

Kettle Primary School and Nursery

**Standards and Quality Report
Achieving Excellence and Equity**

Context

| | | | | |
|--|---|--------------|---------------------|--------------|
| Setting/School Roll (including ELC/ASC) | <i>102 in school arranged in five composite classes. 24 nursery children, aged 3-5, organised in am and pm sessions. Nursery operates as a 52 week nursery.</i> | | | |
| FME | 11.4% | | | |
| Attendance (%) 92.92% | Authorised | 3.90% | Unauthorised | 3.17% |
| Exclusion (%) | 0 | | | |
| Attainment Scotland Fund Allocation (PEF and SAC) | £11,025 | | | |

During session 21-22 we issued a consultation with parents, pupils and staff to establish whether the values were still relevant to our school community. Agreement was reached that at this point in time no change was required, although we needed to promote both our values and vision across school life.

We worked together as a school to reinvigorate our school values. Children in P7 led assemblies to highlight and reward children for showing our school values. This session we will build on this work to develop a deeper understanding across our community of what living our vision and values means for our work in Kettle Primary and Nursery.

Our Vision 'Believe to Achieve', A Love of Learning for Life

At Kettle PS and Nursery, we are striving to build a community where all our pupils feel safe, happy and cared for, where each individual can reach their full potential.

Our Values

At Kettle PS and Nursery, we value and encourage: Respect, Responsibility, Caring and Teamwork.

Aims

We aim to achieve our vision and values by developing purposeful relationships with all stakeholders and partners. We deliver high quality learning and teaching and a curriculum which caters for all our pupils, enabling them to develop skills which will prepare them to become

lifelong learners. We aim to support every child to progress in skills related to being successful learners, confident individuals, effective contributors and responsible citizens. Through our pupil involvement activities in class and at school level we aim to development an understanding of children's rights and how everyone can be involved to make life better at school, in our Community and globally.

| Improvement For recovery Priority Work Session 2021-22 | |
|---|--|
| <p><u>NIF Priority</u> <i>Improvement In Children and young people's health and wellbeing.</i></p> <p><i>Improvement in attainment in literacy and numeracy.</i></p> <p><i>Closing the attainment gap between the most and least disadvantaged children and young people.</i></p> <p><u>NIF Driver</u> Performance Information <i>School Improvement</i> <i>Assessment of Children's Progress</i></p> | <p><u>HGIOS 4 Quality Indicators</u> <u>HGIOELC Quality Indicators</u></p> <p><u>3.2, 2.2, 2.3, 3.1, 1.3</u></p> |
| <p>Progress Raising Attainment</p> <p><u>Learning, Teaching and Assessment of Writing</u></p> <p>All staff have been involved in professional reading and engagement with the Fife Pedagogy Team developing improvement methodology and raising attainment strategies within the field of writing development.</p> <p>As part of our work to raise attainment in writing we engaged with the Fife Pedagogy Team. Staff worked with children across P5-7 to develop target setting in writing.</p> <p>Through collaborative working and learning rounds all staff have worked to agree approaches to be implemented across the school. This has led to a more consistent approach for children</p> <p>All staff shared good practice during INSET.</p> <p>Pupil focus groups have been held with all children who were at least one level lower than the national expectation in writing to establish their views about writing.</p> <p>All children from P5 to P7 were involved in tracking their progress using run diagrams and peer feedback.</p> <p>A progression pathway has been established for writing and is being used to moderate feedback and track individual progress across all classes.</p> | |

Progress Feedback

Learning rounds were carried out in all classes and involving all staff.

Writing project training was undertaken by two members of staff who cascaded the approach to all other teachers.

Learning progression including detailed "I can ..." statements is in place in every class.

Pupil participation activities in all classes have provided a broad understanding of what children think feedback is and how they view its purpose.

Progress Progressions

A whole school flexible planning progression has been created and in place for session 2022-23.

Primary 7 class took part in a virtual tour of a sustainable farming initiative as part of COP 26.

Nursery garden has been enhanced with calm areas, defined play areas including garden, painting, playmats, use of digital technology by children, cycling and scooting, house, climbing area, digging and mud kitchen to name a few.

Outdoor learning wall has been developed in the nursery garden.

Responsive planning has had a focus on embedding literacy and numeracy across the outdoor play areas to meet the needs of all children.

Parents were informed via Facebook about the developments in the nursery garden.

A new large planter was built in the school garden with support from the community council and children visited local polytunnels to grow plants and replant them in the school garden.

Upper school classes were all involved in outdoor education "Wild Child" this was funded by the Parent Council.

Weekly outdoor learning and learning outdoors was embedded across the school year for all classes.

All classes developed a mini garden following a design and grow process.

Playpod has been improved with the addition of writing materials including chalk boards. Parents contributed to the provision of additional open ended resources to support play themes.

Progress Values

Observations were carried out re learning conversations about key values and wellbeing indicators.

Pupil voice group in P7 designed and implemented a new system of rewarding children who were displaying school values in the playground.

House Captains led assemblies about our values.

Parent consultations carried out, very small numbers of responses but all showing parents knew the values and agreed these were reflective of our community.

A new BGE curriculum progression was agreed and skills progression. These were used to plan for whole school events and key aspects of learning across the year.

A new values and vision document agreed by staff ready for session 2022-23

Impact Writing

Attainment in writing showed a rise of 7.9% across the school from 75% to 82.7%.

Attainment has exceeded our stretch target in almost all classes.

Almost all children are reporting higher levels of motivation to write.

Almost all children know their next steps in writing.

Impact Feedback

Attainment has exceeded our stretch target in almost all classes from 75% to 82.7%

Detail and focus of written feedback has supported the identification of clear next steps and improved progression in writing.

The use of progressive I can statements has improved the progression in feedback across the school. This is supporting individuals to track their own improvement.

All children know their next steps in writing.

Impact Progressions

All children are part of a progressive programme improvement their skills and knowledge of the diversity and interconnectedness of plants and animals in their local environment.

Pupil voice was developed and further supported across all classes as children designed their gardens and maintained them as part of the whole school initiative.

Pupils are more engaged and motivation in learning outdoors has increased as a result of increased challenge and progression in the programmes on offer.

Community involvement in the school development work is leading to a greater range of skills and knowledge about the world of work being shared with staff and children alike.

Impact Vision

All staff agreed a more consistent approach to planning was now in place with a clearer focus on skills. This is helping to ensure planning is progressive and challenging.

Pupil voice has been strengthened and pupil leadership related to school community and our shared values and vision.

Next Steps Writing

To celebrate and display examples of very good writing on a weekly basis at assemblies.

Continue to develop improvement methodology to support attainment in writing.

Ensure new staff are supported to use our writing improvement methodology.

Individual planning in place for all children attaining below their expected level.

Next Steps Feedback

Some children still require support to engage purposefully in peer feedback.

Learning progression "I can.... Statements will be used to support peer feedback.

Extend improvement methodology and feedback improvements to reading activities as part of SIP.

Next Steps Progressions:

Continue to develop the outdoor area in school and nursery.

Evaluate the new outdoor learning progression over the session the make adaptation as appropriate.

As part of SIP improvement in reading add a reading corner and literacy resources across nursery and school play areas.

School website now requires to be updated with values and vision displayed for the whole community to see.

A monitoring system needs to be created around our vision and values document to ensure we are all living our vision and values in all that we do.

Attainment of Children and Young People (Primary and Secondary)

| Stage | Reading | Writing | Listening and Talking | Numeracy |
|--------------|----------------|----------------|------------------------------|-----------------|
| P1 | 90% | 70% | 90% | 100% |
| P4 | 100% | 86.7% | 100% | 93.5% |
| P7 | 87.5% | 87.5% | 87.5% | 86,5% |
| S3 | | | | |

Evaluative statement of attainment over time.

Attainment has increased steadily in all areas of the curriculum.

Despite this there is still a gap identified from school data showing that in writing children identified as having an additional support needs and some children in our upper school classes are achieving below what we would expect. These two groups will be the focus of improvement activities during session 2022-23.

From our national attainment data, we can also identify that some of our more able writers could be achieving more. This area will also be a focus for improvement work across the school

Evidence of significant wider achievements

All of our children have planned opportunities to take part in a range of wider achievements and develop skills for learning, life and work. It is a continuous process to encourage more learning through experiences to ensure our children are prepared for the complex world they will be living in.

Our aspiration is that they should all develop the four capacities to become:

- Successful learners
- Confident individuals
- Responsible citizens
- Effective contributors

Due to the ever increasing relaxing of restriction over this session children have been returning to the range of opportunities planned in previous years prior to March 2020.

Across all of our classes we introduced greater pupil participation with weekly class meetings and follow up assemblies to give all children an opportunity to be part of school improvement. Children developed awareness of their rights to give their views and developed their ability to communicate their own beliefs and views. Children across the school demonstrated a commitment to participation and taking part responsibly in the development of learning and teaching to improve their classrooms and the school. They worked in partnership with their class teachers to contribute to our Learning Partnership activities and made reasoned evaluations of how well we were doing as a school.

Impact of Local/National resources to support recovery within your setting (additionality of staffing)

| | |
|--|------------------|
| Additionality in staffing (teaching/support) | 0.3 fte teaching |
|--|------------------|

The additionality of staffing was planned to focus on the infant classes within the school and raising attainment in writing. Due to higher than usual absence rates among teaching staff including three long term absences this additionality was mostly used to cover classes. This ensured continuity and wellbeing support for children during times when their own class teacher was absent.

Scottish Attainment Challenge Funding

Progress

We were allocated £11,025

The initial plan to fund a 0.2 teacher to focus on writing was changed in response to additional funding being provided nationally.

£8,247 was spent on Early Years Staffing. This was directed towards specific children identified by staff and school data. These were all children in P1-3 who were attaining below expected levels in CfE or were showing poorer than expected attendance.

£2,431 was spent on classroom and associated hardware installing a smart board in a classroom.

Money was provided to support identified families to attend a residential trip and money was targeted to reduce the cost of the school day by paying for buses and trips for various sporting events and educational trips.

Impact:

The additional staffing in the Early Years has allowed additional support in two classes every week providing outdoor experiences and support in class. Staffing was impacted by absence and despite every effort to ring fence this support there was significant time where core duties were covered by this resource.

The purchase of a smartboard for our P4/6 class ensured that the children in this class had equitable access to interactive/ digital learning ensuring all children in school benefited from such a resource.

All children in P7 who wanted to attend the school residential trip did so enhancing skills related to conservation and sustainability through the John Muir Award.

All children who volunteered for sporting events including a tennis tournament, hockey and football experiences were able to attend.

All classes attended excursions related to classroom learning.

Next Steps

Identify a few next steps linked directly to progress and impact for this priority

Continue to explore ways to reduce the cost of the school day.

Improve IT further with the purchase of tablets to ensure whole classes can learn together.

Further develop sustainable approaches to providing evidence of impact in attainment Fund Activities as this was significantly affected due to absence and the very unsettled nature of this session.

| NIF Quality Indicators (HGIOS 4) School Self- Evaluation | | | | |
|---|--------------------|--------------------|-------------------|--|
| Quality Indicator | 2019 – 2020 | 2020 - 2021 | 2021- 2022 | Inspection Evaluation <i>(within last 3 years)</i> |
| 1.3 Leadership of change | Good | Good | Good | |
| 2.3 Learning, teaching and assessment | Good | Good | Good | |
| 3.1 Ensuring wellbeing, equity and inclusion | Good | Good | Good | |
| 3.2 Raising attainment and achievement | Satisfactory | Good | Good | |

| NIF Quality Indicators (HGIOS ELC) Early Years Self- Evaluation (Nursery) | | | | |
|--|--------------------|--------------------|-------------------|--|
| Quality Indicator | 2019 – 2020 | 2020 - 2021 | 2021- 2022 | Inspection Evaluation <i>(within last 3 years)</i> |
| 1.3 Leadership of change | Good | Good | Good | |
| 2.3 Learning, teaching and assessment | Good | Good | Good | |
| 3.1 Ensuring wellbeing, equity and inclusion | Good | Good | Good | |
| 3.2 Securing children’s progress | Good | Good | Good | |

| Care Inspectorate (within last 3 years) | Grade (if applicable) | | |
|--|------------------------------|--------------------|-------------------|
| | 2019 – 2020 | 2020 - 2021 | 2021- 2022 |
| Quality of care and support | | | |
| Quality of environment | | | |
| Quality of staffing | | | |
| Quality of leadership and management | | | |