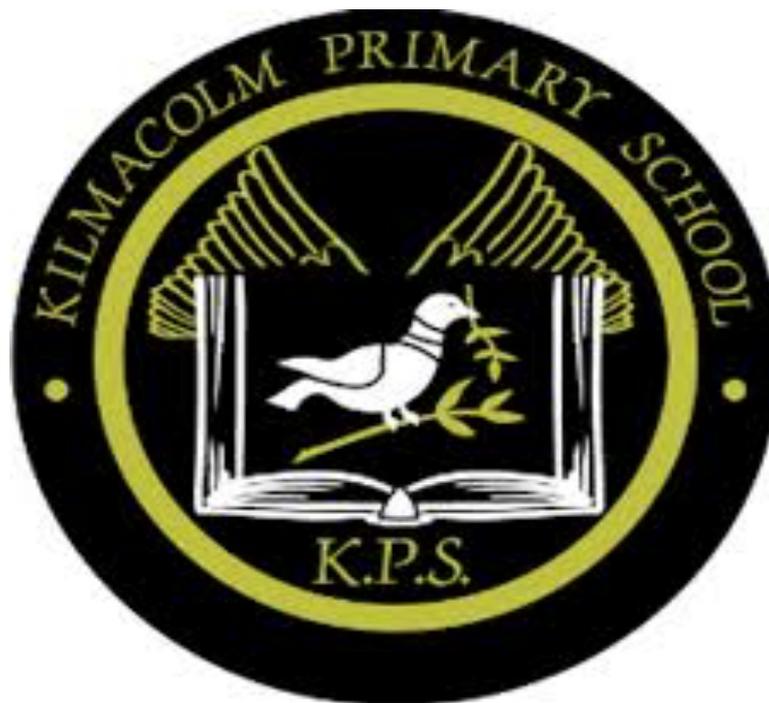


Kilmacolm Primary School

Standards and Quality 2018 -2019



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 2018/19 our role was 209 and we had 9 school classes from P1-P7.
- We also have a nursery class for up to 64 children attending in 4 different patterns – mornings and afternoons and wrap round sessions over a 2.5 day period. There was one Senior EYECO, 4 EYECOs and one Early Years Support Assistant.
- There were 14 members of teaching staff, including a Head Teacher, Depute Head Teacher, 6 full time members of staff and 7 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, develops every child's skills, personality and talents and ensures they can achieve their full potential academically, emotionally and physically in a safe, happy and motivating learning environment which is 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 2018/19 our attainment data shows very good progress, with achievement of CfE levels showing an increase since 2017/18.

Our attainment levels for 2018/19 are as follows:

	Reading	Writing	Listening and Talking	Numeracy
P1	100%	97%	100%	97%
P4	93%	90%	100%	90%
P7	89%	89%	100%	85%

Our attainment levels for 2017/18 were:

	Reading	Writing	Listening and Talking	Numeracy
P1	100%	100%	100%	100%
P4	88.9%	85.2%	96.3%	96.3%
P7	92.9%	85.7%	85.7%	85.7%

The differences in attainment levels between 2017/18 and 2018/19:

	Reading	Writing	Listening and Talking	Numeracy
P1	0% +-	3% -	0% +-	3% -
P4	4.1% +	4.8% +	3.7% -	6.3% -
P7	3.9% -	3.3% +	4.3% +	0.7% -

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

Percentage of pupils achieving expected CfE levels, 2017/18 (National Standards)

Stage	Reading	Writing	Listening & Talking	Numeracy
P1 - Early Level	81	78	87	85
P4 - First Level	77	72	85	76
P7 - Second Level	79	73	84	75

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

Percentage of pupils achieving expected CfE levels, 2017/18 (Inverclyde)

Stage	Reading	Writing	Listening & Talking	Numeracy
P1 - Early Level	85	84	87	87
P4 - First Level	79	75	86	80
P7 - Second Level	77	71	83	73

In comparison with the **comparator school** in the local authority the % difference is as follows (2017/18):

P1 - Reading, Writing, Listening & Talking, Numeracy 0% +-
P4 - Reading and Writing 10% - Listening and Talking, Numeracy 0% +-
P7 - Reading 2.9% +, Writing 15% +, Listening and Talking 4.3% -, Numeracy 0% +-

In comparison with our **comparator school** in Scotland the % difference is as follows:

P1 - Reading, Writing, Listening & Talking, Numeracy 0% +-
P4 - Reading 2% -, Writing 5% -, Listening and Talking, Numeracy 6.3% +-
P7 - Reading 2.9% +, Writing 0% + -, Listening and Talking 4.3% -, Numeracy 0% +-

In 2017/18, our attainment levels show some differences between comparator school in Scotland and in Inverclyde across all areas of the curriculum.

Following successful moderation this session and evidence from the SNSAs, staff are becoming increasingly familiar with the standards expected to achieve a level. We have had a focus this session on improving the consistency with teaching and learning across the whole school. As a result, our attainment levels for this session have shown steady progress across all areas of the curriculum.

Review of progress for session 2018-19

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

Strategies (from SIP 2018/19):

- Review the “KPS Good Lesson” and nursery procedures 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
- 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

Progress/Impact:

- The “KPS Good Lesson” was reviewed and the new “KPS Best Lesson” and the “KPS Best Jotter” were created by the teaching staff, they are displayed in each classroom and has been promoted on the school website and app. The format is used as Success Criteria for the staff and children during Quality Assurance procedures to ensure consistency across the school.
- All staff have embraced professional learning opportunities (relative to their stage) and embedded North Lanarkshire Active Literacy, SEAL Maths, Number Talks into their daily practice.
- The cluster maths teacher has supported the P5-7 class teachers to embed mathematical strategies into classroom practice. Targeted support has been given to children who are not on target to achieve 2nd Level.
- In partnership with the KPS Parent Partnership, the KPS Parental Engagement Strategy has been created. The focus is to improve parental engagement with their children’s learning.
- The P5-7 class teachers have introduced Spanish, French continues to be embedded as part of daily practice.
- All staff participated in moderation activities within the school, almost all staff participated in moderation activities within the cluster and across the Authority and some staff participated in Inter-Authority events. Staff confidence in planning and assessing learning has improved.

Next Steps:

- Further embed pedagogical approaches with support and advice from the Attainment Challenge team, embed the 'KPS Best Lesson' and the 'KPS Best Jotter'.
- Continue to develop a consistent approach across the school and PGHS cluster for 2nd Level Maths (assessments and pedagogies) with Cluster Maths teacher
- Further development of 1+2 French across the school and nursery and Spanish (P5-7)
- Continue to develop moderation opportunities across the school, cluster and authority and review the current school planning and assessment procedures
- Implement the KPS Parental Engagement Strategy (focus on engaging parents in their children's learning in Literacy, Numeracy, French and Spanish)

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 2018/19):

- 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

Progress/Impact:

- Reviewed Support for Learning procedures/policy in place
- Staff more confident when analysing data and as a result, they are more able to identify those pupils requiring additional support/challenge
- All staff participate in termly Tracking and Monitoring meetings
- Staff expertise and knowledge has increased with support strategies Catch Up Literacy, Toe By Toe, Nurturing Principles, Clicker 6, a range of children are being supported with these strategies
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Next Steps:

- Review Support for Learning procedures/policy (due to a change in staff and PEF Plan focus)
- Continued use of data to support targeted children with their learning
- Continue to 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

NIF Priority

Improvement in children and young people's health and wellbeing

NIF Driver

Parental engagement

HGIOS 4 QIs

3.1 Ensuring wellbeing, equality and inclusion

2.6 Transitions

3.2 Raising attainment and achievement

Strategies (from SIP 2018/19):

- 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

Progress/Impact:

- Staff knowledge of nurture approaches and principles continues to improve through training and support from the Attainment Challenge nurture coaching and modelling officer
- All staff training in Five to Thrive by Barnardos and PATHS approaches have been implemented in all classes

Next Steps:

- Further develop knowledge of nurture across all staff to implement theories/ethos into all areas of the school, including the development of nurture groups
- Further develop staff/parent knowledge and expertise of new initiatives (Five to Thrive, Nurture, PATHS)
- Support for parents/carers re Barnardos Support Group, links to services, parental engagement sessions
- Raise awareness of Rights Respecting Schools across the nursery, P1-7 and the school community

School priority 4: Improvement in employability skills and sustained positive school leaver destinations for all young people

NIF Priority

Improvement in employability skills and sustained positive school leaver destinations for all young people

NIF Driver

School leadership

Performance information

HGIOS 4 QIs

2.6 Transitions

3.3 Increasing creativity and employability

1.1 Self-evaluation for self-improvement

Strategies (from SIP 2018/19):

- 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)

Progress/Impact:

- The 'KPS Super Skills' have been developed and have been introduced to the children and parents/carers (via Twitter, School Website and App).
- The number of leadership roles across the school has increased, all children are participating in a range of roles eg enterprise and Credit Union. Pupil voice has been developed through the Junior Leadership Team, HT Tea Party, Sports Leaders and 24/7.
- The school garden continues to be developed with the support of The Haven, all classes have been involved in planting fruit and vegetables. All children have developed their food hygiene and technology skills by using the Cooking Classroom with a programmes of skills development.
- All children have participated in Outdoor Learning sessions led by the Clydemuirshiel rangers. All children participated in a range of Outdoor Learning activities, including a P7 residential to Dalguise, a P6 day trip to Castle Semple, Enid Blyton outdoor picnics, Outdoor Classroom Day.
- The P1 staff have developed a 'Learning Through Play' programme with support from the Educational Psychologist team.
- All children participated in STEM challenges throughout the year. The P1-4 children participated in parent/carer STEM sessions during STEM World of Work Week and the P5-7 children participated in STEM sessions from parents/carers/partners and the wider community. The P5-7 STEM Club has been running all session. STEM activities are promoted via Twitter, School Newsletters, on the School Website and App.
- The P6 class participated in the Education Scotland and Keep Scotland Beautiful 'Upstream Battle'. They presented their invention at an event at the Riverside Museum in Glasgow in June.
- All children participated in the national 'If I Were An Engineer' competition. Four children received distinction awards and their designs were displayed at Strathclyde University in June.
- The 'KPS STEM Club' presented their achievements at a STEM event in Glasgow Science Centre in May.
- Some staff have participated in review activities regarding a future Digital Literacy Programme. The school is support by William Brown, Digital Literacy Officer.

Next Steps:

- Further develop the 'KPS Super Skills' into daily classroom practice
- Further develop leadership roles and pupil voice across the school, using the new Education Scotland Pupil HGIOS
- Continue with Year 3 of the 'Let's Grow and Cook Together' project/plan
- Continue with Year 2 of the KPS Outdoor Learning Programme
- Continue with Year 2 of the KPS 'Learning Through Play' Programme
- Continue to develop STEM approaches in the nursery and P1-7 classes
- Continue with Year 2 of the development of a Digital Literacy programme

National priority: How we are ensuring Excellence and Equity?

In Session 2018/19 our PEF allocation was £24,000. 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. This has resulted 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.

In Session 2019/20 our PEF allocation is £27,600. Through discussions with the whole school community, it was agreed that the money would be spent on funding a 0.2 teacher. It has been agreed that this teacher (combined with the Support for Learning role) will provide the 'core targeted' support for Literacy, Numeracy and Health and Wellbeing. The remaining amount of money will fund a teacher who will provide targeted support for 6 week blocks. Each block will have a focus on involving the parents/carers in supporting their child's learning at home.

Key priorities for improvement planning 2019-20

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 2019/20
1.3 Leadership of change	Very Good	Develop staff Strategic Teams, staff will lead a pedagogy initiative identified in the School Improvement Plan
2.3 Learning, teaching and assessment	Very Good	Further embed pedagogical approaches to develop a consistent approach across all stages, through moderation and quality assurance
3.1 Ensuring wellbeing, equity and inclusion	Very Good	Further develop knowledge of nurture across all staff to implement theories/ethos into all areas of the school, including the development of Health and Wellbeing groups

3.2 Raising attainment and achievement	Very Good	Continue to use data to identify gaps in teaching and learning and target with appropriate support.
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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 (children, parents and staff) showcased the project at the AHDS Conference in November 2018. Simone McCredie (Headteacher) and Ailie Glover (Class Teacher) were invited to speak at an Education Scotland Literacy event in February 2019. The project was featured in the AHDS Magazine in August 2019.
- 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, on the school website 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. Ross Stewart, the Active Schools Coordinator was recognised as having an exceptional record of 94% attendance at clubs, the story was covered in the Greenock Telegraph. The school has applied for the Gold Sport Scotland Award (we will be notified in November 2019 of the result).
- P7 children enjoyed a residential outdoor activity trip to Dalguise in Perthshire and P6 enjoyed a one day outdoor activity day in Castle Semple.
- The children have enjoyed many different opportunities to be involved with the Kilmacolm and Inverclyde communities: assemblies led by Nxt Generation (Elim Church), Gryffe Camera Club competition, Port Glasgow Bulb Show, Kilmacolm Agricultural Show. The school choir performed at the Kilmacolm Lights Switch On event in December and at the World Day of Prayer in St Columba's Church.
- All P6 children completed Bikeability Level Two and they took part in on-road cycling and a cycle to Bridge of Weir in June 2018.
- The school benefits from a positive relationship with all stakeholders, including parents, carers and the local community. We have a positive partnership with a local charity (The Haven) and the rangers from Clydemuirshiel, resulting in improvements to the nursery and school gardens, and outdoor learning sessions for the children and staff. This is ensuring a sustainable approach to future outdoor learning projects within the school.
- The children are continuing to develop their food technology skills in the cooking classroom, which was funded by the 'Food for Thought' grant.
- Some P7 children participated in and won the Inverclyde Activote Quiz event.
- The children participate in the daily Muga Mile, this year it was linked to Watt's World Walking initiative. The P7 class teacher and children have been instrumental in ensuring that this project is shared amongst other schools. The staff and children will showcase this project at the Scottish Learning Festival in September 2019.
- The classes organised fundraising events for charities, including The Haven, Malawi, the Greenock Foodbank, and Comic 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
- Continue to develop children's skills for learning life and work through the 'Let's Grow and Cook Together' project, Outdoor Learning, Play Pedagogy, Digital Learning and STEM