

Establishment Review

West Kilbride Primary and Early Years Class

Dates:

Tuesday 4th February 2025

Wednesday 5th February 2025

The review team included, Fiona Hopkins (Senior Manager), Pamela McCallum (Quality Improvement Officer/Link Senior Manager), Karen McAllister (Head Teacher St John's Primary), Carissa Hyndman (Depute Head Teacher Lawthorn Primary and Early Years Class), and Lorraine Dobbs (Early Years Co-Ordinator).

The focus of the 2-day review was on QIs 2.3 and 3.2. The visit included a scoping meeting, presentation by Gemma Carson (Head Teacher) and the school leadership team, observations of learning and focus groups with staff, parents and carers, partners, and pupils.

Overall Comments

Children are exceptionally welcoming, well-mannered, and happy to be at school.

SLT commitment, energy and capacity for leading change and improvement is a key strength.

HT values openness and honesty and reflects this in her leadership of the school and early years. Staff /SLT relationships are also positive and encouraging and this is helping to build staff confidence.

The school has very strong links with the wider community, Community partners spoke highly of the culture of the school and the excellent communication from the Head Teacher. They feel valued by the staff and children.

All staff know the children, families, and community very well, fostering a strong community ethos.

School values are well embedded, and staff and pupils spoke confidently about these.

All staff work very well together as a team. They engage effectively with professional learning, research and reflect regularly on its impact on their practice. Staff are deployed effectively to support learning and inclusion.

Quality Indicator 2.3 Learning Teaching and Assessment

- Learning & engagement
- Quality of Interactions

Overall Evaluation -

4 Good

- Effective use of assessment
- Planning, tracking & monitoring

Strengths

Primary

Relationships between children, their peers and staff are positive, staff know the children support each other, and work as a team. Most children engage positively with learning opportunities. They are keen to learn and talk enthusiastically about their experiences in school.

There is evidence of strong parental engagement and partnership which enhances both the ethos of the school community and the learning opportunities for pupils.

Representatives from partner agencies and local community partners were very positive about school engagement across the wider community and they spoke highly of the welcoming ethos of the school and the commitment of the Head Teacher to engage with them.

All Pupil Support Assistants feel valued. Communication is good and they appreciate the fortnightly meeting with Head Teacher. A strong training program for PSAs positively impacts the quality of the interventions delivered. The data from the interventions is tracked and evidence shows positive impacts on achievement and attainment.

Some teaching staff were able to talk about the range of different learning and teaching strategies they were employing, and how recent CLPL had impacted positively on their teaching. SLT are working with staff to encourage and scaffold self-reflection through a range of evaluative activities.

Learners experience a broad range of learning opportunities both in the classroom and beyond. There are well-planned opportunities for children to contribute to the life of the school through pupil voice groups, leadership positions and both afterschool and lunchtime clubs.

Outdoor learning is a key feature of the curriculum. Staff have engaged with professional learning and Outdoor learning planners ensure a breadth of learning experiences for the learners. Children and partners spoke positively about the Outdoor Learning experiences.

Space around the school is maximised to meet the needs of the children. An example of this is the creation of 'The cove.' Learners spoke positively about the impact this space had on their wellbeing. The library is designed to be fully inclusive including audio books, dyslexia friendly and culturally diverse books in a beautiful environment, promoting and enabling reading for enjoyment for all.

In some classes, learning is well matched to the needs of individual children. However, current approaches to differentiation are inconsistent and mainly by task and do not fully meet the needs of all children. Teachers should ensure all learning is appropriately challenging, including for children who are capable of more demanding work. Children would benefit from greater opportunities to lead their learning, including more activities which provide greater personalisation and choice.

Senior leaders, working with teachers, have developed helpful approaches to discuss and monitor children's attainment and progress. These approaches are used well to confirm whether children are on track, off track or exceeding expectations and to plan what further support is needed for each learner. Staff have developed a consistency guide for a good lesson and in time this will lead to consistent learning and teaching across the school.

Displays across corridors and shared areas are of a high quality and children take pride in their school environment. Class teachers audit their own learning environments using a checklist; this should now be monitored by SLT to ensure areas are clutter free, organised and promote independence in learning.

Teaching staff spoke positively about the impact of recent improvements, however noted that the pace of change was exhausting and at times overwhelming. They were keen to stress that the changes made were improving consistency and stability. They were looking forward to embedding improvements.

Early Years

Staff have a very positive and nurturing where every child is valued for their individual achievements.

Every child has PLP's set termly, and parents are involved in setting and evaluating these.

Children can work together to discuss a plan e.g. block play. They can choose which areas to play in and can access outdoors throughout the day and are developing independence skills within every area.

Staff are skilled in observing children during play and use this knowledge to inform planning and tracking development.

Children are making progress in their development and learning; this is evident in their trackers and PLP evaluations.

Children use the smart board to access numeracy games.

Staff have benefited from Outdoor Training, this is evident as, outdoor learning is planned well but also allows for children to follow their own interests. The children have been involved in developing Risk Assessments for outdoor play.

Parents spoke highly of the support their children receive from the nursery staff. They reported positive relationships with all staff and highlighted that during the PLP meetings, staff discuss their child's learning and development in detail.

Next steps and areas for improvement

Primary

Consider the balance of textbook and active learning across the school.

Consider the balance of teacher talk and pupil activity in all lessons.

New systems and processes in the school and early years, including planning, require time to embed. This will ensure staff are developing consistently high-quality learning experiences for all pupils.

Continue to develop effective differentiation to ensure the needs of all learners are being met.

Use of digital technologies is at an early stage of development and a plan for this implementation is in place for this session.

Early Years

Consider streamlining planning, tracking and assessment approaches to ensure they are proportionate and manageable for staff.

Further develop use of digital technologies.

<u>Quality Indicator 3.2</u> Themes: <ul style="list-style-type: none"> • attainment in literacy and numeracy • attainment over time • overall quality of learners' achievement • equity for all learners 	Overall Evaluation - <u>4 Good</u>
Strengths	
<u>Primary</u> The school have been working with NA Attainment advisor to look at progress and achievement. Data shows that attainment is improving over time. Attainment in Literacy and Numeracy are a core feature of school improvement including professional learning and PEF spending. Teachers are becoming more confident in understanding the benchmarks and gathering evidence to support teacher professional judgement, leading to a more accurate reflection of progress and achievement across the school. They use a variety of standardised assessments as evidence. Pupils talked about the mixture of teacher/self/peer assessment. This is evidenced in pupil jotters and was seen in some classes. Key improvements in attainment can be seen in P1 and P4, reading, writing and numeracy. Most children who require support with their learning are making good progress towards individual targets in learning. The school makes very good use of data to target interventions such as boosting reading, Plus 1 and The Power of 2. Data shows that almost all pupils are making good progress.	

Teachers meet formally with SLT Termly to discuss children's progress and achievement. Together they look at the data, the interventions, and expectations. CE, CP, STINT and SIMD 1 and 2 are monitored through this process.

Parents/carers liked the reporting system. They felt that the information they get at parent/carer night is highly informative and detailed. They are given specific information about where their child is in their learning journey.

Staff have been involved in the moderation of Writing across levels and informal moderation with stage partners. Moderation could be extended to working with colleagues in other schools.

Wider achievements are tracked by the SLT. There is evidence that children are applying and increasing their achievements through active participation in their local community, particularly in the outdoors. Wider achievements are celebrated at assemblies and through social media.

Equity for all learners is key in the decision making within the school. The HT has a good understanding of the social and economic contexts of their children and families. The school has developed 'The Cove' a quiet space for all learners to access and Zones of regulation have been introduced throughout the school.

Early Years

Trackers are used to capture progress in Numeracy, Literacy and Health and Wellbeing for each child.

Milestones are tracked for each child.

Trackers are linked to their All About Me and 28-Day knowledge and understanding of the child.

Children are happy within their environment and there is a warm ethos in the setting.

Staff feel supported by the Head Teacher and included in whole school professional learning and collegiate activities.

Next steps and areas for improvement

Primary

Planning for high quality assessment activities during the planning process to evidence application of learning.

Pupil voice should be evident in planning and target setting across all aspects of learning achievement.

Assessment folder has lots of assessment data. Analysis of the data could be added to the evidence folder.

Early Years

Streamlining of planning, assessment and tracking to ensure that a 'golden thread' is weaved through all of it.

Conduct a room audit to assess use of the areas by the children – with the aim of condensing areas to provide more depth of learning which will allow time for staff to focus more on high-quality interactions and observations.

Consider revisiting the use of Zones of Regulation within the early years to align more to the Colour Monster which should make the transition easier for the children to process.

Consistent monitoring of PLPs, 'Special Books'