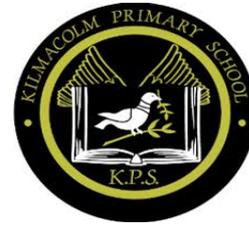


# KILMACOLM PRIMARY SCHOOL & NURSERY CLASS

Standards and Quality 2019/20  
Recovery Action Plan Autumn 2020/21



## 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 outlying farming community.
- In session 2019/20 our role was 221 and we had 9 classes from P1-P7.
- 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.
- We have a nursery class for up to 64 children attending in 4 different models. There was one Depute, 2 Senior EYECOs, 7 EYECOs and one Early Years Support Assistant.
- The nursery was part of the 1140 hours pilot project in session 2019/20.
- We have a brand new outdoor classroom which was completed in September 2019.
- 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. The school has impressive school grounds, with access to Duchal Woods.
- Our associated secondary schools are Port Glasgow High School and St Stephen's High School.

### 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.

\*Please note the school Vision, Values and Aims were due to be reviewed this session, due to the lockdown the process was not completed.

## Review of progress for session Aug 2019- March 2020

<b>School priority 1:</b>	
<p><b><u>NIF Priority</u></b> Improvements in attainment, particularly in literacy and numeracy</p> <p><b><u>NIF Driver</u></b> Assessment of children's progress Teacher professionalism</p>	<p><b>HGIOS?4</b> 3.2 Raising attainment and achievement 2.3 Learning, teaching and assessment 2.2 Curriculum</p> <p><b>Other Drivers</b> <b>HGIOELC?</b> 1.2 Leadership of learning 1.4 Leadership and management of practitioners 2.3 Curriculum</p> <p><b>RRS</b> Article 28: (Right to education):</p>
<p><b>Strategies</b></p> <p>1.1 Review the school Vision, Values and Aims to include the new focus on STEM, Outdoor Learning and Play Pedagogy</p> <p>1.2 Further embed pedagogical approaches with support and advice from the Attainment Challenge team</p> <ul style="list-style-type: none"> <li>• SEAL Maths</li> <li>• Number Talks</li> <li>• #KPSLovesMaths</li> <li>• North Lanarkshire Active Literacy and Writing</li> <li>• Phonological Awareness &amp; #KPSLovesReading (nursery class)</li> <li>• Creativity/Starcatchers (nursery class)</li> </ul> <p>1.3 Embed the 'KPS Best Lesson' and the 'KPS Best Jotter'</p> <p>1.4 Further development of 1+2 French across the school and nursery and Spanish (P5-7)</p> <p>1.5 Continue to develop moderation opportunities across the school, cluster and authority and review the current school planning and assessment procedures</p> <p>1.6 Implement the KPS Parental Engagement Strategy</p> <ul style="list-style-type: none"> <li>• Focus on engaging parents in their children's learning across the curriculum</li> </ul> <p><b>Progress</b></p> <p>1.1 The process of reviewing the school Vision, Values and Aims had started, but due to the lockdown in March the process was not completed.</p> <p>1.2 Almost all staff are now confident in the pedagogies associated with SEAL Maths, Number Talks and North Lanarkshire Active Literacy. A number of staff spoke at the West Partnership Maths Conference in October 2019 about #KPSLovesMaths. The nursery introduced the KPS Book Fairy project to the children and parents.</p> <p>1.3 All children and staff use the KPS Best Jotter and the KPS Best Lesson guides on a daily basis.</p> <p>1.4 All staff developed 1+2 French into their daily practice. However, due to the lockdown in March the school 'Spanish Day' was cancelled.</p> <p>1.5 All staff participated in moderation activities across the school, cluster and authority.</p> <p>1.6 The KPS Parental Engagement Strategy was launched in September 2019. The parents were involved in 'Stay and Play' sessions in the nursery.</p>	

## Impact

1.1 There was no impact as the process was not completed.

1.2 SEAL Maths, Number Talks and North Lanarkshire Active Literacy are embedded in almost all classes. Almost all teaching and support staff have completed training on these initiatives. All children participated in a wide range of #KPSLovesMaths activities and events, the feedback from children, staff and parents was very positive. Staff reported that children's confidence and interest in maths had improved. The children regularly say that maths is their favourite curricular area during the weekly 24/7 feedback sessions. All children participated in a wide range of #KPSLovesMaths and KPS Book Fairies activities and events, the feedback from children, staff and parents was very positive. Staff and parents reported that children's confidence and interest in maths and storybooks had improved.

1.3 There is a consistent approach across the school with the KPS Best Jotter and the KPS Best Lesson, this is evident through weekly feedback sessions with the children (24/7) and Quality Assurance weeks. The standard of presentation in the jotters has greatly improved.

1.4 All staff are more confident about teaching French and stated that the children are becoming more confident when speaking French.

1.5 There is a consistent approach to planning and assessment procedures in the school and the cluster. The staff reported that the collaboration and dialogue about teaching and learning was a useful experience and has impacted positively on their own practice. The staff reported that the collaboration and dialogue about teaching and learning was a useful experience and has impacted positively on their own practice.

1.6 The impact was not measured due to the lockdown in March 2020.

## Next Steps:

- Review the school nursery class Vision, Values and Aims
- Continue to embed SEAL Maths, Number Talks and North Lanarkshire Active Literacy and ensure that all staff are trained in the pedagogical approaches
- Continue to embed KPS Best Jotter and the KPS Best Lesson to continue the consistent approach across the school
- Develop the KPS Best Day to include a blended approach to learning
- Develop creativity skills in the nursery through Star Catchers and Adventures with Alice
- Review the nursery planning procedures, in line with aspects from 'Planning In the Moment'
- Review the KPS Parental Engagement Strategy inline with a blended approach to learning
- Continue to further develop Spanish in the P5-7 classes
- Review the KPS Curriculum Rationale to include a focus on Literacy, Numeracy, Health & Wellbeing, Play Pedagogy, Outdoor Learning, STEM and Digital Literacy
- Develop the children's metacognition and independence skills

## 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

2.2 Curriculum

2.3 Learning, teaching and assessment

### **Other Drivers**

#### **HGIOELC?**

1.2 Leadership of learning

1.4 Leadership and management of practitioners

2.2 Curriculum

### **RRS**

Article 28: (Right to education):

## **Strategies**

### 2.1 Review Support for Learning procedures/policy

- Introduce 'Core Support for Learning' and 'Targeted Support for Learning' (6 week blocks with a focus on Parental Engagement)

### 2.2 Continued use of data to support targeted children with their learning

### 2.3 Continue to develop staff knowledge and expertise using a range of support strategies (ie Catch Up Literacy, Toe By Toe, Clicker 6, Literacy Toolbox)

## **Progress**

2.1 The Support for Learning procedures/policy were reviewed, a new approach to 'targeted support' was introduced in the school.

2.2 A wide range of data was used to review and support targeted children with their learning.

2.3 All relevant staff been trained in using a range of support strategies (ie Catch Up Literacy, Toe By Toe, Clicker 6, Literacy Toolbox)

## **Impact**

2.1 The new approach to 'targeted support' was having a measurable impact on the targeted children. The review of targets every 6 weeks ensured that the appropriate support was put in place on a more regular basis.

2.2 Staff more confident with the use of data to review and plan support every six weeks.

2.3 All relevant staff (teaching and support staff) have developed their knowledge and expertise to use a range of support strategies for the targeted groups of children.

## **Next Steps:**

- Review the Support for Learning procedures / policy to support children's return to school in August 2020
- Ensure that tracking and monitoring of all children is in place and is reviewed regularly to ensure that support is provided for all children
- Develop online learning journals in the nursery class (tbc)

**School priority 3: Improvement in children and young people's health and wellbeing**

HGIOS 4 QIs

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

**Other Drivers**

**HGIOELC?**

- 1.2 Leadership of learning
- 1.4 Leadership and management of practitioners
- 2.2 Curriculum

**RRS**

Article 28: (Right to education):

HGIOS 4 QIs

- 3.1 Ensuring wellbeing, equality and inclusion\
- 2.4 Personalised Support
- 2.6 Transitions
- 3.2 Raising attainment and achievement

**Other Drivers**

**HGIOELC?**

- 1.2 Leadership of learning
- 1.4 Leadership and management of practitioners
- 3.1 Ensuring wellbeing, equality and inclusion

**RRS**

Article 28: (Right to education):

## Strategies

3.1 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 (including Five to Thrive, PATHS)

3.2 Further develop parent/carer knowledge and expertise of new initiatives (Five to Thrive, Nurture, PATHS)

- Inform parents/carers via newsletters, website, Twitter, App, Barnardos Parent/Carer Group

3.3 Raise awareness of Rights Respecting Schools across the nursery, P1-7 and the school community

- Inform parents/carers via newsletters, website, Twitter, App
- Apply for the Gold Rights Respecting Award

3.4 Raise awareness of the new Inverclyde Anti-Bullying Policy and updated PRPB Policy across the school community

- Develop Parental/Community engagement with Anti-Bullying (Rookie Rockstars Show, Twitter, website, newsletters, App)

## Progress

3.1 Paths is being used in all classes to support the wellbeing of children. All staff are aware of the nurturing principles and the benefit this has on the wellbeing of children. All staff took part in Stan Godek Mindfulness training. 'Health & Wellbeing' groups took place for some targeted children. The nursery and P1 children took part in yoga sessions.

3.2 Parents are aware of the support on offer in the school for health and wellbeing through newsletters, website, Twitter, App. A small group of parents attended the Barnardos Parent/Carer Group, but this was stopped due to lack of Barnardos staff.

3.3 The whole school community is aware of Rights Respecting Schools through newsletters, website, Twitter and the App. The school's assessment for the Gold Rights Respecting Schools award was due to take place on Tuesday 10th March, but was cancelled due to the lockdown.

3.4 The whole school took part in an anti-bullying programme 'Rookie Rockstars' in September 2019.

## Impact

3.1 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 (including Five to Thrive, PATHS). The feedback from the staff, children and parents was very positive about the yoga sessions.

3.2 The impact was unable to be measured due to the lockdown in March 2020.

3.3 Children's rights have been embedded across the school, the children are able to relate the rights to their everyday activities and link to the school vision, values and aims.

3.4 Awareness of anti-bullying raised across the school community, children demonstrating skills they have learned to be kind and respectful to others.

## Next Steps:

- Further develop strategies to focus on improving children's emotional wellbeing after lockdown (ie Nurturing Principles, Paths, Emotion Links, Mindfulness, GIRFEC, Inverclyde Psychology Service resources, yoga sessions)
- Further develop parents knowledge and skills on resources/advice to support their children
- Continue to embed the rights of children and arrange a new Gold assessment date

**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

2.2 Curriculum

2.7 Partnerships

3.3 Increasing creativity and employability

1.1 Self-evaluation for self-improvement

**Other Drivers**

**HGIOELC?**

1.2 Leadership of learning

1.4 Leadership and management of practitioners

2.2 Curriculum

3.3 Developing creativity and skills for life

**RRS**

Article 28: (Right to education):

**Strategies**

4.1 Further develop the 'KPS Super Skills' into the nursery and across the school community

- Develop Parental/Community engagement with the 'KPS Super Skills' (highlight 'KPS Super Skills' in newsletters, website, Twitter, assemblies, App)

4.2 Further develop leadership roles and pupil voice across the school, using the new Education Scotland Pupil HGIOS

- Link with Rights Respecting Schools
- Set up 'Mini JLT' (nursery and P1)

4.3 Continue with Year 3 of the 'Let's Grow and Cook Together' project/plan

- Set up 'Gardening Club'
- Further develop Parental/Community engagement in developing the children's gardening and cooking skills

4.4 Continue with the KPS Outdoor Learning Programme (Year 2)

- See KPS Outdoor Learning Plan for planned outcomes for the session
- Further develop Parental/Community engagement in Outdoor Learning (see KPS Parental Engagement Strategy)

4.6 Continue to develop STEM approaches in the nursery and P1-7 classes

- Further develop Parental/Community engagement in developing children's STEM skills
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## Impact

4.1 All children are aware of their 'KPS Super Skills' and they discuss them confidently with their class teacher and during the 24/7 feedback sessions.

4.2 The Junior Leadership Team represented pupil voice from across the school, they successfully organised a fundraising event to raise funds to purchase outdoor learning equipment and resources.

4.3 The children developed their cooking and hygiene skills by participating in termly cooking sessions. They cooked the vegetables that were grown in the school garden to create a wide range of dishes eg fajitas, salads and smoothies. The feedback from the staff and children was very positive.

4.4 The children participated in a wide range of Outdoor Learning activities over the session, the staff used the ideas from the Juliet Robertson books ('Dirty Teaching' and 'Messy Maths') to plan high quality learning experiences. The feedback from the children was very positive, the staff reported that the children used a wide variety of skills during the sessions.

4.5 The level of engagement from the children during play sessions is very high, the children talk confidently about their learning through play and document their experiences using play diaries. Staff confidence to plan and assess play sessions has grown considerably.

4.6 The children developed a wide range of skills when they participated in STEM activities and events, the feedback from children and staff was very positive.

4.7 The feedback from children was very positive, they can talk confidently about the ICT skills they have developed. The school applied for the Digital Schools Award, we are awaiting an assessment date.

## Progress

4.1 The 'KPS Super Skills' have not been fully developed in the nursery, the school community are aware of the 'KPS Super Skills' through newsletters, website, Twitter, assemblies and the App.

4.2 The mini JLT (P1 and nursery) was set up but they did not meet due to the lockdown in March 2020.

4.3 The children participated in termly sessions in the Cooking Classroom, parents helped at these. The 'Gardening Club' was due to start in April 2020, but did not due to the lockdown in March. The children developed their cooking and hygiene skills by participating in termly cooking sessions. They cooked the vegetables that were grown in the school garden to create a wide range of dishes eg fajitas, salads and smoothies. The feedback from the staff and children was very positive.

4.4 The children participated in a wide range of Outdoor Learning activities over the session, however, progress was hindered due to the lockdown in March 2020. The children participated in a wide range of Outdoor Learning activities over the session, the staff used the ideas from the Juliet Robertson books ('Dirty Teaching' and 'Messy Maths') to plan high quality learning experiences. The feedback from the children was very positive, the staff reported that the children used a wide variety of skills during the sessions.

4.6 All children participated in STEM Week in the school and nursery. The school/nursery is in collaboration with 2 other Inverclyde schools/nurseries and they were awarded a substantial STEM grant to provide staff training for STEM. Some staff completed fire pit training and Early Years Scotland training. The STEM Staff Strategic Team organised a wide range of activities and events. The children developed a wide range of skills when they participated in STEM activities and events, the feedback from children and staff was very positive.

## Next Steps:

- Continue to embed KPS Super Skills, focus on celebrating the skills the children developed during lockdown
- Continue to develop Outdoor Learning, STEM, Play Pedagogy, Loose Parts Play and Digital Literacy learning opportunities

## National priority: How we are ensuring Excellence and Equity?

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.

PEF has been used to:

- Continue to support small groups of children over 6 week blocks of time
- The targeted support will be given by the Support for Learning Teacher (0.7), the PEF Teacher (0.4 over 6 week blocks) and the Cluster Maths Teacher
- The focus will be to raise attainment in Literacy, Numeracy and Health and Wellbeing
- Further develop nurturing principles across the school, with the creation of 6 afternoon Health and Wellbeing groups to support a wider group of children

### IMPACT

- The 6 week block of targeted support has had a positive impact on almost all the children in the school.
- We have 4 teachers and support staff who delivered the targeted support (different year groups). Their confidence has increased to use the strategies and resources in place.
- The resources we have used have had a very positive impact - Toe By Toe, Catch Up Literacy, Literacy Toolbox.
- We have been able to track each child's progress on a regular basis and plan the next steps in learning/ support.
- Assessment data is in place, progress was reported to parents in March 2020.
- Improved staff confidence, knowledge and skills regarding closing the attainment gap has resulted in a more effective use of support strategies and resources.
- Final data not available due to the lockdown in March 2020.

## Response to Covid 19 Lockdown closure – March 2020 – June 2020

- To stay connected with our families we have Twitter, the App, the website, Teams and the YouTube channel. Home Learning is uploaded weekly on the website/Teams.
- All classes are using Teams - with varied success/engagement.
- We have sent out Home Learning packs every 2 weeks for P1 & P2. We have issued goodie bags for the P1-7 children.
- The nursery have delivered Home Learning/Play packs every 2 weeks. We created a 'virtual' transition programme for our new P1s - this has included a video tour of the school, a transition booklet (with photos of the school), a 360o tour of the school, a virtual map, a virtual 'Celebration of Learning' and a buddy film!
- We are also supporting a number of families, we have delivered home learning packs to them and arranged food parcels and IT help.
- We run a weekly #KPSCompetition on Twitter and we have created a wide variety of KPS videos on the YouTube channel (Gold Assembly, Birthdays, Art Lessons, story-telling, exercise videos etc).
- The staff team are in touch with individual families through email and phone calls. The nursery staff team are in touch with individual families through email and phone calls.
- We had a team of staff who worked in the Port Glasgow hub every Tuesday and now almost all staff members are volunteering in the KPS Hub.
- We have created a spreadsheet which details the level of engagement for each child, action points are updated every week.
- The Education Hubs - seeing the children of key workers and the 'vulnerable' children on a regular basis has been very positive.
- Almost all families are engaging on Twitter and showing evidence that their children are having a positive experience during lockdown. The children have developed lots of valuable skills. We celebrate the development of the skills on Twitter and at the virtual monthly Gold Assembly. The children are being asked to complete a review of the skills they have developed as part of their home learning for the last two weeks.
- The school has received a number of positive feedback from the parents.

### Blended Approach - Ideas/Solutions:

- Focus on preparing home learning packs to be issued after the two days of learning in school.
- Children will be given a number of 'core tasks' to complete, extra activities will be posted on the website.
- We are in the process of ordering textbooks, workbooks and class novels to be sent home.
- Continue with the nursery Home Learning & Play Activity Packs in August.
- Create a Parental Engagement Strategy to Home Learning / Blended Approach.
- Model 1 - does not give any flexibility of staffing, so home learning will need to be planned for on a Wednesday. We will use support staff to organise home learning resources.
- Focus on producing quality resources to provide support for the parents of P1-3 children in particular.
- Develop meta-cognition and independence skills.

## Autumn term recovery plan



<u>Tasks / action</u>	<u>RAG of progress</u>			<u>Who is responsible?</u>	<u>Timescales</u>	<u>Partners / LA Links</u>	<u>Resources / CLPL</u>
	<u>S</u>	<u>O</u>	<u>N</u>				
<b><u>Priority 1</u></b>							
<ul style="list-style-type: none"> <li>Continue to embed SEAL Maths, Number Talks and North Lanarkshire Active Literacy and ensure that all staff are trained in the pedagogical approaches</li> <li>Continue to embed KPS Best Jotter and the KPS Best Lesson to continue constant approach across the school</li> <li>Develop KPS Best Day to include a blended approach to learning</li> <li>Review the KPS Parental Engagement Strategy inline with a blended approach to learning</li> <li>Review the KPS Curriculum Rationale to focus on Literacy, Numeracy, Health &amp; Wellbeing, Play Pedagogy, Outdoor Learning, STEM and Digital Literacy</li> <li>Develop the children's metacognition and independence skills</li> </ul>				All staff	Aug-Mar	Attainment Challenge Team (for staff training)  Lisa McFadden Educational Psychologist	'Realising the Ambition'  'Dirty Teaching' and 'Messy Maths' by Juliet Robertson  Inverclyde Educational Psychology - metacognition/ independence skills training
<ul style="list-style-type: none"> <li>Review the school Vision, Values and Aims</li> <li>Continue to embed 1+2 French and Spanish</li> </ul>				All staff & stakeholders	Mar-June		1+2 Platform
<b><u>Priority 2</u></b>							
<ul style="list-style-type: none"> <li>Review the Support for Learning procedures / policy to support children's return to school in August 2020</li> <li>Ensure that tracking and monitoring of all children is in place and is reviewed regularly to ensure that support is provided for all children</li> </ul>				All staff	Aug-Mar		
<b><u>Priority 3</u></b>							
Further develop strategies to				All staff	Aug-Mar	Lisa McFadden	Inverclyde