





Renfrewshire Coucil

STANDARDS AND QUALITY REPORT

June 2021

This report will inform you of the school’s progress and achievements in the last session and let you know about our plans for 2021-2022. 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

Or follow us on Twitter

@KilbarchanPS

**Our Vision, Values and Aims**

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

**Our Values** **Our Aims**

**We are Kind** 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.

**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 inclusive ethos based on building positive relationships with our families and partners. Our expected roll is around 255 pupils in August 2021, around 13% of whom are placing requests.

The school building itself was built around 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.

**Successes and Achievements**

This session has undoubtedly been one of the most challenging we have ever experienced. The impact of the Covid 19 pandemic has been profound and presented us with unprecedented challenges. However, despite these challenges, progress was made pre and post lockdown, of which we are very proud.

Some of our highlights this year include:

* **Recognition of our excellent practice on promoting positive health and wellbeing** amongst our pupils by Renfrewshire Council and the West Partnership. Click on this link <https://t.co/xrFjRsZD4j?amp=1> to find out how we improved our understanding of the wellbeing of pupils pre and post lockdown; gathered meaningful data on wellbeing; and responded effectively to the needs of our pupils.
* **High quality professional learning to raise attainment** through our involvement in Education Scotland’s Numeracy and Mathematics Recovery and Improvement Project. This work builds upon the good practice already in place at Kilbarchan Primary where we focus on depth of understanding, the concrete, pictorial abstract model, mathematical reasoning and the discussion of strategies.
* **A pupil led approach to improve outdoor learning** as part of the Primary 7 Legacy Project. Working in partnership with the Parent Council, local businesses and community partners, our pupils redesigned a learning zone and budgeted for the work as part of their John Muir Award.
* **Recognition of our strengths within mathematics**, we celebrated our most successful year of the Scottish Maths Challenge! We were awarded one Bronze, three Silver and one Gold award!
* **Finding creative ways to maintain links with our partners**, ensured our pupils continued to benefit from the expertise of others at a time when interactions were limited. Please read what our partners have to say about our work this year:

**Examples of Stakeholder Feedback**

Family Feedback during Remote Learning

The work covers different aspects of the curriculum with a real focus on literacy and numeracy. There have been a number of health and well-being activities covering mental and physical health. In very difficult circumstances I think that the school are doing an excellent job.

I’ve heard from the class teacher, head teacher and the office. Cannot thank you all enough for everything that you are doing.

Pupil Feedback (HGIOS?4)

I feel like I am part of a big family.

We learn in different ways to suit our needs.

Our Parent Council said, *"Kilbarchan Primary School and the Parent Council work closely together to help provide the best possible educational environment for our children to learn and thrive in.  We enjoy a mutually beneficial working relationship with the dual aims of fostering a positive school environment and ensuring positive engagement with parents and carers."*

Our partners at West College Scotland said, “*Kilbarchan Primary have been a first choice of West College Scotland over the years of delivering our BA(Hons) Drama degree programme. This year especially, it has been wonderful to see the children communicate and have fun, growing in confidence and interacting and engaging with the students. The joy in expression for both the children and the students has been satisfying to see as an educator. The school have been so supportive and helped to create a positive atmosphere which has benefitted both the children and the students. It is my hope that this wonderful partnership can continue to help both children and students’ flourish.”*

Kilbarchan Community Nursery said, *“We welcome the opportunities available to us for quality partnership working due to our proximity to Kilbarchan Primary School. Regular access to school facilities as well as joint working groups for staff contribute to smooth transitions for children. We look forward to restarting and building on these opportunities post COVD.”*

**How Successful Have We Been in Improving Our School?**

**School Leadership**

* All stakeholders were consulted to ensure we had a shared set of vision, values and aims relevant to our school community. The results were agreed following our return from Lockdown and will underpin our approaches, the celebration of Wider Achievement and ensure a shared language.
* All pupils continue to contribute to the learning, teaching and life of the school, even throughout periods of remote learning. They were able to select appropriate levels of challenge and planned projects for their return to face-to-face learning. This ensured pupils continued to participate in leadership of the school and maintained normal school routines at a time of uncertainty.
* All Primary 7 pupils have participated in the Legacy Project, integrating improvements in our outdoor learning environment with their work on the John Muir Award. They have worked in partnership with the Head Teacher, the Parent Council, and a range of companies to develop a space for future classes to learn and interact with the environment around them.
* Our Principal Teacher piloted the use of a wellbeing profiling tool with all teachers and pupils this year. This work has ensured a targeted approach to supporting the wellbeing of our pupils and, through the sharing of this good practice, our school have subsequently shared our approaches and developed capacity within schools across the authority and West Partnership.
* All teachers utilise professional learning to lead improvements in attainment outcomes for pupils. Examples include our involvement in the Numeracy and Mathematics Recovery and Improvement Project which uses diagnostic interviewing to effectively assess and monitor progress. Class teachers have also used a small test of change model to improve attainment in writing. The attainment and engagement data collected has provided a firm rationale for this to be cascaded throughout the school.

The Head Teacher worked on the Leadership, Empowerment, and Improvement Workstream within the Regional Improvement Collaborative. This group worked collaboratively to share excellent practice and improve capacity for leading school improvement in schools across the West Partnership. The Head Teacher also leads the Locality Inclusion Support Network, facilitating the sharing of good practice in supporting learners with additional needs across the cluster.

* All families were welcomed to attend our online Parent Council meetings this year. Our Chair and office bearers worked in partnership with the school to ensure that COVID guidelines were shared and discussed, questions from parents were raised and transition activities could be organised. By working in this way our Parent Council provided a vital link between the school and home at a time when families were experiencing increasing levels of challenge.

**Teacher Professionalism**

* All support staff volunteered to support pupils in the Hub during remote learning. The continuity of care from these trusted adults ensured that pupils in attendance were supported and nurtured throughout.
* One of our Classroom Assistant/ASNAs undertook training in First Aid for Children and First Aid for Adults and has been duly certified. Such additional qualifications ensure a high level of care is provided to our pupils and staff
* All Infant staff engaged in Play Pedagogy and Inquiry based learning approaches and liaised with colleagues within other establishments to share good practice. This increased practitioner confidence, and, through the provision of play activities, our pupils have benefited from a nurturing environment where social skills and health and wellbeing outcomes have improved.
* All staff engaged with the Renfrewshire Nurturing Relationships Approach with a focus on the principle ‘The classroom offers a safe base’. By regularly sharing updates to our COVID guidelines, we ensured our pupils felt confident to return. We worked in partnership with our pupils to develop safe procedures within each class, ensuring that they were part of the process to co-create a safe environment.
* All staff undertook a range of professional learning activities this year, including: Place2Be – resulting in improved mental health and wellbeing supports for pupils; Glasgow Science Centre project – developing children’s understanding of climate change; Dyslexia training – improving knowledge of phonological and phonemic awareness, working memory, executive function and auditory processing; and Introduction to Child Psychology – helping staff to identify typical and atypical development milestones and provide practical class based supports.

**Parental Engagement**

* All teachers provided high quality remote learning during the periods of lockdown. Moderation of this provision by the school and through regular communication with families highlighted good practice which was subsequently shared across the establishment. The impact of these approaches led to significantly higher levels of engagement, compared to the previous year, and ensured progression of learning for all pupils.

**How Successful Have We Been in Improving Our School?**

**Parental Engagement cont’d**

* All teachers continued to develop partnerships with parents/carers throughout the year, including periods of remote learning, by working through our communication plan. This involved: two call-based Parents’ Nights; two written reports; regular informal phone calls; daily feedback on remote learning submissions; and emailing families to provide additional support. Through these interactions, families were provided with up-to-date information on progress and advice as to how to support their child.
* The Senior Leadership Team contacted all families during periods of remote learning to check on wellbeing and to ascertain whether additional supports or links to agencies would be required. The qualitative data collected during this time showed that this approach was well received and that families appreciated the continued link with the school.
* The Parent Council have supported our pupils in several ways this year. The workplace grant they obtained provided additional funding for the Primary 7 Legacy Project, enabling the pupils to better understand budgets and partnership working.
* All Primary 7 parents/carers supported the pupils through the provision of videos, photographs and information for their Awards Ceremony and Yearbook. This link between home and the school contributed to the overall focus on nurturing this year group as they made the move to secondary school.
* Parents/Carers of our new Primary 1 pupils engaged enthusiastically with the school’s Early Years Transition Teams Meetings. By asking questions and providing feedback we were better able to target our information sessions and families experienced an improved understanding of our school despite COVID restrictions.

**Assessment of Children’s Progress**

* All teaching staff assessed pupils in line with the collegiately agreed Summative Assessment Calendar. The timely provision of assessment data ensured that Excellence and Equity meetings were underpinned by reliable evidence and that the progress made by pupils could be measured consistently across the school.
* Practitioner judgements were further supported by data collected during SNSA and GL Assessments. These data sets supported teacher judgements and provided further detailed evidence of pupil progress.
* Analysis of the results obtained from the Health and Wellbeing profiling tool showed that through this target-based approach, almost all classes showed improvements across all domains

98% of pupils stated they like school 97% of pupils felt they had friends at school

97% of our pupils felt safe at school

* This evidences the impact of the targeted work carried out this year to support our children’s mental and physical health during a time of great challenge.
* Following ongoing periods of remote learning and lockdown we are proud to say the following percentage of children were achieving the expected levels:

86% in Listening and Talking 73% in Reading 67% in Writing

72% in Number, Money and Measure 84% in Information Handling 79% in Shape, Position and Movement

**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.
* We have involved the school community in updating the values and policies which underpin our professional actions. These documents are written with our families and partners in mind, ensuring they are accessible, use a shared language and meet the needs of our community. Examples include our Equalities and Relationships Policy, and our updated approaches to Child Protection and Safeguarding.
* 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.

**Performance Information**

* All teaching staff engage in high quality professional dialogue with members of the Senior Leadership Team during termly Excellence and Equity Tracking meetings. All teachers provide robust attainment data and talk confidently about the interventions in place to support all pupils.
* All teaching staff frame these interventions around the 12 Interventions for Equity to ensure our approaches use a shared language of support. Staff place a strong focus on shared pedagogy, effective transition, the transfer of learning across the curriculum and joined-up target setting.
* All staff take a holistic approach to improving outcomes for children which includes a strong emphasis on improving wellbeing. Staff have high expectations and aspirations for all children.
* The senior leadership team and staff use their knowledge of our community context when designing learning experiences. The robust approaches to tracking and monitoring, including of children’s progress in wellbeing, is resulting in improved attainment and outcomes for almost all learners.

**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.

**Pupil Equity Funding**

Decisions regarding the distribution of Pupil Equity Funding at Kilbarchan Primary School are based upon feedback from families; attainment data; pupil voice feedback; and the professional judgements of staff. It has enabled us to fund: an additional classroom assistant to support early years transition and play pedagogy; and weekly targeted literacy and numeracy support for pupils by establishment staff. The review of these interventions has shown achievement of identified targets for almost all pupils who are being supported. Feedback from families has been positive, commenting on the value that additional time with known members of staff providing a consistent approach, has made to children.

**Our Next Steps – Priorities for 2021-22**

The Covid 19 pandemic hindered our progress and our ability to achieve all our improvement priorities during session 2020-21. Some priorities and actions will therefore be carried forward to academic session 2021 – 22. We believe that we have made good progress during session 2020-21 and we will use the improvement priorities listed below to build on this progress moving forward.

* To raise attainment in Writing by embedding a consistent approach to the teaching of high-quality writing lessons, underpinned by the Renfrewshire Literacy Approach, and moderated by Cluster practitioners.
* To raise attainment in Numeracy using ‘The Learning Framework in Number’ from Maths Recovery as a targeted intervention to ensure attuned and responsive teaching, using diagnostic techniques to effectively assess and monitor progress.
* To promote an inclusive and supportive learning environment for all learners using the Glasgow Motivation and Wellbeing Profile alongside our journey towards achieving the LGBT Charter Award.
* To promote family learning through the delivery of family learning workshops and in the provision of ‘learning at home’ videos which were so highly regarded during Lockdown.

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.

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**Kilbarchan Primary School**

**Meadside Avenue**

**Kilbarchan**

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