



The very best!

Kilbarchan Primary School

STANDARDS AND QUALITY REPORT

June 2020

This report will inform you of the school's progress and achievements in the last session and let you know about our plans for 2020 - 2021. I hope that you find it helpful and informative.

Fiona MacKenzie

Head Teacher

OUR SCHOOL

The impact of Co-Vid 19, and the subsequent school closures on Friday 20th March 2020, have resulted in significant changes in working practices and routines. As such, our ability to complete all actions within our improvement plan has been hindered. Some priorities and actions will be carried forward to academic session 20-21.

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 inclusive ethos based on building positive relationships with our families and partners. Our expected roll is around 240 pupils in August 2020, around 13% of which are from placing requests.

The school building itself was built around 30 years ago and was further developed in the last 5 years by the addition of 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, stage area, garden and trim trails, all of which are used regularly by the pupils.

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, two of which were composite which were staffed by six full time class teachers, six part time class teachers and one probationer. We also have, two classroom assistants, two additional support needs assistants, a home link worker, a business support officer and two music instructors. The environmental services team comprises a janitor, 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! The Very Best!

The very best for our children to allow them to become their very best!
Here is what we value!

Happiness!
Ensuring that children are happy and safe. That they learn and grow in a positive environment and become successful learners.

Partnerships!
Listening to and working with parents, children, agencies and the wider community to support our children and to continuously develop our school. Encouraging our children to foster their own partnerships and become responsible citizens.

Success!
Valuing and celebrating all types of success that will help children become confident individuals.

Skills!
Developing skills needed for learning, work and for life to enable children to become effective contributors.

Created by pupils, parents and staff

SUCSESSES AND ACHIEVEMENTS

- ❖ A consistent whole school approach to home learning was created and deployed prior to lockdown. We ensured staff, pupils and families had the necessary information required to access the digital platform via Google Classrooms whilst other families were supported through the provision of learning booklets. The engagement and feedback from families has been very positive, with many citing how well supported they have felt.
- ❖ Our Nurture Bear, Snowflake played a significant role in supporting children during lockdown. Snowflake promoted health and wellbeing, showed children what measures were in place to ensure health and safety and provided a friendly, furry face to allay any fears. This work was regularly shared by the Renfrewshire Educational Psychology Team as an example of good practice.
- ❖ Twelve pupils entered the Scottish Primary Maths Challenge, a record number for the school. Two narrowly missed out on a Bronze Award, whilst two others achieved Silver Awards.
- ❖ The school won the Modern Foreign Languages Award during Renfrewshire's Languages Week. The award was given because the pupils had been central in the planning and creation of activities which had a strong focus on providing meaningful contexts for language learning.
- ❖ Some of our other awards have included: Cycle Friendly Award; School Sport Award – Bronze; and the Walk to School Award
- ❖ Our approach to behaviour support was revised with a focus on restoration and reflection. We worked closely in partnership with Brian Donnelly and stakeholders to update our vision and values to reflect the importance of relationships and community. Our work on this will continue, focusing on natural consequences, regulation and trauma informed approaches. ***"It remains a pleasure to work in partnership with Kilbarchan Primary School. Their commitment to creating the best environment for their pupils and community is evident in everything they do. Our work together on relationships and behaviour is influencing the work I do in other schools across Scotland."* Brian Donnelly - Orbis**
- ❖ Our 'Snug' and Kidscape nurture spaces were well used to support children to regulate and explore their emotions. Our nurture principle of 'Language is an important means of communication', used alongside our extensive use of the Emotionworks resource resulted in a significant increase in the use of regulatory strategies by pupils.
- ❖ The implementation of the updated Relationships, Sexual Health and Parenthood programme was very well received. The family learning workshop to support parents and carers in their understanding of the resource had the highest number of attendees and all who attended reported feeling more comfortable with the approaches taken.
- ❖ Our Primary 1, Primary 2/1 and Primary 2 staff have engaged in training to support the implementation of Play Pedagogy. They have further liaised with colleagues within other establishments to share good practice prior to developing a play-based learning approach within class bases. This will be further developed, particularly within Primary 2 in the coming year.
- ❖ The school continues to donate to the Renfrewshire Foodbank, raising awareness of challenges faced by the local community whilst actively making a positive difference to the lives of families
- ❖ We have continued to welcome and offer a wide range of community involvement including Church of Scotland, Community Police talks, Active Schools events, Skoobmobile, Kilbarchan Nursery, I Am Me Cinebus, as well as a variety of school trips to enhance pupils' learning experiences. ***"As the Active Schools Coordinator for Kilbarchan PS, it is always a pleasure to work with the staff and pupils in the school. With a full extra-curricular sports programme to organise and deliver, it is very important that I am able to communicate with the staff at all times. This is absolutely the case in KPS, as all staff are always more than accommodating, no matter what. It is a pleasure to visit the school as there is always a very warm welcome whenever I pop in. The pupils are a joy. Personally, delivering the Play Leader Sports Award in KPS has given me first-hand experience of these wonderful young people. I feel these fantastic pupils reflect the excellent work the staff do with the kids on a day to day basis. The positive influence that KPS have on their pupils lives and on the local community is massive and shows that Kilbarchan Primary School is truly invaluable to the heart of the village and beyond."* Jamie Forrest – Active Schools Co-Ordinator**
- ❖ We have enjoyed a particularly successful partnership with Sustrans. Led by a community need to create a safer environment around the school, the pupils have designed traffic calming measures and artwork to raise awareness of this issue.

HOW SUCCESSFUL HAVE WE BEEN IN IMPROVING OUR SCHOOL?

School Leadership

- The promotion of pupil leadership saw the introduction of whole school committees providing opportunities to make meaningful change within our school community. This was led by our Acting Principal Teacher who tailored our approach based on examples of excellent practice in schools across and out with our authority.
- All staff and pupils in Primary 7 and Primary 1 engaged in joint planning of play based learning activities. This provided opportunities for: our Primary 7 pupils to design and deliver engaging learning activities; for all pupils to undertake self and peer assessment of their contributions across several sessions; and for all pupils to contribute to the positive learning environment of the school
- All parents were invited to participate in our Parent Council. Our Chair and office bearers communicated regularly with the school to ensure that joint activities met the needs of our community and that families were given the opportunity to drive change.
- Our Modern Foreign Language Co-Ordinator, Probationer and their respective classes created a winning entry for Renfrewshire's Languages Week. Our entry was noted for its opportunities for vertical learning, meaningful and engaging contexts which provided a clear purpose for pupils.
- All teaching staff continue to have distributed leadership roles and, through the sharing of their expertise with colleagues, create a learning environment where improvements in practice are led by practitioner enquiry. In addition, three class teachers shared their expertise with colleagues across the authority in their roles as Numeracy Champion, Literacy Champion and Digital Leader.

Staff Professionalism

- All staff engaged with the Renfrewshire Nurturing Relationships Approach with a focus on Language is a Vital Means of Communication. Using the Emotionworks resource we are beginning to develop our language to support young people in regulating their emotions. This work will continue, supporting our learners and their families with the challenges experienced during lockdown.
- All staff worked enthusiastically with Brian Donnelly, former national lead and creator of the Scottish Government's RespectMe Policy, to update our school policy in line with our restorative, relationship-centred approaches to behaviour management. We will continue this work to ensure our pupils and their families are well supported following their return from lockdown.
- All staff continue to participate in professional review and development meetings using a coaching approach with a member of the senior leadership team. Areas of interest linked to school improvement priorities are identified and form the basis of distributive leadership roles for the following year.
- A few members of staff participated in accredited professional learning activities, including Google Educator Levels 1 and 2, Mindset Maths Module for Winning Scotland and Level 3 Introduction to Child Psychology. These staff members will apply the skills gained to their classes this year and the impact will be measured during the professional review meetings.
- All teaching staff engaged enthusiastically with our Digital Leader during the period of distance learning. The Digital Leader provided weekly updates on the latest guidance, opportunities for staff training and supported a consistent whole school approach through Google Classrooms.
- Two class teachers have utilised their skills within Literacy and Numeracy to provide targeted support and interventions for identified pupils within the school. This individual/small group approach has had a significant impact upon the achievement of the pupils involved. All pupils, within these groups, experienced success, met individual targets and noted an increase in confidence and engagement.

Assessment of Children's Progress

- Two members of teaching staff undertook professional learning delivered by the local authority moderation lead and were subsequently selected to represent the authority at the West Partnership Moderation Event. Their learning was disseminated amongst their colleagues, thereby leading to an improvement in knowledge and understanding as demonstrated by a successful cluster moderation event. Participation in this event alongside in-house moderation and high-quality professional dialogue has helped to provide a more consistent approach to the provision of feedback and the assessment of progress which in turn assists pupils in self-assessment of progress, attainment and achievement.
- One working party created a whole school progression pathway for social studies, supporting teachers to build these skills with learners. The working party sought input from the pupils in their classes to include local, relevant contexts for learning.

HOW SUCCESSFUL HAVE WE BEEN IN IMPROVING OUR SCHOOL

Assessment of Children's Progress Continued

- All staff demonstrated an increased understanding of the socio-economic backgrounds of our families during lockdown. Their regular communication via Google Classrooms and timely feedback enabled support measures to be put in place as required.
- All teachers contributed to the update of our assessment calendar, basing their decisions on the needs of learners at key points throughout the year and ensuring it matches our reporting calendar. Subsequent work is now underway by two members of staff who are working to create child-centred assessment profiles and utilise digital resources to support the sharing of information.
- In assessments carried out before lockdown, the percentage of children on track and ahead was high given that these results were collated 4 months ahead of schedule:
Listening & Talking – 89% Reading – 85% Writing – 76%
Number, Money & Measure – 80% Information Handling – 87% Shape, Position & Movement – 86%

Parental Engagement

- A wide range of family learning events, in line with school priorities, were offered this year. Topics included the new Scottish Government relationships and sexual health resource, the Concrete Pictorial Abstract approach, Whole School Committees/Masterclasses, and our range of nurturing relationship approaches. Feedback from those attending was extremely positive with all parents/carers reporting that the information provided was useful.
- Almost all parents/carers attending the Meet the Teacher event reported that the event answered their questions and supported learning at home.
- All pupils with individual support plans and their families were involved in the creation of targets and in the evaluation of the effectiveness of interventions.
- Feedback from Parents' Nights shows that almost all parents/carers were happy with the information provided. Areas for improvement have been considered and will help to determine next steps.
- A few parents/carers have supported learning through the provision of masterclasses and in the delivery of cycling proficiency training. Sharing their knowledge and skills has broadened the experience for our learners as they are able to see where such life skills could be employed in later years.
- Our Parent Council Chair has provided invaluable support and guidance during lockdown, ensuring the needs of our families are shared with the Head Teacher and responded to wherever was possible.

Performance Information

- The Senior Leadership Team met with class teachers for Excellence and Equity meetings where the Interventions for Equity were used to guide the dialogue regarding interventions and their effectiveness. All teachers can discuss progress and attainment trends in their own class whilst a few teachers can discuss data trends across stages.
- The Head Teacher continued to engage with local authority training of data analysis principles and processes. The approaches were subsequently shared with the Senior Leadership Team who were then able to question the data captured in our tracker and suggest further improvements to the system.
- Meetings with our Active Schools Co-Ordinator supported the Senior Leadership Team in the creation of a programme of activities that met the needs of our school community. The engagement of a key group of pupils was monitored and resulted in the creation of a club that focussed on building confidence, supporting social interactions and promoted positive engagement with sports.
- Online learning engagement during lockdown was monitored with an average across the school showing 59% engaged weekly, 21% engaged monthly, 20% didn't engage online but were provided with hard copy learning materials. All families were called during lockdown to ensure our provision met their needs and to provide interventions where necessary.

School Improvement

- All teaching staff reported an increase in familiarity with evaluative vocabulary through engagement with inspection reports, How Good Is Our School 4 (HGIOS4) guidance and peer observations across the school. This has enabled our staff to more effectively judge our progress and provide high-quality learning opportunities.

HOW SUCCESSFUL HAVE WE BEEN IN IMPROVING OUR SCHOOL

School Improvement Continued

- Our Upper School Pupil Council worked on making the Pupil HGIOS document accessible for pupils throughout the school. They have begun to organise the questions posed and collate the responses gathered. We will continue to gather this information and share it with the wider community.
- For a third year in a row the school is proud that there are zero exclusions, reinforcing our nurturing and inclusive environment that focuses upon working with families to meet the needs of the young people in our care.
- The attendance and late coming of all pupils is monitored on a monthly basis. Our stepped intervention is based upon working with families and supporting a positive return to school. In August 2019 the average was 99.01% and in August 2020, even with COVID concerns, this was 98.59%
- We continue to work closely with our Education Manager and cluster head team to self-evaluate key aspects of our school. This has helped us to celebrate success and identify areas for development.

KEY STRENGTHS OF THE SCHOOL

- ❖ Happy, welcoming atmosphere where everyone works together for the benefit of our pupils.
- ❖ A nurturing environment that focuses on restoration and natural consequences to promote inclusion and recognise the achievements of individuals.
- ❖ Welcoming and knowledgeable office staff whose professionalism ensures visitors are appropriately supported.
- ❖ Polite, kind and responsible pupils who actively engage with learning opportunities and experiences.
- ❖ High expectations for all learners and staff, leading to increases in attainment and a reduction in inequity.
- ❖ A staff group who demonstrate a real desire to learn and improve the quality of learning and teaching provision as evidenced by annual professional reviews for all staff. This includes support staff who undertake additional training and professional reading in order to enhance provision for pupils with additional needs.
- ❖ A supportive parent council who collaborate and support the work of the school.
- ❖ A senior leadership team with a clear vision for improvement borne from collegiate dialogue, parental feedback and pupil voice.

OUR NEXT STEPS – PRIORITIES FOR 2020-21

We believe that we have made good progress during session 2019-20 and we will use the improvement priorities listed below to build on this progress moving forward.

School priority 1: To ensure all appropriate health and safety risk assessments and pupil specific planning has been undertaken to support full/partial return depending on Scottish Government guidance.

School priority 2: To promote the health and wellbeing of pupils, staff and families through a focus on nurture principles, mental health supports and emotional literacy.

School priority 3: To develop high quality learning and teaching approaches leading to improved attainment through a focus on the 3 Domain model, outdoor learning and digital literacy skills.

School priority 4: To ensure effective use of data and evidence to plan for recovery through Dive Into Data training, stakeholder questionnaires and pupil engagement data.

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.

Kilbarchan Primary School

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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.