

Kirkhill Primary School

Standards and Quality Report

2019-2020



Information for Parents/Carers



Our Priorities for 2019-2020

Leadership and Management

- Improve approaches to self-evaluation and leadership of learning across the school community
- Develop and embed a shared vision, values and aims relevant to the school and its community
- Provide consistent, high quality learning experiences for all our children through shared understanding of effective pedagogy.

Learning Provision

- Develop systems for recording, reporting and celebration of personal achievement across 4 contexts for learning (Interdisciplinary Learning, Curricular areas, personal achievement, Ethos & Life of the School)
- Raise attainment and achievement across learning, particularly in Literacy, Numeracy and Health and Wellbeing through implementation of East Renfrewshire Numeracy and Mathematics Strategy, Literacy & English Strategy and Leadership Strategy
- Improve partnerships within school community to enhance and develop skills for life and learning.
- Ensure consistent, high quality learning experiences for all our children through shared understanding of effective pedagogy.

Successes and Achievements

- Develop a positive, supportive, nurturing culture ensuring we get it right for every child
- Build capacity in staff and develop confidence to effectively use digital technologies to enhance learning and teaching and achievement.
- Build capacity and confidence in staff to improve teacher judgements of pupil progress
- Increase opportunities for personal achievement

Our Vision and Values

At Kirkhill Primary School we have an extraordinary school community, who wish the greatest success for everyone. In line with our local authority vision of *Everyone Attaining, Everyone Achieving through Excellent Experiences*, we strive for excellence in all aspects of our work and are committed to ensuring that we work together to get it right for every child (GIRFEC). We aim to ensure that there is a positive, welcoming and inclusive ethos where all are valued and have a voice. We are proud of the achievements of our pupils, staff and our school community.

Last session the school engaged extensively with staff, pupils and parents to develop a new shared vision and values for the school community.

Our vision statement and values were created through collaborative activities with pupils, staff, parents and our wider school community.

Our new school vision and values created with a range of stakeholders encapsulates this:

Our Vision

At Kirkhill we are **#PROUD** of our school community. Everyone is encouraged to be creative, strive for excellence and be inspired to attain, achieve and be their best.

Our Values

At Kirkhill we are #PROUD and empowered to demonstrate our values of;

Perseverance
Resilience and Respect
Optimism
Unity
Diversity



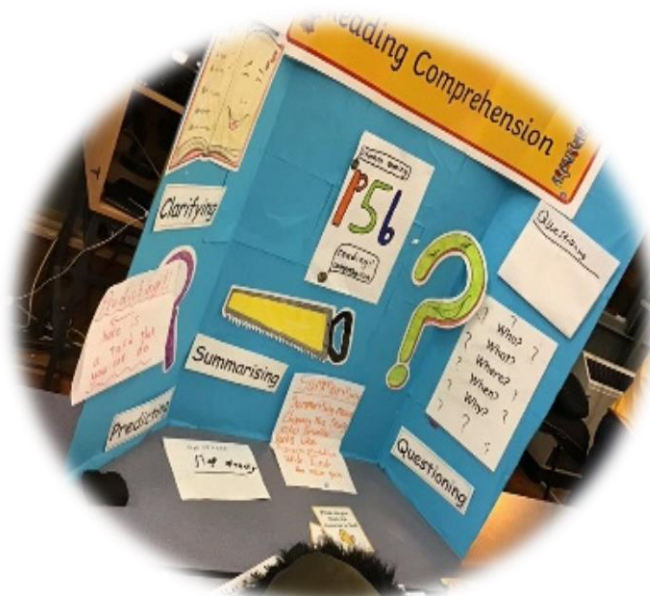
#PROUD Perseverance Resilience and Respect Optimism Unity Diversity

Reporting on our Improvements

This leaflet is intended to give you information about our progress and next steps at Kirkhill.

We use How Good is Our School 4? Quality Indicators and school policies and procedures to ensure a culture of self-evaluation. This ensures we continually evaluate the quality of work in the school to meet our Improvement Plan Priorities (outlined above) and provide high quality learning experiences for all our learners. Methods of gathering evidence include:

- 🏆 Staff peer learning visits and evaluation
- 🏆 Learners' evaluations of their learning experiences
- 🏆 Lesson Study Approaches
- 🏆 Professional Inquiry
- 🏆 Wellbeing self-assessments completed by all learners each term
- 🏆 Monitoring of learning and teaching, attainment and achievement throughout the year: for example, learning visits, professional dialogue and data analysis
- 🏆 Benchmarking the quality of work with schools of similar characteristics and of identified good practice
- 🏆 Records of Professional Review and Development meetings and staff Career Long Professional Learning (CLPL) records
- 🏆 Quality assurance of for example, jotter monitoring and learning conversations
- 🏆 Liaison with class teachers, pupil support assistants, parents, senior leadership team members and external agencies through review meetings
- 🏆 Feedback from parent working parties on important issues, for example, anti-bullying
- 🏆 Evaluations completed by parents after curricular events, parents' evenings and on receipt of end of year pupil reports
- 🏆 Staff meetings taking place at all levels
- 🏆 Moderation at school, cluster, authority and inter-authority to inform professional judgements
- 🏆 Surveys carried out with staff, pupils and parents
- 🏆 Whole school evaluation through audit involving all stakeholders
- 🏆 Learning visits conducted by Leadership Team
- 🏆 Focus group discussions with learners, teaching and support staff, parents, users
- 🏆 Information from partners such as educational psychologist, campus police officers, school nurses and other partners who have contributed to the delivery of the curriculum.



Leadership and Management

Very Good

Self-Evaluation –

This session we gathered the views of all our school community in a variety of ways to help us identify strengths and improvement needs for the school. Our new improved Pupil Groups helped us to involve the pupils in leading aspects of our school improvement and evaluate where we are. After feedback from our school community last session we created a calendar of events throughout the school year to enable us to share learning and give pupils the opportunity to lead learning across the curriculum. We changed the focus of our class assemblies from shows to sharing learning with our parents and carers to give them an insight into how their child learns and how they can support at home. After each of these “Sharing the Learning” assemblies, families worked in groups with our pupils using the “How Good is OUR School 4?” document to evaluate key areas of improvement and identify next steps for Kirkhill. The information gathered from these sessions has helped us to inform future planning. The feedback from parents about the new assembly format was very positive and highlighted the benefits of this approach.

Embed Vision and Values –

This session we have worked hard to embed our school vision and values throughout school. These have been successfully shared with pupils and our school community and almost all of our pupils are clear on what these are and what they mean to Kirkhill. In a recent pupil survey 93% of pupils agreed that Kirkhill pupils and staff consistently demonstrated the school #PROUD values. Our School Captains have worked hard this session to create visuals to support sharing our values and these have been shared with our school community in our monthly newsletters and at our weekly assemblies. During school closure in term 3 our Captains created short videos about our values which were shared with our school community through our virtual assemblies. Feedback from these assemblies was very positive and viewing statistics showed that over 80% of our school were engaging in them.

Teaching and Learning Pedagogy –

Through successful professional dialogue and collegiate working, alongside Professional Review and Development Meetings for all staff, we have linked professional learning activities to both our improvement planning targets and our self-evaluation, ensuring that these developments are more coherent and meaningful. All staff participate in individual and whole school professional learning activities which positively impact upon learners. For example: Improving our Classrooms, Playful pedagogy and Literacy CLPL.

Learning Provision

Very Good

Interdisciplinary Learning and achievements

All teachers and pupil support assistants were given development time this session to complete a Dyslexia Scotland Module through Open University. This coupled with CLPL has given staff greater confidence to support dyslexic learners across the curriculum. We have developed a whole school approach to raising awareness of dyslexia. This has involved; support resources for each class being provided for all pupils to access “Learning toolkits”, whole school assemblies to raise awareness, staff and pupils sharing their experiences of being dyslexic and activities and events to celebrate Dyslexia Awareness Week and raise awareness amongst our school community.

Raising Attainment

In literacy, after a staff survey highlighted the lack of progressive resources for reading, we invested in new reading resources. These resources have provided a variety of different texts and up to date themes for reading. There is a clear focus on developing skills of literacy and increasing engagement in reading across the school. All staff have been involved in training this session to improve how we approach literacy in the classroom. This has had a positive impact upon our staff and learners. There is also an increased number of texts now to support and challenge our learners. Our reading lead this session has been successfully supporting the teaching of reading within some of our classes. This team teaching approach has allowed staff to build their confidence and skills teaching reading. All staff attended CLPL on reading records and most staff are confident identifying what level a pupil is within reading. A development group led by staff has created a bank of high quality resources to support reading. Training for all staff on teaching reading skills has been rearranged to next session after it was cancelled due to school closures. Most teachers have adopted many of the key strategies in literacy to ensure pace and progression of learners and weekly assessments highlight progress.

Partnership working

This session we have built strong community links with our local care home, library, book shop and nurseries. Learners visited our local care home and nurseries to read stories and share their favourite books. Pupils were confident and enthusiastic and feedback was very positive. This session we organised a visit from a Therapist. During these sessions some of our learners shared their favourite stories with the dog. The learners built confidence and were enthusiastic about reading. We have established links with The University of Strathclyde this session with plans to introduce reading with robots next session. Our Reading Lead Teacher has been working collaboratively this session with a teacher from Braidbar Primary School. As part of this they have been looking at ways to engage boys who are reluctant readers. All children within a small targeted group, supported by our trained Reading Recovery Teacher, have gained a more positive, confident approach to literacy and are confident choosing texts in school, local library and bookshop. Although the small group intervention was interrupted by school closure due to Covid-19, the pupils visited the local library and book shop and completed 5 group reading sessions based on *The 3 Sharings Approach*. During this time there was a significant increase in motivation towards reading by all participants.

Successes and Achievements

Very Good

School Ethos

All staff have participated in professional learning on positive relationships this session and all staff took part in a whole school training session based on the Five Pillars of Pivotal Practice. This has impacted upon the learning environment and ethos of the school which is positive and reflects our commitment to children's rights and positive relationships. Almost all teachers now greet their pupils individually every morning and positively welcome them into their classrooms. 73% of pupils agreed that the class teacher greets them as they come into the class every day. All staff are developing a better understanding of the impact of positive relationships and clear concise rules as a result of this training. Almost all staff are consistently using our newly developed Relationship Blueprint to support positive relationships in class and there is a noticeable improvement in behaviour across the school. The number of pupil achievements has increased by over 50% and in a recent pupil survey 93% of pupils agreed that our rules were clear. The Leadership Team are seeing numbers of pupils being referred to them decreasing and pupils are more confident discussing issues that arise and how they can improve next time. Our Leadership Team has continued to provide training opportunities for our staff to further develop positive relationships. We are aware that this is an area we will need to continue to embed next session, particularly given the time pupils have missed from school.

Pupil Assessment

Kirkhill has very robust systems in place for the monitoring of learning and teaching. Termly Attainment Meetings focussing on tracking, progress and achievement enable class teachers and the Leadership Team to carefully evaluate progress of all learners and put in place appropriate support measures and other practices as required. Our cluster gradient is central to these discussions to ensure pace and challenge for our pupils across the school. This session we introduced learning walks, where we visited all classes within the school and discussed with children their learning and experiences. These visits gave us the chance to share with the wider staff some of the very good practice within the school and identify areas for whole school development. Our staff are more successfully looking outwards in order to develop enhanced learning experiences and effective practices. During this session, and in direct connection with established development groups and key priorities from the school improvement plan, a range of staff have visited other educational partners within and out with our authority. These collaborations have had a direct impact upon policy, guidelines and pedagogical developments this session leading to improved learning experiences for our children.

Achievement -















Pupil Voice and Leadership are strong in Kirkhill and our pupils lead their own and other's learning very successfully in a variety of ways. Pupils lead a wide range of learning activities on a whole school level, including Pupil Groups, Learning Buddies, School Captains and House Leaders. Children are involved in leading assemblies and sharing learning with our school community and do so confidently and articulately. We successfully recognise and celebrate achievement across our school community and encourage pupils, parents/carers to share achievements with us through our achievement email and social media. This session we have introduced #PROUD displays within in our school to recognise the many achievements of our pupils and staff within the school. Parents/Carers are encouraged to share achievements with us on Twitter using hashtags so that we can track pupil achievements on our achievement database. The number of achievements being shared by families has gone up by over 25% compared to last session.

Pupil Equity Fund

Progress;

Our focus is to improve the attainment and achievement of identified children where poverty, in relation to their peers, may have a negative impact on them. Our funding was used to employ a Teacher (0.2), who focussed on Nurture and supporting loss as well as 2 Principle Teachers. Please see separate PEF report for further details.

School Improvement Priorities 2020/21

-  Improve professional engagement and collegiate working
-  Continue to further develop children leading learning.
-  Continue to enhance the quality of Teaching and Learning focussing on Literacy, Numeracy and Health and Wellbeing.
-  Support the whole School Community through recovery following school closures in session 2019/20
-  Embed whole school approach to positive relationships
-  Update Curriculum Rationale and Design
-  Continue to develop and improve engagement in learning
-  Raise attainment and achievement in Literacy and English, with particular focus on reading and writing
-  Continue to develop Developing the Young Workforce – increase employability skills
-  Continue to develop creativity skills
-  Develop further partnerships with ELCCs that feed into our school to enhance transitions into Primary
-  Nurturing principles – continue to create and sustain a supportive, positive ethos and environment throughout the school and embed principles of nurture.
-  Continue to raise attainment in Literacy and Numeracy.
-  Continue to increase opportunities for personal achievement for pupils and further develop the tracking database in line with our school values.