

# Kirkhill Primary School

## Standards and Quality Report

2021-2022



## Information for Parents/Carers



#PROUD Perseverance Resilience and Respect Optimism Unity Diversity

## Our Priorities for 2021-2022

### Leadership and Management

- Empowering staff and learners to develop their leadership skills and confidence leading projects across the school.
- Continuing to promote positive relationships across our school community.
- Start the process of updating our curriculum design to ensure that it is shaped by the values of our school and community.
- Improve assessment at Kirkhill and build staff confidence with making Curriculum for Excellence Judgements.

### Learning Provision

- Improving how we teach writing and in turn improving attainment in writing
- Improving and developing outdoor learning experiences for all of our learners
- Continuing to develop our health and wellbeing curriculum and experiences with a particular focus on emotional and mental health and wellbeing
- Improving how we teach languages and embedding French into every day routines

### Successes and Achievements

- Building teacher confidence in teaching health and wellbeing
- Continuing to increase opportunity for our learners to share personal achievements
- Improving family engagement and family learning opportunities at Kirkhill
- Developing more opportunities for pupils to be actively involved in and contributing to their local community.

## 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



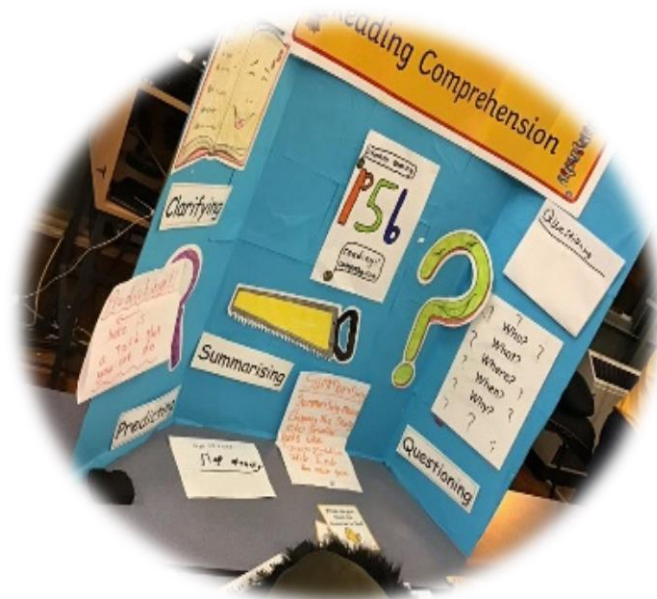


# Reporting on our Improvements

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

We are continuously committed to ensuring that we have the highest possible standards and ambition for all learners, staff, parents and partners. All staff in Kirkhill show a commitment to shared educational values and professional standards and our school values are at the core of what we do. The school places high priority on supporting and nurturing all children.

## Pupil leadership

This session we reintroduced pupil leadership groups to allow all pupils across the school to contribute to improvement. Each class from P2-6 took on the responsibility for a different group, e.g. Eco Committee, School Grounds Keepers, Sports Leaders, Stem, and International/Fairtrade. Class teachers and their pupils set an action plan for their group and this was then the focus for their termly 'meetings'. We know how much pupil voice has been a real driving force in the school in the past and we recognise how important it is for our P7 pupils to develop leadership roles. To that end the P7 teachers trained their classes to take on leadership roles in each of the groups, e.g. taking minutes, updating blogs etc. P7 pupils were able to choose which Pupil Group they were part of.

Pupils were also given opportunities to develop their leadership skills by taking on the role of a learning buddy. This approach happens informally within classes, however we identified a group of P6 pupils who became Reading Buddies for targeted pupils in our P3 classes.

The initial group of P6 pupils were trained by members of the SLT in various ways to support younger learners, however as the initiative was a huge success the P6 pupils were able to train the rest of their class and as a result more P3 pupils and additional P2 pupils were able to be supported with their reading.

## Whole School approach to relationships

We have high expectations of all our learners. There are very positive relationships and behaviours across the school based on our class negotiated charters and Positive Relationships Blueprint, with the clear rules of Ready, Respectful, Safe. Our Positive Relationship Blueprint and refreshed Anti-Bullying Policy outline a range of strategies consistently applied to promote positive relationships. There is a very positive, friendly and inclusive ethos within the school. Learners benefit from strong positive relationships with each other and with adults within the school. Almost all learners are confident, engaged, eager participants in their learning and interact and work well with their peers. Relationships between staff are very good and the staff team works well together. Staff at all levels are highly supportive and respectful of each other. Our whole school approach to wellbeing and relationships results in our learners being highly skilled in their knowledge of factors having an impact on wellbeing.

Our DHT and PT have undertaken 6 days of Instructor Training with Pivotal Education (recently now operating as a division of Crisis Prevention Institute). A programme of staff training is currently being cascaded to all staff and partners (teaching staff, support staff, business support staff, parents and some partners). Within this training there is a strong focus on positive relationships, consistency and inclusion for all. This training facilitated the whole staff to create a new Positive Relationships Blueprint which encompasses school rules, visible consistencies and restorative practice, these are displayed in every class and around the school. This approach has enabled us to have a consistent approach to relationships and behaviour across our school.

# Learning Provision

## Writing

Following self-evaluation activities and looking more closely at progression in writing, it was agreed as a school that we would have a focus this session on improving how we teach writing.

Our Literacy Champion piloted an approach in session 2020-21, working closely with colleagues to look at how best to develop how we teach writing. This session our Literacy Champion has successfully delivered CLPL for all staff and supported teachers through team teaching on this methodology and all classes from Primary 3 to Primary 7 have incorporated the methodologies into their classrooms. This has had a positive impact on attainment in writing and has ensured a more progressive approach to writing across the school. Writing is now more cross curricular and is closely linked with how we teach reading and look at the craft of writing books and texts. Staff have increased confidence in teaching writing across the school and professional discussions moderating writing have helped to develop a shared understanding of the levels our pupils are working at. Staff feedback indicated that there was a much clearer approach across the school in writing, giving learners a clear understanding of how they can improve.

We continue to develop our approaches to reading across the school and this session we have had a variety of authors in to speak to pupils about the writing process. Pupils have positively engaged in these sessions.

## Outdoor Learning

We have made good progress embedding outdoor learning throughout the curriculum across the school. Teachers are encouraged to use the outdoor spaces whenever they can and to be creative in how they use them to enhance their teaching.

We also have two focussed Outdoor Learning Weeks in October/November and May each year. This gives teachers an opportunity to plan and deliver a full day of activities across their stage. These focussed days are used to develop and try new ideas and resources that can then be embedded as part of normal classroom practice.

We have spent time developing the outdoor spaces round the school to create interesting and engaging areas for children to explore and learn in. There are lots of opportunities for children to get involved in the upkeep and development of the school grounds. The School Grounds Keepers pupil group and the after school Gardening Club both allowed pupils from across the school to make decisions about how outdoor spaces were developed.

## Successes and Achievements

### HWB – Sexual Health and Relationships

During this session we developed our Relationships, Sexual Health and Parenthood (RSHP) curriculum. During an in- service day session we invited Education Scotland, who shared the rationale behind the reasons for the new resources for RSHP created by Education Scotland and explained the importance and relevance of this area of the curriculum for all pupils within Kirkhill Primary. After this input staff were given time to familiarise themselves with the updated resources which they can use to deliver lessons. During staff evaluations of the training input the vast majority of staff felt that this training was useful, again with most staff feeling confident or very confident in teaching this area.

### Achievements

Successes and achievements of all pupils, in and out of school, are shared on Seesaw, during monthly assemblies and by email with all staff and pupils. The achievements presentation includes photographs which have been shared on Twitter and then retweeted with the hashtags #proudkps and #kpsachievements; this allows us to track achievements on social media. Pupils have shared that it makes them feel proud when they see their achievements being shared with the rest of our school community.

This session we have worked to ensure a consistent approach to how achievements are celebrated across the school. Each class has a #proud wall display, to highlight any achievements and enhance discussion across a wide range of achievements. Most staff make regular use of Proud Postcards and Proud Certificates. There has been much more dialogue around children's achievements in and out of school.

Children are now sharing more of their 'out of school' achievements with school staff. This has also allowed us to better celebrate and track achievements and fully utilise our ERC achievement database.

### Family Engagement and learning















Following restrictions in the previous session we planned a variety of parental engagement sessions for families this year. Unfortunately due to continued restrictions we were unable to welcome our families back into the school building until our final term, so the majority of our sharing learning activities were online. It was great to welcome families back into school in the final term to share learning with them and let them work alongside their children to find out more about their learning. Feedback from parents and carers following these events was very positive.

## 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 Acting Principle Teachers.

### School Improvement Priorities 2022-2023

-  Empowering staff and learners to develop their leadership skills and confidence leading projects across the school.
-  Continuing to promote positive relationships across our school community.
-  Start the process of updating our curriculum design to ensure that it is shaped by the values of our school and community.
-  Improve assessment at Kirkhill and build staff confidence with making Curriculum for Excellence Judgements.
-  Improving approaches to learning, teaching and assessment and pedagogy across the school
-  Continuing to improve outdoor learning experiences for all of our learners
-  Continuing to develop our health and wellbeing curriculum and experiences with a particular focus on emotional and mental health and wellbeing
-  Continuing to improve how we teach languages and embedding French into every day routines
-  Continuing to develop opportunities for personal achievement for pupils and further develop how we record and analyse this information
-  Supporting learners and staff with mental health and wellbeing
-  Increasing opportunities for learners and their families to be actively involved in and contributing to their local communities and our multicultural society
-  Continuing to increase opportunity for our learners to share personal achievements
-  Improving family engagement and family learning opportunities at Kirkhill
-  Developing more opportunities for pupils to be actively involved in and contributing to their local community.

