

# Kenmore Primary School

Standards and Quality Report 2024-2025



Our vision is to nurture curious minds, a love of learning and reach our full potential as confident and compassionate global citizens.

Our values are to be kind, to be respectful and to be responsible.

The purpose of this report is to share evaluative information from this school session on the performance of Kenmore Primary against national quality indicators for Scottish Schools. These gradings are based on on-going self-evaluation processes of the school which include collecting evidence and information in a variety of ways including pupil and parent questionnaires and staff, pupil and parent forums, discussion groups as well as quantitative data.

Kenmore Primary has a very good capacity for continuous improvement and will continue to work with its supportive school community as it strives for excellence and equity for all our learners.

## Attendance, Attainment and Achievement

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### Attendance

The average pupil attendance rate from August 2024 to June 2025 was 95.61% which is a significant increase from last year and higher than almost all of our comparator schools and the average for Perth and Kinross Council.

### Attainment

- Almost all children have made good progress from their prior levels of attainment in literacy and numeracy with a number exceeding the appropriate levels.
- By moderating with colleagues from local schools and by using Perth and Kinross Progression planners and ongoing assessments, staff can more confidently predict and confirm levels of progress in listening and talking.
- Almost all teaching staff have taken part in moderation of listening and talking with colleagues from other schools in the local area and as a result are becoming more aware of the PKC (Perth and Kinross Council) progression planners in literacy.
- In P1 all pupils are on track or exceeding the national expectation in all areas. In P4 all children are achieving or exceeding expectations in numeracy, listening and talking and reading. In P7 most are achieving national expectations, particularly in numeracy. Those who receive additional support for their learning are making good progress against their individual targets for learning.
- Big Maths continues to enable all staff to plan learning which is targeted at each individual and which has shown a steady increase in attainment as well as providing a motivating vehicle for children to achieve.

- Effective tracking meetings and use of different tools for assessment has enabled staff to have a strong overview of attainment over time and data shows that we are in line with other schools with a similar socio-economic demographic profile.

## Achievement

- All children have been presented Head Teacher awards at assemblies for demonstrating the school's values of being kind, respectful and responsible, thus encouraging high expectations of behaviour.
- Children in P4-7 can learn chanter, and all children in the school have taken part in the school nativity, Scottish Evening and Kenmore Switch On where they sang and played musical instruments to the public. These opportunities have allowed children to develop their expressive arts skills in meaningful and purposeful ways.
- Staff take the cost of the school day into consideration when organising activities and experiences for children and try to keep costs down for families. Money raised by the Parent Council is used to pay for these activities as required.
- By the end of session all children will have taken part in an Orienteering festival organised by the P4-7 class and supported by Active Schools, Tayside Orienteering Club, Park Run and the Healthiest Town.
- A new Capercaillie Trail around Kenmore was initiated by our P7s who pitched their idea to the local Community Council who have adopted it and will be in place for the public by the summer holidays demonstrating a commitment to leadership and creativity.
- All pupils were given the opportunity to join with older members of the community in the winter Warm Welcome events in the Breadalbane Reading Rooms.
- Our senior pupils have taken part in Cross Country, County Sports, a Rugby festival, and a football tournament. In all events they showed their excellent sportsmanship and resilience.



# Learning

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- Children's rights have been a big focus for all areas of school life with committees, assemblies and IDL projects all highlighting the links to the Children's Charter. The rights have become more embedded in school life and children are able to talk about what they mean to them.
- Forest Schools continues to allow children to demonstrate their resilience and show they are highly motivated and interact well with each other. This whole school approach has meant children work together across the school and as a result are developing leadership and exercising choice in their own learning.
- Partnerships with the Scottish Crannog Centre, Kenmore Community Council, Taymouth Castle and Wee Adventures have enabled the school to offer opportunities out-with the school grounds which have enhanced learning and have developed skills for learning, life and work.
- Outdoor Sports including kayaking, skiing, cross country and loch days have enabled children to show how successful, confident, and responsible they are.
- By taking part in the Atholl Estate Day all children were exposed to the world of work in a real, relevant and fun way.
- Our teaching is underpinned by our values of being kind, respectful and responsible and we use both indoors and outdoors to deliver the curriculum. P1-3 use a soft start approach and P4-7 a morning routine as a way of introducing more play-based and pupil led learning. Forest Schools allows children to lead their own learning. Teachers plan the curriculum effectively, considering the four contexts of learning and coverage of experiences and outcomes.
- Staff use data from assessments e.g. SNSA, Big Maths, PM Benchmarking and Writing Criteria to inform their professional judgements. Termly tracking conversations ensure pupil progress is well understood, and appropriate next steps are planned for all children.
- Just2easy has been introduced, and all pupils are starting to profile their learning by using this platform.





# Leadership

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- The new Principal Teacher has been in post since August 2024 and as a result there is a very strong team ethos within the staff.
- The school values of being kind, responsible and respectful are embedded across the school ethos and curriculum and all pupils and staff can articulate what this means.
- A new vision has been created involving all stakeholders and is now becoming embedded in the school ethos. Pupils confidently share the different elements of this and understand what this looks like in practice.
- The school is well supported by an active Parent Council involved in supporting the school's curriculum e.g., Scottish Evening and fundraisers for the school. They have funded opportunities for children to ski, kayak, and canoe as well as supplying the funds for transportation to the theatre, Stirling Castle and Dynamic Earth.
- The P7s have taken on roles of leadership based around the Healthiest Town initiative. Each child has an area of responsibility which they applied for and were awarded through a process of application and interview.
- The school has achieved another Green Flag, is ready to apply for the Silver Rights Respecting School Award, has made steps towards its Digital Schools Award and is also applying for the Gold Sports Award.
- P4-7 pupils have demonstrated their leadership by initiating an after-school Hobbies Club which they lead and P7s have continued to provide a Friday toast station which they run as an enterprise, again showing their leadership and their skills for work.
- Lunchtime clubs in sewing, sport and running have encouraged pupils to take on activities beyond the classroom and the promotion of the new FeldyRoo Parkrun has encouraged families to take up sport together.
- The school has made good progress towards the Rights Respecting School Award and are ready to apply for the silver award. The school charter has been established, and almost all children have demonstrated in learner conversations and in the life of the school an understanding of the main forty-two articles with the charter. As part of this work they have also raised money for CHAS and Mary's Meals demonstrating our vision of being compassionate and global citizens.
- Forest Schools has been developed this session, and a skills programme is being created to support this. By working collaboratively and sharing practice all pupils have experienced a varied and interesting programme. Observations have shown that all pupils have grown in confidence and independence whilst working outside. Pupils work well together and there are very few incidents demonstrating a high level of engagement.
- Teaching staff share their expertise across the school and have organised sports afternoons where they teach both classes in an area, they are more confident in. The hope is to extend this model into the next session for other areas. This again demonstrates the effective teamworking within the school.
- Monitoring of teaching and learning has been structured with classroom observations, professional dialogue and learner conversations taking place in each term. Peer observations have increased confidence and developed trust between staff.
- All staff, pupils and parents have been involved in evaluating the school through questionnaires, learner conversations and professional dialogue ensuring that the school has been able to set clear priorities for the upcoming session.



### Improvement priorities for session 2025-2026

We have identified that we have a good capacity for continuous school improvement and our key priorities for 2025-26 are to:

- Improve learning and teaching in writing and therefore raise attainment in literacy.
- Continue to work towards demonstrating we are a nurturing school by strengthening our transitions.
- Continue to lead change through developing our curriculum and creating a visual curriculum rationale.

School Self-Evaluation	
<b>1.3 Leadership of change</b>	Very Good
<b>2.3 Learning, teaching, and assessment</b>	Good
<b>3.1 Ensuring wellbeing, equity, and inclusion</b>	Very good
<b>3.2 Raising attainment and achievement</b>	Very good