



Kirkshaws Primary School & Nursery Class



Annual Improvement Report 2022/23

Nursery Priority: Attainment in Listening & Talking will increase from 59% to 70%, at the appropriate levels, for all children as evidenced through pupil confidence and professional judgement.

- Based on termly Pupil Progress meetings, all aims have been achieved.
- 3 Read Approach and Language Land are now in regular use
- Nurture groups are used to develop emotional literacy and turn taking with listening and talking.
- Emotional Literacy has been developed using Colour Monster, Emotional Literacy texts and Emotions Box.
- Talking Tips are sent home to parents in line with backdrop planner
- Home-link bags have started to be sent home to develop literacy skills alongside parents.
- Evidence of listening & talking seen throughout play and evidence in observations and pupil-confidence moving around the building and talking to others.
- Intervention groups are adapted regularly to address any needs for support identified to ensure support is timeous
- GIRFEC Pathway involves close partnership working with other agencies, ensuring the whole team around the child is working closely together.
- Staff have reflected on resources and environment; how children engage in the different areas. The whole nursery has been redecorated and all areas enhanced as a result. Pupils are observed being more engaged in their learning.
- A grant for outdoor environment was received: work here has begun.
- Community March for Change alongside the school.
- Parents have fed back using the bubble information sheet and profiles that pupils are sharing their learning much more at home.
- Open sessions & coffee & chats for parents with a listening & talking focus have been held.
- PLPs have been monitored through the Pupil Progress process. The success of this improvement has been notable.

Next Steps: (What are we going to do now?)

- The outdoor area will now be developed, with the listening and talking focus continuing here.
- Literacy will be progressed, with an emphasis on mark-making, tools for writing and fine-motor skills. This will be developed both indoors and outdoors.

Cluster Priority: Attainment in Literacy & Numeracy will show improvement through improving attendance rates by 5% across the Cluster average through the GIRFEC Pathway.

- The Cluster Family Engagement Support Assistant is now in post and has been working with key families.
- The Cluster Model provides a network of support for schools when long-term pupil absence becomes an issue. Social Work colleagues, CIL and FESA are now working in partnership, with professional dialogue informing progress and next steps.
- A Cluster Attendance Council has had a pilot programme this session.

- In Kirkshaws, no improvement was recorded in overall attendance, although some key individuals showed a significant improvement on last year. Kirkshaws' attendance sits as the lowest attendance rate within the Cluster.
- In some schools within the Cluster, an overall improvement was recorded.

Next Steps: (What are we going to do now?)

- Next session, Attendance Councils will operate in trios. Kirkshaws will work alongside Greenhill & Townhead in this.
- The Cluster Model will continue to be further strengthened, also making full use of Wellbeing Meetings and the Hub.

School Priority 1: Improving attendance and increasing engagement in learning across all stages, P.1-P.7, as evidenced in data from SEEMiS registration, OOSHL attendance and record of learners requiring time out of class.

- 100% of staff make use of the Resilience Toolkit when creating GIRFMe Plans. In all cases it is ensured that pupil voice is captured, ensuring quality targets are set.
- GIRFEC Pathways reviewed and updated to ensure best practice for learners. Our refresh has been shared out with our establishment, seen as good practice.
- UNCRC Silver Award achieved, with feedback that Gold accreditation is within reach.
- Extensive CLPL using Paul Dix materials as a stimulus, has led to an audit and refresh of the school Positive Relationships.
- Positive Notes home (Above & Beyond Awards) were introduced to recognise achievements
- Friday Focus Group established – tea with the HT and an opportunity for learning conversations and whole-school self-evaluation.
- Monthly attendance checks and related family engagement has not seen an overall increase in attendance figures across the establishment, but in key cases improvement has been evident.
- PT is now fully trained in Seasons for Growth, with family engagement scheduled for August 2023.
- OOSHL re-established, with record of attendance kept to use as a Baseline measure moving forward.
- 8 new Pupil Voice Committees established, with all learners involved: Eco, Digital, Outdoor, Sports, Playground, Peer Mediators, Respect Me (Anti-Bullying), RRSA
- Community Links are re-established with St James' Way, PASP and local Councillors, which led to a community walk and litter-pick, reported in national press.
- All staff trained in The Promise and aware of the commitment this carries with it.
- Nurture Self-Evaluation carried out in conjunction with Educational Psychologist, with subsequent training started in Term 3 and continuing 2023/
- Stress & Anxiety Management training has taken place, working with a Cluster primary and Ed Psych: all staff groups represented. Positive feedback from all who attended with a clear vision of how this will impact on future self-regulation and managing emotions of others.
- Outcome Star launched.
- A Puppetry & Emotional Resilience Project was launched in nursery and P.1.
- Whole-school performances started again, with all classes participating and sell-out performances indicating parental support and engagement here.

- Open Sessions re-started: P.1 Literacy, P.2-7 STEM and Health & Wellbeing.
- Coffee mornings and fundraising ventures have started again, in conjunction with our Parent Council.
- Parent volunteers have been reintroduced, with the school environment being upgraded as a result.
- Breastfeeding Scotland Award achieved in both school and nursery.
- Playtime buddies, monitors, games leaders and Peer Mediators all re-introduced in playgrounds, providing further pupil leadership opportunities.
- Big Chef, Little Chef project ran in term 1, with 9 families invited to engage parents.

Next Steps: (What are we going to do now?)

NLC Roadmap to Recovery will remain the basis for improvements over the coming school year, with a focus on strengthening Cluster Working. Nurture will form the basis of whole-staff CLPL.

School Priority 2: Attainment in Reading will improve from a combined average of 74% to 80% and in Writing from 70% to 80% by June 2023, as evidenced in combined ACEL data for P.1, P.4 and P.7.

- Practitioner Enquiry, in the form of teaching trios, took place with the introduction of a Lesson Study Approach to Taught Writing.
- This led to an evaluation of writing practices, digital solutions, shared expectations and moderation across each level. It also promoted teacher-empowerment and collegiate responsibility.
- Jotter monitoring continues to take place weekly, with a different jotter the focus over a 4-week period.
- Termly evaluations and Pupil Progress Meetings were used effectively to measure impact of teaching, universal supports and the need for additional or intensive interventions.
- Digital tools for reading and writing were explored at universal, additional and intensive levels
- The pupil digital leaders began creating podcasts, applying their literacy and digital skills. They are proud of their efforts, with the initial podcast available to access now [Click to listen here](#)
- P.1 Open Sessions focussed on teaching reading in a practical setting.
- Combined ACEL data for reading saw an increase to 75% and in Writing to 73%.

Next Steps: (What are we going to do now?)

Promote reading for enjoyment. Further staff training in RWI. Further staff training in assessments. Curriculum Rationale refresh. Greater quality IDL links.

School Priority 3: Attainment in Maths and Numeracy will increase from a combined average of 72% in June 2022 to 81% by June 2023, as evidenced in combined ACEL data for P.1, P.4 & P.7.

- Following the success of writing trios, another Practitioner Enquiry took place with the further development of the Lesson Study Approach within a daily maths/numeracy lesson.
- Progress has continued to be monitored 4-weekly through jotter monitoring and termly through Pupil Progress discussions.

- SEAL is now built into the infant practices, with assessments being used across the school to identify gaps and difficulties.
- Moderation of end of unit assessments continues, with this requiring a re-visit next session.
- Analysis of MaLT assessments and SNSA results is becoming more robust, with resulting professional discussion feeding into universal, additional or intensive supports.
- As in other areas, Friday Focus has been used to further learning conversations.
- A STEM Open Session for parents and carers was well-attended, with the majority of those attending taking part in learning within their child's classroom. The feedback on the day was an admiration for the mental agility skills on display, with parents struggling to keep up with approaches such as Number Talks. This practical demonstration of current teaching methods had a much greater impact than a written explanation.
- Combined ACEL data saw an increase to 73% in numeracy and maths.

Next Steps: (What are we going to do now?)

- CLPL opportunities to explore further numeracy interventions required, as staff previously trained have now moved on.
- Next session Outdoor Learning will remain a focus, with practical application of maths in the environment further developed.