

Kilmacolm Primary School

Standards and Quality 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 2020/21 our role was 225 and we had 9 school 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 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 Depute, two Senior EYECOs, 9 EYECOs and two Early Years Support Assistant.
- 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 2020/21 our attainment data shows very good progress, with achievement of CfE levels showing an increase since 2018/19 (professional judgements were not recorded for Session 2019/20).

Our attainment levels for 2020/21 are as follows:

	Reading	Writing	Listening & Talking	Numeracy
P1	93.5%	93.5%	94.4%	93.5%
P4	94.4%	86.1%	94.4%	91.7%
P7	96.3%	88.9%	96.3%	81.5%

P1,4,7 Reading 94.7%, Writing 89.4%, L&T 95.7%, Numeracy 89.4%

Our attainment levels for 2018/19 were:

	Reading	Writing	Listening and Talking	Numeracy
P1	93.9%	93.9%	100%	100%
P4	89.7%	86.2%	96.3%	86.2%
P7	89.9%	81.5%	100%	85.2%

P1,4,7 Reading 91.0%, Writing 87.6%, L&T 97.8%, Numeracy 91.0%

The differences in attainment levels between 2018/19 and 2020/21:

	Reading	Writing	Listening and Talking	Numeracy
P1	0.4% -	0.4% -	3.2% -	6.5% -
P4	4.8% +	0.1% -	2.1% -	5.5% +
P7	7.4% +	7.4% +	0%	3.7% -

P1,4,7 Reading 3.7%+, Writing 1.7%+, L&T 2.0%-, Numeracy 1.6%-

Despite the lockdown period in March 2020 and January 2021, the attainment levels increased for:

- Primary 4 in Reading and Numeracy
- Primary 7 in Reading

There was a slight decrease in attainment levels for:

- Primary 1 in all curricular areas
- Primary 4 in Writing and Listening and Talking
- Primary 7 in Writing, Numeracy and Listening and Talking

Following successful remote learning during the lockdown period from January to March 2021, evidence from the SNSAs and on-going assessments, showed that our attainment levels for this session have remained high across all areas of the curriculum.

Review of progress for session 2020-21

School priority 1: Improvements in attainment, particularly in literacy and numeracy

NIF Priority

Improvements in attainment,
particularly in literacy and numeracy

NIF Driver

Assessment of children's progress
Teacher professionalism

HGIOS 4 QIs

3.2 Raising attainment and
achievement

2.3 Learning, teaching and assessment

2.2 Curriculum

Strategies (from Recovery Plan 2020-21):

- 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 constant approach across the school
- Review the KPS Parental Engagement Strategy in-line with a blended approach to learning Review the KPS Curriculum Rationale to focus on Literacy, Numeracy, Health & Wellbeing, Play Pedagogy, Outdoor Learning, STEM and Digital Literacy
- Develop the children's metacognition and independence skills
- Review the school Vision, Values and Aims
- Continue to embed 1+2 French and Spanish
- Further develop the children's writing skills, using the 'Key Principles of Writing'
- Continue to develop a positive reading culture in the nursery with the KPS Book Fairies project and #KPSLovesReading
- Continue to develop the nursery children's creativity skills

Progress/Impact:

- All nursery and school staff trained in SEAL Maths, Number Talks and North Lanarkshire Active Literacy
- Effective strategies and high quality teaching and learning accounted for high levels of achievement in numeracy P1 93.5%, P4 91.7% and P7 81.5% (all above the national average)
- Effective strategies, high quality teaching and learning and the continued promotion of a positive reading culture accounted for high levels of achievement in reading P1 93.5%, P4 94.4% and P7 96.3% (all above the national average)
- All nursery staff implemented 'Messy Maths' strategies into daily practice to enhance mathematical learning experiences
- The nursery staff continued to promote a positive reading culture by creating story Thinglinks, inclusion of reading resources in the Home Learning packs and the creation of story reading sessions on YouTube and Twitter
- The children in P1-7 continued to develop a positive reading culture throughout the lockdown period on Teams and in the school Hub
- Literacy and Numeracy pedagogical approaches implemented into remote and classroom learning experiences across the school
- Consistent approach across the school with the KPS Best Jotter and KPS Best Lesson, now embedded into practice
- Due to the lockdown period, our Parental Engagement Strategy was reviewed and a Remote Learning Policy was created for parents
- Staff observed that some children displayed their metacognition and independence skills during the lockdown period and the return to school in March 2021
- The process of reviewing the school and nursery Vision, Values and Aims was completed by the staff, but due to lockdown they were not reviewed by the children and parents.
- Staff evaluations concluded that 1+2 French and Spanish was sufficiently embedded, new resources were purchased to further support the learning next session
- The nursery staff created videos and purchased resources to promote the learning of French in the nursery class.
- All staff attended the 'Key Principles of Writing' training, but a review did not take place due to the lockdown period, however the attainment results for writing continue to be higher than the national average: P1 93.5%, P4 86.1% and P7 88.9%
- All nursery staff completed the 'Adventures with Alice' training to ensure the children's creativity skills continued to be developed, evidence on Twitter showed that the children experienced a wide range of activities that promoted their creativity skills, the approach is now embedded into practice. There is increased staff confidence and collaborative working when setting up areas and creating provocations to promote creativity.
- The nursery Home Learning packs included activities and resources to promote creativity

Next Steps:

- Review the school and nursery Vision, Values and Aims
- Review the school and nursery Curriculum Rationale
- Evaluate the impact of pedagogical approaches across the school and nursery in Literacy and Numeracy
- Continue to develop the children’s metacognition, independence and growth mindset skills
- Further develop Play Pedagogy across the nursery and school
- Further develop French in the nursery

Tracking data showed improvements in the P1, P4 and P7 attainment levels across the curriculum from the end of the lockdown period to May 2021.

Class	Curricular Area	‘On track’ in February 2021	‘On track’ in May 2021	Increase
P1	Listening & Talking	87%	96.8%	9.8%+
	Reading	90%	93.5%	3.5%+
	Writing	90%	93.5%	3.5%+
	Numeracy	90%	93.5%	3.5%+
P4	Listening & Talking	86%	94.4%	8.5%+
	Reading	69%	97.2%	28.2%+
	Writing	64%	86.1%	22.1%+
	Numeracy	75%	91.7%	16.7%+
P7	Listening & Talking	89%	96.3%	7.3%+
	Reading	70%	96.3%	26.3%+
	Writing	63%	88.9%	25.9%+
	Numeracy	81%	81.5%	0.5%+

In the nursery class, we carry out monthly tracking meetings which highlight children who are ‘on track’ with their learning.

In May 2021, the nursery tracking information was as follows:

Pre-School Children

HWB 96%

Literacy 96%

Numeracy 96%

Anti Pre-School Children

HWB 96%

Literacy 96%

Numeracy 96%

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 Recovery Plan 2020-21):

- 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 home/nursery links through the online learning journals

Progress/Impact:

Tracking showed improvements in the attainment gap for some areas of the curriculum.

Concerns about the attainment gap for Reading (P1), Writing (P1) and Numeracy (P1 and P7) were addressed with targeted support by the recovery teachers.

SIMD Gap

Listening & Talking

P1 3.6%+

P4 0%+-

P7 4.2%+

Reading

P1 29.8%-

P4 0%+-

P7 4.2%+

Writing

P1 29.8%-

P4 0%+-

P7 12.5%+

Numeracy

P1 29.8%-

P4 0%+-

P7 16.7%-

- The reviewed Support for Learning procedures ensured that children were identified in August 2020 and again at the end of the second lockdown in February/March 2021. The targeted groups of children received support in 6 week blocks of time from a recovery teacher.
- Tracking and monitoring systems are in place for all children in the nursery and school, the data is updated every term.
- All nursery groups have successfully been uploaded onto the online learning journals.
- Although the P1 gap is 29.8%, this equates to one child.

Next Steps:

- **Review planning/assessment/tracking of children's progress** (ie SMART Targets, individual Learning Journey profiles, 4/6 week blocks, Nursery Online Journeys)
- **Continue to develop staff knowledge and expertise using a range of support and assessment strategies** (ie Dyslexia, Literacy Toolbox, Catch Up Literacy, Catch Up Numeracy, Toe by Toe, GL Assessments, SNSAs)
- **Develop parental engagement for targeted group of children in the school**

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 Recovery Plan 2020-21):

- Further develop strategies to focus on improving children's emotional wellbeing after lockdown (ie Nurturing Principles, Paths, Emotion Works, Mindfulness, GIRFEC, Inverclyde Educational Psychology Service resources)
- 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

Progress/Impact:

- Improvements in children's HWB since the return to school in March 2021 as a result of the nurturing approaches in the school, links with ICOS, Action for Children, Paths Programme in all classes, mindfulness
- The nursery staff focused on the children's emotional wellbeing by introducing Paths and participating in regular yoga sessions
- Information for parents available on the school app, Twitter, a nursery Thinglink and the website
- The Gold Assessment did not take place due to the lockdown in March 2019

Next Steps:

- Introduce Nurturing Principles, PATHS and Mindfulness into the nursery
- Continue to work in partnership with agencies to support children's wellbeing across the school and nursery
- Further develop the children's resilience skills
- Continue to raise awareness of Rights Respecting Schools across the nursery, P1-7 and the school community
- Apply for the Gold Rights Respecting Award
- Further develop parental engagement in the nursery (ie nursery parent group)

Tracking data showed improvements in the Health and Wellbeing of the P1, P4 and P7 from the end of the lockdown period to May 2021, as a result of the Health and Wellbeing Strategies put in place.

Class	'On track' HWB in February 2021	'On track' HWB in May 2021	Increase
P1	57%	96.7%	39.7%
P2	39%	85.7%	46.7%
P3	65%	91.1%	26.1%
P4	64%	83.3%	19.3%
P5	88%	93.7%	5.7%

P6	80%	90%	10%
P7	78%	85.1%	7.1%

Class	SIMD 1-2 'On track' HWB in February 2021	SIMD 1-2 'On track' HWB in May 2021	Increase
P1	40%	80%	40%
P2	16.6%	66.7%	50.1%
P3	33%	66.7%	33.7%
P4	33%	33%	0%
P5	71.4%	85.7%	14.3%
P6	57.1%	85.7%	28.6%
P7	57.1%	71.4%	14.3%

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 <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>
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Strategies (from Recovery Plan 2020-21):

- Continue to embed KPS Super Skills, focus on celebrating the skills the children developed during lockdown
- Continue to develop Outdoor Learning, STEM, Play Pedagogy and Digital Literacy learning opportunities
- Continue to develop Digital Literacy across the school, support online Remote Learning, including parental engagement (Sway, Teams, Clickview, Coding, Microbits, Thinglink, Doodly)

Progress/Impact:

- All staff focused on celebrating the skills the children developed during lockdown. KPS Super Skills were linked to the KPS Outdoor Explorers Award.
- The KPS Outdoor Explorers Award was created to implement a progression of skills for Outdoor Learning and STEM. All staff and children participated in the award during the final term.
- All nursery staff attended Pete Moorhouse training on woodwork, after securing an Education Scotland STEM grant of £2500, which also financed a woodwork bench and tools
- Investment of money to purchase outdoor learning resources to support risky play in the nursery, waterproofs for children
- The nursery and school children accessed all areas of the school grounds, with regular visits to the woods, the wildlife garden and the Fairy Garden
- Froebel principles are now embedded into nursery practice (with real life experiences planned for eg sewing and weaving)
- The Digital Literacy skills of the children and staff were developed during the lockdown period, as a result all children experienced a high quality remote learning offer. The Digital Champion informed the staff of new initiatives and training opportunities.
- Loose Parts Play was developed for the P4-7 children as part of the Play Pedagogy strategy.
- All school staff participated in training for Sway, Teams, Clickview, Microbits, some staff participated in training for Thinklink and Doodly.
- All nursery participated in training for Learning Journals, some staff participated in training for Sway, Thinglink, YouTube, Twitter and Groupcall
- All school and nursery newsletters are created using Sway.
- School information on curricular areas are shared with parents via Doodly.

Next Steps:

- Implement Digital Literacy Skills progression planner across Early, First and Second Level
- Create monthly Sway Class Newsletters
- Introduce Microbits into Digital Literacy across the school
- Continue to develop home learning on Teams
- Apply for the Digital Schools Award (nursery & school)
- Continue to build staff capacity in Outdoor Learning (ie tools and gardening skills)
- Embed woodwork into daily practice in the nursery
- Redesign outdoor nursery area
- Introduce woodland programme in the nursery
- Continue to develop the children's Outdoor Learning skills with the KPS Outdoor Explorers Award (with a focus on COP 26 in November 2021)
- Continue to embed the Super Skills into daily practice, condense into 6 Mini Super Skills

National priority: How we are ensuring Excellence and Equity?

In Session 2021/22 our PEF allocation was **£27,600**. Through discussions with the whole school community, it was agreed that the money would be spent on funding a 0.4 teacher. It had been agreed that this teacher (combined with the Support for Learning role) would provide the 'core targeted' support for Literacy, Numeracy and Health and Wellbeing. The remaining amount of money was used to fund a teacher who provided targeted support for 6 week blocks. Each block had a focus on improving attainment levels in Literacy and Numeracy, with a focus on improving the children's Health and Wellbeing.

Key priorities for improvement planning 2021/22

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 HGI04 indicators.

We have created a positive school ethos and culture. 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	Nursery Self Evaluation	Key priorities for session 2021/22
1.3 Leadership of change	Very Good	Good	<ul style="list-style-type: none"> Develop staff professional engagement and collegiate working Develop staff leadership opportunities
2.3 Learning, teaching and assessment	Very Good	Good	<ul style="list-style-type: none"> Reinstate Quality Assurance procedures to evidence high quality learning and engagement
3.1 Ensuring wellbeing, equity and inclusion	Very Good	Good	<ul style="list-style-type: none"> Continue to focus on improving the wellbeing of all the children

3.2 Raising attainment and achievement	Very Good	Good	<ul style="list-style-type: none">• Continue to focus on raising attainment in literacy and numeracy
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Key Achievements of the School and Nursery

Remote Learning

- Attainment levels were sustained despite lockdown
- Attendance was above the national average before, during and beyond the lockdown period
- Successful delivery of Remote Learning (remote learning on Teams, home learning packs, positive parental engagement)
- High parent/child engagement during lockdown period, as a result of delivery of home learning packs, gifts, Assembly iMovies, Doodlys, virtual HT Tea Parties, regular contact with parents (phonecalls, emails and messages on Twitter and the school app)
- Successful running of the KPS Hub from January to March for the children of key workers and vulnerable children

Digital Literacy

- Staff professional development continued despite lockdown, digital literacy skills improved greatly
- Digital skills of the children improved during remote learning
- Development of KPS TV (weekly film shown to classes as an alternative to face to face assemblies)
- All nursery and school children and staff involved in the creation of a virtual Advent Calendar (each class featured in two doors of the Advent Calendar)
- The nursery staff promoted parental engagement during the lockdown with the use of Thinglinks (eg St Andrews Day, Celebration of Learning, stories, group time, training video for parents on Loose Parts Play)

Outdoor Learning

- Development of the school nursery grounds
- Development of the KPS Outdoor Explorers Award
- Continued support from The Haven with the vegetable garden
- Development of Loose Parts Play for the P4-7 children
- Outstanding school/grounds giving the children a wealth of valuable outdoor learning experiences

School Culture and Ethos

- Organisation of fundraiser events to support fun learning activities in the school and nursery (ie Tuff Mudder, #KPSLovesHalloween)
- Virtual Nursery and P7 Celebration of Learning
- School events organised to support the HWB of all the children in the school and nursery (#KPSLovesChristmas, KPS Fun-Olympics, Nursery Water Time Fun)

Celebration of Success

- Features on Channel 5 and Channel 4 News
- Features in the Greenock Telegraph (Tuff Mudder, KPS Outdoor Explorers Award, P4-7 return to school, KPS Outdoor Explorers Award, Adventure Reading Day)

