

Summarised inspection findings

King's Oak Primary School
Inverclyde Council

15 November 2022

Key contextual information

King's Oak Primary School is situated in the town of Greenock, Inverclyde. The school leadership team (SLT) includes the headteacher, a deputy headteacher and a principal teacher. The members of the SLT have all taken up post in the past three years. The school has been adversely affected by staff absences over and since the period of the pandemic. This has now begun to settle and staffing is more stable at this time. In the primary school, the current roll is 277, with 11 classes from P1 to P7. 82% of children reside in SIMD areas one and two. Taking into account SIMD areas three and four, this increases to 92.4% of the school roll. The school has a current pupil equity fund (PEF) allocation of £172,800

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 King's Oak Primary School, the ethos and relationships between staff and children are relaxed, nurturing, friendly and respectful. Children show empathy for one another in class and around the school. Staff and children regularly demonstrate the school values which also include aspects of United Nations Conventions on the Rights of the Child (UNCRC). The school community has achieved Rights Respecting Schools (RRS) silver status. This session, they are working on achieving the gold standard RRS.
- Almost all children participate well in lessons. Enthusiasm and engagement in most lessons are positive. In most classes, learning is well matched to children's needs and is appropriately challenging. Teachers in a few classes are exploring approaches to monitoring engagement. This could provide useful information to help improve children's overall progress if rolled out and implemented more consistently across the school.
- Progress in maximising the use of digital technologies is at the early stages. The school is beginning to benefit from infrastructure roll-out of internet connectivity and improved Wi-Fi. As a priority, senior leaders and teachers should ensure that they are equipped to build digital technologies into planning for learning, teaching and assessment. This will also help to improve outcomes for all children and enhance children's overall learning experiences.
- Children at the early level enjoy learning activities based on the principles of Realising the Ambition (2020) (RtA) in a nurturing environment. This helps to ensure learning is motivating and meaningful, allowing children to lead their learning in flexible learning spaces. Staff across the early level work effectively together to ensure that play pedagogy is consistent for children through their early level experience. This helps children's engagement, curiosity, independence and confidence.
- Senior leaders and teachers are creating increased opportunities for children to contribute effectively to the wider life of the school and developing social skills. Senior leaders seek

children's views regularly to shape aspects of school improvement. Children are not always aware of the impact their views have on school improvement.

- Overall, the quality of teaching is good. Learning environments support teachers to create flexible approaches to learning and teaching. Most teachers maximise the use of learning spaces effectively around the school to promote participation in learning activities. To improve learning and teaching further, senior leaders are aware that further development to embed ICT is required. In most classes, instructions are clear and children are aware of the purpose of their learning. There is scope for all learning to highlight the skills children are developing through their learning, and for children to be more aware of the relevance of what they are learning. Most teachers use questioning skilfully to engage whole classes and groups. Senior leaders and teachers capitalise well on pupil support assistants (PSAs) availability, to support children who require further help to engage them in their learning and to help them to be successful in tasks.
- Teachers use a variety of assessment approaches to allow children to demonstrate progress, particularly in literacy and numeracy. Current assessment evidence is robust and teachers are re-engaging in moderation activities following the pandemic, to improve their confidence and accuracy with professional judgements of children's progress and attainment. Teachers should consider how to embed methods of feedback and personalised targets to children more consistently across the stages. This will help children to understand more clearly how they are progressing and what they need to do to improve in each curriculum area. At key milestones, SLT and teachers can demonstrate children's progress and attainment in literacy and numeracy using reliable assessment evidence. This is backed up by teachers' professional judgement. As a next step, SLT and teachers should plan to assess children's progress in all curriculum areas.
- Senior leaders and teachers should continue to improve systems to track and monitor children's progress and attainment in literacy, numeracy and wellbeing for targeted children. These systems should provide SLT and teachers easy access to track and monitor data for targeted cohorts of children. As planned, senior leaders should improve tracking and monitoring systems to include all curriculum areas. Teachers are exploring creative ways to engage children in planning learning and skills they are developing. This is becoming more consistent across the stages and allows children to focus on how to be successful in their learning.

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. Areas for development have been agreed with the school and the education authority.

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

- Children's overall progress at the early and first levels in literacy and English and numeracy and mathematics is satisfactory. Children's progress and attainment in literacy and English and numeracy and mathematics at second level is good. Data supplied by the school indicates that children's levels of progress and attainment are recovering close to pre-pandemic levels at second level whilst at first level, recovery is still ongoing. As planned, moderation activities should be fully restored to ensure ongoing consistency of teacher professional judgement.
- Data for children who receive more intensive interventions and those with additional support needs indicates that almost all children are making satisfactory progress in English and Literacy and in numeracy and mathematics by the end of P7. By the end of P1 and by the end of P4, almost all achieve within individualised targets in listening and talking and most achieved in reading, writing and numeracy and mathematics. Senior leaders and teachers should strengthen their analysis and use of data to monitor and evaluate the effectiveness of targeted interventions on outcomes for children.

Attainment in literacy and English

Listening and talking

- Most children are making good progress in listening and talking. Overall, attainment in listening and talking is good. At the early level, almost children listen well to everyday instructions and prompts. Most children at first level take turns appropriately during different opportunities for class discussion. At second level, almost all children are developing their understanding and application of a variety of literary techniques to hone their listening and talking skills. Senior leaders should continue to work closely with teachers to develop strategies to support all cohorts of children to make progress.

Reading

- Overall, children's progress and attainment in reading is satisfactory. Children's progress and attainment at first level are satisfactory and good at second level. Overall, most children read fluently at second level in a variety of different contexts.
- The range of reading materials available to each class has been widened. The establishment of a school library would allow for more choice and challenge for children in developing reading skills.

Writing

- Overall, children's progress and attainment in writing is satisfactory. Across the school, the teaching of writing is a focus for improvement. This is beginning to have a positive impact on children's progress in writing. Further work through the teaching of reading at all levels should focus to improve children's writing. This should help more children to recognise and replicate various literary techniques that they can deploy from their reading, to their writing.
- Almost all children at early level are developing independent writing skills through mark making. Most in P1 can over or underwrite. Teachers should continue to ensure writing skills are explored and developed through the effective play opportunities as planned, beyond P1. At first level, the majority of children are developing well their ability to use vocabulary, sentence length and punctuation to vary the structure and content of their text. At second level, almost all children enjoy writing for a range of purposes. A few children require ongoing additional support to develop accuracy in organising ideas and thoughts in their writing, and in understanding the role of basic punctuation to convey meaning clearly.

Numeracy and mathematics

Number, money and measurement

- Overall attainment and progress in numeracy and mathematics are satisfactory. The majority of children are attaining expected levels. There is scope for children's attainment levels in numeracy and mathematics to improve.
- Improving outcomes in numeracy for identified children has been a key priority for school improvement and is supported by PEF funding. Teachers should continue to explore active learning approaches at all levels to ensure improved confidence in children's mental agility. Senior leaders should continue to monitor the impact of the support and strategies adopted.

At the early level, children demonstrate understanding of number conservation and correctly use ordinal and cardinal numbers. Children at first level create number patterns and solve problems involving numbers and time. Calculating length and volume requires additional support for a few pupils. At second level, children have a strong understanding of place value and can simplify fractions. Children across the school are benefitting from more opportunities to use written methods when adding, subtracting, multiplying and dividing.

Shape, position and movement

- Children at all levels can name 2D shapes and 3D objects and identify many of their properties. At first and second level, most children recognise an appropriate range of angles.

Information Handling

- Most children at early first and second level can interpret data. They can answer relevant questions about a data set. At first and second level, children can identify suitable methods of collecting information and describe and name features of different presentation formats. There is scope to extend the opportunities to collect, display and interpret data.

Attainment over time

- School data indicates that the SLT and teachers have raised attainment over the past four years in aspects of literacy and numeracy. Improvement activity to raise attainment further is ongoing. There is considerable scope to continue to raise attainment across literacy and numeracy for all children. SLT plan to put in place systems to monitor children's progress in all other curriculum areas. The attainment gap has narrowed most noticeably in reading, writing and numeracy. Recovery from the Covid-19 pandemic at second level shows an improving picture to prior levels of attainment over the past five years. Overall most children currently

attain expected levels at second level in literacy and numeracy. At first level most attain in Listening and Talking and the majority attain expected levels in reading, writing and numeracy.

- Ongoing work to close attainment gaps, including targeted interventions funded by PEF, are focussed on children's attainment and progress. Senior leaders should ensure that there is a continued focus on improving tracking and monitoring to ensure the impact and sustainability of the resources and approaches deployed. This will help to build a clearer picture of actions to be taken for specific cohorts and targeted learners. This should be extended to include other curriculum areas. Senior leaders should continue to monitor the planning, assessment and impact of recently introduced literacy and numeracy approaches. This will help to identify which resources and approaches have had the most impact on children's progress and attainment.

Overall quality of learners' achievement

- Children develop a range of leadership skills through opportunities such as House and Vice House Captains and Pupil Council representatives. Achievements such as Mighty Oakers Values Champions and Golden Pupils are celebrated in newsletters, social media, wall displays and at school assemblies.
- Last session, all primary seven children received an SQA accreditation for personal achievement. All primary six children achieved the John Muir Award. Primary seven children enhance further their resilience and team working skills during the annual residential experience to Sports Scotland, Largs.
- Children at all stages enjoy success and develop skills through a range of after school clubs. Senior leaders work effectively with Active Schools to facilitate these opportunities. Participation is high across all stages in the school. Active Schools have created pathways to signpost children to clubs and opportunities within the community. These could be shared more widely now they have been established. The headteacher plans to re-establish previous connections and experiences through links with the community.
- As planned, senior leaders should work with staff to identify a clear skills progression framework. This will allow children and staff to make links between their learning and achievements and the skills for learning, life and work.

Equity for all learners

- All staff clearly understand the socio-economic background of the community. They use this information effectively to identify and respond to individual needs.
- Children articulate well how staff support them to develop leadership skills and skills for learning, life, and work by participating in the life and work of the school. Staff work well together to ensure that most children have equal opportunities to participate and succeed.
- The headteacher plans effectively for a range of interventions using PEF and Scottish Attainment Challenge Funding, in consultation with staff and parents. Funding provides universal and targeted support in identified areas of the curriculum for individuals and groups of learners, including those who are care experienced and supported by PEF. Senior leaders should ensure that all resources created through PEF are supporting and challenging learners appropriately, to help them to reach their full potential. Continued focus on the sustainability of PEF initiated approaches will help to ensure that all staff have the skills to meet all children's needs.

- PEF provides additional staffing for targeted nurture interventions. Staff use developmental profiles effectively to track and monitor progress. These show improvements over time for the wellbeing of children.
- Senior leaders should ensure that all children receiving targeted support are appropriately challenged in their learning to reach their full potential.

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.