



PROGRESS ON THE MAIN POINTS FOR ACTION

Kinnaird Primary School, nursery class and Thistle Wing were inspected by Her Majesty's Inspectors of Education (HMIE) in June 2012 as part of a national sample of schools. The report was published in August 2012 and it was agreed that the local authority would publish a progress report on the main points for action within 2 years of the original publication.

As a consequence, a team of officers of the Council visited the School in June 2014 to validate the school's evaluations of its progress towards the main points for action identified by HMIE.

The team consisted of a Quality Improvement Officer, a Peer Headteacher and a Depute Headteacher from another Authority Primary School. This report contains their findings and validation of the evaluations.

KEY STRENGTHS OF THE SCHOOL

- The ethos of the school which was open and welcoming with a calm and purposeful feeling.
- The happy, confident and well-mannered children who show respect to all, are engaged in their learning and are willing to share their opinions with others.
- The willingness to seek views from all stakeholders.
- The collegiality of the staff in planning at all stages.
- The commitment of the staff to the development of the whole child beyond the classroom.
- The vision and leadership of the Senior and Middle Managers of the School.
- Consultation across a range of subjects and audiences has clearly led to change.

MAIN POINT FOR ACTION 1:

Continue to take forward Curriculum for Excellence, with a focus on further improving children's achievements

Strengths

- Staff, pupils and parents commented very positively about Big Maths and the impact it has had on speed, accuracy and strategies. Parents in particular spoke of how they were using strategies to support their children in their Maths. Children, staff and parents were motivated and passionate about Maths. Parents who were interviewed felt that they were well informed of the methodologies involved.

- Storyline and topic work is being strengthened through cross-stage working in inter-disciplinary learning.
- The team saw good evidence of curriculum mapping in the early level, linking the Experiences and Outcomes of the early level of Curriculum for Excellence to the nursery curriculum.
- Learning Intentions (LIs) and Success Criteria (SC) with very clear understanding of their use were evident across the mainstream school and are now being used more effectively in the nursery and the Thistle Wing.
- Assessment for Learning was embedded throughout the school. Co-operative Learning was also embedded in the mainstream classes visited.
- Strong multi agency work is ensuring that Partners are enhancing the curriculum through consultation and direct work with pupils in the mainstream school and the Thistle Wing.
- The 'P7 restricted access section' in the library has been a big success with staff, pupils and parents, with parents commenting favourably on the stronger engagement with reading from their children.
- Active learning was evident throughout the school with children being highly motivated and engaged with their tasks and activities. They were able to explain their learning and the progress they are making with knowledge and confidence.
- Pupil Voice has been enhanced through the development of multi stage 'Learning Groups' across a range of activities and subjects. Children, staff and parents spoke highly of these groups and the impact that this has had on the school, bringing the school community together and building confidence in children who might not have participated previously. Children feel that they are being listened to and are making decisions.
- The school has recently introduced Rights Respecting School and the children spoke at length about this development, expressing the view that they were treated very fairly. They enjoyed the Rewards on offer for behaviour and for undertaking responsible roles such as peer mediators.
- Children and parents were very enthusiastic about their

school and their learning. Parents were well informed and understood the principles and practice of Curriculum for Excellence.

- The development of the teaching of reading skills with new resources, some chosen by the children, is improving literacy. The revival of the Book Detectives approach has also had a positive impact.
- The school has achieved Health and Well – Being Accreditation, level 3 – the first in the Authority. The accrediting team recognised the amount of work around LIs and SC and the strong development of children's voice within self-evaluation processes.
- The schools' Comenius project has and is linking the Thistle Wing and the Nursery with partners, with equal input from the Thistle Wing, giving a greater sense of achievement for staff and children.
- Self-evaluation across the school has changed dramatically with stronger reflective practice in evidence by staff.
- The introduction of an ASDAN award for achievement in the Thistle Wing has been a positive development for the children with additional support needs. This external award will recognise the children's progress and achievement formally and enhance their curriculum.
- The development of outdoor learning especially in the nursery is commendable with input from children, parents and staff. The new mud kitchen is a source of great excitement for the children.
- The communication systems in the Thistle Wing were commended by partners who work closely with the children and staff.
- The school has a strong programme for Physical Education (PE) and is committed to providing two hours of quality education in this subject. This has been well supported by the visiting specialist teacher.
- The Learning Wall and Floor Books in the Nursery are leading to improved Learning Intentions as well as more inclusive planning, better assessment and improved Learning Journeys.
- Children's achievements are celebrated regularly at assemblies, in newsletters and in displays around the school. The school's website is well maintained and up dated regularly.

The school evaluated its progress as Good. The Validation Team evaluated it as Very Good.

MAIN POINT FOR ACTION 2:

Ensure the pace and challenge in lessons meets the needs of children consistently well

Strengths:

- Parents reported that they found the staff very approachable and they were fully involved in their child's learning through playbooks and other home/school links. One parent commented that she had seen an increase in pace through the materials being used by her younger child, which seemed to offer more challenge than her other child experienced at the same stage. Parents liked the open ended approach to homework. They felt that it motivated children and they acknowledged that their children were being more challenged in their learning.
- Analysis of data from standardised tests has and is informing professional discussion and quality assurance procedures. The school is looking at ways of capturing data in an excel format and using it to see trends and issues for individual pupils, first in Maths and then in Reading. This will further enable the analysis of data to inform next steps.
- Further assessments have been included to create a fuller picture of a child's progress and learning needs. There is a move towards having every year group complete a standardised test plus a range of other diagnostic tests in order to compile as complete a profile as possible for every child. This data has allowed the staff to ensure that they tailor support for children appropriately.
- The validation team saw good evidence of differentiation in lessons observed and scrutinised teachers' planning ensuring that the needs of individual children are met.
- In lessons observed, children were keen, enthusiastic and enjoying their learning. They were on task and motivated by the activities within the lessons.
- Good use was made of ICT and SMART boards to enhance learning experiences for whole class and individual work. Children were confident in the use of ICT to support their work.