

Summarised inspection findings

Kingsland Primary School

Scottish Borders Council

12 June 2018

Key contextual information

Kingsland Primary School is a non-denominational school, situated in the town of Peebles in the Scottish Borders.

The school's provision comprises fourteen primary classes and a nursery class. The primary school has 388 pupils.

The headteacher is joint headteacher of Kingsland and another local primary school. She is supported by two deputy headteachers and two principal teachers.

The attractive school and nursery are located in a new building that was opened in 2010.

1.3 Leadership of change

very good

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

- Overall, leadership and approaches to improvement are major strengths within the work of Kingsland Primary School. These strengths have a positive impact on children. All staff have a clear understanding of the social, economic and cultural context of the local community and they work together well to support children and their families. Staff have a good awareness of the importance of delivering equity for all children. They are aware of the importance of recognising and closing any attainment gap. Staff are increasingly confident at analysing a range of data to identify attainment gaps and inform the most appropriate next steps to address this.
- The school benefits from a shared understanding of the values which underpin the life and work of the school. These values are firmly based on children's rights and are clearly evidenced and articulated by all members of the school community. This reflects staff's commitment to provide meaningful opportunities for children to learn in a positive environment. The headteacher has confirmed that she plans to promote further the school vision and aims with children, parents and staff. This should provide stakeholders with a key focus on securing greater consistency and a shared understanding of standards to raise the attainment of all children.
- The headteacher is very experienced and provides strong leadership across the school. She is well respected in the local community and has overall gained the trust and respect of children, parents, staff and partners. The headteacher shows a strong commitment to leading change, which has had a positive impact on children. She manages well the strategic direction and pace of change. The headteacher is well supported by two deputy headteachers and two principal teachers. Together they are an effective senior leadership team who promote high standards. As planned, the headteacher should continue to work with the senior leadership team and staff to identify clear remits and responsibilities.

- The headteacher has a clear understanding of the strengths of the school and has identified appropriate aspects for further improvement in line with national priorities. She is skilled in identifying the strengths of the whole staff team and in using these strengths to the benefit of children throughout the school. Together with the senior leadership team, the headteacher has cultivated a staff group who work together increasingly well to improve learning experiences for children. A growing number of staff are able to make valuable contributions to leading improvements across the school. There is now scope to build on this practice to ensure that staff are more involved in contributing to setting the strategic direction for improvement. There is scope also to increase the opportunities for children and parents to be more involved in the school improvement planning process.
- The priorities for improvement identified within the school's improvement plan are well-judged and based on a range of well managed self-evaluation activities. The senior leadership team regularly reviews curriculum plans. All staff are encouraged to reflect on their practice and engage in peer evaluations. The senior leadership team has created positive professional and supportive relationships which are founded on mutual respect. This is creating an environment where staff are becoming more confident to lead change at classroom level. Staff are engaged in, and benefit from, a variety of planned moderation opportunities within the school and their local learning community. This is developing their confidence in sharing and agreeing appropriate standards. We have asked the school to continue to develop moderation activities which will ensure a clearer understanding of what the achievement of a level looks like in children's learning and progress across the curriculum.
- The school has a well-organised quality assurance calendar which is well managed. As part of the quality assurance process staff participate in peer classroom visits. The school should now consider developing this further through more focussed observations against aspects of learning and teaching. This will help identify further best practice which can be shared across the school. The headteacher's leadership across the learning community and wider authority has been beneficial in sharing practice between different schools. There is an effective professional review and development (PRD) process within the school. It is clearly linked to the General Teaching Council for Scotland (GTCS) standards. Professional learning activities are linked to achieving outcomes in the school improvement plan, meeting the needs of children and addressing agreed personal professional development.
- Children welcome the opportunities they have to be involved in the pupil council, school committees and decisions that affect them. There are good opportunities for pupil leadership through activities such as lunchtime and after school clubs, prefect duties and digital leaders. Where children have been given responsibility to lead activities, they demonstrate an understanding of the steps involved in moving from the identification of an issue through to monitoring the impact of their actions. There is now scope for children to undertake greater leadership opportunities to lead their learning. Children would benefit from being supported to recognise further the skills for learning, life and work that they are developing as a result of these roles, and where they can apply these skills across their learning. The development of an agreed and shared skills framework across the school would be a positive step in moving this forward.
- The school has established productive working relationships across and beyond the school. Community partnerships are having a positive impact on the development of children's citizenship skills. Activities focused upon the community of Peebles are helping to strengthen children's sense of belonging, whilst enhancing their learning about the local community.

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

- In almost all classes, the ethos is positive, nurturing and promotes a purposeful learning environment. Relationships between almost all children and staff are positive across the school community. This helps to create an environment where most children are motivated and engaged in their learning. A few staff capitalise on the school motto of 'Deeds not words' and reflect and embed this through various themes of children's learning. Overall, children are well-mannered and behave well both in class and in the playground. The school building is a motivating environment for learning.
- In most classes, children experience challenge in their learning which results in appropriate pace. Staff are aware of the need to differentiate learning further to help to ensure that it is well matched to the needs of all learners. Most children understand the relevance and purpose of their learning. Inspectors observed examples of more creative approaches to learning which provided a balance of independent and teacher directed learning in a few classes.
- In almost all classes, children are involved in learning conversations which involve setting their own targets. These targets are reflected through the personal learning plans (PLPs), which children can readily access during their learning to revisit targets. Inspectors observed a few effective examples of children working with the class teacher to design success criteria so that they would be able to measure the success of their learning. There is further scope to develop the use of learning intentions and success criteria more consistently across the stages, in order to frame children's learning more clearly.
- Children have a few opportunities to lead their learning. Staff are aware of the need to continue to develop leadership skills in children more fully. Inspectors observed children directing the learning in social subjects. Children in primary four to primary seven have the opportunity to become a 'digital leader' for a period of two years. The school has gained a 'digital schools award' and the aspiration is to become 'pioneers' in digital learning. Teachers are becoming more adept at using electronic whiteboards interactively in their teaching. A few teachers have created highly effective resources for the interactive whiteboards, which has a clear impact in enhancing children's participation and engagement in learning activities.
- Overall, the quality of teaching is good and in a few cases highly effective. There is an increasing range of effective learning and teaching strategies that teachers plan across the school. These provide most children with sufficient opportunities to explore their learning in a variety of contexts. The school has recognised the need to continue to improve the consistency of quality in learning and teaching across all stages. There are a number of examples of effective approaches to teaching and checking for learning and understanding. The strongest examples are where teachers plan learning that is well matched to the needs of

all children, and where all are supported and challenged in a variety of motivating and relevant contexts.

- High quality displays in classrooms and around the school reflect the current curriculum focus and activities taking place across the school community. These displays regularly spur discussions with children and are effective in helping them to make connections across their learning, as well as build on prior learning.
- Across the school children have opportunities to take part in a range of in school and out of school wider activities to develop a wide range of skills. Children speak positively about taking part in inter-school athletics tournaments where they experience success. They are particularly proud of the annual swimming gala which children help to organise. Children have opportunities to take part in a range of concerts and presentations throughout the year. Staff have begun to monitor participation in these in school and out of school activities and the associated skills that are being developed.
- Staff work well with their partner schools in the cluster to provide feedback on teaching and learning and to provide moderation of the standards expected on achievement of a level. We ask that they build on this approach to moderation to ensure that all three stages of moderation are fully developed. As this develops further staff should look to include moderation out with the cluster and develop a wider national picture of standards and expectations.
- Overall, staff plan learning and teaching across the curriculum and stage partners work well together to ensure expectations across the stage are appropriate. There is now scope for stage partners to plan together to improve focussed differentiation of learning within classes. Staff link the on-going assessment information to planned learning and teaching. This is complemented with a range of assessment tools. There are robust processes in place for staff to track and monitor children's attainment and progress through Curriculum for Excellence levels. The senior leadership team meet regularly with staff to discuss children's progress, review and set targets and plan targeted interventions for children. This is well documented and decisions made are clear.

2.2 Curriculum: Learning pathways

- Overall, children experience a broad and balanced curriculum with progression pathways in almost all curricular areas. This allows children to build upon their prior learning effectively. Staff are increasingly involved in developing the curriculum and in the creation of progression pathways. The school values have been developed involving all stakeholders. As a result, these are reflected in the everyday work and actions of staff and children. Staff have recently improved their approaches to interdisciplinary learning (IDL). This is helping to ensure a balance in learning across a level and be more responsive to children's interests. We discussed with staff the benefits of a clear overview of the planned learning and anticipated outcomes across a level. In doing this, there should be a clear focus on the acquisition of knowledge, understanding and skills development and progression.
- Staff are aware of national guidance in developing opportunities for learning that help children to develop skills for learning, life and work. Moving forward, more of a focus to embed the principles of this guidance will help to build a stronger focus on careers education into the wider contexts of children's learning.
- Staff have made a good start to using the outdoors to enhance the curriculum. Given the environment in which the school is situated, there is scope to develop this much further. We discussed with staff the rich resources that the local community and the town of Peebles can contribute to enrich and enhance the curriculum.
- Staff have discussed plans for children's progress in 1+2 languages across the school. Whilst children receive an entitlement in French from P1, there is further scope to develop their experiences so that these are built into their everyday learning experiences. This should be in addition to dedicated learning episodes. Plans for a second modern language are currently being developed, in preparation for full implementation of the 1+2 languages policy by 2021.

2.7 Partnerships -: Impact on learners – parental engagement

- Almost all parents who met inspectors and those who responded to the pre-inspection questionnaires reported that their child likes being at Kingsland Primary School. Most parents are satisfied with the school and say the school is well led and managed. Almost all parents report their child feels safe and is treated fairly and with respect.
- Parents are kept up to date with the work of the school through social media, the school's website and newsletters. A majority of parents report that they receive helpful information about how their child is progressing and most parents feel they receive this information at appropriate times. Most parents are positive about activities provided by the school where they can learn together with their child. Most agree the school gives advice on how to support their child's learning at home.
- The school recognises and values the variety of ways in which parents can contribute to a child's time in school. Parents are keen to take responsibilities and be involved in decision making. They comment that they would like more information about how their child is assessed and would welcome a review of the arrangements for reporting and parents' evenings.
- The Parent Council (PC) is supportive of the school. A majority of parents who responded to the pre-inspection questionnaire feel they are kept up to date about the work of the PC and feel encouraged to be involved in the life of the school.
- Partners speak well of the school. They feel respected and valued. They believe the school demonstrates highly ethical principles in its dealings with partners, bringing their different contributions to the benefit of children in the school, but equally respectful of the need for a sense of reward for the partners too. Partners believe the positive, encouraging and enterprising tone in the school, with regard to working with partners, stems from the headteacher, and is well supported by depute headteachers and staff more generally. Partners described their work with the school as facilitated by high quality communication and organisation, and based on thorough joint planning.

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. At the time of the inspection, there were no identified areas for development.

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

- Almost all children are happy in school and feel that their views are listened to by their peers and staff. Most children say that they feel safe, enjoy learning, and have someone to speak to if they are upset or worried about something. Relationships across the school are positive. Children are considerate, compassionate, and generous in their praise of each other's accomplishments. They are aware of, and appreciate, the rich and diverse community which enhances their learning experience in school.
- Staff demonstrate a commitment to engaging with professional learning opportunities to support their understanding of health and wellbeing. Recent training on how to use positive approaches to develop their own and children's wellbeing, particularly their confidence, motivation and self-efficacy is beginning to impact positively on children's experiences. Almost all staff are beginning to test out motivational approaches to build children's self-esteem and improve their mental health. For example, 'you haven't achieved that yet', and 'how can we use positivity to improve how we feel?' A few staff have also trained in more specialist interventions to address loss and bereavement. The school is keen to develop these approaches further to ensure that wellbeing, equality and inclusion is underpinned by a focus on the development of positive relationships. There are plans to incorporate these approaches into the forthcoming review of the school's behaviour policy.
- The school works well with partners in supporting children's wellbeing. Local third sector organisations help children to learn about how to take more responsibility for their own decisions and wellbeing. This involves developing strategies and skills to help them deal with their own feelings, beliefs and actions in a range of situations, such as, learning about safe, responsible and respectful use of the internet and social media, and having a better understanding of choices to support their wellbeing. Staff are aware of the need to extend their health and wellbeing curriculum. It should include all aspects of health and wellbeing and take account of the needs and context of the school whilst building on partnership working.
- The 'Getting it right for every child' (GIRFEC) model is starting to inform practice in relation to children's health and wellbeing. Staff are beginning to use the wellbeing indicators to describe children's needs and progress. The majority of children are now familiar with the language of the wellbeing indicators, and are using them to understand and discuss their own, and others', wellbeing effectively. Commendably, the school has consulted parents about GIRFEC and introduced them to the wellbeing indicators. Further discussions and reporting using the indicators will help the school to embed the language and achieve a shared understanding by children, parents and practitioners of the wellbeing indicators.
- The senior leadership team is familiar with the legislation underpinning the identification of children's additional support needs. A few children have a co-ordinated support plan (CSP) which clearly identifies their needs and how these will be addressed. A large number of

children have Individualised Educational Programmes (IEPs) with appropriate long- and short-term targets. The school is aware of the need to improve the management systems and processes used to track and monitor children with identified needs and to apply, use and understand staged intervention more rigorously.

- The headteacher monitors attendance and punctuality regularly and is proactive in dealing with any monitoring issues that may arise. Attendance and exclusions are above and below the national average, respectively. The senior leadership team know children well and are sensitive to individual children's and families' needs.
- Inclusion and equality lead to improved outcomes for almost all children and, in particular those facing challenges. The school identifies vulnerable children's needs early and implements effective learning programmes to address inequalities. Additional Needs Assistants (ANAs) provide a caring and supportive environment, nurturing children and ensuring that they are included and making progress in their learning. The school is aware of the need to obtain a better balance of in, and out of class support to build on their inclusive practices for those children requiring additional support in their learning.
- The information supplied for the nutritional analysis of the school lunch menu shows that there is still further work to be done to fully meet the requirements of the Health Promotion and Nutrition (HPN) Act. The school is meeting the main duties under the HPN Act.

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
- equality for all learners

Attainment in literacy and numeracy

- Children's attainment in literacy is very good, and in numeracy is satisfactory. A significant number of children are capable of achieving more in numeracy.
- In literacy and numeracy, staff track closely the progress of children receiving support. Overall progress for children with additional support needs is good. Children in these groups are achieving well in the school, including achievement of relevant Curriculum for Excellence levels where appropriate.
- Staff maintain an important whole-school overview of the number of children achieving a level. Staff work with other schools across the cluster to moderate and develop a shared understanding of the standard to achieve a level. We ask that staff continue to develop and improve their understanding of achievement of the levels. This will support them in making accurate professional judgements based on a range of attainment data.

Literacy

Listening and talking

- Overall, children's attainment in listening and talking is very good across the school. Most children at the early level listen well to each other and take turns. They listen attentively to their teacher and they are confident in answering questions. As a result of a clear focus on the teaching of listening and talking skills, children across the first and second levels are confident in talking in groups and presenting to audiences in a variety of contexts.

Reading

- Overall across the school, children's attainment in reading is very good. Most children at the early level enjoy developing their reading skills in a range of different contexts. At first level, children are reading, fluently, a wide range of texts. Teachers encourage children to develop their skills of analysis in reading, as well as to obtain a variety of information for different purposes. By the end of first level, children are reading a range of challenging texts and can discuss the authors' use of language. By the end of the second level, most children show a love of reading and can discuss literary devices such as imagery and personification. Commendably, staff use a wide range of genres of reading material to teach reading that is well matched to children's needs. The recent focus on encouraging children to read for pleasure is having a positive impact on children's motivation for reading.

Writing

- Overall, children's attainment in writing at the early level is good. The majority of children at the early level are beginning to write independently. For those children, staff should provide more challenging and frequent opportunities to write. Across the first level and second level,

children are making very good progress in their writing. Increasingly, children are producing texts of length and are beginning to use a wider range of vocabulary. By the end of the second level, children are writing extended pieces in a range of genres. Many children are able to incorporate literary techniques from their reading into their own writing. Staff have correctly identified the need to improve spelling across the school and are taking positive steps to address this.

Numeracy

- Across the school attainment in numeracy is satisfactory. As a result of interventions children are beginning to make better progress as they move through Curriculum for Excellence levels. The school's focus on mental agility has been a positive factor in beginning to drive improvements in children's attainment. As recognised by the school, there remains scope to improve children's attainment in numeracy.

Number money and measurement

- Children working at the early level engage well with practical number tasks such as making their own number lines, and price labels for items in their class shop. Children working towards first level are developing an appropriate numeracy vocabulary, and cooperate well in games to develop their skills in counting to 100. Children at P4 are making steady progress with some key aspects of number, money and measurement. They calculate costs and change accurately, when answering questions about shopping for different goods. Children require further opportunities to increase the speed with which they carry out calculations. By P7, children at the second level are able to carry out a range of mental calculations in money and in time. Children in P7 demonstrate skills in estimation, showing good levels of accuracy and applying their number skills when tackling new problems. Overall, there is a need to provide children with opportunities to consolidate and reinforce their learning in numeracy to ensure they are secure at each level.

Shape position and movement

- Working towards early and first levels, most children are able to show only a limited knowledge of different 2D shapes and 3D objects. Most children in P7, working at the second level, can describe the properties of a wide range of 3D objects, for example thinking of ways of comparing a cone with square- or triangular-base pyramids. They are confident in using their skills in measurement to calculate the floor area of a room, and to explore the concept of volume. Good use is made of practical materials such as bus timetables to calculate speed, distance and time. Most children at P7 are enthusiastic about taking on challenging mathematical tasks, encouraged by staff to choose the more difficult activities when given options.

Information handling

- Children working towards early and first levels show a good understanding of information handling. For example, at P4, children can explain how to carry out a survey of pupils' favourite foods, record the data and present their conclusions. By P7, most children show confidence in information handling, for example when discussing the advantages in presenting information in different ways including text, tables and graphs. They are knowledgeable about how to gather data for different purposes, and how to record information systematically, but do not yet have enough experience of using appropriate computer applications.

Attainment over time

- Staff make good use of a range of data to track and monitor attainment over time. They have regular conversations with the senior management team to review children's progress and identify support strategies to help them to improve. Overall, although attainment in numeracy

at the moment is satisfactory, as a result of recent improvements most children are making good progress from their prior levels of attainment. A significant number of children making very good progress in literacy.

- Senior staff are able to describe a range of actions being taken, which will support continuing improvements in children's attainment. Staff are developing their accuracy in assessing children's achievement of a Curriculum for Excellence level through, for example, professional learning associated with moderation of standards in literacy and numeracy. Overall, the school makes effective use of a wide range of attainment data to identify issues relating to children's performance.

Overall quality of learners' achievement

- Children achieve well across the four capacities of Curriculum for Excellence. They are developing as compassionate citizens, for example the 'Green Team' work relating to the environment, charity fund raising and, duties as Junior Road Safety Officers or Digital Leaders. Children share and cooperate well in classwork, and in the range of lunchtime and after-school clubs including Young Engineers, running, drawing, chanter and coding. Some children take on a range of class and whole school duties such as pupil council members or prefect roles. Children develop enhanced confidence and self-esteem through successful involvement in sporting and cultural activities, including swimming galas and the local Beltane Festival. They participate successfully in local and national events and competitions.
- The school encourages children to share their achievements and these are celebrated at assemblies, displays around the school on noticeboards such as 'What have you done today to make you feel proud?' and on the plasma screen. Children in the Digital Leaders group take responsibility for gathering information to present on the plasma screen including the achievements of peers and successes of school trips, and providing technical support for school assemblies.
- The school is well aware of children who are at risk of missing out on experiences and opportunities for achieving success. Staff work well with partners, including Live Borders, to provide appropriate opportunities such as the Commonwealth Gold Coast Passport with Active Schools and mentoring through Peeblesshire Youth Trust.
- Children are taking responsibility for raising awareness and promoting change in relation to the environment and biodiversity. The school holds a Green Flag and the eco group are working to improve aspects of daily school life including the building of a bug hotel in the playground, reducing litter and recycling waste.

Equality for all learners

- Staff and the wider school community demonstrate a shared, deep commitment to ensure equity for all children in the school. Many of the school's practices are long-established, for example, its success in ensuring that funding arrangements allow every child the opportunity to take part in the annual P7 residential stay at Dalguise. The headteacher has won the support of local groups, including the Rotary and local churches, to secure funding. Building on these established practices, and in response to more recent national policy developments, the school has taken further steps to support children whose social or economic circumstance might adversely affect their experience or attainment. Staff have taken part in professional learning to develop an improved understanding of factors affecting children's performance, and ways in which they can mitigate barriers to achievement. The school has used the Scottish Government's Pupil Equity Fund (PEF) to enhance resources, providing support programmes that add clear value to the experience of the targeted children.

QI 1.2 Leadership of learning

- Professional engagement and collegiate working.
 - Impact of career-long professional learning
 - Children and young people leading learning
- All staff work well together and take collegiate responsibility for improvement within the school, their partner school and within their cluster. They regularly plan learning with their stage partners and are involved in peer observations of lessons to support improvement in learning and teaching. All staff are committed to the school and the community. They have good relationships with parents and children. Staff regularly meet to engage in collegiate learning and professional dialogue on improving pedagogy. A few staff take part in professional enquiry both formally and informally. A few staff have made an early start to developing a professional reading group. We discussed with staff ways in which this can be developed more fully to include national guidance, focussed on taking forward curricular improvement, in a manageable way. A few staff plan to undertake nationally recognised leadership of learning qualifications to enhance their practice and help improve the school further. There is scope to develop further opportunities for all staff to lead and develop aspects of the school improvement plan. The headteacher should continue to build on the skills and talents of staff to build leadership capacity across the school.
- Children have a few opportunities to lead their learning. Inspectors observed children directing the learning in social subjects. Children in primaries four to primary seven have the opportunity to become a 'digital leader' for a period of two years. The school has gained a 'digital schools award' and the aspiration is to become 'pioneers' in digital learning. A number of children have opportunities to be house captains and organise and lead sporting events and assemblies. Other leadership roles include prefects and buddies for younger children. The pupil council and class councils provide wider opportunities for children to have a say in the running of the school. Helpful pupil council newsletters and notice boards update children on the impact of the council. Staff are aware of the need to continue to develop leadership skills in children more fully.

Explanation of terms of quality

The following standard Education Scotland terms of quality 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.