



Context of the school:

Our School

- Kilmacolm Primary School is a non-denominational school situated in the village of Kilmacolm in Inverclyde. The school serves the villages of Kilmacolm, Quarriers and the outlining farming community.
- In session 2017/18 our role was 190 and we had 8 school classes from P1-P7.
- We also have a nursery class for up to 64 children attending in 2 different patterns – mornings and afternoons and wrap round sessions over a 2.5 day period. There was one Senior EYECO, 3 EYECOs and one nursery support assistant.
- There were 14 members of teaching staff, including a Head Teacher, Depute Head Teacher, 6 full time members of staff and 6 part time members of staff. The school was supported by 2 classroom assistants, 6 additional support needs assistants, 2 clerical staff and a janitor.
- The school was refurbished during session 2016/17 to provide a bright and stimulating learning environment which includes two PE halls, a Multi Use Games Area (MUGA), a library and computer suite.
- Our associated secondary schools are Port Glasgow High School and St Stephen's.

Vision

“Love Learning, Learning for Life”

Values

- Determination
- Endeavour
- Compassion
- Aspiration

Aims

At Kilmacolm Primary School and Nursery Class we aim to provide education and care of the highest quality which:

- fosters creativity and confidence whilst developing every child's skills, personality and talents
- ensures they can achieve their full potential academically, emotionally and physically
- provides a safe, happy and motivating learning environment, at the heart of our community

Attainment Challenge Authority

The school is part of Inverclyde Attainment Challenge Authority and we have received advice and training to support the learning across the whole school. Our Pupil Equity Funding was used to support targeted children across the school to reduce the attainment gap.

Our attainment:

For session 2016/17 our attainment data shows very good progress, with achievement of CfE levels showing an increase since 2015/16.

In comparison with **national standards** the % difference is as follows:

	Reading	Writing	Listening and Talking	Numeracy
P1	10%+	13%+	15%+	7%+
P4	16%+	16%+	14%+	15%+
P7	10%+	2%+	12%+	9%+

Our attainment levels are above average compared to the national standards across all levels of the curriculum.

Percentage of pupils achieving expected CfE levels, 2016/17 (National Standards)

Stage	Reading	Writing	Listening & Talking	Numeracy
P1 - Early Level	80	77	85	83
P4 - First Level	77	71	83	75
P7 - Second Level	76	69	81	70

In comparison with the **local authority** the % difference is as follows:

	Reading	Writing	Listening and Talking	Numeracy
P1	4%+	7%+	13%+	2%+
P4	16%+	15%+	10%+	14%+
P7	8%+	2%+	9%+	4%+

Our attainment levels are above average compared to the local authority standards across all levels of the curriculum.

In comparison with the **comparator schools** in the local authority the % difference is as follows:

	Reading	Writing	Listening and Talking	Numeracy
P1	10%-	10%-	0%	10%-
P4	3%-	9%-	1%-	5%-
P7	4%-	16%-	2%-	8%-

Our attainment is lower than the top comparator school across all areas of the curriculum. There is a high percentage difference in Writing and Reading across all levels, therefore, raising attainment in Literacy across all levels has been a key priority for session 2017/18.

Following successful moderation this session, staff are becoming increasingly familiar with the standards expected to achieve a level. We will continue to work on this as a school and across our cluster primary and early years establishments.

Review of progress for session 2017-18

School priority 1: Improvements in attainment, particularly in literacy and numeracy	
<u>NIF Priority</u> Improvements in attainment, particularly in literacy and numeracy <u>NIF Driver</u> Assessment of children's progress Teacher professionalism	<u>HGIOS?4 QIs</u> 3.2 Raising attainment and achievement 2.3 Learning, teaching and assessment 2.2 Curriculum
<p>Strategies (from SIP 2017/18):</p> <ul style="list-style-type: none"> • Develop the Kilmacolm Primary School Curriculum Rationale and the school Vision, Values and Aims. • Create a Teaching and Learning policy to further develop a consistent approach across the nursery and school with teaching and learning approaches. • Develop staff knowledge of most effective learning and teaching strategies through professional learning opportunities and modelling of high quality practice. • Continue to develop the children's reading and writing skills through the #KPSLovesReading and #KPSLovesWriting projects. • Further develop Parental Engagement in children's learning in the nursery class and P1-7 classes. <p>Progress/Impact:</p> <ul style="list-style-type: none"> • The school Vision, Values and Aims were reviewed by the school community and are embedded into school life. • The "KPS Good Lesson" was created by the teaching staff and is displayed as a poster in each classroom. The format is used as Success Criteria for the staff and children during Quality Assurance procedures to ensure consistency across the school. • Almost all staff have embraced professional learning opportunities and embedded Reciprocal Teaching, SEAL Maths, Mental Agility into their daily practice. Almost all staff have engaged with Visible Learning training, provided by the Attainment Challenge team. • All staff have embraced the school #KPSLovesReading and #KPSLovesWriting projects and the school was awarded a Scottish Education Award 2018 for 'Raising Attainment In Literacy'. There has been significant engagement with reading across all levels and as a result attainment in Literacy has increased. • There has been an increase in attendance at the monthly Nursery open day events and school events. All stages have had learning showcases throughout 	

the year and they were well attended by parents/carers. There has been an improvement in how children's learning journeys have been shared with parents through Twitter, class newsletters and the new reporting system. Parental feedback has been very positive.

Next Steps:

- Review the "KPS Good Lesson" in line with the updated Inverclyde Teaching and Learning Policy
- Continue to embed pedagogical approaches with support and advice from the Attainment Challenge team
- Develop a consistent approach across the school and PGHS cluster for 2nd Level Maths (assessments and pedagogies) with Cluster Maths teacher
- Development of a KPS Parental Engagement Strategy (Parent Partnership to lead this initiative)
- Further development of 1+2 French across the school and nursery (introduction of Spanish in Term 2)
- Continue to develop moderation opportunities across the school, cluster and authority

School priority 2: Closing the attainment gap between the most and least disadvantaged children

NIF Priority

Closing the attainment gap between the most and least disadvantaged children

NIF Driver

School leadership
Teacher professionalism

HGIOS?4 QIs

1.3 Leadership of change
1.2 Leadership of learning
2.3 Learning, teaching and assessment

Strategies (from SIP 2017/18):

- Develop staff skills and expertise in analysing and using data and assessment information to identify and monitor target groups of pupils for specific interventions
- Participate in professional learning to further moderate standards within the school, cluster and across the Authority
- Further develop the Quality Assurance and Tracking & Monitoring procedures
- Implement strategies and resources to support the learning of targeted children

Progress/Impact:

- Staff more confident when analysing data and as a result, they are more able to identify those pupils requiring additional support/challenge
- All staff participated in moderation activities within the school, almost all staff participated in moderation activities within the cluster and across the Authority. Staff confidence in planning and assessing learning has improved.
- Quality Assurance and Tracking & Monitoring procedures are in place
- A range of support strategies are in place to support the learning of targeted children. Baseline assessments identified gaps in children's learning, which were targeted through small groups led by the 0.4 teacher (funded through the PEF)

and classroom assistants who have been trained to support specific needs eg Literacy Toolbox, SEAL, Nurture, Clicker 6.
<p>Next Steps:</p> <ul style="list-style-type: none"> • Review Support for Learning procedures/policy • Continued use of data to support targeted children with their learning • Develop staff knowledge and expertise using a range of support strategies/ resources ie Catch Up Literacy, Toe By Toe, Nurturing Principles, Clicker 6

School priority 3: Improvement in children and young people's health and wellbeing	
<p><u>NIF Priority</u> Improvement in children and young people's health and wellbeing</p> <p><u>NIF Driver</u> Parental engagement</p>	<p><u>HGIOS?4 QIs</u> 3.1 Ensuring wellbeing, equality and inclusion 2.6 Transitions 3.2 Raising attainment and achievement</p>
<p>Strategies (from SIP 2017/18):</p> <ul style="list-style-type: none"> • Continue to develop staff knowledge and expertise in nurturing approaches and further develop emotional intelligence and resilience throughout the school <p>Progress/Impact:</p> <ul style="list-style-type: none"> • Staff knowledge of nurture approaches and principles has improved through training and support from the Attainment Challenge nurture coaching and modelling officer • Five to Thrive and PATHS approaches have been embedded into nursery practice 	
<p>Next Steps:</p> <ul style="list-style-type: none"> • Further develop knowledge of nurture across all staff to implement theories/ethos into all areas of the school • All P1-7 staff trained in 'Five To Thrive' approach, with support from Barnardos • Introduction of PATHS into P1-7 classes 	

School priority 4: Improvement in employability skills and sustained positive school leaver destinations for all young people	
<p><u>NIF Priority</u> Improvement in employability skills and sustained positive school leaver destinations for all young people</p> <p><u>NIF Driver</u> School leadership Performance information</p>	<p><u>HGIOS?4 QIs</u> 2.6 Transitions 3.3 Increasing creativity and employability 1.1 Self-evaluation for self-improvement</p>
<p>Strategies (from SIP 2017/18):</p> <ul style="list-style-type: none"> • Develop a skills focused curriculum and tracking system 	

- Create cluster business partners database to support skills based events and activities across the cluster
- Develop leadership roles for all children across the school in a variety of events and activities
- Create a sustainable school garden and a cooking classroom to develop the staff and children's gardening, hygiene and food technology skills

Progress/Impact:

- Almost all staff are discussing skills with pupils during and as part of the review of learning each week
- Cluster database was unable to be created due to concerns about data protection
- All children in P7 were given a range of leadership roles ie House Captains, Junior Leadership Team, Nursery Transition Team and Quality Assurance Team. Some children across the school were also given leadership roles.
- The school garden has been developed with the support of The Haven, all classes have been involved in planting fruit and vegetables. The cooking classroom is up and running, almost all classes have been using the facilities.

Next Steps:

- Develop a skills focused curriculum and tracking system, include skills focus on class and school newsletters and Twitter
- Further develop leadership roles across the school, using the new Education Scotland Pupil HGIOS
- Continue with Year 2 of the 'Let's Grow and Cook Together' project/plan
- Development of a KPS Outdoor Learning Programme (2 year plan)
- Development of a KPS 'Learning Through Play' Programme (2 year plan)
- Raising awareness and highlighting STEM approaches in the nursery and P1-7 classes
- Development of a Digital Literacy programme (3 year plan)

National priority: How we are ensuring Excellence and Equity?

In Session 2017/18 our PEF allocation was £18,000. Through discussions with the whole school community, it was agreed that the money would be spent on funding a 0.4 teacher. The teacher's role was to identify gaps in children's learning through analysis of data, professional dialogue with the class teachers and the School Leadership Team. The information regarding SIMD 1 and 2 and entitlement to free school meals was also taken into account.

As a result, a range of children from across the school were given targeted support over a six week period. The support was reviewed on a regular basis. There has been an observed increase in confidence in reading, writing and numeracy, resulting in reading, writing and numeracy at all levels as shown through assessment data, jotter monitor, learning conversations (children and staff) and classroom observations.

Improved staff confidence, knowledge and skills regarding closing the attainment gap has resulted in a more effective use of support strategies and resources. This has contributed to a rise in attainment as shown through assessment data.

There was an underspend, which was used to fund new reading resources, PATHS resources, outdoor learning and active play equipment. These resources will be used to improve children's learning across the whole school.

Key priorities for improvement planning 2018-19

What is our capacity for continuous improvement?

We consider we have very good capacity to improve:

We have a dedicated staff team who are committed to professional development. Staff engage in Professional Review and Development meetings with a clear focus on our School Improvement Plan. We have a Professional Learning Calendar which shows an overview of all collegiate professional learning throughout the year, clearly linked to the HGIO4 indicators.

We have created a positive school ethos and culture which ensures all stakeholders are involved in self evaluation and decision making. We will continue to use the data effectively to support, develop and improve children's learning.

We have a positive relationship with our cluster schools. We have a clear plan on how to make improvements across all the schools.

NIF quality indicators

Quality Indicator	School Self Evaluation	Key priorities for session 2018/19
1.3 Leadership of change	Good	All staff will lead a pedagogy initiative identified in the School Improvement Plan
2.3 Learning, teaching and assessment	Good	Further develop the consistent approach across all stages, through moderation and quality assurance
3.1 Ensuring wellbeing, equity and inclusion	Good	Develop a nurturing school ethos and review support for learning procedures
3.2 Raising attainment and achievement	Very Good	Continue to use data to identify gaps in teaching and learning and target with appropriate support

Key Achievements of the school

- The school and nursery class were awarded the 'Raising Attainment in Literacy' award at the Scottish Education Awards in June 2018 as a result of the #KPSLovesReading and #KPSLovesWriting initiatives. The school showcased the project at the First Minister's Reading Challenge ceremony in Edinburgh in June 2018.
- Deputy First Minister, John Swinney visited the school in October 2017 to find out about the #KPSLovesReading initiative. A group of P7 children appeared on BBC Radio Scotland and BBC Radio 4 to talk about pen pals as part of the #KPSLovesWriting initiative.
- The nursery class received a positive report from the Care Inspectorate. The gradings received were: Quality of Care and Support 5 - Very Good and Quality of Management and Leadership 5 - Very Good
- All children's achievements (at home, in school, out in the community and around the world) are celebrated through our GOLD Achievement assemblies and the HT Tea Parties, they are recorded in the monthly GOLD Achievement newsletters and on Twitter.
- The children have taken part in a wide range of sporting activities, events and extra-curricular clubs including: football, basketball, swimming, netball, sportshall athletics, heptathlon, multi-sports, tennis, golf, rugby and cross country.
- P7 children enjoyed a residential outdoor activity trip to Dalguise in Perthshire and P6 enjoyed a one day outdoor activity day in Clydemuirshiel.
- The children have enjoyed many different opportunities to be involved with the Kilmacolm and Inverclyde communities: assemblies led by Nxt Generation (Elim Church), Community Head Teacher Tea Parties, Gryffe Camera Club competition, Port Glasgow Bulb Show, Kilmacolm Agricultural Show. The school choir performed at the Kilmacolm Lights Switch On event in December.
- All P6 children completed Bikeability Level Two and they took part in on-road cycling in June 2018.
- The school benefits from a positive relationship with all stakeholders, including parents, carers and the local community. We have developed partnerships a local charity (The Haven), resulting in improvements to the nursery and school gardens, thus ensuring a sustainable approach to future projects within the school.
- The children have developed their food technology skills in the cooking classroom, which was funded by the 'Food for Thought' grant. Education Scotland visited the school in May 2018 and filmed a group of P1 and P6 children cooking, the video will appear on The Hub website.
- Some P6 and P7 children participated in the Inverclyde inter-schools Euro and Activote Quiz events.
- The children participate in the daily Muga Mile and the children have walked over 35 million steps to reach the Gold Coast in Australia.
- Individual pupils from P4-7 took part in the Inverclyde Music Festival, with successes in many of the categories. The children took part in an Inverclyde Music Festival Showcase in the school for family and friends.
- The P2/1, P3, P4, P5, P6 classes organised fundraising events for the school and charities, including Macmillan Coffee Morning, Compassionate Inverclyde, Sponsored Woodland Walk and Sport Relief.

KEY MESSAGES FOR OUR KILMACOLM PRIMARY SCHOOL AND NURSERY CLASS PARENTS AND CARERS:

To ensure that our children continue to 'Love Learning, Learning for Life' we will:

- Further develop teaching and learning approaches so that all children receive the high quality learning experiences and the 'best lesson' possible
- Further develop parental engagement to ensure that parents/carers are fully involved in their child's learning journey
- Continue to analyse data to provide support and challenge for all children
- Foster nurturing approaches and introduce new initiatives to develop children's health and wellbeing
- Continue to develop children's skills for learning life and work through the 'Let's Grow and Cook Together' project and through new learning experiences with Outdoor Learning, Active Play and STEM