

# Kilmacolm Primary School and Nursery Class Standards and Quality 2023/24

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 2023/24 our role was 231 and we had 9 school classes from P1-P7.

There were 16 members of teaching staff, including a Head Teacher, Depute Head Teacher, 10 full time members of staff and 6 part time members of staff. The school was supported by 9 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.

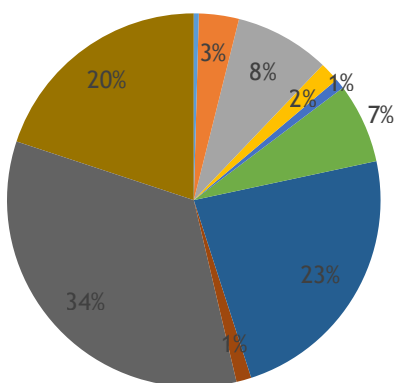
The school and nursery was refurbished during session 2016/17 to provide a bright and stimulating learning environment which includes two PE halls, a Multi Use Games Area (MUGA), a library and computer suite. We opened our very impressive outdoor nursery area in August 2019.

Our associated secondary schools are Port Glasgow High School and St Stephen's High School.

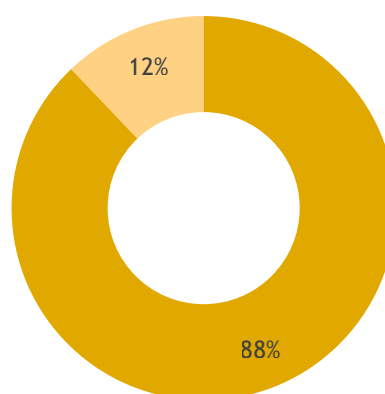
The Free School Meal entitlement in the school in Session 2023/24 was 12%.

\*two PSAs were funded by PEF

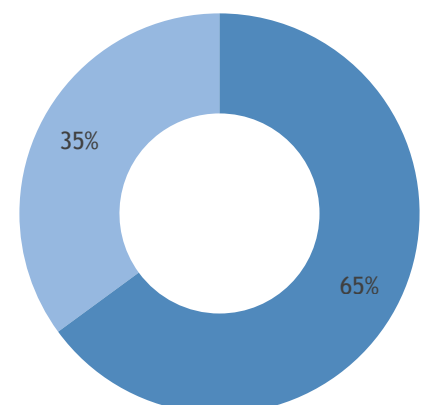
SIMD Decile



FSM



ASN



0 1 2 3 4 5 6 7 8 9 10

No Yes

No Yes

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

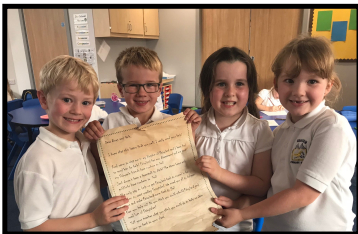
- fosters creativity and confidence whilst developing every child’s skills, personality and talents
- ensures they can achieve their full potential academically, emotionally and physically
- provides a safe, happy and motivating learning environment, at the heart of our community

\*we plan to review the school Vision, Values and Aims with the whole school community in Session 2025/26

Our school values...



**K - KINDNESS**  
**P - POSITIVITY**  
**S - SUCCESS**



...are at the heart of everything we do in KPS!

## School priority 1:

<p><u>NIF Priority</u> Improvements in attainment, particularly in literacy and numeracy</p> <p><u>NIF Driver</u> Assessment of children's progress Teacher professionalism</p>	<p><u>HGIOS QIs</u> 3.2 Securing Children's Progress 3.2 Raising attainment and achievement</p> <p><u>UNCRC</u> Article 3 (Best interests of the child): <i>Article 28: (Right to education):</i></p>
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**Outcomes:**

**1.1 PLAY PEDAGOGY**

- By May 2024, all staff will report increased knowledge and confidence when planning high quality play pedagogy learning experiences (indoor and outdoor), using the #PlayTheKPSWay Framework
- By May 2024, almost all children will show increased engagement with play pedagogy learning experiences (indoor and outdoor)

**1.2 CURRICULUM PLANNING**

- By May 2024, all children will have participated in a Global Citizenship and Cultural Diversity IDL project linked to the KPS Reading Framework, by May 2024
- By May 2024, almost all children will have an increased awareness and be able to discuss their involvement in the planning of a Global Citizenship and Cultural Diversity IDL project linked to the KPS Reading Framework

**1.3 LITERACY & NUMERACY (Early Level)**

- By May 2024, almost all children will show increased engagement in high quality learning experiences in the nursery
- By May 2024, all staff will report increased knowledge and confidence when planning high quality play pedagogy learning experiences

**1.4 LEADERSHIP OF LEARNING / PUPIL VOICE**

- By May 2024, almost all children will have had an opportunity to take part in a session/group that promotes 'pupil voice'

**Progress and impact of outcomes for learners:**

**1.1 PLAY PEDAGOGY**

- Self-Evaluation data shows increased confidence of staff when planning play pedagogy learning experiences (indoor and outdoor), using the #PlayTheKPSWay Framework
- Quality Assurance data shows a high level of engagement and quality play learning experiences for all children in the nursery and P1-7
- In Primary 1, all children achieved Early Level (compared to 86-92% in Session 2023/24).
- There was an increase of 5-8% across all curricular areas in attainment for the P4 children, all children in P4 achieved Listening & Talking (compared to 94.4% in Session 2023/24).
- The Play Pedagogy Staff Strategic team worked collaboratively to develop high quality play pedagogy indoor and outdoor areas for the P1-3 children

**1.2 CURRICULUM PLANNING**

- Quality Assurance data shows all children were able to discuss their involvement in the planning and participation of a Global Citizenship and Cultural Diversity IDL project linked to the KPS Reading Framework
- Staff reported that almost all children were able to explain the links between the books and rights education and global and local issues

**1.3 LITERACY and NUMERACY (Early Level)**

- Quality Assurance data shows an increased engagement in high quality learning experiences in the nursery
- Almost all staff reported increased knowledge and confidence when planning high quality play pedagogy learning experiences (Literacy and Numeracy)

**1.4 LEADERSHIP OF LEARNING / PUPIL VOICE**

- Self-evaluation data shows all children had an opportunity to take part in a session that promoted 'pupil voice' which led to a positive change across the school (ie choosing Fun Friday resources and equipment and nominating children and staff for the KPS Values Awards)
- Almost all children participated in a group that promoted 'pupil voice' and 'leadership of learning' which led to a positive change across the school (ie creation of Fun Friday and the KPS School Values Awards and STEM Leaders, Play Leaders, Reading Buddies)

PEF spend (£36,750) used to support closing the gap:

**£35,182 PEF PSA Recovery Team**

- Two full-time Pupil Support Assistants to support the health and wellbeing and levels of engagement of identified children.
- The PSAs were trained in appropriate pedagogical and support strategies (Trauma Informed Practice, Promoting Positive Behaviour and Circle Inclusive Classroom).
- There was a review of interventions/support every 4-6 weeks.

**£1200 Mindstretchers**

- Mindstretchers training (£1200) to upskill staff in Play Pedagogical approaches (indoor/outdoor)

**£367.50 P7 Residential Trip**

- A group of P7 children living in SIMD 1&2 were given financial support to allow them to participate in the residential trip to Lockerbie Manor (June 2024)

**Impact of PEF Spend:**

- All staff reported increased knowledge, confidence and skills in play pedagogy (indoors/outdoors) as a result of the Mindstretchers training
- Quality Assurance and Tracking data showed an increase in participation and engagement in play pedagogy experiences for a targeted group of children

Attainment Results in Literacy - Listening & Talking			
Year Group	Session 2021-22	Session 2022-23	Session 2023-24
Primary 1	96.4%	92.1%	100%
Primary 4	97%	94.4%	100%
Primary 7	96.6%	97%	96.6%

Attainment Results in Literacy - Reading			
Year Group	Session 2021-22	Session 2022-23	Session 2023-24
Primary 1	85.7%	89.5%	100%
Primary 4	97%	88.9%	97.1%
Primary 7	93.1%	97%	96.6%

Attainment Results in Literacy - Writing			
Year Group	Session 2021-22	Session 2022-23	Session 2023-24
Primary 1	85.7%	86.8%	100%
Primary 4	93.9%	86.1%	91.2%
Primary 7	96.6%	97%	96.6%

Attainment Results in Numeracy			
Year Group	Session 2021-22	Session 2022-23	Session 2023-24
Primary 1	100%	89.5%	100%
Primary 4	93.9%	86.1%	94.1%
Primary 7	93.1%	97%	89.7%

## Priority 1

### Next steps:

- Review the #PlayTheKPSWay Framework to ensure high quality Play Pedagogy experiences continue to be embedded into daily practice across the nursery and the school
- Review the new KPS Curriculum Planning Framework across the nursery and school to ensure there are consistently high quality learning experiences which include Pupil Voice and Parental Engagement
- Review approaches to planning, pedagogical approaches, assessment, tracking and data analysis in Literacy and Numeracy
- Continue to develop an inclusive curriculum with a focus on Building Racial Literacy

## 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 GIRFEC/SUPPORT FOR LEARNING PROCEDURES

- By April 2024, all staff will report increased knowledge of the new GIRFEC/Support for Learning procedures
- By April 2024, all staff (Recovery Team) will report increased knowledge and expertise to support identified children
- By April 2024, almost all parents of identified children will have increased participation in child/parent support sessions

### Progress and impact of outcomes for learners:

#### 2.1 SUPPORT FOR LEARNING PROCEDURES

- Self-evaluation and tracking data shows increased knowledge of the new GIRFEC/Support for Learning procedures by all staff and increased knowledge and expertise to support identified children by the Recovery Team
- All parents of identified children participated in child/parent support sessions with the Recovery Team
- For a group of P2-7 targeted learners impacted by poverty and at risk of falling behind their peers maintained their 'on track' levels of attainment by June 2024
- For a group of P2-7 targeted learners impacted by poverty almost all achieved 'on track' status levels of attainment by June 2024
- For a group of P2-7 targeted learners impacted by poverty almost all achieved 'beyond expectation' levels of attainment by June 2024
- For a group of P2-7 targeted learners impacted by poverty all children showed an increased pace of learning and progress beyond a year for year by June 2024

### PEF spend (£36,750) used to support closing the gap (as Priority 1):

#### Impact of PEF Spend:

- Quality Assurance and Tracking data showed an increased pace of learning and progress beyond a year for year for a group of P2-7 targeted learners impacted by poverty
- All children impacted by poverty participated in a residential trip to Lockerbie Manor with financial support from the school

## Priority 2

### Next steps:

- Continue to review GIRFEC/Support for Learning Procedures (annual basis)
- Ensure Trauma Informed Practice is embedded in the nursery and school - review plan
- Continue to raise awareness of legislative frameworks
- Circle Inclusive Classroom
- Review planning and tracking procedures and up-skill staff in the use of assessment and data analysis

## 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 April 2024, all targeted children, will have increased levels of engagement and wellbeing, as a result of the Trauma Informed strategies
- By April 2024, almost all staff will report continued development of knowledge and expertise using a range of support strategies

#### **3.2 GIRFEC & LEGISLATIVE FRAMEWORKS**

- By April 2024, all staff will report increased knowledge of legislative frameworks and the new GIRFEC planning procedures

#### **3.3 ANTI-BULLYING**

- By April 2024, almost all staff and children will report increased knowledge of the Inverclyde Anti-Bullying Policy, by April 2024
- By June 2024, a group of P2-7 targeted learners impacted by poverty and at risk of falling behind their peers will maintain their 'on track' levels of attainment
- By June 2024, a group of P2-7 targeted learners impacted by poverty will achieve 'on track' status levels of attainment
- By June 2024, a group of P2-7 targeted learners impacted by poverty will show an increased pace of learning and progress beyond a year for year

### **Progress and impact of outcomes for learners:**

#### **3.1 TRAUMA INFORMED PRACTICE - SCHOOL**

- Quality Assurance and Tracking data showed all targeted children had increased in levels of engagement and wellbeing, as a result of the Trauma Informed strategies
- Quality Assurance and Self-evaluation data showed the development of staff knowledge and expertise using a range of support strategies

#### **3.2 GIRFEC & LEGISLATIVE FRAMEWORKS**

- Self-evaluation data showed increased knowledge of legislative frameworks and the new GIRFEC planning procedures by all staff

#### **3.3 ANTI-BULLYING**

- Self-evaluation data showed increased knowledge of the Inverclyde Anti-Bullying Policy by almost all staff and children
- A group of P2-7 targeted learners impacted by poverty and at risk of falling behind their peers maintained their 'on track' levels of attainment (see Table 1 below)
- A group of P2-7 targeted learners impacted by poverty achieved 'on track' status levels of attainment (see Table 1 below)
- By June 2024, a group of P2-7 targeted learners impacted by poverty showed an increased pace of learning and progress beyond a year for year

### **PEF spend (£36,750) used to support closing the gap (as Priority 1):**

#### **Impact of PEF Spend:**

- Quality Assurance and Tracking data showed an increased levels of engagement and wellbeing as a result of the strategies put in place by the two PSAs
- All children impacted by poverty participated in a residential trip to Lockerbie Manor with financial support from the school

TABLE 1 SIMD 1-2	On Target with their learning/secure in a level in June 2024			
	Listening & Talking	Reading	Writing	Numeracy
Primary 1	100%	100%	100%	100%
Primary 2	100%	100%	100%	100%
Primary 3	100%	100%	100%	83.3%
Primary 4	100%	100%	100%	100%
Primary 5	100%	100%	100%	100%
Primary 6	83.3%	83.3%	66.7%	66.7%
Primary 7	There were no SIMD 1-2 pupils in P7			

TABLE 2 SIMD 3-10	On Target with their learning/secure in a level in June 2024			
	Listening & Talking	Reading	Writing	Numeracy
Primary 1	100%	100%	100%	100%
Primary 2	91.2%	88.2%	88.2%	88.2%
Primary 3	92.6%	85.2%	85.2%	85.2%
Primary 4	100%	96.7%	90%	93.3%
Primary 5	94.3%	88.6%	85.7%	85.7%
Primary 6	100%	100%	100%	100%
Primary 7	96.6%	96.6%	96.6%	89.7%

TABLE 3 SIMD GAP	On Target with their learning/secure in a level in June 2024			
	Listening & Talking	Reading	Writing	Numeracy
Primary 1	0%	0%	0%	0%
Primary 2	8.8%	11.8%	11.8%	11.8%
Primary 3	7.4%	14.8%	14.8%	-1.9%
Primary 4	0%	3.3%	10%	6.7%
Primary 5	5.7%	11.4%	14.3%	14.3%
Primary 6	-16.7%	-16.7%	-33.3%	-33.3%
Primary 7	There were no SIMD 1-2 pupils in P7			

### Priority 3

#### Next Steps:

- Continue to raise awareness of legislative frameworks
- Planning, assessment, tracking, data analysis, pupil voice, parental engagement
- Review procedures and up-skill staff in the use of assessment and data analysis

## 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 STEM & SCIENCE

- By May 2024, all P1-7 staff will report an increase in confidence and knowledge to plan high quality Science and STEM learning experiences
- By May 2024, almost all P1-7 children and staff will report an increase in confidence and engagement in Science and STEM learning experiences
- By May 2024, almost all P1-7 children and parents will report an increase in knowledge of Internet Safety
- By May 2024, the school will have achieved the Digital Schools Wellbeing Award

##### 4.2 OUTDOOR LEARNING

- By May 2024, all nursery staff will report an increase in confidence and knowledge to plan high quality Outdoor Learning experiences
- By May 2024, almost all nursery children and staff will report an increase in children's confidence and engagement in Outdoor Learning experiences
- By May 2024, all nursery and school children will have had an experience linked to the 'Let's Grow & Cook Together' project
- By May 2024, all nursery staff and children will be familiar with the mini Outdoor Explorers Award

##### 4.3 SKILLS DEVELOPMENT

- By May 2024, all nursery staff and children will be familiar with the mini nursery skills framework

#### Progress and impact of outcomes for learners:

##### 4.1 STEM & SCIENCE

- Self-evaluation data showed all RCCT teachers reported increased confidence and knowledge when planning high quality Science and STEM learning experiences
- Self-evaluation data showed all teachers reported increased confidence and knowledge when planning high quality Science and STEM learning experiences with the support of the STEM Strategic Team
- Quality Assurance data showed a high level of engagement in all STEM learning experiences for all children, including in participation in STEM events in Inverclyde and across Scotland
- Improved leadership skills for STEM Ambassadors
- Positive parent feedback and high attendance levels at the parent STEM events

##### 4.2 OUTDOOR LEARNING

- Self-evaluation data showed an increase in confidence and knowledge to plan high quality Outdoor Learning experiences by all nursery staff
- Quality Assurance data showed an increase in children's confidence and engagement in Outdoor Learning experience and showed all children had an experience linked to the 'Let's Grow & Cook Together' project
- Positive parent feedback and high attendance levels at the nursery Outdoor Explorers events

##### 4.3 SKILLS DEVELOPMENT

- Self-evaluation data showed all nursery staff are familiar with the mini nursery skills framework

#### Priority 4

##### Next Steps:

- Further develop pupil voice, parental engagement and community partnerships to enhance the learning experiences in STEM, Science, Outdoor Learning, Digital Literacy and the 'Let's Grow & Cook Together' project
- Continue to promote skills development across the nursery and school with the launch of the KPS Mini Skills, the KPS Super Skills and the KPS Meta Skills



## Data

### Key Strengths:

- Sustained high attainment and attendance levels
- Increased attainment levels for Primary 1 and Primary 4 across all curricular areas
- Decrease in poverty attainment gap in Primary 2 and Primary 6 across all curricular areas
- Decrease in poverty attainment gap in Primary 3 in Literacy
- Decrease in poverty attainment gap in Primary 5 in Reading, Writing and Numeracy
- Effective quality assurance, tracking and data analysis procedures
- 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:

- 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
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## National Improvement Framework Quality Indicators

### 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 with high aspirational aims and measures
- 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

### 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, calm learning environment and happy children
- Positive relationships that promote a Rights Respecting culture
- Whole school progress pathway which builds on a range of skills for outdoor learning and STEM
- Skills and knowledge learned for national accreditation schemes are embedded and reinforce creatively across the school

#### Key Priorities:

- Continue to review pedagogical and assessment approaches across the nursery and school
- Continue to review the KPS Curriculum Framework

## Other quality indicators 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 and Circle Inclusive Classroom 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

- Continue to implement Trauma Informed Practice and Circle Inclusive Classroom strategies in the school
- Pupil voice to include a wider range of views more regularly building upon the Junior Leadership Team, STEM Ambassadors 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
- Continue to 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

## 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)

## 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 #KPSLovesSTEM and school and nursery events
- Monthly Gold Achievement Assemblies - celebrating the achievements of the children at home, at school and out in the community
- KPS School Values Awards - developed by the P7 House Captains and the Junior Leadership Team and presented at the Gold Achievement Assemblies
- Participation in the final of the P6 Euro Quiz on Monday 10th June in Edinburgh



Throughout the year we collect the views from across our school and nursery community in a variety of ways:

- Parents are asked for feedback on school development areas via a Microsoft Forms (May 2024)

The results of the Forms questionnaire is as follows:

