



Standards and Quality Report
2022-23

Kilmaurs Primary School



Establishment Context

Kilmaurs Primary is set in the heart of the village of Kilmaurs in the countryside north of Kilmarnock from which people can easily commute to Glasgow; Kilmarnock; Stewarton and Irvine. Our school's accommodation consists of multiple classrooms, a large gym hall, library, digital learning room and a separate dining hall. Additional accommodation comprises of three offices; a support for learning room; a staffroom; a medical room and janitor's office.

During the summer of 2021, and throughout the 2021/22 session, we have undergone extensive refurbishment work throughout our school. Both upstairs and downstairs corridors, as well as all classrooms and offices have been re-painted and had a decorating upgrade. During session 2020/21 our P6 pupils wrote persuasive letters for East Ayrshire Council and secured £20K of funding to buy new furniture for our classrooms. We also benefited from working in partnership with PRA (Debt Solutions) Group, who donated TVs and furniture when they moved to their new home in The Halo Building. We feel our school environment is now very welcoming, and sets a high standard for our learners and community.

We have made use of the 2 flexible spaces from the previous ECC over the course of this session. We have developed a much needed and valuable staff base. This provides staff with a space to maximise their time out of class and provides an environment which supports professional development for activities outlined in our Working Time Agreement.

The second space has been developed in partnership with our Parent Council, into a Community Room. Within this space you can find our:

- community larder (stocked by donations during eg Children in Need),
- Uniform Swap Shop, (all new pupils to the school are gifted uniform, and stocked through donations and lost property. Laundered by PC)
- Seasonal Shop – Halloween, Christmas, back to school, winter, party dresses etc
- Dignified Food Programme
- Parent Workshops
- Parent coffee drop ins
- Breakfast Bar (donated by local shop and provided daily for families)

The roll for session 2022/2023 is currently 213 pupils, organised into 9 classes. The school community is almost all formed from SIMD deciles 4-8, with a small percentage residing in SIMD 2,3 and 9. We have identified that in Kilmaurs Primary our attainment gap is SIMD 1-4 v 5-10.

During this session, 22% of the learners in our school were recorded as having an identified additional support need for their learning which is higher than our Ed Grp average but lower than EAC average., and 12% of our total school role were registered to receive free school meal entitlement. The average attendance rate for the session was 93%. All of these factors are considered to ensure we meet the needs of our most vulnerable pupils.

The school staffing for the 2022/23 session is 11.4 FTE, including Head Teacher and Depute Head Teacher. This allocation also includes 0.2FTE education Recovery teacher. We lost our PT post in August 2021 and Session 2021/22 was the first session with a new HT and DHT both in post.

Other members of the staff team include 2 Clerical Assistants, 2 Classroom Assistants, and a Janitor.

Kilmaurs is a very active community. The school plays a central role within this and the children are involved in a range of activities throughout the year. We have learning opportunities through links with other schools; local businesses; Kilmaurs Gala Committee; Kilmaurs Flower Show and the Kilmaurs Community Council. We are a school at the very heart of our thriving and growing community!

A clear strength of our school community is our Parent Council. This group work extremely closely with both the Head Teacher and Depute Head Teacher and are instrumental in supporting with the improvement journey.

During session 2021/22, and 2022/23 the parent council raised enough money to purchase paper copies of the Bug Club reading scheme to help with our improvement priority to raise attainment in reading. They have also supported the Head Teacher to develop key policies within the school including our 'Engaging with Parents and Carers' policy, 'Learning at Home' policy and our Curriculum Rationale. We are very grateful to have such a supportive and active parent council and parent body.

Vision Values and Aims

This session we worked with staff, parents/carers and pupils to refresh our school vision, values and aims. At Kilmaurs we strive for Excellence and Equity for all Learners, through the school values of Kind, Proud and Successful. There will be a strong focus on these values and opportunities for pupils to demonstrate the values across the curriculum and across all school events during session 2023-2024.

We continue to support children to be responsible citizens, successful learners, confident individuals and effective contributors. Over the last three years, the school has drawn on the work of Paul Dix, introducing a motto of 'Ready, Respectful, Safe' alongside continuing a restorative approach to dealing with issues. We aim to provide quality learning experiences which will encourage positive attitudes and enable pupils to achieve their potential as valued members of the community

In May of this session, we welcomed a team from East Ayrshire Council into our school for a Learning Review Visit. This quality assurance visit took place over 2 days and focussed on learning, teaching and assessment as well as ensuring wellbeing, equality and inclusion.

The team highlighted the shared positive commitment to improvement demonstrated by the school leadership team. They noted that our learners were polite, well-mannered and proud to be part of Kilmaurs Primary School.

The team discussed feedback with staff and the school leadership team and we have clear actions points for improvement in order for us to be the very best we can be in Kilmaurs Primary. These will feature heavily throughout our improvement plan for next session.

Looking to the future is exciting in Kilmaurs. We are a growing community and in turn a growing school. Our projected school role for August is 225. There is currently a significant number of new houses being built within the Kilmaurs catchment area, with 60 miller homes to be occupied over the next 12 months. There is also planning permission pending for the development of 3 fields at the back of Habbieauld Road, which will potentially see the erection of around 250 new homes.

This will be an exciting time to expand our school, and showcase the best of what we can be to our school and wider community.



Our Vision

Everyone in our school community will work together to embed the values and code at the heart of our curriculum within our inclusive learning and teaching environment ensuring every individual learner will flourish.

Our Code

Be respectful.
Be safe.
Be proud.
Be your best

Article 28 - I have the right to an education



Our Values

Kind
Proud

Successful

Our Aims

To motivate and inspire all learners to be the best they can be, to aim high and be supported in their learning to continually improve and develop; raising attainment and achievement for all.

We aspire to equip or young people with the knowledge and skills to work in a world where employment depends on transferrable skills to be applied in new and unfamiliar settings.

We aim to help you be the best YOU!









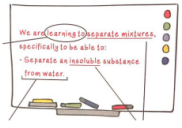

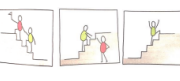



<p>Improvement Priority</p> <p><i>(Expressed as outcomes for learners)</i></p>	<p>Should be copied directly from 2022-23 Improvement Plan</p> <p>To raise attainment across all areas of learning, particularly in literacy and numeracy by developing a consistent approach to high quality planning, learning, teaching and assessment.</p> <p>Particular focus will be on developing our approaches and raising attainment for all learners in writing, and achieving attainment levels of at least 85% for all ACEL areas for pupils in P1, P4 and P7, and at least 80% for those who are in identified tracking groups such as ASN, LAC, and identified within the KPS Poverty Related Attainment Gap.</p> <p><i>Article 28 - right to an education</i></p>	<p>Rationale for improvement priority based on evidence</p> <p>The ACEL data in Kilmaurs suggests an improvement in overall attainment in literacy and numeracy, across P1, P4 and P, 7 however, we continue to require to build a consistent approach that will support progress and an increased pace of learning as learners move through stages across the school.</p> <p>Our Attainment in both reading and numeracy has increased over time since session 2018/19, but still remains below 80%.</p> <p>Our attainment in writing across all stages of the school is inconsistent and unreliable over time.</p> <p>Staff self-evaluation of QI 2.3, Learning, Teaching and Assessment, staff identified a need to create 'gold standard' lessons through activities such as peer observation, professional discussions and CLPL, as well as a need for a support and structure to provide consistency across all stages of the school, in order to raise attainment and develop teacher confidence.</p> <p>The majority of our staff have received extensive CLPL on the SAC literacy and numeracy approaches, and now feel the need to focus on the aspects of this learning which is having the greatest impact within their classroom and on the attainment of their learners</p> <p>Our self-evaluation activities with parents and carers strongly indicated a desire for parents to re-engage with the school and their child's learning following 2 years of restrictions. Engaging and supporting parents and carers will be key to raising attainment of our learners in literacy and numeracy and will be a strong feature throughout this improvement plan.</p> <p>The EA Literacy Programme (EALP) and EAC Numeracy contains clear methodology and strategies for teachers and pupils to support consistency in learning and teaching and increased attainment. This will be supported by EAC Planning for Learning, Teaching and Assessment Framework.</p>
<p>NIF Priorities</p> <p>Improvement in attainment, particularly in literacy and numeracy</p>	<p>NIF Driver</p> <p>School improvement</p>	<p>HGIOS/ HGIOSELCC QI's for self-evaluation</p> <p>1.1, 1.2, 1.3, 1.5,</p> <p>2.2, 2.3, 2.4, 2.6</p> <p>3.2</p>
<p>Progress and Impact</p>	<p>Developing key literacy and numeracy skills are fundamental to our curriculum rationale and delivery. This session we have focussed on developing our learning and teaching in writing. Staff have undertaken CLPL delivered by the SAC literacy manager on East Ayrshire's approaches to teaching</p>	

writing and this has been implemented in most of our classes. We have worked as a team to moderate our teacher judgements in writing, ensure our standards are consistently high across all levels in our school.

We recognise the quality of teaching and learning and assessment in our school as being paramount to continuing to secure educational improvement and raising attainment. Over this session we have undertaken a pilot project alongside our education group schools to trial a 3 point scale in tracking our pupil's attainment. This has provided opportunities for rich, supportive and challenging conversations amongst staff, which has led to our teachers making robust, reliable and consistent judgements about where our learners are on their journey through the curriculum.

Over this session, we have used our collegiate time to undertake some shared professional reading and enquiry around learning and teaching. We allocated 3% of our PEF allocation to purchase copies of Bruce Robertson's Teaching Delusion, Power-Up Your Pedagogy 3, and an interactive toolkit on our shared drive to develop an understanding of what high quality learning and teaching should look like in Kilmaurs PS. This has been collated into what we are calling our 'Kilmaurs Commitment to Learning and Teaching'. The Kilmaurs Commitment sets out the six areas learners can expect to form the lessons in their classes. It is hoped that this will help us develop learner conversations, pupils knowing themselves as learners and their learning journey, and learner participation in learning and teaching. All being well this will be adopted at the upcoming in-service day and put into practice next session.

Our 'Kilmaurs Commitment' to learning and teaching

<p>Learning starts with a daily review</p>  <p>This helps test your memory Helps you be ready for new learning Helps your teacher to plan your learning</p> <p>It might include:</p> <ul style="list-style-type: none"> - questions from your last lesson - empty your brain task - quizzes - show me boards 	<p>Activities will be interesting and make you enthusiastic about what you are learning.</p>  <p>This might include:</p> <ul style="list-style-type: none"> - stories - discussions - projects - Mnemonics - a problem to solve - challenges 	<p>Learning will be different for everyone. It will have activities and targets that will help everyone make progress and succeed.</p> <p>Everyone is different, we all have different experiences of learning, learn in different ways, and have talents in different things</p> <p>You may have choices in the activities you can complete and the tools you can use to help or challenge yourself.</p> <p>Your teacher will ask questions that will challenge your thinking and learning</p>  
<p>You will share your learning intentions, and help your teacher decide upon your success criteria</p> <p>This will help you be clear on what you are LEARNING, not what you are DOING</p> <p>It will also help you know when you have been successful in your learning.</p>  	<p>You will have time to practice what you have learned.</p> <p>This will help you feel better about what you have learned and be more confident to practice your new skills in different parts of your learning.</p> <p>You might do this:</p> <ul style="list-style-type: none"> - With help from an adult - With your classmates or other pupils - On your own working independently  	<p>Your teacher will re-cap the learning taking place and will give you feedback that is useful and helps you know your next steps in learning.</p> <p>This might include:</p> <ul style="list-style-type: none"> - thinking again about your learning intentions and success criteria - have another go - practice your skills - challenge yourself <p>The feedback you get might be written in your jotter or might be given verbally</p>  

Our improvement priority in numeracy has not been driven forward as successfully. We have embedded our Number Talk Pedagogy and have engaged our parents and carers by sharing our Number Talk support sheets, and delivering our 'Soup and Sums' workshops for parents and their young people at first level.

We have embedded our Assessment Framework which we developed during session 2021/2022. This has been adapted as we better understood the needs of our learners and when teachers felt they needed up to date information to support their judgements. This session we are confident that we are making more robust and accurate teacher judgements that are based on a range of different formal and informal pieces of evidence for each learner. Next session we will be focussing on individual target setting for learners as well as developing our understanding and implementation of planned high quality assessments

Over the past few years, Kilmaurs PS has been on a significant journey in relation to our early years practice. In response to this, for sessions 2021/22 and 2022/23, a change in P1 staffing was put in place, and they have fully engaged in CLPL through the SWEIC, including play pedagogy, building blocks of literacy training and visits to other establishments which led to a more cohesive and structured approach to responsive and active learning in P1. Our teachers at early level will share that they are at the beginning of their play journey, but are committed and keen to learn more and improve this practice.

This session we have allocated 71% of our PEF allocation to supporting the raising of attainment in P1 in the following ways:

- this cohort were the group impacted by ELCC closure and bubbles during Covid, leading to missed opportunities to develop fine and gross motor skills, social interactions through play, and using play experiences to develop vocabulary. This has led to the number of children remaining off track through TPs 1-3 decreasing, and has allowed us to specifically target learners to develop key skills and language.
- Development of practice and confidence amongst our P1 teaching staff by creating play based experiences in partnership with our ELCCP
- Offer of play experiences to learners in P4 who had a HWB need.

We used 3% of our PEF allocation on 3.5hrs CA, which was allocated to existing CA Sally Ho. We used these hours to release Mrs Ann Allison, a very experienced CA within Kilmaurs, who is trained in delivering CogMed and NESSY interventions. We have evidenced an increase for all children in their working memory as well as improvements in spelling.

Next Steps

- Learners will develop competency and fluency in all areas of numeracy, with a particular focus planning, learning, teaching and assessment in number processes.
- Learners will continue to develop their skills and fluency in reading and writing making use of the pedagogy implemented over the last two sessions and making use of the Kilmaurs Literacy Framework to support high quality learning, teaching and assessment in literacy.
- Working alongside EAC, we will strengthen our knowledge and understanding of Oracy and develop more robust and consistent approaches to planning, learning, teaching and assessment in Oracy.
- Attainment in numeracy for P7 learners will increase by 10% from 75%(current P6 cohort) to 85-90%.
- To increase end of session attainment in numeracy overall for P1-P7 from 79% to 85%
- The attainment levels for pupils in SIMD1-4 will improve in all areas of literacy and numeracy by at least 10%
- Attainment in reading for P5 learners will increase by 12% from 63% (current P4 cohort) to 75+%.
- Attainment in writing for P5 learners will increase by 13% from 57% (current P4 cohort) to 70%+
- To increase end of session data for listening and talking across Second level from 82% to 90-95%-

<p>Improvement Priority</p> <p><i>(Expressed as outcomes for learners)</i></p>	<p><i>Should be copied directly from 2022-23 Improvement Plan</i></p> <p>Develop a culture of Respect for All across our whole school community, where we understand and respect each other's differences and promote our school values of Kind, Proud and Successful.</p> <p>By promoting our school values, and respectful culture and ethos, we will plan effective, relevant and timeous interventions that support improvements in our children and families health and wellbeing.</p> <p><i>Article 2- right not to be discriminated</i></p> <p><i>Article 4 – making rights real</i></p> <p><i>Article 24 – right to health, water, food and environment</i></p> <p><i>Article 27 – right to food, clothing and a safe home</i></p> <p><i>Article 29 – aims of education</i></p> <p><i>Article 31 - right to rest, relax and play</i></p>	<p>Rationale for improvement priority based on evidence</p> <p>Over the course of last session, we have welcomed many new families to our school and this also includes learners from different countries, with differing levels of ASN, as well as those who are new to East Ayrshire and Kilmaurs. Our school values have been promoted during session 2021/22 and we now have a need to focus on how these values link to our school culture.</p> <p>Through our pupil consultation, around have of the learners' noted that at times they thought bullying was happening in our school and that there were no consequences as they did not witness this taking place.</p> <p>Parents also report incidents of bullying which upon investigation, the majority are a result of other behaviours.</p> <p>We have a need to develop a shared language of respect, as well as agreeing our standards of expected behaviour for all stakeholders, resulting in a refreshed Respectful Relationships Policy.</p> <p>Our staff self-evaluation also showed that we did not act upon the data we had gathered through various Health and Wellbeing activities. We need to implement process which allow us to identify appropriate interventions at the earliest opportunity as well as track the impact</p>
<p>NIF Priorities</p> <p>Improvement in children and young people's health and wellbeing</p>	<p>NIF Driver</p> <p>School improvement</p>	<p>HGIOS/ HGIOSELCC QI's for self-evaluation</p> <p>1.1, 1.2, 1.3, 1.4,</p> <p>2.1, 2.2, 2.3, 2.4, 2.6,</p> <p>3.1, 3.2</p>
<p>Progress and Impact</p>	<p>Through our self-evaluation we identified the need to develop a shared language of respect across our whole school community, as well as agreeing our standards of expected behaviour for all stakeholders. This resulted in a refreshed Promoting Positive Relationships Policy and a Respect Me Anti-Bullying Policy being devised, shared and implemented across the whole school. The Respect Me Pupil Leadership Group have worked with parents on the Respect Me community programme, where they attended and led a "Respect Me" information session to other parents to develop their understanding of bullying. The majority of pupils recently surveyed, shared that they now feel that they have a voice in school which is listened to and their views are valued and taken seriously and acted upon.</p> <p>In January 2023, we achieved our Bronze Rights Committed accreditation certificate from UNICEF. Children's rights are shared and discussed in the majority of our weekly assemblies but they are not fully embedded within the practice of the school. This will be a priority for next session to ensure learners to be able to speak knowledgeably</p>	

about their rights. A Right of the Month will be explored and embedded across the whole school community as well as making parents more aware of the UNCRC and how it plays a role in their children's lives as we work towards our silver accreditation.

This session and last, we have used the Glasgow Motivational Wellbeing Profiling tool to measure learner's wellbeing. In 21/22, we gathered the data but did not make effective use of data gathered to plan targeted interventions, as such, it remained an improvement priority during this session. We have worked alongside EAC and Educational Scotland to support us in analysing the data and plan appropriate interventions to address key factors from the analysis. The comparative data for October to May for the whole school, shows an increase in all 4 areas of the wellbeing survey but in different aspects as compared with last session.

Session 21/22 TOTAL %	Affiliation	Agency	Autonomy	Healthy & Safe
POINT A (October 2021)	79.9%	81.0%	77.3%	78.5%
POINT B (May 2022)	81.1%	84.5%	81.6%	81.3%
% change	+1.3%	+3.5%	+4.3%	+2.7%

Session 22/23 TOTAL %	Affiliation	Agency	Autonomy	Healthy & Safe
POINT A (October 2022)	82.6%	85.8%	82.8%	81.4%
POINT B (May 2023)	85.1%	87.8%	83.8%	83.9%
% change	+2.5%	+2.0%	+1.0%	2.4%

From the data gathered from the GMWP survey results in October 2022, we worked in partnership with EAST to devise a bespoke 4 week training programme to train all our P6 learners in Restorative Conversations to become Wellbeing Champions. Pre and post evaluations were gathered based on 5 key statements. After the 4 sessions, 100% of learners felt that their knowledge had increased to a 3-5 rating meaning that they were now more aware of what it meant to be restorative. 90% felt that they were confident and had many strengths in relation to having restorative conversations using the question cards as prompts. Next session, the number of restorative conversations will be monitored and classroom assistants will oversee the conversations to ensure issues are being dealt with appropriately.

Running alongside this, P6 learners took part in Playground Leader training led by Active Schools to deliver playground games for our younger learners (Primary 1 and Primary 2) at lunchtimes. Both these programmes were devised to support our pupils to be happy and safe in the playground and to help resolve any issues amicably at the time that they occurred.

Overall for the whole school, the survey data in May 2023, highlighted autonomy was the lowest, the feeling of being respected and responsible and the most common aspect was that children do not feel confident to complain if they were picked on in school. Next session, we are going to be working on establishing positive relationships across the whole school in partnership with EAC Educational Psychology team through applying nurture as a whole school approach.

Unfortunately, We were unable to participate in the East Ayrshire Communication Friendly Schools accreditation work due to staff absence within the SaLT team. This will remain on our School Improvement Plan for next session.

Next Steps

- We will continue on our RRS journey and work towards Silver accreditation.
- Children's rights will be a focal point across the school and be shared and discussed in the majority of our weekly assemblies. They will be fully embedded within the practice of the school to enable learners to be able to speak knowledgeably about their rights.
- A Right of the Month will be explored and embedded across the whole school community as well as making parents more aware of the UNCRC and how it plays a role in their children's lives as we work towards our silver accreditation.

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| | <ul style="list-style-type: none">- The GMWP will be fully embedded across the whole school and data will be analysed at individual, class and whole school level twice across the year. Support interventions will be put in place and other assessment approaches will be used to meet learner's wellbeing needs.- Our Primary 7 Wellbeing Champions will use their restorative conversation training to support pupils in the playground to regulate their emotions and resolve conflict situations in the playground. We will work in partnership with pupils to develop policies and practices to support this project. They will then train the Primary 6 cohort to take a lead on this training.- We will work in partnership with EAC Psychologist to embed the EAC Relationship Framework and work with all staff and pupils on applying nurture as a whole school approach to create the right environment for effective learning and teaching. |
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<p>Improvement Priority</p> <p><i>(Expressed as outcomes for learners)</i></p>	<p><i>Should be copied directly from 2022-23 Improvement Plan</i></p> <p>Deliver targeted support to learners and families to reduce the poverty related attainment gap; and ensure our universal provisions supports the wellbeing and attainment of all families.</p> <p><i>Article 24 – right to health, water, food and environment</i></p> <p><i>Article 26 – right to social and economic help</i></p> <p><i>Article 27 – right to food, clothing and a safe home</i></p> <p><i>Article 29 – aims of education</i></p> <p><i>Article 31 - right to rest, relax and play</i></p>	<p>Rationale for improvement priority based on evidence</p> <p>On gathering and analysing the contextualised data for Kilmaurs Primary, it has become apparent that our poverty related attainment gap does not follow similar trends to those identified locally or nationally, resulting in an inability to accurately track or plan interventions which will address the gap, and ultimately not being able to appropriately support our families</p> <p>We will seek to identify our poverty related gap using a more bespoke and contextualised approach, using a comparison between SIMD 1-4 and SIMD 5-7, as well as taking a strategic approach to tracking attainment and wellbeing, as well as planning appropriate interventions across the six priority family types identified by the Scottish Government as being at highest risk of experiencing child poverty:~</p> <ul style="list-style-type: none"> - Lone parent families - Minority ethnic families - Families with a disabled adult or child - Families with a young mother under 25 - Families with a child under 1 - Larger families (3+ families) <p>The self-evaluation activity undertaken with our families, overwhelmingly showed a desire for parents to re-engage with school life and their children’s learning. This was also evident through our consultation with parents, learners and staff on Learning at Home, as well as noted by teachers during parents meetings. We will now focus on re-engaging and re-connecting with parents following the lifting of Covid-19 restrictions in schools.</p>
<p>NIF Priorities</p> <p>Closing the attainment gap between the most and least disadvantaged children</p>	<p>NIF Driver</p> <p>Assessment of children’s progress</p>	<p>HGIOS/ HGIOSELCC QI’s for self-evaluation</p> <p>1.1, 1.2, 1.3, 1.4, 1.5</p> <p>2.1, 2.3, 2.4, 2.7,</p> <p>3.1, 3.2,</p>
<p>Progress and Impact</p>	<p>Our ASN log is regularly reviewed and updated and accurately reflects the ASN and wellbeing needs of our learners. Interventions and supports are identified and implemented at the earliest opportunity to support learners with their Health and Wellbeing. Requests for Assistance are being tracked to look at trends in level of need across the school. For the second year running, The Exchange Counselling Service has been the most in demand to support wellbeing for learners with a variety of individual wellbeing needs – change and loss, bereavement, social and emotional wellbeing and friendship issues. We will continue to track Requests for Assistance in session 2023/2024.</p> <p>DATA????</p>	

To ensure our learners and families feel included and empowered to succeed, we have implemented initiatives to help poverty proof our school. A new Community Room which is accessible to all, has been established and offers a community larder, uniform swap shop, occasional costumes, lost property and excess meals from our lunch service. Throughout the session, any new families joining our school, are gifted a school uniform from our stock within the Community Room. This supports parents with the cost of the school day midsession, and also supports positive transitions where our new pupils feel part of our school community for the start of their Kilmaurs journey.

DATA???

At the end of each school day, as part of the Dignified Food Programme, any meals remaining from the school lunch service are available to all. Parents, family, friends and pupils help themselves to this food. No food is ever left over. We also have a Breakfast Bar of toast and fruit each morning. This is supported by a local business who provide us with donations of bread, butter, jam and fruit. Our Primary 7 pupils supervise this on a rota basis with the support of a classroom assistant to provide families with the opportunity of a free breakfast every morning. On average, 12 loaves of bread and 200 pieces of fruit are eaten over the course of a week from the morning Breakfast Bar!!!

This session we worked in partnership with EAC Data and Intelligene officer to better understand the attainment gap within Kilmaurs PS. We have established that for the purposes of Kilmaurs PS, we will consider the attainment and achievements of those pupils in SIMD 1-4 against those pupils in SIMD 5-10.

For session 2022/23, we had 66 pupils residing in SIMD 1-4, and 146 residing in SIM 5-10. The attainment for these groups is as follows:

	Combined P1-7 residing within SIMD 1-4	Combined P1-7 residing within SIMD 5-10	Attainment Gap
Reading	94%	98%	4%
Writing	90%	96%	6%
Listening and Talking	94%	99%	5%
Numeracy	92%	98%	6%

Next Steps

- We will continue to review and update our ASN log regularly. Child Plan's and ILP's will be moderated across the school to improve the quality of ASN planning across the school. Support staff will use a range of strategies/supports and interventions to meet the needs of all learners within the classroom environment and targeted interventions will be implemented and the impact measured on closing the attainment gap.
- Some parents of the school have volunteered to work in partnership with the school to develop our Community Room to further develop and provide the appropriate amenities to continue to poverty proof our school. This will ensure we are meeting the needs of our school community.
- We will continue with the "Dignified Food Programme" but will work to ensure that this is available to ensure equality for all.
- To ensure equality for all, we will monitor and track wider achievements from P1-P7 and identify and target sports/activity clubs for pupils who require additional support to attend wider achievement opportunities.

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| | <ul style="list-style-type: none">- We will ensure that our learners will experience a universal curriculum delivery which is consistently high for all learners, and is in line with our curriculum rationale- We will closely monitor the attainment and achievement of all of our learners to close the poverty related attainment gap, and ensure improvements in all areas for all pupils. |
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<p>Improvement Priority</p> <p><i>(Expressed as outcomes for learners)</i></p>	<p><i>Should be copied directly from 2022-23 Improvement Plan</i></p> <p>Increase opportunities to develop skills for learning, life and work across our school and develop sustainable positive relationships across our local community and beyond.</p> <p>Make use of data provided by Stewarton Academy to begin gathering data over time on the percentage of KPS pupils moving on to positive destinations.</p> <p><i>Article 28 - right to access education</i></p> <p><i>Article 29 – aims of education</i></p>	<p>Rationale for improvement priority based on evidence</p> <p>Throughout session, 2021/22, we have undertaken activities to engage parents and pupils in school improvement activities. We have received a response rate of 22%, which does not provide a fair and accurate representation of the view of all stakeholders.</p> <p>Our self-evaluations showed that parents would like a renewed focus on engagement with school life, which includes supporting the school with a range of extra-curricular activities and becoming involved in the decision making processes within the school.</p> <p>Currently we do not have processes which appropriately plan and track skills for learning, life and work, support and celebrate the wider achievements of our learners, and provide interventions and support for families who do not have access to a wide range of experiences.</p> <p>We do not currently have data which shows us the impact of our work in this area, we must begin to track the pupils from KPS who move on to a positive destination to help us evaluate the work being completed and make data informed improvements.</p>
<p>NIF Priorities</p> <p>Improvement in employability skills and sustained, positive school leaver destinations</p>	<p>NIF Driver</p> <p>Performance information</p>	<p>HGIOS/ HGIOSELCC QI's for self-evaluation</p> <p>1.1, 1.2, 1.5,</p> <p>2.2, 2.3, 2.7,</p> <p>3.1, 3.2, 3.3</p>
<p>Progress and Impact</p>	<p>To improve learner participation and provide opportunities to be involved in the planning and making decisions relating to the life and work of the school and the community, we established 8 Pupil Leadership Groups with a mix of learners from Primary 1-7. The Pupil Leadership Groups have been very popular with our pupils with almost all of the pupils surveyed sharing that they liked going to their Pupil Leadership Group and many believe that they are involved in making positive change in the school and the wider community. The majority of learners who completed the survey shared that they felt they had a voice in school and that their views are valued, taken seriously and acted upon.</p> <p>We also consulted with all staff involved in working with the Pupil Leadership Groups and it was suggested for next session, that the frequency of the groups could be changed to once a month and that the groups could be condensed with Respect Me and Sports Council joining together to have a Health and Wellbeing focus as well as the Dyslexia Friendly Schools group becoming an Inclusive Practice group.</p> <p>We were very fortunate to have some parents volunteer to work alongside and support some Pupil Leadership Groups. The Respect Me Group had parent members trained in the Respect Me Community programme and volunteers supported the Community Hawks Pupil Leadership Group with their development project work in the community Jubilee Woods. A selection of parents have also volunteered to develop the Community Room in partnership with the school to provide the community with the amenities most needed to suit their needs. This will be further developed next session. We have formed new a positive partnership with the PRA</p>	

	<p>Group, financial services, within Kilmarnock. The PRA group have donated items of furniture and have donated their time to support the school and local community develop our local green space.</p> <p>We recognise the importance of celebrating the achievement of our pupils both in and out with school. Wider Achievement recognises the life and work skills that come from a wide range of activities which can include sport, mentoring, hobbies and interests, voluntary work or fundraising activities – whether they take place at school, at home or the wider community. We believe that celebrating the success of our pupils helps to develop important skills for life and work, and increases a sense of positivity and wellbeing.</p> <p>We have encouraged our parents and carers to share wider achievements through the school email and we celebrate this at our whole school assembly. So far, we have had 105 achievements shared from 60 pupils. These achievements are for a range of activities such as swimming, taekwondo, pupil enterprise and charity donations. A P6 pupil was recently scouted and plays for Glasgow City Girls Football Club and another P7 and her gymnastics partner are the Scottish Women’s Champions in Acrobatic Gymnastics.</p> <p>This session we have offered and after school football club to Primary 6 and 7 pupils, in partnership with Active Schools. 15 pupils attended this weekly session.</p>
<p>Next Steps</p>	<ul style="list-style-type: none"> -We will work to ensure that our planning, learning, teaching and assessment are in line with our refreshed curriculum rationale, and in particular that our approaches to IDL support a balanced approach to the curriculum with opportunity to develop skills in unfamiliar and real life contexts. -We will ensure our processes for planning, provide opportunities for explicit teaching of meta skills and that our pupils are able to link these skills to the world of work -We will seek to develop partnerships across our local community, with the help of the Ayrshire Growth Deal, to promote the employment opportunities within our local area.

Pupil Equity Fund: Evaluation		
<i>Approach/Intervention</i>	<i>Impact Report on how you have improved outcomes for learners impacted by poverty</i>	What evidence do you have of positive impact? Outline the data that supports your findings.
Early Learning and Childcare Practitioner (27.5hrs) working across 2 Primary 1 classes, and supporting targeted learners with HWB interventions through play pedagogical.	<p>This session we have allocated 71% of our PEF allocation to supporting the raising of attainment in P1 in the following ways:</p> <ul style="list-style-type: none"> -this cohort were the group impacted by ELCC closure and bubbles during Covid, leading to missed opportunities to develop fine and gross motor skills, social interactions through play, and using play experiences to develop vocabulary. This has led to the number of children remaining off track through TPs 1-3 decreasing, and has allowed us to specifically target learners to develop key skills and language. - Development of practice and confidence amongst our P1 teaching staff by creating play based experiences in partnership with our ELCCP - Offer of play experiences to learners in P4 who had a HWB need. 	<p>Improved ACEL data for Primary 1 cohort Observation notes from ELCCP Targeted improvements in fine and gross motor skills across targeted P1 and P4 groups Groups comprised of 'off track learners and those learners from SIMD1-4, and those registered for free school meals. Those children who were on our ASN log with an identified health and wellbeing need were also included.</p>
Classroom Assistant, 3.5hrs per week, allocated to existing CA within the school and used to backfill core CA to deliver targeted interventions (Nessy and Cogmed)	<p>We used 3% of our PEF allocation on 3.5hrs CA, which was allocated to existing CA Sally Ho. We used these hours to release Mrs Ann Allison, a very experienced CA within Kilmaurs, who is trained in delivering CogMed and NESSY interventions. We have evidenced an increase for all children in their working memory as well as improvements in spelling.</p>	<p><u>COGMED</u> Over the course of this session, 5 RfA have been submitted for COGMED intervention as learners were identified as having issues with memory and processing of information. Only 2 of the learners have completed the course. Pupil C –P5 and Pupil D –P3 are on hold due to issues with GDPR and EAC. Pupil E – P3, has yet to be approved.</p> <p><u>COGMED PROGRESS/IMPACT</u> <u>Pupil A – P6</u> Baseline of 67 Highest performance 90 Over the 11 topics, all showed improvement - Baseline totals 43.5 with a max index of 58.7 = overall improvement of 74%.</p>

Since this intervention, Callum has been diagnosed with Dyslexia.

Pupil B (P4)

Baseline of 58 – start of intervention

Highest performance – 83

Over the 11 topics, all showed improvement - Baseline totals 40.8 with a max index of 57.3 = overall improvement of 71%

Nessy

We have 39 learners using the Nessy intervention. This was introduced towards the end of Term 2 after being sourced as an appropriate intervention to support learners having difficulties with reading and spelling as identified from our planning, learning, teaching and assessment meetings between the SLT and class teachers and the data from TP2 on our monitoring and tracking tool.

Learners are expected to log in on Nessy at home and school for at least 30 minutes per week. Mrs Allison (Classroom Assistant) receives a weekly report from DHT of pupils to target in school due to non engagement or setting of new targets. Weekly engagement (time) and acknowledgement of learners earning the most nuggets is tracked and learners praised by DHT for their effort and success. As this was a new intervention to the school and the learners a mid-way assessment was carried out to identify impact. 38/39 learners had improved in their reading and writing of words in a Schonell assessment previously carried out in August which would imply that this is a positive intervention in improving attainment in Literacy.

Online Subscription to SumDog	We used 3% of our PEF allocation to subscribe to SumDog online numeracy resource. Teachers use this as a tool to both support and challenge learning in class and at home.	Improvements in number processes were evidenced in the SNSA assessments at P1, P4 and P7, which were undertaken in February 2023
Professional Learning and Enquiry materials for teaching staff	We used nearly 4% of our PEF allocation to purchase a copy of Bruce Robertson's book 'The Teaching Delusion 3: Power Up Your Pedagogy'. Professional enquiry and discussions have led to the creation of the 'Kilmaurs Commitment to Learning and Teaching', which sets out the expectations for our universal approaches to learning and teaching across the curriculum.	We are not able to gather any reliable data on the impact of this during session 2022/23, as this was the period of time where we were undertaking the reading and enquiry and facilitating discussions. Next session 2023/24 we will begin to gather the impact data as the Kilmaurs Commitment is adopted and embedded in all our classrooms.

Establishment Self Evaluation: How Good is Our School? 4 Quality Indicators	
Quality Indicator 1.3 Leadership of Change	3
Quality Indicator 2.3 Learning, Teaching and Assessment	3
Quality Indicator 3.1 Ensuring Wellbeing, Equality and Inclusion	3
Quality Indicator 3.2 Raising Attainment and Achievement	3

Establishment Capacity for Improvement
<p>Following self-evaluation throughout this session, the following areas for improvement have been identified for the coming session along with the rationale:</p> <p>School staff are fully committed to the principle of continuous improvement. We wish to provide the very best for every child in our care. In this task, we are increasingly advised by performance data, such as pupil attainment data, so we can see clearly ‘what’ we need to improve. We will continue to look inwards, outwards and forwards to prepare and equip our young people for their future. We will continue to work in partnership with parents, health professionals, and others to ‘get it right’ for every child. #</p> <p>The areas for improvement are as a result of our self-evaluation involving all stakeholders, our analysis of our data, feedback from our EAC Quality Assurance visit in May 2023, and are influenced by EAC Education Service Improvement Plan.</p> <p>Priority Area 1 – Raising Attainment, particularly in literacy and numeracy</p> <p>UNCRC – Article 28 (right to education) You have the right to education.</p> <p>Key Themes:</p> <ul style="list-style-type: none"> - High quality universal provision in planning, learning, teaching and assessment - Raising Attainment and achievement in literacy and numeracy <p>Learners will develop competency and fluency in all areas of numeracy, with a particular focus planning, learning, teaching and assessment in number processes.</p>

Learners will continue to develop their skills and fluency in reading and writing making use of the pedagogy implemented over the last two sessions and making use of the Kilmaurs Literacy Framework to support high quality learning, teaching and assessment in literacy. Working alongside EAC, we will strengthen our knowledge and understanding of Oracy and develop more robust and consistent approaches to planning, learning, teaching and assessment in Oracy.

Priority Area 2 – Increases in sustained positive destinations and employability skills

UNCRC - Article 1:- Everyone under the age of 18 has all the rights in the Convention.

UNCRC Article 12:- You have the right to be listened to and taken seriously.

UNCRC Article 24:- You have a right to the best health possible, to medical care and to information that will help you to stay well.

Key Themes:

- **Improved skills**
- **Improved transitions between stages and establishments**
- **Partnerships to develop skills and improve opportunities for positive destinations, including tracking and celebrating wider achievements of learners and families**

Through delivery of our revised curriculum, our learners will be able to identify the meta skills they are developing, and through partnership with the Ayrshire Growth Deal will be able to link these skills to possible employment opportunities in their future.

Priority Area 3 – Ensuring the health and wellbeing of all young people

UNCRC - Article 15:- You have the right to meet with friends and to join groups.

UNCRC - Article 29:-Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

Key Themes:

- **Respectful Relationships support a culture of wellbeing and high standards for all**
- **Our practices meet the needs of all pupils**

Our school culture and ethos are underpinned by our vision, values, aims and our approaches to Respectful Relationships.

Working as a school community, we will embed the principles and practice underpinning 'Rights Respecting Schools' to maximise pupil voice and participation.

Our learners and families will receive interventions that support their physical, social and emotional wellbeing, as well as improve their attainment and achievement.

Priority Area 4 – Closing the Poverty Related Attainment Gap

UNCRC - Article 12 You have the right to an opinion and for it to be listened to and taken seriously.

UNCRC - Article 17 You have the right to collect information from the media – radios, newspapers, television, etc. – from all around the world. You should also be protected from information that could harm you.

UNCRC - Article 29 You have the right to education which tries to develop your personality and abilities as much as possible and encourages you to respect other people's rights and values and to respect the environment.

Key Themes:

- **Improved universal provision of planning, learning, teaching and assessment across the curriculum**
- **Specific focus on identified targeted groups, including those from SIMD 1-4, and, those identified as young carers.**

Learners will experience a universal curriculum delivery which will be consistently high for all across all curricular areas, and planning, learning, teaching and assessment will be in line with our refreshed curriculum rationale.