills in offering children feedback that supports children's understanding of how they can improve their work. Staff should continue to work as a team to ensure these strategies are embedded effectively at all stages and in all classes.
- Children enjoy a range of roles and responsibilities around the school. They contribute to the life of the school as members of various groups including the pupil council, and older children are developing skills as buddies and house captains. Staff should now offer children more opportunity to lead and coordinate these groups.
- Teachers plan a range of appropriate summative and formative assessments within their long-term planning. They are making increased use of National Benchmarks to support their understanding of national standards, particularly in literacy and numeracy. Teachers across the school, use peer- and self- assessment well to support children to reflect on their own progress. Teachers should build on this, ensuring children are clear on the skills they are developing and understand what they need to do to improve.
- Teachers engage in regular collaborative planning meetings with colleagues from across each level. This is supporting teachers well to share practice and learn from each other. To develop further their understanding of progress and national standards, teachers should engage in moderation activities, including working across the cluster and beyond.
- Staff are embedding a new approach to professional dialogue on attainment, tracking and planning. The senior leaders meet regularly with teachers throughout the year to discuss long term planning, alongside assessment and attainment data. They provide comprehensive feedback and clear action points to help teachers to meet the needs of children within their class. As a result, teachers are beginning to use data more effectively to inform their planning. Children experiencing potential barriers to learning are identified and targeted support is quickly put in place to help them overcome any gaps that exist. Teachers value the increasing level of challenge and support this emerging approach provides. They talk very positively about the impact it is beginning to have on their practice. Children's confidence and engagement in numeracy and mathematics is improving as a result of this work.
- Teachers use helpful, annual, planning overviews to ensure coverage of experiences and outcomes. They plan appropriately for numeracy and mathematics and literacy and English using local authority progression pathways. Interdisciplinary learning (IDL) is well-planned and teachers provide children with meaningful opportunities to apply their learning across the curriculum. Teachers' evaluations include next steps in learning for groups of children. In almost all classes, children contribute to IDL planning by generating 'key questions' linked to the context for learning. In most classes, teachers use these 'key questions' effectively to plan learning experiences based on the children's interests. This is helping to motivate and engage children in their learning. Teachers should continue to involve children in planning and leading their learning across the curriculum. They should continue to use information gathered at

professional dialogue discussions to inform their approaches to planning, 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

good

This indicator focuses on the school's success in achieving the best possible outcomes for all learners. Success is measured in attainment across all areas of the curriculum and through the school's ability to demonstrate learners' achievements in relation to skills and attributes. Continuous improvement or sustained high standards over time is a key feature of this indicator. The themes are:

- attainment in literacy and numeracy
- attainment over time
- overall quality of learners' achievement
- equity for all learners

Attainment in literacy and numeracy

- Data from the school indicates that most children have achieved appropriate Curriculum for Excellence (CfE) levels in literacy and numeracy. Predictions indicate that almost all children in P1 are on track to attain early level in literacy and numeracy. Most children at first level and second level are on track to achieve appropriate levels. Senior leaders need to continue to ensure that judgements at early level are based on reliable and robust evidence and are accurate. Children with additional barriers to learning make good progress towards achieving their individual targets.

Literacy and English

- Overall, most children are making good progress in literacy and English.

Listening and talking

- Progress in listening and talking is good. At early level, most children can work with a partner and discuss different stories. A minority of children are not able to listen to and follow instructions consistently. Across first level, most children listen well to adults and peers, responding with appropriate opinions and ideas. Most children at second level participate well in paired and group discussion, presentations and debates, and communicate clearly. Across all levels, children need to develop confidence in applying their skills in a wider range of situations, including real life experiences beyond the classroom.

Reading

- Children make very good progress in reading. At early level, the majority of children blend simple sounds and recall simple common words. A minority of children require more practice in reading common words and increasingly complex blends. At first level, most children read with increasing fluency. They select a range of strategies to read new texts. At second level, almost all children read fluently with good expression. They are knowledgeable about a range of authors and genres and can discuss their preferences. A few children across first and second levels are not able to discuss strategies required to answer inferential and evaluative questions.

Writing

- Children are making good progress in writing. At early level, the majority of children write simple sentences with full stops. A minority are not able to use capital letters or write common words without support. The majority of children at first level and most at second level write well-structured sentences. They use increasingly ambitious vocabulary to enhance the text. Across all levels, a minority of children are not able to write increasingly extended pieces or for a range of purposes. Children need to continue to improve their skills in writing at length and in how they present their writing across the school.

Numeracy and mathematics

- Overall, most children are making very good progress in numeracy and mathematics. Numeracy and mathematics has been a focus of staff professional learning, resulting in shared standards and expectations across the school.

Number, money and measure

- At early level, almost all children can add to 10. At first level, almost all children can solve addition and subtraction problems with two and three-digit whole numbers. At second level, almost all children are confident rounding numbers and select correctly the most appropriate units for measurement. At first and second level, most children utilise 12 and 24-hour timetables to plan journeys. Across the school, most children can budget well using money. Children measure confidently, including in real life activities, for example, in baking activities. Overall, across the school, children need to continue to extend their mental agility skills, particularly in multiplication and division.

Shape, position and movement

- Across the school, almost all children use mathematical language well to describe properties of two-dimensional shapes and three-dimensional objects. Most children build confidently nets of shapes and can link skills learned to careers. At early level, most children recognise one line of symmetry in shapes. At first and second level, most children have a good understanding of angles and directions. They can plot points using coordinates well, including using positive and negative numbers. Across the school, children are increasingly confident using digital technologies, such as programmable toys, to apply these skills across learning.

Information handling

- Across the school, children undertake surveys and display and interpret information in a range of ways well. At early level, the majority of children use tally marks to record information accurately. At first level, most children understand and can use pictographs, Venn and Carroll diagrams. At second level, the majority of children confidently draw bar and line graphs, and pie charts. They interpret information from graphs and charts and apply these skills well, including through digital technology.
- Over the past three years, most children attained expected levels in literacy and numeracy. Children's attainment is not always maintained as they move through the primary stages. Tracking systems are in place to monitor children's attainment in literacy and numeracy. Senior leaders need to keep a sharp focus on raising attainment from early to first level where recurring dips in attainment are evident. Targeted interventions support children to achieve well, including at times of transition as they move through the school. Staff are not yet able to provide evidence of children's progress beyond literacy and numeracy. As identified, senior leaders need to extend tracking of attainment across other curricular areas.

Overall quality of learners' achievement

- Senior leaders plan a wide range of leadership roles for children from P1 to P7. As a result, children take on increasing responsibilities as they move through the school, developing skills in communication, teamwork and leadership. They consult their peers to make informed decisions about school improvements. Children are proud of their sporting and sustainability awards as the result of the work of school committees. Children's achievements in both school and wider life are celebrated through assemblies, displays and school newsletters. Senior leaders, with teachers, should track children's achievements, to support children to understand the skills they are developing. They should also support children to take increasing responsibility for leading school improvement committees.

Equity for all learners

- Senior leaders use the Pupil Equity Fund (PEF) effectively to provide targeted interventions that support children's emotional wellbeing and raise attainment. They have robust arrangements in place to track the impact of these targeted supports. As a result, staff can demonstrate that identified children's wellbeing and engagement is improving and children are becoming increasingly skilled at self-regulation. Most children receiving additional support have improved confidence and are able to transfer skills learned to daily class work. Senior leaders can demonstrate improved progress for identified children and how long-term, they aim to close the attainment gap. They should extend this to tracking cohorts or identified groups across the school to identify key trends that impact on attainment.

Explanation of terms of quantity

The following standard Education Scotland terms of quantity are used in this report:

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|-------------------------|---------------|
| 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.