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| **Kilmacolm Primary School and Nursery Class**  **Standards and Quality 2022/23** |

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| Context of the school: |
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| **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 2022/23 our role was 202 and we had 9 school classes from P1-P7.  There were 14 members of teaching staff, including a Head Teacher, Depute Head Teacher, 7 full time members of staff and 7 part time members of staff. The school was supported by 7 Pupil Support Assistants, 2 clerical staff and a janitor.  We also have a nursery class for up to 56 children attending nursery during term time hours.There was one nursery Depute, one Senior EYECO, 6 EYECOs and two Early Years Support Assistants.  The school and nursery 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. We opened our very impressive outdoor nursery area in August 2019.  Our associated secondary schools are Port Glasgow High School and St Stephen’s High School.  The Free School Meal entitlement in the school in Session 2022/23 was 15.84%. |

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| **Our Vision, Values and Aims**  **Our Vision, Values and Aims were created by the school community in Session 2021/22**  **Vision:**  “Love Learning, Learning for Life”  **Our Values:**   * Kindness * Positivity * Success   **Our 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   \*we plan to review the school Vision, Values and Aims with the whole school community in Session 2024/25 |
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| **School priority 1**: | |
| NIF Priority  Improvements in attainment, particularly in literacy and numeracy  NIF Driver  Assessment of children's progress  Teacher professionalism | HGIOS QIs  3.2 Securing Children's Progress  3.2 Raising attainment and achievement    UNCRC  Article 3 (Best interests of the child):  *Article 28: (Right to education):* |
| **Outcomes:**  **1.1 PLAY PEDAGOGY**   * By May 2023, there will an increase in the confidence of all P1-7 staff to plan high quality play pedagogy learning experiences (indoor and outdoor) * By May 2023, Quality Assurance will evidence high quality play learning experiences across the whole school   **1.2 LITERACY & NUMERACY**   * By May 2023, tracking & monitoring data (BGE dashboard) will show targets are met by almost all children * By May 2023, Quality Assurance will evidence a consistent approach to Literacy and Numeracy pedagogical approaches * By May 2023, Quality Assurance will evidence high quality teaching and learning in all classes in the school   **1.3 GLOBAL CITIZENSHIP & CULTURAL DIVERSITY**   * By May 2023, all children in the nursery and P1-7 will have developed an awareness global citizenship and cultural diversity through the reading framework * By May 2023, almost all children will be able to discuss aspects of global citizenship and cultural diversity   **1.4 CURRICULUM PLANNING**   * By September 2023, all nursery staff and teachers will start using the new Curricular Planning Framework * By May 2023, all nursery staff and teachers will review the Curricular Planning Framework   **1.5 PARENTAL ENGAGEMENT**   * By May 2023, increased participation in curriculum and learning events in the school and nursery * By May 2023, almost all parents will have attended an event in the school and nursery   **1.6 PUPIL VOICE**   * By June 2023, increased opportunities for children to be involved in groups which promote ‘pupil voice’ * By June 2023, almost all children will have been given the opportunity to take part in a session/group that promotes ‘pupil voice’ | |
| **PEF spend used to support closing the gap:**  **£36856.80 PEF Recovery Team**   * The PEF Recovery Team consisted of a group of class teachers who supported targeted groups of children. * There was a review of interventions/support every 4-6 weeks. * All staff were trained in appropriate pedagogical and assessment strategies. * A class teacher (from the PEF Recovery Team) led the Parental Engagement Strategy. * The focus was to support a group of parents/children through a range of curriculum parent/child workshops. * The workshops started in Term 4, as soon as Covid restrictions eased.   **£7282.61 Resources**   * Resources were purchased to support the learning and the health and wellbeing of the targeted group of children eg Toe by Toe, reading resources, Spellcheckers, pen readers | |

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| **Next steps:**   * Further develop Play Pedagogy (indoors and outdoors) into daily practice (Nursery and P1-7) using the #PlayTheKPSWay Framework * Review the new KPS Curriculum Planning Framework across the nursery and school with a focus on Science, STEM and Outdoor Learning * Develop tracking/planning of Literacy and Numeracy across Early Level * Expand on existing opportunities for leadership of learning and pupil voice throughout the school and nursery |

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| **Progress and impact of outcomes for learners:**  **1.1 PLAY PEDAGOGY**   * Quality Assurance data shows an increase in the number of high quality play learning experiences for all children in P1-7 (Term 1 - 57% in comparison to Term 4 - 89%) * Staff feedback was positive with all staff stating that they felt more confident when planning play learning experiences * The Play Pedagogy Staff Strategic team worked collaboratively to create play pedagogy procedures (a #PlayTheKPSWay Sway)   As part of the HMIe Curriculum Thematic inspection, the feedback stated:   * play pedagogy in P1 and P2/1 was strong and impactful * the structure, planning, assessment and observations were effective * the Primary 3 children could describe their skills and progression of learning during a Loose Parts Play session   **1.2 LITERACY & NUMERACY**   * Staff Strategic teams worked collaboratively to develop a consistent approach to pedagogy and assessment across all 2nd Level classes and almost all Early and First Level classes * The attainment data shows a decrease in Literacy levels for Primary 4, however, tracking meetings indicate that all learners have made progress (2.7% Reading, 2.5% Writing) * There was an increase in attainment levels in Primary 7 (Listening & Talking 0.4%, Reading 3.9%, Writing 0.4%, Numeracy 3.9%) * The Inverclyde Peer Review report stated that there was evidence of high quality learning and teaching across the school, with high attainment over time * The feedback from the HMIe Curriculum Thematic Inspection advised the school to develop early level planning for transition into P1 to take into account prior learning   **1.3 GLOBAL CITIZENSHIP & CULTURAL DIVERSITY**   * All children read at least one class novel linked to global citizenship and cultural diversity   As part of the HMIe Curriculum Thematic inspection, the feedback stated:   * the reading framework promotes rights education, global and local issues * the children could articulate this when discussing the books   **1.4 CURRICULUM PLANNING**   * The staff feedback from the new nursery planning framework was positive and Quality Assurance data showed that planned learning experiences took into account the breadth and depth of the curriculum * The Inverclyde Peer Review report stated that skills and knowledge learned from national accreditation schemes are embedded and reinforced creatively across the school   As part of the HMIe Curriculum Thematic inspection, the feedback stated:   * the school has a ‘rich curriculum that takes into account the local context and the uniqueness of the school’ * the school should unpick the skills, link to curricular areas, children’s achievements and create a skills progression for each area in the nursery   **1.5 PARENTAL ENGAGEMENT**   * All nursery parents attended a ‘stay and play’ session and at least one nursery event throughout the session * There was high attendance at school events throughout the session, including the Christmas show and the P5-7 Celebration Event * There was positive parental feedback for all nursery and school events   **1.6 PUPIL VOICE**   * As part of the HMIe Curriculum Thematic inspection, the feedback stated that pupils were involved in planning their learning and they could articulate their learning and skills development |

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| **School priority 2**: | |
| NIF Priority  Improvement in children and young people's health and wellbeing  NIF Driver  Parental engagement  Teacher professionalism | HGIOS QIs  3.2 Securing Children's Progress  3.2 Raising attainment and achievement    UNCRC  Article 31 (Leisure, play and culture):  *Article 28: (Right to education):* |
| **Outcomes:**  **2.1 SUPPORT FOR LEARNING PROCEDURES**   * By August 2022, support for learning procedure will be reviewed and in place * By May 2023, all identified children receive targeted support * By May 2023, termly tracking meetings will show positive impact of targeted support for all identified children   **2.2 STAFF KNOWLEDGE**   * By May 2023 all staff (Recovery Team) will show increased knowledge and expertise to support targeted groups of children   **2.3 PARENTAL ENGAGEMENT**   * By May 2023, there will be increased participation in the parent/child support sessions with the Recovery Team | |
| **PEF spend used to support closing the gap:**  As Priority 1 | |
| **Progress and impact of outcomes for learners:**  **2.1 SUPPORT FOR LEARNING PROCEDURES**   * Reviewed support for learning procedures are in place and followed by all staff * All identified children received targeted support, tracking meetings and assessment data show a positive impact and all children have made progress * The Inverclyde Peer Review Report stated the children’s needs are met very effectively using robust systems and practices * DATA…NO ATTAINMENT GAP IN P1, P3, P4, P6 * GAP in P2 and P5   **2.2 STAFF KNOWLEDGE**   * During staff feedback, the Recovery Team reported that they are more confident and knowledgeable when supporting targeted groups of children   **2.3 PARENTAL ENGAGEMENT**   * All parents of the targeted children were invited to attend a parent/child support session, 85% participated, an increase of 15% from last session | |

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| **Next steps:**   * Review GIRFEC/Support for Learning Procedures * Support staff to follow the updated procedures (responsibilities, planning, tracking, parental engagement, pupil voice) |

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| **School priority 3**: | |
| NIF Priority  Closing the attainment gap between the most and least disadvantaged children and young people  Improvements in attainment, particularly in literacy and numeracy  NIF Driver  Performance information  Teacher professionalism | HGIOS QIs  3.2 Securing Children's Progress  3.2 Raising attainment and achievement    UNCRC  Article 12 (Respect for the views of the child):  *Article 28: (Right to education):* |
| **Outcomes:**  **3.1 TRAUMA INFORMED PRACTICE - SCHOOL**   * By May 2023, there will be continued positive impact of the Trauma Informed Practice on the wellbeing of the children in the school * By May 2023, staff will report continued development of knowledge and expertise using a range of support strategies   **3.2 TRAUMA INFORMED PRACTICE - NURSERY**   * By May 2023, nursery staff will report increased knowledge of Trauma Informed Practice | |
| **PEF spend used to support closing the gap:**  As Priority 1 | |
| **Progress and impact of outcomes for learners:**  **3.1 TRAUMA INFORMED PRACTICE - SCHOOL**   * Feedback from Quality Assurance data, Team Around the Child meetings and Tracking meetings indicate that the strategies implemented are having a positive impact on the wellbeing of identified children in the school * Almost all staff reported that they have increased their knowledge of Trauma Informed Practice by implementing strategies to support a number of children across the school * The Inverclyde Peer Review report stated that trauma informed practice is evident across the school and all staff are ensuring that the children are supported and nurtured appropriately   **3.2 TRAUMA INFORMED PRACTICE - NURSERY**   * Feedback from the nursery staff after the training session stated that they felt positive more knowledgeable about support children who had experienced trauma and displayed attachment | |

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| **Next Steps:**   * Create a Trauma Informed Practice plan for the nursery and school * Support staff to develop existing skills and expertise in understanding and supporting children who have experienced trauma/displayed attachment * Raise awareness of legislative frameworks around wellbeing, equality and inclusion with all staff * Raise awareness of the Anti-Bullying Policy - Respect Me (revised policy November 2023) |

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| **School priority 4**: | |
| NIF Priority  Improvement in employability skills and sustained positive school leaver destinations for all young people  NIF Driver  Assessment of children's progress  Teacher professionalism | HGIOS QIs  3.2 Securing Children's Progress  3.2 Raising attainment and achievement  UNCRC  *Article 28: (Right to education):* |
| **Outcomes:**  **4.1 INTERNET SAFETY**   * By May 2023, there will be an increase in pupil and parent’s knowledge of Internet Safety (pupil and parent survey in August 2022 and again in May 2023) * By June 2023, the school and nursery will have achieved the Digital Schools Wellbeing Award   **4.2 STEM & SCIENCE**   * By May 2023, there will be an increase in the confidence of all P1-7 staff to plan high quality science and STEM experiences (staff observations and feedback in May 2023) * By May 2023, there will be an increase in pupil confidence and engagement in science and STEM learning experiences (staff observations and pupil feedback in May 2023)   **4.3 OUTDOOR LEARNING**   * By May 2023, there will be an increase in the confidence of all nursery staff to plan high quality outdoor learning experiences (staff observations and feedback in May 2023) * By May 2023, there will be an increase in the nursery children's confidence and engagement in Outdoor Learning learning experiences (staff observations and pupil feedback in May 2023) | |
| **PEF spend used to support closing the gap:**  As Priority 1 | |
| **Progress and impact of outcomes for learners:**  **4.1 INTERNET SAFETY**   * Parents were surveyed about their specific knowledge regarding internet safety, the information will be used to create an education programme for next session   **4.2 STEM & SCIENCE**   * The STEM Staff Strategic Team organised a range of high quality learning experiences for the children at the Science Centre (for P4-7) and in the school (for P1-3) * Quality Assurance data and feedback from staff indicated that the level of pupil engagement during these events was extremely high and pupil feedback was very positive * The Science Staff Strategic Team created a Science progression planner and purchased a range of Science resources to be used next session   **4.3 OUTDOOR LEARNING**   * The feedback from the Authority Peer Review stated that the school has a clear vision and planning for Outdoor Learning and they validated this as an ‘area of best practice'   As part of the HMIe Curriculum Thematic inspection, the feedback stated:   * Outdoor Learning is strong and the teachers provide challenge * the school should continue to reinstate and develop the ‘Let's Grow & Cook Together’ project | |

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| **Next Steps:**   * Continue to promote pupil and parent’s knowledge of Internet Safety * Continue to increase staff knowledge and skills to plan high quality learning experiences in STEM, Science, Outdoor Learning and the ‘Let’s Grow & Cook Together’ project * Continue to increase pupil engagement and confidence in STEM, Science, Outdoor Learning and the ‘Let’s Grow & Cook Together’ project * Develop progression skills frameworks, including a nursery ‘mini skills’ framework |

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| **Attainment Results in Literacy - Listening & Talking** | | | | |
| **Year Group** | **Session 2020-2021** | **Session 2021-22** | **Session 2022-23** | **Inverclyde Average Session 2022-23** |
| **Primary 1** | 96.8% | 96.4% | 92.1% |  |
| **Primary 4** | 94.4% | 97% | 94.4% |  |
| **Primary 7** | 96.3% | 96.6% | 97% |  |

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| **Attainment Results in Literacy - Reading** | | | | |
| **Year Group** | **Session 2020-2021** | **Session 2021-22** | **Session 2022-23** | **Inverclyde Average Session 2022-23** |
| **Primary 1** | 93.5% | 85.7% | 89.5% |  |
| **Primary 4** | 97.2% | 97% | 88.9% |  |
| **Primary 7** | 96.3% | 93.1% | 97% |  |

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| **Attainment Results in Literacy - Writing** | | | | |
| **Year Group** | **Session 2020-2021** | **Session 2021-22** | **Session 2022-23** | **Inverclyde Average Session 2022-23** |
| **Primary 1** | 93.5% | 85.7% | 86.8% |  |
| **Primary 4** | 86.1% | 93.9% | 86.1% |  |
| **Primary 7** | 88.9% | 96.6% | 97% |  |

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| **Attainment Results in Numeracy** | | | | |
| **Year Group** | **Session 2020-2021** | **Session 2021-22** | **Session 2022-23** | **Inverclyde Average Session 2022-23** |
| **Primary 1** | 93.5% | 100% | 89.5% |  |
| **Primary 4** | 91.7% | 93.9% | 86.1% |  |
| **Primary 7** | 81.5% | 93.1% | 97% |  |

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| Data |
| **Key Strengths:**   * Sustained high attainment and attendance levels * Effective partnerships to support the children’s attainment * Recognition of the children’s achievements in school, at home and out in the community * Wide range of opportunities provided to enhance the children’s experience and meet the needs of learners * Children’s well developed capacity to articulate their skills development and progress * Decrease in poverty attainment gap in Primary 2 (all areas of the curriculum), Primary 3 (Reading and Writing by 9.6%, Numeracy by 6.4%), Primary 4 (Listening & Talking by 21.8%, Reading by 18.5%, Writing by 11.9%, Numeracy by 15.1%) * Decrease in poverty attainment gap across the whole school (Listening & Talking by 6.4%, Writing by 5.9%, Numeracy 4.7%)   **Key Priorities:**   * Continue to sustain the high attainment and attendance level trend * Continue to develop tracking of children’s attainment and achievement across the whole curriculum * Continue the strong focus upon rigorous tracking of data to meet learner needs |

National Improvement Framework Quality Indicators

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| **SIMD 3-10** | **On Target with their learning/secure in a level in June 2023** | | | |
|  | **Listening & Talking** | **Reading** | **Writing** | **Numeracy** |
| **Primary 1** | 91.2% | 88.2% | 85.3% | 88.2% |
| **Primary 2** | 87.5% | 83.3% | 83.3% | 83.3% |
| **Primary 3** | 96.8% | 93.5% | 90.3% | 93.5% |
| **Primary 4** | 93.9% | 87.9% | 84.8% | 84.8% |
| **Primary 5** | 100% | 100% | 96.7% | 96.7% |
| **Primary 6** | 96.7% | 90% | 86.7% | 90% |
| **Primary 7** |  |  |  |  |

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| **SIMD GAP** | **On Target with their learning/secure in a level in June 2023** | | | |
|  | **Listening & Talking** | **Reading** | **Writing** | **Numeracy** |
| **Primary 1** | 8.8% | 11.8% | 14.7% | 11.8% |
| **Primary 2** | 12.5% | 8.3% | 8.3% | 8.3% |
| **Primary 3** | 3.2% | 6.5% | 9.7% | 6.5% |
| **Primary 4** | 6.1% | 12.1% | 15.2% | 15.2% |
| **Primary 5** | 0% | 25% | 21.7% | 3.3% |
| **Primary 6** | 0% | 0% | 0% | 0% |
| **Primary 7** |  |  |  |  |

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| **SIMD 1-2** | **On Target with their learning/secure in a level in June 2023** | | | |
|  | **Listening & Talking** | **Reading** | **Writing** | **Numeracy** |
| **Primary 1** | 100% | 100% | 100% | 100% |
| **Primary 2** | 75% | 75% | 75% | 75% |
| **Primary 3** | 100% | 100% | 100% | 100% |
| **Primary 4** | 100% | 100% | 100% | 100% |
| **Primary 5** | 100% | 75% | 75% | 75% |
| **Primary 6** | There were no SIMD 1-2 pupils in P5 | | | |
| **Primary 7** |  |  |  |  |

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| 1.3 Leadership of change |
| **Key Strengths:**   * Shared vision that is unique to our school and nursery class * Committed staff team * Effective staff and pupil leadership * Effective strategic planning for continuous improvement * The school’s continuous improvement journey, all staff aware of the school’s priorities, all staff clear on high expectations and standards set * CLPL empower and motivate staff and have a positive impact on practice   **Key Priorities:**   * Further develop staff and pupil leadership roles * Further develop parent and pupil voice in the school |

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| 2.3 Learning, teaching and assessment |
| **Key Strengths:**   * Positive learning ethos and culture * High quality learning experiences * Skilled teachers, nursery staff and support staff * Implementation of effective pedagogical approaches * Motivated and engaged children * Welcoming nurturing and supportive ethos, clam learning environment and happy children * Positive relationships that promote a RR culture * Whole school progress pathway which builds on a range of skills for outdoor learning * Skills and knowledge learned for national accreditation schemes are embedded and reinforce creatively across the school   **Key Priorities:**   * Review pedagogical and assessment approaches across the nursery and school * Review the KPS Curriculum Framework * Continue to develop the consistency of approach to marking, feedback and assessment |

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| **Other quality indictors evaluated from 3 year plan:** | |
| 3.1 Ensuring Wellbeing, Equality and Inclusion  3.2 Raising Attainment and Achievement | |
| **Key Strengths:**  **3.1 Ensuring Wellbeing, Equality and Inclusion**   * Positive school and nursery ethos and relationships * Effective use of Trauma Informed Practice strategies in the school * Effective approaches to identify and support children * Positive impact on children’s wellbeing * High quality outdoor learning provision   **3.2 Raising Attainment and Achievement**   * Sustained high attainment and attendance levels * Effective partnerships to support the children’s attainment * Recognition of the children’s achievements in school, at home and out in the community * Wide range of opportunities provided to enhance the children’s experience and meet the needs of learners * Children’s well developed capacity to articulate their skills development and progress   **Key Priorities:**  **3.1 Ensuring Wellbeing, Equality and Inclusion**   * Participate in Inverclyde De-escalation training * Review the Trauma Informed Practice strategies in place * Pupil voice to include a wider range of views more regularly building upon the Junior Leadership Team and P7 groups * Continue to raise awareness of legislative frameworks around wellbeing, equality and inclusion with all staff   **3.2 Raising Attainment and Achievement**   * Continue to sustain the high attainment and attendance level trend * Review the KPS Curriculum Framework * Continue to develop tracking of children’s attainment and achievement across the whole curriculum * Expand on existing opportunities for leadership of learning throughout the school and nursery * Continue the strong focus upon rigorous tracking of data to meet learner needs |  |

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| **National Improvement Indicators of Quality** | |
| **Quality Indicator** | **School Self Evaluation** |
| 1.3 Leadership of change | Excellent (school)  Very Good (nursery) |
| 2.3 Learning, teaching and assessment | Very Good (school & nursery) |
| 3.1 Ensuring wellbeing, equity and inclusion | Very Good (school & nursery) |
| 3.2 Raising attainment and achievement | Very Good (school & nursery) |



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| **Key achievements of the establishment** |
| **Opportunity to celebrate activities, awards, events, partnerships:**   * Community Partnerships - The Haven, Inverclyde Shed, Kilmacolm Community Council, The Ginger Cat Bookshop, Inverclyde Libraries, Bridge of Weir Primary School * Features in the Greenock Telegraph - for #KPSLovesReading and school and nursery events * Monthly Gold Achievement Assemblies - celebrating the achievements of the children at home, at school and out in the community * Gold Rights Respecting Schools (January 2023) * Positive Inverclyde Peer Review (January 2023) * Positive HMIe Curriculum Thematic Inspection (March 2023) |

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