



West Kilbride Primary School & Early Years Class



Standards and Quality Report June 2024

Our School

West Kilbride Primary School and Early Years Class serves the village of West Kilbride. We are a non-denominational school of 14 classes, with a school roll of 322 pupils. The school is led by a Head Teacher, two Depute Head Teachers and one Principal Teacher, with this post split between two part-time post holders. There are 19 Class Teachers (8 part-time), 1 Pupil Support Teacher (part-time), 9 Classroom Assistants (5 part-time), supported by 3 office staff fulfilling two full-time posts.

Our Early Years class has 48 places, with 24 morning spaces and 24 afternoon spaces offered. We currently have 22 children in our morning session and 5 children attend our afternoon sessions. Our Early Years Class is staffed by a Senior Early Years Practitioner and three Early Years Practitioners (2 part-time).

Just over 2% of the school roll live in deciles 1-2 of the Scottish Index of Multiple Deprivation (SIMD) with the remainder living in deciles 3-10. The school received £49,000 Pupil Equity Funding (PEF) this session, with a further £10,642 carried over from the previous financial year.

Attendance figures for 2023-2024 were on average 93.16% and there were no school exclusions.



Highlights:

- **Improved HGIOS 2.3 Learning and Teaching grading from '3-satisfactory' to '4-good' determined through Quality Improvement visits, self-evaluation activities and Local Authority Trio visits.**
- **Introduction of pupil committees including Pupil Council, JRSO, Eco, Rights Respecting School and Digital. Local Authority Trio visit recognised that, "children feel they are listened to through committees and that their opinions are valued and acted upon.**
- **During the 2023-2024 academic year, combined P1, P4 and P7 data has shown improvement within all areas of Literacy and Numeracy, with the strongest improvements in being seen in P1 and P4.**
- **Our supportive Parent Council have successfully fundraised for key resources this year including the provision of concrete numeracy resources, Leaver's hoodies, outdoor storage and weatherproof clothing, as well as supporting families with our pre-loved uniform shop and free breakfast provision.**

At West Kilbride Primary School and Early Years Class, we aim to promote high achievement and learning for life by encouraging pupils and staff:

- To promote and encourage high quality leadership at all levels within the school and community through a shared vision of excellence.
- To equip our children with the skills to become successful learners, confident individuals, respectful citizens and effective contributors.
- To foster an open and positive partnership with parents which promotes wellbeing and respect for the school community.
- To provide a broad differentiated curriculum which challenges and motivates pupils to facilitate, and engenders a culture of ambition.





ATTAINMENT

For the academic year 2022/2023, almost 73% of P1 pupils, 49% of P4 pupils and 76% of P7 pupils achieved the expected level of Reading attainment.

Almost 73% of P1 pupils, 33% of P4 pupils and 82% of P7 pupils achieved the expected level of Writing attainment.

Within Listening and Talking, 77% of P1 pupils, almost 65% of P4 pupils and 100% of P7 pupils achieved the expected level.

Within Numeracy, almost 82% of P1 pupils, 56% of P4 pupils and almost 87% of P7 pupils were on track with their achievement.

In our Early Years class, 71% of our pre-school children achieved their milestones in Health and wellbeing and the majority achieved in Literacy and Numeracy. All pupils benefitted from greater time spent outdoors this session.

WIDER ACHIEVEMENT

This year we have created a database to track, record and help us celebrate pupils' wider achievements within our weekly assembly programme, with a dedicated mailbox established to ensure parents/carers can share news easily with the school community. Additionally, pupils have enjoyed participating in a number of after-school clubs including Athletics, Football, Netball, Choir which has supported success in a number of local events. Our Football team reached North Ayrshire Active Schools 7 aside finals, our Athletics team worked hard to place 3rd in the Athletics Championships and our Netball team secured a place in the Active Schools Netball Finals. Our musicians were also successful at the Ayrshire Music Festival with two pupils securing first and second place for Voice, as well as winning the Young Musician of the Year Award for the Ardrossan Academy Cluster. Our Rotary Quiz Team, secured a national victory, earning their title as National Rotary Quiz Champions after a tense final held at the University of Stirling.



How well have we improved our service?

Priority 1: Improvement in attainment, particularly Literacy. Using data to track progress and achievement and close the gap between the most and least disadvantaged young people.

Robust data is used to deliver targeted interventions to support all learners whose learning is off track by 6 months of their chronological age or more. Reading attainment across P1, 4 and 7 has risen by 4%. Attainment in Writing across P1, 4 and 7 has risen by approximately 9% due to the implementation of the PM Writing programme and associated training including Running Records- Unlocking Insights into Reading Abilities, Approaches to Writing, Practical Differentiation in the Classroom, Reading Recovery Methodologies in the Classroom, PM Writing and ReadingWise.

Priority 2: Improvement in attainment, particularly Numeracy. Using data to track progress and achievement and close the gap between the most and least disadvantaged young people.

Almost all staff attended in-house training focussed on using the NAC Numeracy Framework within First Level. P1 and P2 staff participated in additional input specifically tailored to Early Level. Identified off-track pupils benefitted from Plus One and Power 2 Interventions. Numeracy Boost groups also supported pupils within the upper school. Attainment in Numeracy has risen by approximately 2.5% across P1, 4 and 7.

Priority 3: Enhancing all areas of health and well-being through a nurturing approach and monitoring this to track progress.

A HWB progression pathway has been created from Early to Second level. A PE skills progression framework has also been created for both indoor and outdoor PE to promote the development of technical skills. The Bounce Back resource is available for use across the school and a framework has been developed for delivery across each stage. P6 Ambassadors volunteered to take part in a 6 week programme to support Bounce Back delivered by Youth Services in North Ayrshire starting in Term 4. This covered resilience, confidence and bullying.

Quality Indicators (QIs) We use 'How Good is Our School? Version 4' to support our self evaluation, as well as information gathered from our stakeholders and our Local Authority. This enables us to make decisions about our strengths and areas for improvement.

QI 1.3 Leadership of Change	Working parties drive forward change. There is an open door policy with management for all stakeholders – staff feel heard and confident to question decisions and are happy with how they are made. Changes have been proposed at regular intervals throughout the year to raise attainment. Parents are invited into school to support improvement.	4 Good
QI 2.3 Learning & Teaching	Observations determined that most pupils were actively engaged in their learning experiences with some use of digital technology integrated into programmes of work. Almost all children understood the purpose of their learning and could explain what they were learning about, making links to prior learning. A range of environments and approaches are used to enhance learning and teaching. Success criteria are shared in a few classes. Most explanations and instructions are clear.	4 Good
QI 3.1 Ensuring Wellbeing, Equality & Inclusion.	Staff are committed to ensuring children have opportunities to discuss their wellbeing and emotions. Use of the Wellbeing Wheel supports pupils to identify a need for support. Individuals who require additional support to help regulate their emotions are given personalised support using a variety of strategies such as Kitbag sessions, LIAM programme delivery or enhanced transition. We are a Silver awarded Rights Respecting School. All children have access to pre-loved uniform and breakfast provision via our Fuel Station funded by the Parent Council.	4 Good
QI 3.2 Attainment & Achievement	Assessment information and tracking meetings are used effectively to identify needs and staff are deployed in a targeted way to support. A variety of robust, consistent and comprehensive intervention strategies are used to support identified learners. A tracking database monitors individual progress for all pupils. Success is celebrated in a variety of ways including through the use of social media, assembly certificates linked to the Four Capacities and a weekly Tea with the HT event.	4 Good

PUPIL EQUITY FUNDING

BUDGET £59,942

Pupil Equity Fund (PEF) is allocated directly to schools to close the poverty related attainment gap. We have used this fund to develop our delivery of Literacy and Numeracy through the purchase of Big Cat reading resources, Education City and the PM Writing programme, including associated staff training. Our PEF budget also supported critical intervention initiatives such as ReadingWise, Toe By Toe and Plus 1 and Power of 2. Additional staffing were also utilised to ensure intervention programmes were robust, comprehensive and delivered consistently. Evidence supports that this has positively impacted the attainment of most identified pupils.

We have also used our PEF funding to support pupils to engage fully in all areas of the curriculum, particularly Food Technology and Outdoor Learning (Planting and Growing), enabling them to develop skills for life, understand how to create healthy balanced meals from freshly grown produce and witness their own skills development. Cooking stations, utensils and ingredients were purchased and each class was allocated a new planter and given responsibility for growing the ingredients needed to make soup. Mud kitchens and outdoor storage areas were also constructed. Across the last academic session, almost all classes engaged in Food Technology lessons.



We have also used Cost of the School Day budget to subsidise our school trips this year, ensuring that almost all pupils were able to attend experiential learning visits to a range of locations including the Riverside Museum, Amazonia and Glasgow Science Centre. Pupil comments within annual report cards reflected positively on these experiences.

IMPROVEMENT PLAN PRIORITIES 2024-2025

Priority 1: To raise attainment in Literacy and Numeracy across the school.

To facilitate improved Writing attainment, staff will deliver PM Writing lessons as outlined within new IDL framework, following further online PM Writing training with Stephen Graham. Pupils will benefit from increased opportunities to participate in well-structured and progressive lessons with a Listening and Talking focus supported by targeted PLA intervention focussing on Oracy development across P1-7 and effective use of the PM Oracy programme.

The Boosting Reading intervention will be delivered to identified pupils by the PLA, with key staff undertaking training opportunities to provide ongoing support. This will improve reading attainment, primarily within Second Level.

To support improved Numeracy attainment, the Numbersense intervention will be delivered by the PLA, targeting identified pupils. Key staff will also be trained in Numbersense strategies by PLA during Term 1 to ensure intervention can be delivered to further targeted groups across all stages.

Priority 2: To incorporate Play pedagogy within P1 and 2 and create opportunities for experiential learning within P3-7.

By increasing staff knowledge of play pedagogy through the use of training opportunities, professional reading and observational visits, children will be able to play throughout the day, with provocations in place to support and develop learning. Children will be learning new skills in the outdoor environment on a weekly basis, with evident skills development supported by a new skills progression framework and staff training.

Priority 3: To refresh whole school approach to developing positive relationships, ensuring the school is safe, nurturing and respectful.

A new House system and continued work to embed Rights Respecting Schools Principles will support pupils to be respectful of staff, peers and resources. Pupils will feel well supported by a knowledgeable staff team who are fully trained in Whole School Nurture Principles. The creation of refreshed Promoting Positive Relationships Policy, in consultation with parents, pupils and staff, will ensure there is a shared understanding of approaches used. The establishment of 'The Cove'- a calm, safe environment to promote regulation and the introduction of the 'Zones of Regulation' programme for pupils benefitting from a Positive Behaviour Support Plan will support pupils to feel safe within their learning environment.

COMMUNITY LINKS

We have worked hard to foster positive community links this session in line with our school value 'Community'. This has greatly expanded our learning opportunities. We celebrated and thanked our local stakeholders with a CommuniTEA event.

P7 pupils attended the Youth Council event hosted by NAC to have their views on Mental Health and Wellbeing heard.

We participated in a number of Rotary Club events including their Literacy Arts competition and the National Quiz.

Our Digital Leaders enhanced their IT skills by joining a NAC training event.

We supported many local events such as the Volunteers Awards and Spring Flower Show by performing and presenting awards and have regularly visited our local library.

