Kennoway Primary School- Standards & Quality Report 2024-25 Context of the School				
Demographic	Kennoway is a recognised area of deprivation, which is reflected in our average SIMD of 2.8. 46% of our families live in SIMD 1 & 2. Our FME, based on our current P6 and P7 data, is 32%. Our current roll in total is 486, which includes 377 children across P1-7, 85 children in main Nursery and 24 children in Early Entrants, which has the capacity to support 30 children. Main Nursery operates on a term time model whilst Early Entrants operates on a 49-week model. 26.3% of children in P1-7 have an identified Additional Support Need. In addition, 19 of our children have English as an additional language and we currently support 5 children who are Care Experienced by their home local authority. 8 children have an Armed Forces background.			
Vision, values and aims	**Our Vision, Values & Aims** These underpin our culture and ethos across our School and Nursery and are shared and understood by almost all stakeholders. **Vision:** Together We Succeed **Values:** Kennoway **CARES** **C**ommunity **A**chieve **R**espect **E**ncourage **S**upport **Aim**: Aim High!			
Attendance (31st May 2025)	**Authorised**	5.35%	**Unauthorised**	4.66%
Exclusions	0.01%			
Summary of consultation with stakeholders	• In September our School & Nursery Improvement Plan and Standards and Quality Report is shared with all parents through our school website. • Our Nursery Improvement Plan is also displayed in the Nursery corridor and details progress against identified improvement priorities throughout the session. • Termly Newsletters, shared with parents, families and elected members identify progress and seek feedback throughout the session. • Parent Council and Friends of Kennoway are given a progress update at each meeting.			
Attainment Scotland Fund Allocation (PEF)	£175,175			
Cost of the School Day statement	In Kennoway Primary School & Nursery we recognise the need to reduce the Cost of the School Day for all our children and particularly for our children who are already experiencing poverty. We examine the school day through the following headings; Uniform, Travel, Learning, Friendship and Community,			

	Learning Visits (in and out of school) Eating, Extra-Curricular Clubs and Activities and Home Learning/Digital Devices.

Summary of Progress and Impact from last session's Improvement Plan and Next Steps

School Improvement Priority 1:

2.3 – Learning, Teaching & Assessment

- ✓ Improve attainment outcomes for all children in Numeracy & Maths
- ✓ Develop a school approach to planning & assessing Listening & Talking from Nursery – P7 to ensure that professional judgements accurately reflect children's progress.

HGIOS 4/HGIOELC Quality Indicators: 1.2, 1.3, 2.2 (Themes 3 & 4), 2.5 (Theme 1) & 3.2

Has this priority been: (please highlight)	Fully achieved		Partially achieved		Continued into next session	

Progress

- In line with our SIP, in August 2024 Teaching & PSA Staff across Kennoway & Methilhill evaluated their understanding and confidence associated with Conceptual Numeracy. Subsequently drop in sessions have been planned and delivered for any Teaching Staff or PSA who wished to revisit the underpinning principles of Conceptual Numeracy.
- On INSET 1 all teaching staff worked collaboratively across stages to plan their Numeracy Yearly Overview and subsequently collegiate sessions throughout the year have been protected to allow staff to plan and develop assessments and moderate outcomes. However, as a result of a new leadership model at Methilhill the planned collaborative work across the two schools did not continue beyond Term 1. Kennoway Staff have continued with the planned model throughout this session 2024-25.
- All Kennoway teaching staff have engaged in School based and Cluster Professional Learning.
- All P1 Parents have had the opportunity to attend a Family Learning Session on Conceptual Numeracy to enable them to actively & meaningfully engage in their children's learning at home.
- Early Level Numeracy & Mathematics Packs have been developed to support home learning for all of our P1 children. Children in P2 and P3 who had yet to achieve Early Level were also given Early Level packs and P4 children identified as at risk of not achieving First level by the end of P4 were allocated a First Level Numeracy & Maths Pack.
- SLT and Peer Learning Visits based largely on themes across 2.3 have focused on high quality teaching, learning and assessment in Numeracy. Whole school overviews linked to our Graffiti Wall have been created in the form of a Rubric and these have been shared and discussed with all staff.
- SLT Planning and Tracking Meetings have continued to support and challenge professional judgements in Literacy & Numeracy and it is evident that most staff make very good use of quantitative data to inform their judgements.
- Our QAMSO has supported the development of Local Authority Numeracy Assessments, which Kennoway will trial, and one of our Conceptual Numeracy Leads has consistently attended the Cluster Numeracy Network, aimed at supporting transition to Levenmouth Academy.
- Kennoway has held a Problem-Solving Week which has supported our P1-7 classes to develop critical thinking, enhance their creativity, build resilience, and collaborate effectively with their peers while tackling real-world challenges in a fun and engaging way.
  This week included a Problem-Solving Stay & Play for P1-3 Parents and Carers which allowed families an insight into this aspect of learning.

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- 3 members of staff shared their Second Level Listening & Talking Assessment Model for Improvement, which has led to most staff adapting the model in line with the age and stage of their children to ensure our declarations accurately reflect progress across a level.

Impact

- ✓ Rubrics have demonstrated that teaching and learning in Kennoway is very good in most classes.
- ✓ Analysis of our CfE data across P1, P4 and P7 demonstrate that in P1 and P4 most children have met or exceeded our Stretch Targets in Numeracy, whilst in P7 the majority of children have met or exceeded the Numeracy stretch target.
- ✓ Across P1-7 most of our children (76%) have achieved the National Expectation in Numeracy & Mathematics.
- ✓ P4 Teaching Staff have consistently attended the Conceptual Numeracy Drop in Sessions which has supported the significant improvement in P4 Numeracy attainment and reduction in the attainment gap across the two classes, along with targeted interventions.
- ✓ Feedback from families attending the Problem-Solving Stay & Play have included:
  - *"Enjoyed seeing my daughter work together to make a boat".*
  - *"I enjoyed seeing what my child has learned and also seeing all the amazing resources that are available".*
  - *"I enjoyed spending time with my child in their classroom. I enjoyed joining in the activities and seeing how they learn".*
- ✓ Most children across P1-7 have achieved the National Expectation in Listening & Talking. Analysis and comparisons of our CfE Data demonstrate that, although L & T continues to show our strongest attainment, outcomes are more in keeping with the other Literacy Pathways, highlighting the positive impact of our assessment work.

Next Steps

- ➢ Develop a Kennoway Assessment Calendar to ensure that our assessment approaches are robust and consistent across the BGE and in keeping with the needs of our children. This will include piloting the new Numeracy Assessments.
- ➢ Create a Learning & Teaching Model which will reflect the fundamental principles of transformational learning and ensure all children benefit from a high quality & consistent approach to teaching and learning.
- ➢ Continue to align our Pupil Equity interventions to 2.3 and 3.2 to ensure that identified cohorts of children are supported to achieve their full learning potential in Reading & Numeracy. Further to this we will continue to embed the Fife Writing Assessment Pack universally across our school which will support our Writing attainment.

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Summary of Progress and Impact from last session's Improvement Plan and Next Steps

School Improvement Priority 2:

3.2- Raising Attainment & Achievement

- ✓ Plan a progressive curriculum for all children across 8 curriculum areas ensuring that all children receive their entitlement to a broad general education.
- ✓ Use benchmarks for all curriculum areas to measure children's progress and achievement of a level across the broad general education using a range of assessment evidence to inform professional judgements.

HGIOS 4/HGIOELC Quality Indicators: 1.2, 1.3, 2.2 (Themes 3 & 4), 2.5 (Theme 1) & 3.2

Has this priority been: (please highlight)	Fully achieved		Partially achieved		Continued into next session	

Progress

- All teaching staff have engaged in professional learning & moderation activities around Health & Wellbeing, Expressive Arts and Technologies, using Fife Progression Pathways and Meta Skills Framework to support progressive planning & assessment.
- All teaching staff have been introduced to the Progress Framework, and through professional dialogue at Planning & Tracking Meetings have been tracking children's progress across the BGE. Consequently, all teaching staff have used Progress to complete our end of year CfE Reports.
- Our Learning Partnership Visit in January 2025 focused on 2.3 in Expressive Arts/Health & Wellbeing/Technologies. This included Learning Visits and Staff Focus Groups.

Impact

- ✓ As a result of all teaching staff engaging in professional learning, collaboratively planning for assessment and engaging in moderation of progression in Health & Wellbeing, Expressive Arts & Technologies, it is evident from Pupil Focus Groups, Learning Partnership Classroom Visits and Planning & Tracking discussions that our children are experiencing progression across all three curricular areas.
- ✓ Learning Visits carried out in November 2024 highlighted that in all classes, learning was enriched and enhanced by effective use of technology.
- ✓ The Staff Focus Groups, arranged as part of our Learning Partnership Visit, spoke very positively about the impact and opportunities of planned collegiate sessions and opportunities to work collaboratively with peers.
- ✓ The Meta Skills are displayed in all classrooms and there is early evidence from Learning Partnership feedback (January 2025) and Pupil Focus Groups (May 2025) that most staff are beginning to incorporate the Meta Skills into the planned learning. Most children can confidently discuss the relevance of Meta Skills in line with their learning, predominantly Collaborating, Focussing and Communicating.
- ✓ Staff are tracking all children across all 8 curricular areas using "Progress". This is impacting positively on the pace and challenge across the BGE, which was observed during our Learning Partnership in January 2025, is evident through termly Planning & Tracking Meetings and more recently in Pupil Focus Groups.
- ✓ All Parents/Carers have received the end of session CfE Report which details attainment across all 8 curricular areas and the meta-skills.
  Of those Parents/Carers who offered written feedback all commented positively on their child's enjoyment of school and/or progress made.
  "Thank you for the report. XXX has come on leaps and bounds this year"
  "Very happy with XXXX progress and support".
  "Very proud of the progress"

Next Steps

- ➢ To engage in moderation and planning around our identified curriculum areas of Social Studies, RME and Science and to continue to develop staff knowledge, skills and understanding in using "Progress" to ensure pace and challenge across the BGE and Meta-Skills.

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Improving Outcomes

Attainment

Stage	Listening and Talking	Reading	Writing	Numeracy
	Actual	Actual	Actual	Actual
P1	89%	70%	63%	81%
P4	80%	77%	70%	75%
P7	84%	79%	69%	71%

Overall Attainment for 2024 - 2025				
	Literacy		Numeracy	
	Stretch	Actual	Stretch	Actual
P1	73%	60%	80%	81%
P4	67%	59%	75%	75%
P7	65%	69%	71%	71%

Most children (75%) across P1, P4 and P7 have achieved the National Expectation in Numeracy & Mathematics. P1, P4 and P7 have met or exceeded our respective stretch targets in Numeracy for each stage and furthermore in P4 and P7 outcomes in Numeracy have improved when compared to attainment data from the previous year. P4 have improved by 16% and P7 by 5% this session when compared to 2024-25.
P4 have benefitted from an additional staffing allocation, funded through PEF, to specifically target those children identified as minus 6 months and furthermore the P4 Teaching Staff have consistently attended the Conceptual Numeracy Drop in Sessions as previously outlined.
Our P4 NSA data reflects our professional judgments in Numeracy in that 73% of the cohort were assessed as on track or above.

P4 and P7 have achieved or exceeded our Stretch Targets in Reading & Writing and both show improved outcomes in Writing when data is compared to 2023-24. This is also true of our current P3, P5 and P6 cohorts who also show value added in Reading & Writing when compared to the previous session.
The collective Literacy attainment in P1 and P4 falls short of the overall Literacy stretch target as illustrated above.
P7 have achieved their stretch targets across all Literacy, Numeracy and Mathematics Pathways demonstrating that utilising PEF to create an additional P7 class this session has impacted positively on attainment outcomes, specifically in Writing & Numeracy. NSA assessment data in Writing shows significant progress for the P7 cohort when compared to P4 outcomes, and in the main aligns with CfE judgements in that 62% of P7 children are on track or beyond in NSA compared to CfE declarations of 69%.
Analysis of P1 EOY Base assessments illustrate that 25 children from the total cohort of 53 showed improved standardised scores in Mathematics when compared to SOY Assessments, whilst 22 improved in Literacy.
BASE Data shows that 24 children have a standardised Mathematics score of 115 or above, with 7 children scoring above 130 compared to 7 scoring 115 or above in Literacy with 6 children achieving 130 or above.
This is in line with the CfE trend for P1 where, as noted above, outcomes in Numeracy are stronger than Reading & Writing.
Mrs. Cation, PEF PT, has delivered professional learning on Kitbag and Lego Therapy to all key staff associated with supporting pupils through our Learning Lounge model. This model has continued to evolve to ensure that there is a shared understanding of the fundamental principles of this intervention across staff and children.
Feedback from our Learning Partnership highlighted that our Learning Lounge very much supports our inclusive practice to ensure positive outcomes for all children. Further to this, colleagues from one of our LP schools have visited our Learning Lounge as part of their own professional learning.

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Calm Corners have been created in all classrooms in line with the Circle document and in addition Calm Kits and Kitbag are available in all classrooms.
This has offered a universal approach to supporting dysregulation for most children, minimising the need for any additional interventions.
Kitbag is available to parents/carers to support emotional wellbeing at home and for those families who have benefitted from training, most report a positive impact.

This session a group of 12 P7 children were identified for Natural Connections to support engagement and participation in learning, resilience, confidence, relationships and overall positive transitions to Levenmouth Academy.
Most of the group have completed the course successfully, advising that they have considered it to be a positive experience. Staff have noted an increase in confidence, independence and organisation skills.
One Pupil has shared that Natural Connections has helped them to "stay away from influences", whilst the class teacher has noted improvement in their ability to regulate. Another member of staff has noted for one Team member, that Natural Connections has offered a platform for success.
There has been an improvement in attendance for two individuals.

Based on attendance data from 31st May 2025, Kennoway has an overall attendance of 90%, which marginally exceeds our Stretch Target of 89.91% and is in line with the National attendance threshold of 90%. This has been as a result of weekly analysis of our Attendance Data at SLT Meetings leading to universal communications to families through Newsletters and additional communications to Parents and Carers of children falling below the stretch target.
P2 and P7 have the most significant attendance gap, 13.18% and 11.20% respectfully.
We have 2 children who fall below 30% attendance and a further 6 who fall below 50%.
Where intensive interventions have been necessary, we have made the appropriate referrals to partner agencies, including Social Work and the Family Engagement Team.

Achievements

This session, children across Kennoway Primary and Nursery have embraced a wide range of wider achievement opportunities, developing essential skills for learning, life and work. These experiences have nurtured the Four Capacities of Curriculum for Excellence: enabling children to become Successful Learners**,** Confident Individuals**,** Responsible Citizens, and Effective Contributors**.**

Throughout the year, children engaged in themed weeks—1+2 Languages**,** Health**,** Book, and Problem-Solving Week—which provided rich, interdisciplinary learning experiences. These events encouraged curiosity, creativity, and collaboration, while promoting key meta-skills such as communication and focus.

In the curriculum area of Expressive Arts, Primary 4 children worked with local artists on the *Feral Folk*, a community arts project, culminating in an exhibition to peers that celebrated creativity and community engagement. Digital literacy was promoted through Safer Internet Day, led by our Digital Leaders, empowering pupils to take ownership of their learning and promote safe, responsible online behaviour.

Our partnership with CLD expanded to include a STEM-based Goblin Car project for Primary 5, combining engineering, teamwork, and real-world application. Music also featured strongly, with Primary 6 performing at The Big Strum and Primary 7 musicians receiving praise at the Music Festival.

Outdoor learning, a key context for learning, was embraced by Primary 1 and 2 through regular sessions at Kennoway Den and the wildlife garden, fostering resilience and environmental awareness. In response to pupil voice, collaborative, cross-stage work for all classes has been introduced, enhancing teamwork and problem-solving skills.

Children also participated in a wide range of personal achievement opportunities through extra-curricular clubs such as Dance, Football, Basketball, Rugby, Chess, and Netball. Kennoway pupils proudly represented the school at Cluster and Fife Festivals, showcasing their talents and enthusiasm.

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The Primary 7 Team developed independence and resilience during their Ardroy residential, while those who remained at school engaged in an alternative Curriculum Week, both experiences supporting the ethos and life of the school**.**

In Nursery intergenerational learning with local care homes enriched emotional wellbeing and social development. Nursery children also contributed to a book on children's rights—*ERIC, the Rights Elephant*—raising awareness of the UNCRC and celebrating pupil voice.

Together, these experiences have empowered our children with the skills, values, and confidence to thrive now and in the future.

Evaluations (School)				
	2022-23	**2023-24**	**2024-25**	**Inspection Evaluations** (since August 2024)
1.3 Leadership of Change	Very Good	Very Good	Very Good	NA
2.3 Learning, teaching and assessment	Good	Very Good	Very Good	NA
3.1 Ensuring wellbeing, equity and inclusion	Very Good	Very Good	Very Good	NA
3.2 Raising attainment and achievement	Good	Good	Good	NA
Evaluations (ELC)				
	2022-23	**2023-24**	**2024-25**	**Inspection Evaluations**
1.3 Leadership of Change	Very Good	Very Good	Very Good	NA
2.3 Learning, teaching and assessment	Good	Very Good	Very Good	NA
3.1 Ensuring wellbeing, equity and inclusion	Very Good	Very Good	Very Good	NA
3.2 Securing children's progress	Good	Good	Good	NA
Care Inspectorate Evaluations (ELC)				
	2022-23	**2023-24**	**2024-25**	NA
How good is our care, play and learning?	NA	NA	Very Good	NA
How good is our setting?	NA	NA	Very Good	NA
How good is our leadership?	NA	NA	Very Good	NA
How good is our staff team?	NA	NA	Very Good	NA
Statement about feedback from Education Scotland/Care Inspectorate if inspected this session.	Kennoway welcomed our colleagues from Care Inspectorate for an unannounced inspection which took place on 3rd and 4th September 2024. Key strengths identified included; ❖ Children had lots of fun, they were engaged, as they explored a wide range of exciting resources and experiences.			

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	❖ All spaces were inviting and well resourced. Authentic pieces of furniture and real-life items were used to spark children's curiosity and stimulate learning opportunities. ❖ Children benefitted from a staff team who were passionate, motivated and reflective. ❖ Staff were committed to improving their practice through training and professional reading to benefit children and families. ❖ Staff had successfully created an ethos where children were at the heart. This supported their overall health and wellbeing. ❖ Strong and effective leadership had supported a culture of continued reflection and improvement. ❖ Quality assurance and self-evaluation processes enabled the service to deliver high quality care. ❖ Children's health and wellbeing was enhanced through daily access to outdoor play. **Next Steps** ❖ Ensure all children across our Nursery setting experience a lunchtime experience that is equitable for all. ❖ Ensure information and details captured on any medical forms match with information noted on medicines.

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Education Directorate Improvement Plan: Achievement	
Focused Priority: • Plan a progressive curriculum for all children across 8 curriculum areas ensuring that all children receive their entitlement to a broad general education. • Use benchmarks for all curriculum areas to measure children's progress and achievement of a level across the broad general education using a range of assessment evidence to inform professional judgements.	
HGIOS4 Quality Indicators	**Quality Framework**
1.2 – Leadership of Learning 1.3 – Leadership of Change 2.2 – Curriculum 2.3 – Learning, Teaching and Assessment 3.1 – Ensuring wellbeing, equality and inclusion 3.2 – Raising attainment and achievement	

Expected Impact	**Strategic Actions Planned**	**Responsibilities**	**Measure of Success** ***(Triangulation of Evidence/QI Methodology)***	**Timescales**
All children will experience planned, progressive learning experiences across the broad general education. All staff will enhance their assessment skills through planned assessment and moderation activity, this will ensure all children are making progress across all areas of the curriculum	**<u>Professional Learning Activity</u>** • As part of collegiate sessions staff will engage in professional dialogue on assessment for our identified areas of the curriculum in 2025-26 ✓ Science ✓ Social Subjects ✓ RME • All staff will use CfE benchmarks for identified curriculum areas to engage in moderation activity linked to Science, Social Subjects, RME • Staff will continue to develop their understanding and confidence in the meta-skills,	**<u>Strategic Leads</u>** SLT Team **<u>Operational Leads</u>** Teaching Team **<u>Strategic Leads</u>** SLT Team **<u>Operational Leads</u>** Teaching Team **<u>Strategic Leads</u>** Graham Simpson Michael McNamara	**<u>Data</u>** Analysis of attainment data in Literacy, Numeracy along with Science, Social Subjects & RME Analysis of CFE and BASE/NSA data Analysis of Attendance Data Analysis of data for identified cohorts e.g. SIMD ASN, EAL & LAC **<u>People's Views</u>** Teacher views on the Progress system Teacher professional dialogue with SLT at FP & Attainment Meetings Feedback from moderation activities. Parent/Carer views on children's experiences of BGE	Term 1 – August – October 25 Term 2- October – December 25 INSET 3 – 14th November 2025 Termly x 1 Collegiate session INSET 1 & 2 18th & 19th August 2025

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All staff will track children's progress across the broad general education and use assessment evidence to support professional judgements to ensure children experience their entitlement to a broad general education.	and will ensure that these are made explicit to all children as part of Kennoway's Learning Model. **Forward Planning** • All staff will use the Progression Pathways for all curriculum areas to ensure planned learning experiences are progressive for all children. • Attainment and Forward Planning meetings will support assessment within identified curriculum areas linked to assessment evidence which informs professional judgements. • Staff will develop increased confidence in planning for assessment across the BGE. **Tracking & Monitoring** • All staff, in liaison with SLT, will continue to develop their confidence in and understanding of the Progress Framework. This will be used to track progress in learning across the curriculum and record targeted interventions for individual or cohorts of children.	Caroline Kilbane Craig Gillen Stephanie Paterson Erin Sherriffs **Strategic Leads** SLT Team **Operational Leads** Teaching Team **Strategic Leads** SLT Team **Operational Leads** Teaching Team	Children's views gathered through class groups and pupil focus groups on the learning experiences across the curriculum. Feedback from parents/carers through annual CfE Report Questionnaires. **Observations** Forward planning documentation monitoring Jotter sampling/Sampling of children's work – Literacy/Numeracy and Science, Social Subjects and RME. Classroom observations linked to identified areas of the curriculum (QA calendar).	Terms 2, 3 and 4 Attainment Meetings Terms 2, 3 and 4 Attainment Meetings

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Ongoing Evaluation
This should be updated as part of on-going cycle of self-evaluation

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Education Directorate Improvement Plan: Achievement

Focused Priority:

- Support and enhance the delivery of very good learning, teaching and assessment through high quality pedagogical approaches including the use of digital technology.
- To support all staff through the use of digital tools to create a more inclusive, engaging and personalised learning environment leading to improved outcomes for children.

HGIOS4 Quality Indicators

1.3 Leadership of Change
2.2 Curriculum
2.3 Learning, Teaching and Assessment
2.4 Personalised Support
2.6 Transition
3.2 Raising Attainment and achievement
3.3 Increasing creativity and employability

Expected Impact	Strategic Actions Planned	Responsibilities	Measure of Success *(Triangulation of Evidence/QI Methodology)*	Timescales
All children will experience improved engagement and motivation in learning through delivering learning and teaching using a wide range of creative pedagogical approaches, including digital tools.	**<u>Professional Learning Activity</u>** • As part of the agreed WTA, across 3 collegiate sessions, staff will engage in professional learning on the use of a range of resources, approaches and digital tools to enhance the quality of learning, teaching and assessment. • All staff will have the opportunity to upskill their knowledge through the awareness of resources and self-led professional learning available on the Apple Education Community and further professional learning will	**<u>Strategic Leads</u>** ESO's & Digital PT's **<u>Strategic Leads</u>** Mrs. Jacqueline Robertson (Transforming Learning Champ)	**<u>Data</u>** Analysis of attainment data in Literacy, Numeracy along with all/identified areas of the curriculum Analysis of CFE and BASE/NSA data Analysis of data for identified cohorts e.g. SIMD ASN, EAL, LAC, AF etc	9th September 2025 28th October 2025 3rd March 2026 Term 2,3,4 Attainment Meetings

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In line with the development and application of Kennoway's Learning Model all staff will upskill their knowledge & understanding of the language of learning to enhance the creative delivery of high-quality learning, teaching and assessment leading to improved outcomes for all children. Children in P6 & P7 will become more proficient in using digital tools to support them in their learning, preparing them with skills for learning, life and work. All staff will increase their knowledge of how to personalise learning using a wide range of contexts and resources including digital tools and software, to meet the needs of all children/young people at universal, additional and intensive levels.	support teachers to make effective use of the software library and develop their digital skills. **Enhancing Learners' Experiences** • All staff will make consistent use of our Learning Model to ensure that the language of learning is embedded in our practice across our pedagogical approaches and the four contexts for learning. • Enable all staff to personalise learning by tailoring content on digital platforms to suit individual/class needs. • Enable all staff to use a range of creative pedagogical approaches, including digital tools to make learning and teaching more engaging. • Accessibility features will be available to ensure learning is more inclusive for children with ASN whilst promoting independence. • Staff will ensure they are able to always demonstrate safe and responsible use of digital technology.	Mrs Rachael McGonagle (DHT) **Operational Leads** All Staff **Strategic Lead** Mrs Jil Simpson (HT) **Operational Leads** All Staff **Strategic Leads** ESO's & Digital PT's SLT **Operational Leads** All Staff **Strategic Leads** ESO's & Digital PT's SLT Mrs Jayne Cation (SfL) Mrs Danielle Thomson (ASN) **Operational Leads** Teaching Team	**People's Views** Staff views on use of digital technology to enhance learning. Self-evaluation (2.3) on strengths and next steps. Staff professional dialogue with school/cluster colleagues. Feedback from Professional Learning activity. Parent/carer views on children's experiences. Children's views gathered through class groups and pupil focus groups on the use of digital technology to support and enhance learning experiences. **Observations** Forward planning documentation. Classroom observations linked to the use of digital technology to enhance learning, teaching and assessment.	INSET Day 3 – 14th Nov 2025. Terms 2,3,4 Attainment Meetings & SfL Consultations.

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Through planned opportunities with parents/carers, knowledge of the use of digital technology will be developed and this will ensure they can support children in their learning across the curriculum.	**Learning, Teaching and Assessment** • Teachers will use a range of approaches, including their digital skills, to plan appropriate learning based on Fife's curriculum progression pathways. • Teachers will use our Kennoway Learning Model along with a range of digital tools where appropriate, to create and share explanations and to model learning processes. • Planning for key learning will be shared via digital platforms to support P6 & P7 children to access this during and out with the school day. • Teachers will plan for differentiated learning by providing learning appropriate to the needs of our children using a range of approaches including digitally, allowing children to use the digital accessibility features and/or to access at their own pace. • In line with the Kennoway Learning Model teachers will involve children in the planning process, actively engaging them in decision making, allowing them to contribute ideas, select learning activities and co construct success criteria.	**Strategic Leads** SLT **Operation Leads** Teaching Team	Focus for LP – analysis of learning experiences through the use of technology.	Term 2,3,4 Planned Learning Visits.

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	Assessment and Feedback • All staff will trial the use of the Local Authority Numeracy Assessments in line with our Kennoway Assessment Calendar. • All staff will develop skills to improve their knowledge of the digital tools available that can be used to provide instant feedback to children. • Development of Digital Portfolios to showcase learning over time using Showbie. • Data will be gathered from the use of digital platforms in conjunction with all assessment evidence to plan for next steps in learning. **Curriculum Rationale** • Our Curriculum Rationale will be further developed to ensure that this is reflective of the learning all children are experiencing across the school in relation to the use of digital technology.	**Strategic Leads** SLT Mrs Emma Ure (QAMSO) **Operation Leads** Teaching Team **Strategic Lead** SLT **Operational Leads** All Stakeholders		**Session 2026-27**
Ongoing Evaluation				

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Pupil Equity Fund allocation for session 2025/26	**£175,175**

School Context (copied from SIP)

Kennoway is a recognised area of deprivation, which is reflected in our average SIMD of 2.8.

46% of our families live in SIMD 1 & 2.

Our FME based on our current P6 and P7 data is 32%.

Our current roll in total is 486, which includes 377 children across P1-7, 85 children in main nursery and 24 children in early entrants, which has the capacity to support 30 children.

Main Nursery operates on a term time model whilst Early Entrants operates on a 49-week model.

26.3% of children in P1-7 have an identified Additional Support Need. In addition, 19 of our children have English as an additional language and we currently support 5 children who are Care Experienced by their home local authority. 8 children have an Armed Forces background.

Cost of the School Day (In what key ways do you plan to mitigate against Costs within the School Day)

Reducing the Cost of the School Day at Kennoway

At Kennoway Primary School & Nursery, we are committed to reducing the Cost of the School Day for all of our children—especially those already experiencing poverty. We believe that no child should face barriers to learning due to financial hardship.

Free School Meals & Grants: We actively encourage eligible P6 and P7 families to apply for free school meals and all eligible families to apply for milk, and the school clothing grant through regular communication.

Free Extra-Curricular Opportunities: A wide range of free after-school clubs are offered by Active Schools and our dedicated staff. Our holiday clubs, run in partnership with Kennoway Community Use and Active Schools, are also free and include meals.

Uniform Recycling: We promote uniform recycling, supported by the Friends of Kennoway, to ensure every child has access to appropriate school clothing.

Free Breakfast Clubs: Our Breakfast Clubs are free for all children, ensuring a healthy start to the day.

Food Support: We promote Café Inc and collaborate with Fair Share, enabling families and staff to access food at significantly reduced costs—an initiative led by our Nursery Team.

Digital Inclusion: We ensure equitable access to Home Learning digital devices through careful auditing and allocation.

Subsidised Learning Experiences: We use Pupil Equity Funding and the School Fund to provide free or subsidised trips and in-school experiences.

Inclusive Ethos: At Kennoway, we live by an unwritten rule: *cost should never be a barrier to a child's learning experience*.

Together, we aim to build a more inclusive, supportive, and equitable learning environment for every child in our community.

Stakeholder engagement (in what ways have you engaged with your stakeholders – children/parents/community etc.)	**Participatory Budgeting** (Are you using any of your PEF allocation to support participatory budgeting. If yes, what is the focus?)
In Kennoway Primary School and Nursery we have consulted and engaged with Stakeholders through: • Child's Planning Meetings • Termly Newsletters • Parent Council and Friends of Kennoway termly meetings • Pupil's on-going feedback gathered through regular Pupil Focus and House Family Groups, Pupil Leadership Groups, Child's Planning/CW processes. • Staff Meetings • Family Open Sessions & Stay & Play Exit Passes. • Parent Surveys and Questionnaires which includes a regular programme of questionnaires and surveys in accordance with the Nursery Quality Assurance Calendar, all of which are shared with Parents and Carers throughout the year.	All children in P1-7 have been consulted on the impact of Pupil Equity Funding for 2024-25 and ideas generated for session 2025-26. Written feedback has been gathered in relation to this consultation. Our Parent Council have been engaged in dialogue associated with Pupil Equity Funding. This has been widely extended to all families and our elected members through our Term 4 Newsletter. Furthermore, a recent Equalities and Equities Parent/Carer Questionnaire (April 2024) has been shared, feedback has been analysed and discussed with the Staff Team.

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APPENDIX D - Session 2025-2026 Improvement Plan – PEF Plan

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Rationale In line with our 2.3/3.2 improvement priority, improve attainment in Reading in P2, P3 & P4 and Numeracy in P3, P4, P6 and P7 across session 2025-26.	**Amount of Fund allocated (if appropriate) £39,008**

Analysis of our CfE Data demonstrates that across our 2024-25 P1 cohort of 17 children have not yet achieved Early Level in Reading. P2 and P3 have not achieved our calculated average in Reading, falling short by 7% and 2% respectively.
Our 2024-25 P2 cohort are of significant concern as data analysis shows that in Reading, Writing & Numeracy there has been a reduction in attainment when compared to the P1 CfE declarations. In Numeracy there has been a 12% reduction in attainment when compared to P1 outcomes, creating a significant gap.
Gaps have also continued to widen, although not as significantly, across Numeracy in P3 and P6 (2024-25) where Numeracy attainment has dropped by 5% and 3% respectively.

Without intervention identified children are at increasing risk of not successfully achieving First Level by the end of P4 or 2nd level by the end of P7.

Expected Impact (What is the expected impact on outcomes for children and young people) If this links to a SIP priority, please reference	**Interventions Planned** (What is the intervention? How will it be delivered? Who is responsible?)	**Measure of Success** (Triangulation of Evidence/QI Methodology)	**Impact on children** **Ongoing evaluation Dec/June** (What has been the actual impact/outcome, in particular for the targeted group of children) (What data/evidence shows the impact of the project/intervention? Refer to outcome statement. Did you achieve what you set out?)
Aligned with 2.3/3.2 SIP Priority, a cohort of children, identified in May 2025 as minus 6 months "off track" in P2, P3, P4, P5, P6 and P7 will benefit from additional learning, teaching & assessment in Numeracy & Maths. P2- minimum of 4 children P3 – minimum of 7 children P4- minimum of 9 children P5- minimum of 3 children P6 – minimum of 8 children. P7 – minimum of 2 children This will ensure that most children across our school	In line with Kennoway's Assessment Calendar: • Most recent BASE/NSA Assessment data to be interrogated to identify any gaps in learning. • Termly Sumdog Diagnostic Assessments along with Numeracy Pilot Assessments & Fife Reading Assessments will be used to identify progress, any ongoing gaps in knowledge, skills & understanding and support planning for next steps. These will be discussed at Planning and Assessment Meetings.	**Data** Analysis of attainment data in Numeracy & Reading. BASE/NSA data Analysis of data for identified cohorts e.g. SIMD ASN, EAL & LAC. **People's Views** Teacher professional dialogue with SLT at Planning & Tracking Meetings CT/SfL Consultation Meetings Feedback from assessment & moderation activities.	What has been the impact? Have you met your original expected impact?

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achieve the National Expectation in Numeracy and Maths. An identified cohort of children in P2 and P3 (2025-26) identified as minus 6 months off track, will benefit from additional support in Reading to minimise the attainment gap and maximise opportunities for most children to successfully achieve First Level. P2- minimum of 11 children P3-minimum of 6 children P4-1 child	Planned and time limited interventions will be allocated to identified cohorts of children to increase direct interactive teaching opportunities and increase time to apply and embed knowledge, skills and understanding. This will include Teaching Staff, PEF Funded Teacher, PSA, SfL Staff. In line with Levenmouth Cluster Plan, work collaboratively with colleagues as part of the Cluster Network, to plan, assess & moderate high-quality teaching and learning within Information Handling, to ensure positive transitions in learning from P7-S1 Ensure identified cohorts have regular access to a range of digital technology to support high quality pedagogical approaches. PSA/SSA/SfL staff will support individuals and small groups as identified. Regular Planning & Tracking meetings will identify the progress and attendances for the identified children.	Parent/carer views on children's experiences of learning. Children's views gathered through class groups and pupil focus groups on learning, teaching & assessment. Feedback at Cluster Meetings **<u>Observations</u>** Forward planning documentation monitoring Jotter sampling Classroom observations linked to high quality teaching & learning (QI 2.3).	

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Rationale Increase participation and engagement in learning for an identified cohort of children in P1-7.	**Amount of Fund allocated (if appropriate)** £81,825.50

We have identified a cohort of children across P1-7, including a significant cohort, on shared placements, who would benefit from additional interventions such as Sensory Support, Kitbag, Social Groups and Lego Therapy delivered through the Learning Lounge provision, to support participation and engagement in learning.

A cohort of 12 children in P7 have been identified for the Natural Connections Programme to promote confidence and resilience which will in turn support P7-S1 Transition.

Expected Impact (What is the expected impact on outcomes for children and young people) If this links to a SIP priority, please reference	**Interventions Planned** (What is the intervention? How will it be delivered? Who is responsible?)	**Measure of Success** (Triangulation of Evidence/QI Methodology)	**Impact on children** **Ongoing evaluation Dec/June** **(**What has been the actual impact/outcome, in particular for the targeted group of children) (What data/evidence shows the impact of the project/intervention? Refer to outcome statement. Did you achieve what you set out?)
By July 2026, almost all of the identified cohort will demonstrate: ✓ An increased ability to self-regulate. ✓ An increased ability to discuss emotions and identify strategies that support emotional wellbeing. ✓ An increased learning & engagement in the classroom setting.	• Allocate 2 PEF PSA Staff to support the complex individual needs of an identified group of children. • All staff should continue to universally promote the principles of Circle in all learning spaces, in line with our School Values and monitor the consistency and effectiveness of this. • Make very good use of additional 0.5FtE Teaching allocation to build capacity at key stages across our school. • Continue to offer "Social Start" (Breakfast Club) for identified groups of children. • Further develop and extend opportunities for identified individuals and groups of children to engage with therapeutic interventions offered	✓ Pre and post feedback from Staff, Parents/Carers and children. ✓ Classroom Observations ✓ Planning and Attainment Meetings ✓ CfE and Attendance Data ✓ Exclusion Data ✓ PSS Referrals ✓ Data associated with children requiring unplanned support out with the classroom. ✓ Brain Break Data	

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	through our Learning Lounge, through a Request for Assistance approach. This will support our ability to measure the impact of the successful universal strategies in all learning spaces and support the provision of any additional interventions required. • Continue to provide opportunities for our PSA Team to engage in Professional Learning led by our Educational Psychologist, Carys Murray.		

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