

Kennoway Primary School

STANDARDS & QUALITY

REPORT

Session 2025-2026

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ELC/School Context						
Demographic	Kennoway is a recognised area of deprivation, which is reflected in our average SIMD of 2.7. 47.3% of our families live in SIMD 1 & 2. Our FME, based on our current P6 and P7 data, is 39.95%, Our current roll in total is 492, which includes 378 children across P1-7, 88 children in main Nursery and 26 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. 37.83% of children in P1-7 have an identified Additional Support Need, which is an increase of approximately 11% from the previous year. 8 children currently benefit from a shared placement between Kennoway and PEP. In addition, 4.76% of our children have English as an additional language and we currently support 4 children who are Care Experienced by their home local authority. 13 children have an Armed Forces background.					
Vision, values and aims	<u>Our Vision, Values & Aims</u> <u>Vision:</u> Together We Succeed <u>Values:</u> Kennoway CARES Community Achieve Respect Encourage Support <u>Aim:</u> Aim High! These underpin our culture and ethos across our School and Nursery and are shared and understood by almost all stakeholders.					
Attendance (5 th June 2026)	Total	88.21%	Authorised	6.79%	Unauthorised	5.00%
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, views are sought and considered. • Parentwise, Pupilwise and Staffwise surveys, and the HWB (P5-7) survey have all been undertaken this session and feedback has already been considered.					
Attainment Scotland Fund Allocation (PEF)	£175,175.00					

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

School Improvement Priority 1:

1.2 Leadership of Learning/1.3 Leadership of Change/3.2 Raising Attainment & Achievement

Driver QIs- 2.2 Curriculum/2.3 Learning, Teaching & Assessment

- 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/ELC Quality Improvement Framework Quality Indicators:

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

Aligned with Driver QIs 1.2 and 1.3, all staff have worked collaboratively in one of 3 Staff Focus Groups – Assessment, Learning Model, Relationships & Learning, which have aligned with key aspects of improvement within our School Improvement and Pupil Equity Plans 2025/26.

- In line with our school improvement plan, and our WTA, all teaching staff have made very good use of the Progressive Pathways, have engaged in professional dialogue across stages and planned assessment approaches in our identified Year 2 BGE curriculum areas of Science, Social Subjects and RME. Assessments have taken account of the CfE benchmarks and all teaching staff have moderated assessment outcomes across stages.
- All staff have continued to develop their understanding and confidence in their use of the meta skills, ensuring that these are consistently referenced throughout learning conversations in line with our Learning Model "Think, Do, Share".
- Our rigorous Quality Assurance approaches have continued to focus on high quality learning, teaching & assessment across the 7 CfE Design Principles, with a particular drive on pace, progression and challenge.
- Through monitoring strategic plans, assessment folders, consultations and Planning and Tracking discussions, the SLT and SfL Teacher have continued to support and challenge all staff to ensure that professional judgements are based on a range of reliable, relevant and valid formative and summative assessment evidence and that assessment is at the forefront of our planning approaches in ensuring improvement for all children's learning in Kennoway.
- Sciences have been a NCCT focus throughout this year offering all children the opportunity to experience breadth and depth across this curricular area.
- 18 Learning Visits were undertaken in Term 2 by the SLT with a 2.3 focus across Social Subjects/Science.
- In February our Learning Partnership Visit was planned in order to support and validate our evaluation of key themes associated with 1.3 and 2.3 as outlined in our School Improvement and PEF Plans and SSEs for QIs 2.4 and 3.1.

- As a result of our data analysis the Cluster Closing the Gap Teacher has supported identified cohorts of children, primarily 6 months “off track” in P3 and P4 in Writing across Term 2 and Term 4. Mrs McKay (CT) has attended a professional learning session giving insight into improvement methodology used across Fife in Writing, and the successes of this work.
- All staff have used an adaptation of the Fife Writing Assessment Pack, created and shared across the staff by our QAMSO, Mrs Ure.
- Our QAMSO has continued to support the development of Local Authority Numeracy & Maths Assessments, which Kennoway has trialled, and one of our Conceptual Numeracy Leads, Mrs MacKinlay, has consistently attended the Cluster Numeracy Network, aimed at supporting transition to Levenmouth Academy.
- The SLT, Mrs Cation (SfL), and Mr Gillen (CT) have continued to keep abreast of enhancements to the Progress Framework and these have been shared with all staff through Planning & Tracking Meetings, Consultations and Collegiate Sessions.
- Stay and Play sessions have focussed on our Curricular Drivers, including IDL this session, in line with our improvement priorities. This has allowed our Parents and Carers an insight into Teaching & Learning across our wider curriculum.
- Our Staff Assessment Focus Group have created an assessment overview for each year group which includes Literacy, Numeracy and BGE assessments for each of the 4 terms.
- A separate Writing Assessment Folder has been created, to allow staff to gather assessed pieces across a level. This provides a range of evidence across genres to accurately and robustly support progress in learning at key transition points.
- A shared space has been created online to allow staff to store and access a range of assessments, which over time should minimise workload.
- All staff have had the opportunity to share examples of BGE assessment approaches through planned collegiate sessions and INSET.
- On INSET Day 3, all staff contributed to a self-evaluation task to identify the key strengths and areas for further development associated with our current IDL Framework in line with our commitment to ensure pace, challenge and progress continues to be at the forefront of high-quality teaching, learning and assessment across the BGE.

Impact

- Our Learning Visit Rubrics show that Learning, Teaching & Assessment in Social Subject and Sciences is very good in most classes, with most staff making very good use of our Learning Model.
- The Meta Skills are displayed in all learning spaces. The language associated with Meta Skills is well understood by most children and referenced appropriately within the context of learning.
- Learning Partnership Feedback from February 2026 highlighted that *“Observation of the Learning Model and Pupil and Staff Focus Group feedback identified that Think, Do, Share promotes the language of learning, offers structure to learning, highlights meta skills and is linked to the World of Work”*.
- Monitoring of Numeracy Jotters and Seesaw (14 classes) in November 2025 and March 2026 highlighted that in the most classes (86%), pace is reflected appropriately and evidence of differentiation and challenge is appropriate to the CfE Level, for almost all children sampled.
- Almost all children (90.54%) responded positively in Pupilwise 2025/26 to *“I think I am making progress in my learning”* compared to 77.98% in 2023, although there was a decline in the number of children who stated that they enjoy learning from almost all to most, from 2023 to 2025. Almost all (91.45%) children stated that our staff talk to them about how to improve their learning, compared to 76% in 2023.
- Our 2025/26 Parentwise survey highlights that most (80.85%) parents who responded state that their child is making progress at school/nursery compared to 75.86% in 2024.
- Across P1, P4 and P7 most children have achieved our Stretch Targets in Numeracy as illustrated under *“Attainment over Time”*.

- Across our P3 Team, the Writing gap has been significantly reduced; in February 2026, the majority of children were achieving the expected standard or beyond (55.3%), compared to 65.4% in May 2026. A significant cohort of 12 P3 children are currently working ahead of the National Standard. Team P4 have achieved their Writing stretch target, with most (70.8%) children now achieving the National Expectation compared to the majority (60.4%) in February 2026. Further detail of our attainment over time can be found under the appropriate section.
- Our Learning Partnership feedback advised that all staff involved in the Focus Groups identified that they feel empowered to lead, share and evaluate school improvements in line with the School Improvement/PEF Plan. (*"Change is not done to us; it's done with us"* P6 Teacher). All staff spoke positively about the strength of collaborative work across the school. The culture of staff empowerment and pace of change in Kennoway was also highlighted in our 2026 Staffwise Survey, where almost all staff (93.8%) responded by either strongly agreeing or agreeing to *"In my Team/School/Centre, change is managed effectively"*.
- The work undertaken by the Assessment Focus Group has encouraged and supported staff to make use of a range of summative and formative assessment evidence across the BGE, including the use of digital technology – video, photographs, PowerPoint etc.
- Pupil Focus Group feedback has evidenced that our children are aware of the range of assessments used to measure their progress and are aware of how staff use this evidence to plan their learning (*"our teachers know how to teach us"* P4 Pupil). During our Learning Partnership Visit a Staff Focus Group highlighted that *"assessment processes across the BGE are continually adapted as a result of consultation across the wider staff and these have been streamlined to ensure raised expectations, clear structure and consistency across our school"*.
- Feedback from our IDL audit has highlighted the need for us to revisit our IDL Framework, so that all children experience themes and topics, which reflect our modern society and local context, and prioritise progression across the BGE, whilst offering opportunities to apply and consolidate skills and knowledge across all stages in Kennoway, including children in composite classes.

Next Steps

1.1 Self Evaluation for Self-Improvement/1.2 Leadership of Learning/1.3 Leadership of Change

Main Driver QI's: 2.2 Curriculum/2.3 Learning, Teaching & Assessment/2.4 Personalised Support/2.6 Transitions

Impacts QI's: 3.2 Raising Attainment & Achievement/3.3 Increasing Creativity and Employability.

Focused Priority: Further develop our wide range of pedagogical approaches, including the use of digital technology by ensuring high quality learning, teaching and assessment and strengthening our curriculum pathways that lead to improved wellbeing, attainment and achievement outcomes for all children in Kennoway.

Strategic Actions

- Further strengthen and embed our Kennoway Learning Model – Think, Do, Share, to ensure that the language of learning is consistently embedded in our pedagogical approaches for all children.
- Aligned with our PEF Improvement Plan, Kennoway will engage with the LA Writing and Reading Quality Improvement Programmes Sept 2026-Jan 2027 and January 2027-June 2027 which will improve attainment outcomes for identified cohorts of children in P2 and P3. All staff will make best use of a range of assessment evidence and moderation to support our professional judgements in Reading & Writing.
- Continue to develop and pilot our refreshed IDL Framework, which will support pace, progression and challenge for all children across the BGE.
- Review our strategic mid/long term planning for assessment processes to minimise unnecessary bureaucracy, whilst ensuring the needs of all children in Kennoway are met.

- Refresh our reward system to reflect our school values, meta skills and skills for learning, life and work and in turn develop a robust and effective approach to tracking wider achievement in and out of school to promote equity of success for all Kennoway children.

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

School Improvement Priority 2:

1.2 Leadership of Learning/1.3 Leadership of Change/3.2 Raising Attainment & Achievement

Driver QI's -2.2 Curriculum/2.3 Learning, Teaching & Assessment

- 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/ELC Quality Improvement Framework Quality Indicators:

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

- Almost all staff have engaged fully with the 3 Cluster Transforming Lessons delivered over the course of this session, however based on our staff feedback, 5 Kennoway staff, Miss Dewar, Mr. Simpson, Miss Adamson, Mrs. McGonagle and Mrs. Robertson have led our own professional learning sessions through a TLC model, to upskill all staff on our use of Showbie, Chatterpix and Book Creator.
- All children in P6 and P7 are making very good use of their iPads across BGE and have been introduced to Showbie as a tool for learning.
- Our Transforming Learning Ambassador, Mrs. Robertson, has attended all available professional learning opportunities and has cascaded learning to the staff Team through planned opportunities.
- Our Pupil Digital Leaders, led by Miss Adamson, have worked with our Pupil Team to develop and share our whole school Digital Charter, in addition the Digital Leaders have visited all classes to share learning on AI as part of Safer Internet Day.
- P6 and P7 have benefitted from workshops delivered by our Police Scotland Partners on staying safe on line and positive use of Social Media.
- As noted previously, a Staff Focus Group have developed a Kennoway Learning Model "Think, Do, Share" in order to ensure that the language of learning is consistently embedded in our practice.
This has been developed through consultation with the wider staff Team and more recently reviewed to ensure that there is a shared understanding across our school of the fundamental principles of very good teaching, learning and assessment through high quality pedagogical approaches.
- In line with our PEF improvement planning and aligned with the extensive work undertaken by our Relationships and Learning Focus Group, we have considered our inclusive pedagogical approaches at a universal level.
This has included the introduction of our "Helping Hands", embedding expectations associated with our classroom environments reflective of guidance from the CIRCLE Document, Scripted Language and enhancing our symbolised environment.

- Miss Adamson has consistently attended the Core Approaches Network and has shared any relevant updates and professional learning, widely across our Team.
- Our ASN Teacher, Mrs. Thomson, has attended all mandatory LA Professional Learning ASN LIFs and has cascaded learning both digitally and in person across the whole staff Team.
- Mrs. Thomson has supported Staff to identify and respond more effectively to key barriers impacting on engagement, participation and safety within our school.
- Behaviour patterns have been analysed to ensure planning is proactive, and any subsequent interventions are relevant to the needs of our children at any given time. Subsequently evidence of impact has been triangulated to ensure planned interventions are responsive and are improving outcomes for our children.
- The majority (7 out of 14) of classes accessed targeted relationship building support for individual children across the school year. Interventions were planned and delivered according to the needs of the individual child, however the fundamental driver focused on those children who would most benefit from support with social interactions.
- All staff have engaged in professional learning associated with Sensory Circuits and our PSA Team have engaged in Professional Learning associated with PACE, which was identified through a PSA Staff audit. This work has been predominantly led by our Educational Psychologist.

Impact

- Our children in P6 and P7 with additional support needs are making very good progress in their use of the digital accessibility tools and features such as dictation tools, colour tints and magnifier enabling all children to fully engage in all aspects of the curriculum confidently and independently.
- All children across our school have been set up on Showbie.
P6 and P7 are confidently and consistently engaging in learning through their use of this platform.
- Staff report that using Showbie to share Learning Intentions and Success Criteria and as a forum for adding support tools such as word mats, SC checklists etc. enables our children to have a better understanding of staff expectations, what they are learning and why, which supports the key principles of our Learning Model.
- Consistent and effective tools allowing our children to reflect on and edit their learning are more readily available, leading to improved self-assessment.
- One of our children can now access writing tasks independently having previously relied heavily on adult support. They are able to use the voice function and dictate their Writing.
- Most of our P6 and P7 children are demonstrating more creativity in presenting their learning, showing increased choice and personalisation.
- Effective use of technology was evidenced in most classes (89%) during SLT Learning Visits in Term 2.
- Our Evidence SWAY to support our application to become a Digital School is well underway.
- Our additional 10 iPads have been used to support the wide range of digital collaborative learning opportunities across stages, where P6 and P7 children have supported our younger children in their use of Book Creator and Chatterpix.
- As a staff Team, we continue to develop our confidence in delivering high quality teaching, learning and assessment through digital tools at a pace that is appropriate for all.
- Our Relationships and Learning Focus group have undertaken an audit, the results of which have been fed back to the wider staff Team to ensure that there is a shared understanding of the importance of consistently making best use of our universal strategies.
- Across our school, we have made very good use of the CIRCLE Framework to improve our inclusive practice, strengthen routines and structures, pupil voice and accessibility which has supported increased engagement in learning.

- Pupil Focus Groups met in Term 1, to feedback on 2.4, Theme 1. Feedback highlighted that Calm Corners were having a positive impact on children's wellbeing, emotional regulation and readiness to learn. Most classes (86%) advised that there is a shared understanding of the purpose of Calm Corners and all classes shared that the space is both helpful and regularly used. Additionally, feedback from staff suggested that Calm Corners supported our children to self-regulate, manage sensory overload and successfully re-engage with learning.
- Pupilwise 2026 highlighted that most (90%) of our children know who they can talk to if they are upset or worried about something.
- Feedback from staff who accessed relationship building support for identified individuals and/or small groups highlighted improvements in pupil engagement and participation, emotional regulation and overall improvements in general classroom ethos for most of those who participated.
- Most staff have demonstrated an increased understanding of individual needs and barriers to learning as well as showing an increased confidence in using pre-early milestones to plan for and assess progress.
- Across our school there has been a reduction in Helping Hands in most classes demonstrating that universal approaches are having a positive impact.
- All School PSA staff have undertaken individual quality improvement projects, applying the PACE approach with an identified child. This has enhanced their understanding of effective proactive strategies to minimise dysregulation for targeted pupils.

Next Steps

1.1 Self Evaluation for Self-Improvement/1.2 Leadership of Learning/1.3 Leadership of Change

Main Driver QI's: 2.2 Curriculum/2.3 Learning, Teaching & Assessment/2.4 Personalised Support/2.5 Family Learning/2.6 Transitions

Impacts QI's: 3.2 Raising Attainment & Achievement/3.3 Increasing Creativity and Employability.

Focused Priority: Further develop our wide range of pedagogical approaches, including the use of digital technology by ensuring high quality learning, teaching and assessment and strengthening our curriculum pathways that lead to improved wellbeing, attainment and achievement outcomes for all children in Kennoway.

Strategic Actions

- All teaching staff will engage with the Apple Teacher Programme to support our confidence, knowledge, skills and understanding to further strengthen our use of digital technology and to meet the wide range of children's learning needs across our school.
- PSA Staff will engage with LA Transforming Learning professional learning opportunities to further support confidence, knowledge, skills and understanding to meet the needs of our children at universal, additional and intensive levels.
- Develop Digital Portfolios, initially across P7 to showcase learning using Showbie and support robust transitions in learning.
- Plan Family Learning opportunities for Parents/Carers on Showbie as a communication and learning, teaching and assessment tool as we transition from Seesaw.
- Through looking outwards to learn from examples of good practice and through continued collaborative work with our community partners, develop our planning to strengthen outdoor learning experiences across all classes to ensure equity, progress and achievement for all children in Kennoway.
- Aligned with our Pupil Equity Planning, further extend and embed our approaches to meeting the needs of all children in Kennoway, through our continuum of support.

Improving Outcomes

Attainment

Overall Attainment for 2025 - 2026				
	Literacy		Numeracy	
	Stretch	Actual	Stretch	Actual
P1	71.79%	60.53%	79.49%	78.95%
P4	68.75%	62.50%	75.00%	75.00%
P7	64.41%	69.49%	69.49%	71.19%

Stage	Listening and Talking	Reading	Writing	Numeracy
	Actual	Actual	Actual	Actual
P1	78.95%	63.16%	71.05%	78.95%
P4	87.50%	70.83%	70.83%	75.00%
P7	86.44%	83.05%	71.19%	71.19%

P1, P4 and P7 attainment data in Numeracy illustrates that we have maintained the expected standard for most children when comparing outcomes in Numeracy for P1, P4 and P7 with the previous session.

P4 and P7 NSA Data generally reflects our professional CfE judgements in Numeracy, in that 70% of the P4 cohort were assessed as Band 6 or above, whilst 68% of P7 showed outcomes of Band 8 or above.

Our attainment over time data highlights that positive outcomes in Numeracy have been sustained over a 3-year period, with most P4 children successfully achieving first level by end of the year. Similarly, across all SIMD deciles, the three-year trends have remained for P7s in that the majority transition to S1 on 3rd Level Initial Engagement. This is also reflective of the Fife P7 cohort.

All of this data illustrates that our Numeracy improvement work is helping to sustain our progress and reduce any further gaps in learning emerging across second level.

In Literacy, Listening and Talking continues to be our strongest curricular pathway, in that all stages have achieved our stretch targets. That said, across P1-5 there has been a slight dip in attainment from the previous session, which is as a result of increased support and challenge associated with strategically planning L&T, the development of assessments that accurately reflect CfE benchmarks and increased moderation across stages.

P4 Reading declarations are very much in line with NSA outcomes in that the latter highlights the majority of children (69%) have achieved Band 6 or above. This includes 14 children who have achieved Band 8 or 9+ and who are all predicted ahead of track.

Our P7 NSA Reading outcomes highlight that at the time of the assessment, the majority of children (68.9%) fell between Bands 8 -11.

Current P7 CfE declarations for Reading show that most children (83.05%) are now achieving the expected standard, demonstrating that planned interventions are closing the attainment gap.

In line with our trend in P1, Numeracy CfE outcomes are stronger than Reading and Writing, although Writing attainment has improved from 63% in session 2024-25 to 71.05% this session.

This is largely supported by our BASE SOY and EOY comparison, which shows that the majority of the 37 children who undertook both assessments have remained in the “average” Numeracy band for both assessments, with 2 children moving from average to above average.

This compares to 59.45% who remained in the average band for Literacy with only one child progressing to above average.

Analysis of individual BASE pupil profiles, however, shows that most of the P1 cohort have progressed in Literacy & Numeracy from the start of year assessment.

Despite some improvements in Writing attainment, this curricular area continues to highlight our most significant gap overall, highlighted in our CfE data, and further substantiated in P4 and P7 NSA’s where writing falls below reading across both stages.

Further attainment analysis can be found in the PEF Impact Section of the SQR.

This session we have been unable to achieve our overall Attendance Stretch Target of 92.24%, despite regular locally agreed communications to Parents and Carers, Newsletter Updates and displaying attendance and lateness data prominently on our front doors.

Data taken from 31st May shows that 38.2% of our children fall below the 90% attendance threshold.

Overall attendance data up to 5th June 2026 is 88.21%.

However, we can evidence positive outcomes as a result of a targeted approach for a cohort of 32 children across P1-7, who in January 2026 had attendances of less than 75%. As a result of Mrs. Lamb, Mrs. McGonagle, and Mrs. Rodgers either meeting in person with Parents/Carers during Parents Night or at an alternative time, or speaking with Parents/Carers on the phone, the majority of the targeted cohort (50%) have shown an improvement in attendances in Term 4.

In Term 3, Mrs. Thomson planned a small test of change designed to target P4-7 children with the highest number of lates, through offering a morning Bootcamp Club twice weekly for a period of 4 weeks to encourage good routines, independence and readiness for learning.

Although this short-term intervention had minimal planned impact on punctuality, the project had an unintentional positive impact on reducing playground incidents before school and supported a calmer transition into school, for those who attended regularly.

Impact of PEF on outcomes for children and young people:

Aligned with our 2.3 and 3.2 priorities, our Pupil Equity Plan has offered some additional support to those children identified in May 2025 as being off track by 6 months in Numeracy & Maths across P2-P7, however the consistency of planned interventions has been significantly impacted by staff absences.

As outlined previously, P1, P4 and P7 have achieved our Stretch Targets and in addition the number of children identified through our most recent data analysis highlights that across all stages the gap between those children attaining National Expectation and those not has reduced.

The majority of all children in Kennoway are achieving the expected level of attainment or beyond in Numeracy and Maths for their age and stage.

In May 2025, a cohort of 13 children were identified across P2, P3 and P4 as being “off track” by 6 months in achieving First Level in Reading.

This cohort have benefitted from additional reading and phonics sessions and as a result the majority (61.5%, 8 children) have progressed to “on track”.

2 children in P2 have progressed from minus 12 months to “on track” across this session.

Pupil Equity Funding has also allowed us to increase our 0.5FtE ASN additionality to 1.0FtE, with the purpose of further embedding and developing our approaches to ensure participation and engagement in learning for an identified cohort of children in P1-7, as well as enhancing our universal provisions across all stages, which, as previously noted, has been led by our Staff Focus Group.

Our Learning Lounge provision continues to support identified individuals and groups of our children, who are experiencing barriers to learning, linked to wellbeing, emotional regulation and engagement.

This provision has been extended this session to develop an Early Years Learning Lounge to further strengthen our whole school approach.

PEF has supported additional PSA hours, which has allowed PSAs, Miss Caira and Mrs. Gomez, Mrs. Farmer (SSO) and Mrs. Thomson (ASN Teacher) to work collaboratively to design and implement the Early Years provision, leading to improved consistency across our school in providing daily targeted support during breaks, planned sensory circuits with individuals and groups and offering supports around transitions. This level of proactive planning has offered predictability for our children.

Observations, and feedback from staff demonstrate a reduction in dysregulated incidents.

19 children across P3-7 have accessed Social Start sessions, created to promote a positive start to the day, increase social resilience and in turn increase participation and engagement in learning.

Collated feedback shows that all children responded that they experienced a positive or very positive impact on their wellbeing and engagement and staff feedback highlighted improved readiness for learning.

All of the identified P2 cohort of 17 children, benefitting from Social Resilience Interventions progressed across all key areas including sharing, turn-taking, listening skills and responding positively to others within group situations, as evidenced by staff.

Observations of and feedback from our children benefitting from targeted relationship building highlights that this support has strengthened trust, engagement and emotional wellbeing for our identified cohort of children at additional levels which in turn has enabled pupils to feel more connected within their mainstream classroom environment.

Mrs. Thomson has developed strategies and targeted approaches in order to support our cohort of children at intensive level, more specifically our children with a high level of complex additional support needs, including those who are supported across mainstream and PEP.

Pareto analysis for one child demonstrated significant improvements over an intervention period with recorded incidents reducing by 68% overall. The most significant improvements were observed in job refusal and transition related behaviours. Incidents of leaving the learning space and climbing related behaviours reduced by 55% and 33% respectively.

Parentwise 2026 advises that most parents/carers responding (87.04%) to Q14 feel that staff really know their child as an individual.

Feedback from Learning Partnership highlighted that nurturing relationships between children and staff and between children, were evident throughout Social Start and that Social Start offers our children the opportunity to show leadership skills, independence, and self-regulation through personalisation and choice and celebrating success ("*A great provision*" LP Colleague).

In addition, feedback validated that our staged interventions – universal, additional and intensive levels were well planned and were meeting the needs of most of our children.

On 20th March 2026, we welcomed colleagues from the Children and Young People's Commissioner Scotland, who worked with our Rights Respecting Pupil Leadership Group.

Our feedback was very positive, particularly in respect of our children's understanding of the supports and strategies in place to ensure inclusion for all.

This session, 12 of our P7 children have engaged with our Natural Connections Programme in collaboration with our CLD Partners, across the year. This intervention has supported engagement and participation in learning, leadership, resilience, confidence, relationships and overall positive transitions to Levenmouth Academy. Most (83%) of the identified cohort have engaged very well with the full programme.

One identified learner with complex additional support needs has shown significant impact in their ability to regulate following the Natural Connections session compared to on other days where dysregulation can be their most significant barrier to engagement and participation.

Most of the cohort (83%) have shared that they feel more confident and more resilient.

Kennoway Staff note transferable skills in that they advise that 3 children have shown increased confidence to participate in activities which previously would be out with their comfort zone.

3 children are now able to ride a bike and 3 have overcome their fear of water.

The following P7 pupil feedback gives a flavour of the impact that this intervention has had;

"Natural Connections has helped me with my anxiety. It has helped me with my confidence by learning new stuff"

"Natural Connections has helped me with social meetings. I know about safety connecting health"

"I like pushing myself out of my comfort zone at Natural Connections and when I come back I am a lot less of a scaredy cat".

Achievements

This session, children across Kennoway Primary and Nursery have embraced a wide range of wider achievement opportunities, developing key meta skills and essential skills for learning, life and work across the 4 contexts for learning. These experiences have nurtured the **Four Capacities** of Curriculum for Excellence: enabling children to become **Successful Learners, Confident Individuals, Responsible Citizens, and Effective Contributors**.

1.2 Leadership of Learning extends to our children who have opportunities throughout their time in Kennoway HQ to contribute to the array of Pupil Leadership Groups available including Playground Pals, Wellbeing Ambassadors, House Captains, Digital Leaders, Buddies, Pupil Council, Frankie's Team, Eco Team, RRS Team, Library Reps and Sports Leaders.

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

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

Our Mixed Football Team and Girls Football Team won the Levenmouth Cluster Festival, with the Mixed Team progressing to the Fife Festival where they were placed as runners up.

One of our P2 pupils had their digital Christmas Card selected by our Executive Director as the Education Service Christmas Card.

Mr. MacLeod visited our school to present the winner with a prize.

As a direct result of feedback from Parents/Carers in our Equality, Equity and Inclusion Questionnaire in May 2025, all children have had the opportunity to participate in a Learning Visit which has included Dundee Science Centre, Dynamic Earth, Modern Art Gallery in Edinburgh, P6 Countryside Day, P4 and P6 Pantomime at Adam Smith Theatre and Pittencrieff Park. Staff have actively sought free or discounted opportunities and any outstanding contributions has been paid for through our School Fund or Friends of Kennoway.

This has meant that all children in Kennoway have benefitted from an out of school learning experience and had the opportunity to enhance their knowledge, skills and understanding in a difference context without impacting on the cost of our school day.

Throughout the year, our P5 Team have worked with CLD on a STEM focus culminating with the building and racing of the Goblin car. This has allowed all the children across the 2 P5 classes the opportunity to make meaningful links across Science, Technology, Engineering and Maths and to showcase their work to peers and parents/carers.

This session, all children have had the opportunity to engage in Careers Week, where we have welcomed a range of visitors to our school including a vet, the Army, Deaf Support Service, Fire Service, Police Scotland and a local farmer.

Across the week our children learned about the key skills required for a range of jobs and our visitors spoke positively about the level of engagement and motivation shown from our children.

In March 2026, Team Kennoway successfully achieved our re-accreditation of the Sports Scotland Gold Award. Our video application, made by Mrs Thomson, Mr McNamara and our PEPAS Pupil Leadership Group was highly complimented by Active Schools and showcased as an example of good practice.

In Term 4 our Nursery children had the opportunity to engage in a Drama session with a performer. This was paid for by donations shared by the family, in memory of our Nursery colleague.

Almost all of those who wished to participate had a super time, demonstrating confidence and creativity.

Feedback from our visitor highlighted that our children demonstrated our Nursery and School values.

Across our school community we have continued to foster a culture of collaboration.

As a result of feedback from our children, all classes have had the opportunity to work collaboratively with another class.

Our Buddy and House Family systems have allowed our children to develop and maintain relationships more widely across the school, as well as supporting the development of key meta skills such as collaboration and communication.

Our collaborative work extends to our wider community, where our partnership working with our Community Police, St Kenneth's Parish Church, Kennoway SHED, and Auchtermarnie Care Home with our Nursery etc. allows our children an extended range of experiences, which further develops skills for learning, life and work through our meaningful links.

In Kennoway our children are encouraged to share their achievements both in and out of school and these are widely celebrated across our school through our Good Morning Kennoway, our Star Awards linked to the Four Capacities, Assemblies, Seesaw, Social Media, Nursery SWAYS and Newsletters.

Most (86.21%) children in Kennoway agree that *"My school knows about the things I am good at"* – Question 27
Pupilwise 2026

Evaluations (School)				
	2023-24	2024-25	2025-26	Inspection Evaluations (since August 2024)
1.3 Leadership of Change	Very Good	Very Good	Very Good	
2.3 Learning, teaching and assessment	Very Good	Very Good	Very Good	
3.1 Ensuring wellbeing, equity and inclusion	Very Good	Very Good	Very Good	
3.2 Raising attainment and achievement	Good	Good	Good	
Evaluations (ELC) – HGIOELC?				
	2023-24	2024-25	Inspection Evaluations	
1.3 Leadership of Change	Very Good	Very Good		
2.3 Learning, teaching and assessment	Very Good	Very Good		
3.1 Ensuring wellbeing, equity and inclusion	Very Good	Very Good		
3.2 Securing children's progress	Good	Good		

Shared Quality Improvement Framework – HMIE/Care Inspectorate Evaluations (ELC)				
	2025-26	2026-27	2027-28	
Curriculum	Very Good			
Learning, Teaching and Assessment	Very Good			
Wellbeing, Inclusion and Equality	Very Good			
Children's Progress	Very Good			
Statement about feedback from HMIE/Care Inspectorate if inspected this session.	NA			

