



Kilbarchan Primary School

STANDARDS AND QUALITY REPORT

June 2022

This report will inform you of the school's progress and achievements in the last session and let you know about our plans for 2022-2023. I hope that you find it helpful and informative.

Fiona MacKenzie
Head Teacher

We would love for you to visit our website
<https://blogs.glowscotland.org.uk/re/kilbarchanprimary/>

Or give us a call on
[0300 300 0163](tel:03003000163)

Or follow us on Twitter
[@KilbarchanPS](https://twitter.com/KilbarchanPS)

Kilbarchan Primary School

Kilbarchan Primary School, at the heart of the community, with community at our heart. We are a non-denominational school based within the village of Kilbarchan, serving those who live in the community and beyond. Kilbarchan has a long history within the weaving industry, and we continue this thread by weaving learning opportunities within and across the curriculum. We pride ourselves on providing a warm welcome underpinned by an inclusive ethos based on building positive relationships with our families and partners.

The school building itself was built just over 30 years ago and was further developed by the addition of a purpose-built outdoor learning space. Outdoor learning plays a crucial role in the learning experience of our pupils and so the school community has worked hard to ensure the space is appropriately resourced and staff can develop engaging activities for our learners. Kilbarchan Primary is open plan, with infant and upper school departments, a large central gym hall, AV room, nurture space, Snug and our much-loved Book Box. There are extensive school grounds with a football pitch, an All-Weather Pitch, stage area, garden, and trim trails, all of which are used regularly by the pupils. This year, as part of our Primary 7 legacy programme, the garden at the front of our building was redesigned by pupils working in partnership with local businesses and communities.

The positive relationships we form with parents and carers are crucial to the development of the children in our care. We have an active and supportive Parent Council who meet regularly and work in partnership with the school staff and pupils. Their ideas, suggestions and feedback are always well received and serve to ensure our provision meets the needs of the whole school community. Parents and carers are also invited in for workshops, curricular sessions, and opportunities to discuss the progress of their children on a regular basis.

We have a Head Teacher, one full time Depute Head Teacher, one part time Depute Head Teacher and an Acting Principal Teacher. This year we had ten classes, three of which were composite which were staffed by six full time class teachers, six part time class teachers and one probationer. We also have three classroom assistants, two additional support needs assistants, a home link worker, a business support officer and two visiting music instructors. The environmental services team comprises of janitors, catering, and cleaning staff. Together, staff provide a warm and supportive environment for learning where children are supported to reach their full potential.

Our Vision, Values and Aims

Kilbarchan Primary School, at the heart of the community, with community at our heart.

Our Values

We are Kind

Our Aims

To treat each other with care and concern, we value everyone in the school and respect our differences and similarities. We are kind when we speak to and about others. We will always ask each other if our behaviour was kind, and if it was not, how can we make amends.

We are Welcoming

To welcome everyone at Kilbarchan Primary whoever you are. We are an inclusive school and recognise that we are part of a wider community and world. We will always challenge prejudiced behaviour and language and continue to make everyone who comes through the doors feel welcome and valued.

We are Supportive

To ensure everyone gets the help they need to be a part of the Kilbarchan Primary School community. We use language that supports and helps one another. We put children at the centre of everything we do here and recognise that at times people need extra support.

We are Determined

To embrace the opportunities to learn, create and contribute to the positive learning environment. We are determined to challenge ourselves by participating in a range of new experiences, building on what we know so that our learning can progress. We are proud of our achievements and love to share these with others.

Successes and Achievements

Some of our highlights this year include:

- ★ We achieved the Jade Level Accreditation on our Renfrewshire Nurturing Relationships Approach journey.
- ★ We were awarded the Reading Schools Award recognising our work in building a reading culture that supports attainment across the curriculum.
- ★ We were awarded our LGBT Charter Mark, recognising that we are champions of LGBT inclusion, ensuring that learners are safe, supported and included. The LGBT Charter makes a clear statement that equality and diversity are at the heart of our school.
- ★ Our Primary 6 pupils were the Renfrewshire winners of the EuroQuiz and represented the authority at the national finals at the Scottish Parliament.
- ★ Pupils in our school achieved 3 Bronze and a Gold award in the national Scottish Maths Challenge.
- ★ One of our Primary 7 pupils came second in national, 'Letters to my teacher' writing competition.

RHS Development Officer: *"It was super to see the pupils of Kilbarchan Primary enjoy and benefit from Outdoor learning. They learned about soil, its importance, the growing of edible crops and how to maintain them; the benefits to wildlife and people, engaging in their environmental responsibilities and doing good for the health and wellbeing and our planet. And making their school grounds a little bit nicer! It was a pleasure to come along and help kick start your schools growing year. What a team!! Super kids and really did roll their sleeves up and get stuck in"*

Local Ukraine Charity Appeal: *"In working on the collection, sorting and then the eventual packing of our 2 vans with aid sent to the Polish border for refugees fleeing the war in Ukraine, I found both Fiona MacKenzie and the pupils of Kilbarchan Primary school to be entirely supportive. Going above and beyond my original request to support in the collection of some items, to eventually allowing us to fill 2 vans with valuable aid and other items being also sent via additional channels, they also assisted with the "sorting" of items allowing the aid itself to pass through customs regulations and checks smoothly. I couldn't have asked for more and I am overwhelmingly grateful with the support and time given for my appeal. The aid was gratefully received by refugees and aid centre workers on the Polish border, making a valuable difference to those who had arrived with absolutely nothing more than the clothes they stood in"*

Active Schools Co-Ordinator said: *"Kilbarchan Primary School participate in all aspects of the Active Schools programme from extracurricular clubs, competitions and targeted programmes. The support is fantastic and the programme fills up within a week of launching! The school and I work closely together to encourage participation and introduce our pupils to new activities. Kilbarchan also participate in two targeted programmes, one for ASN pupils and one for additional literacy. The ASN sessions are the first of its kind this year and the registration for this session has so far been great. The school have been great at helping to identify pupils to attend."*

Heartstart Trainer said: *'I would like to thank your school for the very warm welcome I received when I came to deliver Heartstart training to the pupils in March 2022. Heartstart teaches basic emergency life support, these skills are so important to help someone in the school or community who has had an accident or is unwell until emergency services arrive. When the children finished with the training, they showed great confidence in being able to apply these life skills. The school has a community defibrillator placed outside on the school building, the children were informed how to access the machine and a demonstration was given on how to use it. The children were very well behaved and interested in the topic, listening, and asking questions, they were a credit to the school'.*

How Successful Have We Been in Improving Our School?

School Leadership

- The whole school demonstrates leadership towards creating a positive learning environment. All members of our school community can nominate pupils for their demonstration of school values and capacities. Our weekly assembly programme, underpinned by the UN Convention on the Rights of the Child (UNCRC), celebrates those in receipt of wider achievement awards. The Mary Barbour Award was won this year by a pupil in recognition of their support of the wider school community.
- All families were invited to end of year open afternoons where pupils were able to share and discuss their learning journeys to date. The impact from this was an increase in understanding of approaches, strengths, and next steps by all involved.
- Parents have led Bikeability in Primaries 6 and 7 in partnership with Active Schools. This has led to an improvement in overall road safety and the successful Primary 7 cycling trip to Castle Semple.
- All classes ensure pupils are involved in leading learning by capturing pupil voice and opinion on topics to be explored and appropriate levels of challenge.
- Primary 7 pupils have led learning with Primary 2 in areas such as reading and technology, whilst Primary 6 have led learning with Primary 1 on diversity, respect and inclusion. Such vertical learning and peer support has enabled older pupils to share their learning and build leadership skills whilst younger pupils have benefitted from 1:1 support and the opportunity to explore new concepts.
- Our pupils have demonstrated leadership beyond the school and in partnership with other agencies. Examples include contributing their thoughts, opinions, and voices to the new national Substance Misuse resource, promoting safe and healthy behaviours for families across Scotland. Another pupil was asked by Barnardo's to participate on their recent interview panel, supporting The Promise initiative that seeks to ensure all children are 'loved, safe, and respected and realise their full potential'.
- All teachers contribute to curricular development through participation in working parties. Each one is led by a member of staff who drives change and improvement to meet identified priorities for raising attainment. One such example is the Reading Party who have improved our approaches to reading, its assessment and resources. They worked with pupils to ensure it meets their needs and in partnership with Renfrewshire Libraries to ensure our texts reflect our diverse community. The impact of being part of such an environment is that every individual knows that their voice is valuable and that there is a collective responsibility for change.
- The Head Teacher worked with the West Partnership on the Thinking about Headship programme, providing support, guidance, and challenge to aspiring Head Teachers. This programme provides a solid foundation of training on the values, responsibilities and actions that align with the updated Standard for Headship.
- The Head Teacher leads the Locality Inclusion Support Network, facilitating the sharing of good practice in supporting learners with additional needs across the cluster. She also advises on the Community, Mental Health and Wellbeing Reference Group.

Teacher/Staff Professionalism

- All teachers demonstrate a commitment to social justice, respect, and integrity and these underpin our personal values and professional practice. Such work drives our participation in the LGBTQ Charter Award; the acquisition of diverse reading materials that reflect our communities; and our relationship-based approaches. This creates an environment that is welcoming and supportive for all.
- All staff actively engage in professional learning and dialogue in order to ensure our knowledge and skills are up to date and enable us to meet the needs of our children. Training this year has included The Write Stuff, de-escalation, Dive Into Reading and LGBTQ awareness. Three teachers are studying British Sign Language with the University of Glasgow and three support staff have successfully completed Makaton Inclusive Environment Training. Two support staff have also completed both adult and child First Aid training. All staff participated in Exchange Counselling training Level 1, improving our understanding of the strategies that develop resilience.
- Staff also identify training that targets those needs which develop during the year, enabling them to be more responsive to the needs of our children. Examples include a wide range of Call Scotland courses, providing progressive input in the field of nurture, the use of sensory stories etc; and Early Years Play is the Way from which we created our own Kilbarchan Way of Play
- The Head Teacher successfully completed Barnardo's Supervision Training, supporting the mental health and wellbeing of staff through professional supervision structures. This training has helped to develop trauma informed approaches for all members of our school community.
- The Depute Head has engaged in professional dialogue and learning with peers across the authority in a learning set. This has led to greater understanding of the role along with an increase in inter-establishment collegiately.
- Staff leading on Education Scotland Numeracy Intervention programme have achieved improved attainment for a target group of pupils.
- The probationer led a highly successful Book Week which included a 'book and a blether', Book Drive, and whole school quiz. This contributed to our promotion of a culture of reading for all.

How Successful Have We Been in Improving Our School?

Parental Engagement

- The voices of our families are captured during Team Around the Child, and other pupil support meetings. This ensures that an holistic approach is taken to the assessment and support planning for pupils in our care.
- All families continue to be invited to participate in our Parent Council. The minutes of all meetings are posted on our website and updates are given twice a month through our whole school newsletters. This enables the work of the Parent Council to be highlighted across the community and garner support at various events.
- In response to feedback, we held online Meet the teacher calls for all classes. This helped maintain a connection with the school when restrictions did not permit entry.
- The positive feedback we received about our learning videos during lockdown provided the rationale for this to be incorporated into our homework approach. All classes put homework on Google classrooms with videos to improve engagement and family learning.
- We offered two different platforms to enable Parents' Nights to be most effective. Family feedback highlighted a desire to trial video calls in Term 3 and due to the face-to face connection, families reported that it helped them to better understand the progress their child had made.
- In response to feedback, we produced two whole school Sway presentations, in Terms 3 and 4, that showcased learning across the curriculum. To date we have had over 600 views on each, and families have been able to ask their children about the learning taking place.
- All pupils received Interim and End of Year reports which outlined the level achieved, the support required, strengths and targets for development. This information can then be used as a basis for support at home.
- All families were invited to contribute their opinions through the Parental Involvement and Engagement (PIE) survey and the Family Learning Parental Questionnaire. The results are used to determine next session's School Improvement Plan priorities in relation to family learning and raising attainment.
- Throughout the year we have maintained regular contact with the wider community through our Twitter presence. We know it is successful as our followers have continued to rise and our engagement with other agencies has increased in frequency. We share our approaches and learn from others, we make links, and keep our community up to date.
- Our families help the school develop responsible citizens by volunteering to support a range of activities. From their work on the Big Spring Clean Team Up to Clean Up project, where pupils, staff and families improved the local environment through a series of litter picks, to our ongoing uniform bank initiative where parent helpers organise, recycle, reclaim, and rehome uniforms for the benefit of our families on a weekly basis.
- Primary 1-3 parents/carers were able to watch the school Nativity as it was filmed and posted on Google Classrooms. We delayed our upper concert until June to coincide with restrictions lifting, allowing our families to see it in person. Our pupils had a huge sense of achievement when they had an audience to entertain. This gave them purpose and offered further opportunity to achieve success.
- All families were invited into Open Afternoons in their child's class in Term 4. This enabled families to see the learning that had taken place across the year and to meet the class teacher in person.
- Parents/Carers of our new Primary 1 pupils engaged enthusiastically with the school's Induction Meetings and the pupils benefitted from an increased number of in-person visits. Our new intake was subsequently excited and motivated to come into school and explore their new environment. By working in this way, we built up the resilience within each family for the transition in August, lowering anxiety levels, increasing positive engagement with school staff and promoting the skills that will support their readiness to learn.

Assessment of Children's Progress

- Our submitted attainment data shows:

	Primary 1	Primary 4	Primary 7
Listening and Talking	94%	91%	92%
Reading	85%	71%	94%
Writing	82%	71%	89%
Number, Money, and Measure	94%	77%	92%
Information Handling	94%	74%	94%
Shape, Position and Movement	94%	77%	94%

- Analysis of children being with us for one year, Primary 1, and those leaving us to move on to secondary school, Primary 7, shows improved attainment from last year. In addition, these groups are above both our comparator schools and Renfrewshire Schools averages.

How Successful Have We Been in Improving Our School?

Assessment of Children's Progress cont'd

- All teachers make good use of standardised assessment data such as GL and SNSA, to support accurate professional judgements. By incorporating this data into our tracking systems, our teachers can target specific gaps and areas for development for individual pupils.
- All teachers adhere to our collegiately agreed assessment calendar, incorporating both summative and formative assessment approaches. These include Baseline and end of unit assessments, Accelerated Reading, IDL, Single Word Spelling Tests and Running records.
- All staff, families and partners contribute to the triangulation of assessment data for pupils. Information is collated from the collegiately agreed Assessment Calendar, SLT observations, Educational Psychologist, and Cluster LISN group. By working in partnership, we are effectively placed to access a wide range of supports to the benefit of our pupils.
- Progress and achievement towards a level is reported to parents/carers on a termly basis. Use of phone calls, video conferencing, Interim and End of Year reports provide a wide variety of measures through which parents can work in partnership to improve outcomes for children.
- Establishment and Cluster moderation of literacy, via Teams, has ensured moderation has continued during the pandemic and associated restrictions. This has led to increased practitioner confidence in the assessment of children's progress across the cluster.

School Improvement

- School improvement information is collected using various formats of the How Good Is Our School?4 (HGIOS?4) framework and all stakeholders are involved in this process through questionnaires, feedback forms and discussions. By working in this way, we ensure all members of our school community have regular opportunities to engage and influence school improvement.
- The information gathered is used to support self-evaluation and improvement planning. Our School Improvement Plan references the feedback given by pupils, families and staff within our rationale for change. Single page overviews of our School Improvement Plan, our Pupil Equity Fund (PEF) strategy and National Improvement Framework (NIF) approaches are discussed with the Parent Council at the AGM each year. This ensures that our families are clear about our priorities and the ways in which we are supporting pupils.
- The Quality Assurance Calendar outlines the areas of focus, responsibilities, and timings to deliver upon agreed priorities. Such a framework holds the school community to account and ensures effective improvement strategies are in place to raise attainment and improve the learning experience for all pupils.
- School priorities this year included: a targeted numeracy intervention programme; a whole school approach to the progressive teaching of writing; and a reading resource which could be used in school and at home. These were selected based upon our quality assurance processes following the extended periods of lockdown experienced. Our pupil attainment data reflects the success of these approaches.
- All staff participate in professional review and development meetings each year where future learning is aligned with the needs of our pupils and school improvement priorities. Practitioner surveys evidence an increase in confidence for all teachers, thereby creating a team with shared expectations and standards for improved pupil outcomes.

Performance Information

- There is clear articulation between quality assurance, school improvement planning and our planned calendar of events and training. This enables the whole school community to focus on our priorities and meeting the needs of our pupils.
- All teachers actively engage with local and national comparator school inspection reports during self-evaluation activities. This has resulted in improved clarity around what constitutes as highly effective practice and agreement upon its translation into action in our context.
- Attainment across Literacy, Numeracy and Maths and Health and Wellbeing is tracked termly by all teachers. The progress of all pupils with vulnerable and protected characteristics is prioritised to ensure equity.
- Very good use is made of establishment and local authority attainment data trend analysis, and this is shared termly with all teachers. By working in this way, we demonstrate a continued focus on promoting positive outcomes across vulnerable groups and for all pupils. This analysis underpins professional dialogue relating to the equitable use of PEF spend, the allocation of resources and the development of the School Improvement Plan.
- The health and wellbeing of our pupils is tracked using both the Glasgow Mental Wellbeing Profile and the national Health and Wellbeing survey. All teachers speak with all pupils regarding their profiles and target interventions to improve outcomes. Trends and good practice resulting from data analysis of results is shared with all teachers to ensure we have a consistent approach.
- Session 2021-22 attendance rate was 94.36% and with zero exclusions.

Pupil Equity Funding (PEF)

- Our self-evaluation practices were highly effective in designing our plan for the allocation of PEF.
- Parent Council minutes, along with pupil and staff quality assurance activities highlighted the impact experienced by our community from the additional staffing to support literacy, numeracy, and early years transition.
- PEF has allowed the school to provide weekly small group and individual intervention programmes, targeted to meet the needs of our pupils. PEF leads identified, measured, and tracked progress in collaboration with SLT and Class teachers. All pupils in the target group showed increased motivation towards writing, almost all made progress through their individual target plans, and almost all pupils were able to share their strengths and next steps. PEF has also supported the health and wellbeing of the pupils in our infant classes through a dedicated Infant classroom assistant. Almost all pupils in the target group have demonstrated improvement of gross motor skills through the Fizzy programme. With a focus on social and communication skills, all pupils in the target group have shown an increase in positive peer interactions, an increase in peer group size and an increase in positive whole class interactions. The impact of our interventions can be evidenced by the assessment data gathered and the progress of identified pupils through their support plans, particularly in relation to improvements in social and communication skills.
- PEF leads share their professional knowledge regarding interventions and track-the incremental improvements in outcomes for pupils. Our EY Classroom assistant works closely with other support staff to share the approaches they have used, leading to a highly skilled team of adults working to support our children.
- Attainment across Literacy, Numeracy and Maths and Health and Wellbeing is tracked termly by all teachers. The progress of all pupils with vulnerable and protected characteristics is prioritised to ensure equity.

Key Strengths of the School

- ★ School values based on **positive relationships, inclusion, nurture, and restorative approaches** shared by all members of the school community.
- ★ A school community filled with **pupils who are confident, motivated, and highly engaged** in their learning. They recognise and value the importance of being challenged and regularly select work that reflects this.
- ★ A shared understanding of the **importance of health and wellbeing** underpinned by robust data analysis and developed with pupils through individual targets.
- ★ **A team empowered to lead change** and develop good practice based on evidence-based research and career-long professional learning.
- ★ **High quality learning and teaching working in partnership with committed support staff.** Teamwork that impacts positively on children's learning and their progress.

Our Next Steps – Priorities for 2022-23

The challenges associated with the Covid 19 pandemic continued to affect our progress and our ability to achieve all of our improvement priorities. We believe that we have made very good progress during session 2021-22 and we will use the improvement priorities listed below to build on this progress moving forward.

Full details of the school's improvement priorities and actions are detailed on the school improvement plan which can be accessed on our website or by contacting the school office.

- To raise attainment in **Writing through increased pupil motivation**
- To raise attainment in **Literacy and Numeracy** through improved **family engagement**
- To drive improvement in children's health and wellbeing through **wider achievement**
- To raise attainment through **Cluster Moderation of Writing**

Kilbarchan Primary School

Meadside Avenue

Kilbarchan

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School Website: <https://blogs.glowscotland.org.uk/re/kilbarchanprimary/>

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HAVE YOUR SAY!

Please take the opportunity to share your thoughts with us as we use feedback to help us make improvements to the school. You can do this by speaking to staff, participating in Parent Council meetings, responding to questionnaires/surveys and by completing evaluations at school events.