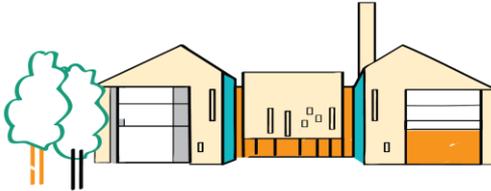




Kinross Primary School Standards and Quality Report 2024-25



This document has been collated in consultation with the school's Quality Improvement Officer, staff and the Parent Council Chair

Kinross Primary sits at the heart of the Kinross Community. It is a large primary with 18 mainstream classes and a 45 week nursery. Kinross Primary School was inspected by Education Scotland in October 2018 and a Local Authority Follow up visit was carried out in March 2020. The school and nursery was graded as **very good** in all four areas. Our nursery has a Care Inspectorate inspection in May 2025 and was graded as **very good** in all five areas.

Parents/Carers

Our Parent Council continues to work hard to support our school, giving strategic support, encouraging parental involvement and organising a variety of fund-raising activities. Our Parent Council fund all our Culture and Arts activities and STEM events which enriches the curriculum and is free for all. In addition, this session we have offered a number of events for parents to support their children's development including a Parent Marketplace Event on Meeting Learners Needs, a digital showcase and a session on Supporting Your Child at Transition. These sessions were all well attended, and feedback was positive.

Attainment

All pupils have made good progress from their prior levels. In P1, most learners are on track or ahead in reading and writing. Almost all on track or ahead in listening and talking and numeracy. In P4, most learners are on track or ahead in writing. Almost all on track or ahead in listening and talking, reading and numeracy. In P7, most learners are ahead or on track in writing and in numeracy. Almost all on track or ahead in reading and listening and talking. A focus this session on Listening and Talking in all classes has improved consistency and practice in this area. Attainment across the school is **very good**. Across all stages there are many children on track to achieve an appropriate level in their learning earlier than national expectations would indicate.



Attendance

Regular attendance and good timekeeping are priorities in our school. During the 2024/25 session the attendance rate was 94% which was above the PKC average. The PKC target is 96%.

Attainment and Achievement

We have continued to offer a range of wider achievement opportunities for our children. Our commitment to promote wellbeing, equality and inclusion is **very good**.

- The cultural programme supported by the Parent Council provided experiences for all learners e.g. theatre productions, performance art, author visits and storytelling sessions. These are loved by the children, valued by staff and provide creative contexts for learning.
- PEF funding has allowed additional staffing to provide the opportunity for all identified learners to make good progress through targeted support in Numeracy and Literacy including Toe By Toe, Wave 3 and 5 Minute Box. Their progress is monitored closely using the Closing the Gap Toolkit with interventions that are appropriate and measurable.
- Kinross Coins are used to promote wider achievements P1–P7 with a continued focus on skills for learning, life and work and the school values.
- Pupils shared information with parents/carers about their learning through regular class events, Open Afternoons and posts on Learning Journals.
- We were awarded our second Gold Sports Scotland award for our work in promoting health and sport across our school.
- The offer of extracurricular clubs has allowed learners to develop skills in a range of areas. Clubs have included running, badminton, football, reading and arts. These have been provided by staff, Active Schools and older pupils at lunchtime and prior to the school day.
- We continue to use our Confucius Classroom to celebrate the learning of mandarin and promote Chinese Culture with weekly lessons for all pupils in P5-7.
- We continue to promote the use of Digital Technology in all aspects of learning. This year we have had a focus on using technology to enhance accessibility tools for learners to access the literacy curriculum. We were awarded the European SELFIE, Digital Wellbeing and Creative Coding Awards this year.
- An increased number of opportunities to visit Kinross High School provided a range of tasks to support transition for our Primary 7 learners.



- Our community engagement increased this session with pupils being involved in Trout in the Classroom, local farm visits, art sessions with Kinross Art Club and ongoing links with CHAS and Broke Not Broken.

Learning

Learning and teaching is **very good** across the school and nursery, including the use of digital technology. Planning for skills development is embedded across all stages P1-7.

A programme is in place to monitor the learning and teaching across the school. This year we have continued to focus on triangulating evidence which has included sampling pupils' work and analysing pupils' tracking information to ensure progress, pace and challenge in learning. Staff are utilising various assessment sources including national assessments and progressive pathways to ensure that assessment judgements are consistent, evidence based and in line with National Benchmarks.

The Active Literacy programme has continued to provide a structure to language lessons in P1 to P7. This has had a positive impact on pupils' independent learning and attainment in literacy. This session staff have had a focus on listening and talking following training sessions with Education Scotland. All classes have developed their skills in this area which has resulted in positive attainment in literacy.

The progressive pathways in literacy and numeracy are supporting staff in planning and discussions on pupil progress. Staff moderation and tracking discussions with colleagues in school and with other schools utilising the National Benchmarks has promoted professional dialogue and a shared understanding of progress.

We continue to use the 'Circle' Inclusive Classroom resource in our school, to promote inclusive practice, focusing on approaches to improve the engagement and achievement of all learners, including those who require additional support. Our link Educational Psychologist worked with parents in P7 on Positive Transitions with a focus on mental wellbeing. All staff were involved in training on Decider Skills by the CAMHS team and receptive and expressive language by the Speech and Language team to enhance their understanding of children's development and behaviours.

The staff use SEEMIS to track progress in learning in literacy and numeracy against predictions. Teacher judgement is supported by a range of planned assessment evidence including National Standardised Assessments. The collated data is used very effectively to target additional support for children who require it. We use a toolkit to monitor the effectiveness of interventions to close the poverty gap and use the data to plan next steps for learners.



Leadership at all levels

Learners

This session we have offered a range of leadership opportunities to learners. The House Committee has organised events including a Christmas Hamper Appeal, the Easter Extravaganza and the Macmillan Coffee Event. During the year the World of Work Group, Eco Committee, Rights Knights, Digital Leaders and Literacy Lovers have led initiatives in the school. The Literacy Lovers planned and book swap and the WOW group led a Careers Fayre and supported staff in raising awareness of safer parking. Learner's voice continues to be featured via weekly reflection time, questionnaires and Pupil Voice feedback sessions.

Staff

This session staff have collaborated and supported each other in a range of aspects of school life. Our capacity to manage leadership of change is **very good**.

- The school continues to promote understanding of children's development through professional learning in Self-Regulation. This year two staff members undertook an Action Research Project on Self-Regulation.
- Staff continue to engage in professional learning which enhances their roles in school. Staff impact groups this year have led initiatives in digital technologies, Bounce Back and Rights Respecting Schools.
- One member of staff is seconded as an 0.2 Principal Teacher to support learning and teaching across our cluster.
- A number of staff lead pupil leadership groups including the Digital Leaders, Rights Knights, Eco and Sports Committee.
- Support Staff have responsibility for a range of initiatives e.g. First Aid, Social skills groups, motor skills development etc.

Improvement Priorities for 2025-26

- A focus on ensuring a consistent approach to teaching numeracy across the school resulting in raising attainment in numeracy.
- Year 3 of our Interdisciplinary Learning review which will ensure fresh topics in all stages.
- Further work on Inclusive Practice with a focus on supporting learners to use strategies from the Decider skills.

We use online Learning Journals to profile learners' progress. All parents/carers have access to this. Our school App and monthly newsletters provide updates on achievements throughout the school www.kinrossprimary.org.uk