



Kilbarchan Primary School

STANDARDS AND QUALITY REPORT

June 2023

This report will inform you of the school's progress and achievements in the last session and let you know about our plans for 2023-2024. 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. 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 our pupils. Each year, we further develop our gardens, playground, and shared spaces in partnership with pupils, local businesses, and Parent Council, improving year on year and ensuring it meets the needs of our community.

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 nine classes, three of which were composite. These 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 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

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.

Successes and Achievements

- ★ Participation in a wide range of sporting activities such as: Bikeability; Football Festival; Tennis Tournament; Netball Tournament; Dodgeball Tournament; Renfrewshire Primary Track and Field Competition, with one pupil coming 2nd in the long jump; Fizzy Club, supporting pupils with ASN; Tae Kwon Do lessons; Rugby input from our Active School Coordinator. All of this work has led to us achieving our Silver Sport Scotland Award, and we are on track for achieving Gold next session!
- ★ We had a wonderful celebration of the Scots' language from Primaries 6/5 and 6. Parents, carers, and staff were entertained with poetry, performance, songs, and plays, bringing the Scots' language to life for all who attended. Afterwards everyone enjoyed Irn Bru, Tunnock's Teacakes, shortbread, Caramel Logs and Wafers! A real Scottish treat!
- ★ All classes worked with Strathgryffe Tennis club, building their skills, teamwork, and fitness levels. Pupils showed an increase in their stamina, knowledge of the game and ability to work with and learn from others.
- ★ Our World Book Day event was a huge success with pupils taking part in a range of events including Drop and Read, Arts and Crafts, Paired Reading with Buddies, Book, Blether and Biscuits, Masked Reader, Where's Wally Challenge and a Book Swap. This event built upon our Reading Schools Award as we move towards achieving our Silver Award!
- ★ Throughout the course of the year the entire school community came together to raise funds to develop our playground equipment. This year alone and thanks to the combined efforts of our Parent Council, families, partners, and local community groups we managed to raise enough to commission a new Trim Trail and playground games. We obtained funding from Renfrewshire Council Village Fund, Malcolms, Hallowe'en Wear What You Want day, Stark Images/School Photographs, Christmas Jumper Day, Parent Council Christmas Fayre, Parent Council Christmas Artwork and Cash for Kids! This was an amazing community effort, and we would like to thank Kilbarchan Community Council and all other community groups who spread the word and shared our endeavour. We could not have managed this without you all!
- ★ After a generous donation from the Kilbarchan Civic Society, the Eco Committee purchased several new items to improve our growing space. Amongst other things, we purchased a wheelbarrow, 5 new raised beds and a wide variety of seeds and bushes. We are working towards our 3rd Eco Green Flag and 1st L.E.A.F. Scotland award. Our next step is to transform an area of the playground into a wildflower meadow, grow a range of our own fruit and vegetables and take an inventory of all the trees and shrubs we have in our grounds.
- ★ Our World of Work Week was incredibly successful, encouraging our pupils to think about the skills they are learning and how they could be used in real life. They thought about the jobs they might wish to undertake in the future, the places they want to visit and how they can use what interests them to find a career they will love. Our community and business partners volunteered their time to ensure our pupils had the most impactful experiences. We had over 25 organisations visit the school providing presentations, activities, quizzes, and other fun activities.
- ★ Primary 6/5 entered a poetry competition which asked them to create a MORERAPS poem. This type of poem had to include a metaphor, onomatopoeia, rhyme, emotions, repetition, alliteration, personification, and similes and we were so proud when all pupils won a Bronze Award for their entries! In addition, one of our pupils won a Silver Award for his poem about chess.
- ★ Each class enjoyed learning beyond the school, visiting places such as the Riverside Museum, Finlaystone Country Park, Glasgow Science Centre, Kilbarchan Bog Park with the Clyde River fund, Kelvingrove Museum, Robert Burns Birthplace Museum, West College Scotland, Whitelee Wind Farm, St Mirren Park for the Safe Kids event, and Lockerbie Manor for the Primary 7 residential excursion.

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.

Pupils

- We value pupils' voices in enacting change and recognise the importance of effective communication to do this. In addition to our strong partnership with the Speech and Language team, three teachers are now BSL trained by Glasgow University and three support staff have undergone Makaton training. The impact of this work is that it creates an environment where all voices are valued, and everyone feels welcomed and supported.
- Every child is a member of a committee that leads on a key area of change within our school. Our pupil committees created action plans and linked with partners and outside agencies. Examples included our Parent Council working with our Pupil Council, the Kilbarchan Eco Group working with our Pupil Eco Committee, and our Media committee working to improve community awareness of the work that we do. To date these committees have achieved: LGBTQ Charter Status, Bronze Reading Schools Award, additional funding from the Civic Society, raised awareness of school success through media publications, organised a whole school event, initiated a Kindness club, organised a community litter pick and supported learners across the school to access digital tools to enhance learning.
- Pupil HGIOS²⁴ provides the framework for termly questionnaires for pupils that gathered qualitative and quantitative data from across our school. The results were displayed centrally and are used to determine next steps in improvement planning. In addition, 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.

Staff

- All teaching staff have an area of distributed leadership, based upon school priorities, professional learning, and areas of expertise. Leaders create development plans with staff and pupils that are inclusive, based on need and make equitable use of resource allocation.
- This year, members of our Support staff were used as examples of good practice by lead officers to support others across the authority.
- The Head Teacher leads the Locality Inclusion Support Network. Through a solution-oriented approach with a network of Head Teachers, Pupil Support Co-ordinators and Educational Psychologists we have shared good practice and improved equity in the support structures and processes across establishments. This has led to improved outcomes for pupils in the locality.

Parents/Carers

- Parents/Carers have led Bikeability in Primaries 6 and 7, leading to improved health and safety outcomes for our pupils.
- They have worked with our Pupil Council, Pupil Committees, local Community Council and local authority partners to improve road safety, have worked with our Pupil Council to co-design a new Trim Trail and other playground improvements; and also led a Book Fair.

How Successful Have We Been in Improving Our School?

Teacher/Staff Professionalism

- All staff revisited their relevant Codes of Conduct along with an additional focus on the updated GTC Standards during August In-Service 2022. Professional review and development records of both teachers and support staff evidence an awareness of professional responsibilities and the impact their learning has on improving outcomes for pupils.
- All staff members ensured their professional learning was relevant and met the needs of our current cohort. Links are made to local and national priorities to raise attainment. This year examples have included: Improving STEM teaching and Teaching STEM through Stories - Making Links to Literacy; Understanding Dyscalculia; the development of Play Based Learning Approaches; and participation in the Local Authority Support Staff training programme.
- The Head Teacher participated in the Excellence in Headship Stretch programme, with a focus upon collaborative enquiry, systems leadership, educators as researchers, equity and justice, and the dynamics of change. This led to a collaborative enquiry project on the theme of Head Teacher Empowerment, ensuring that improvements meet the needs of local communities. The Head Teacher also contributed to the national Empowerment Podcast where solutions to improve representation, collective accountability and resourcing were explored. Through this work she also contributed to the National Empowerment Steering Committee with Education Scotland.
- Our Digital Lead held CLPL training sessions with staff, sharing skills, new approaches and resources. This led to improved staff confidence with new technologies, increasing digital literacy for both staff and pupils, improved support for those with additional needs and a more efficient forward planning system.
- All teachers planned collegiately and at regular intervals throughout the year to meet the needs of learners across all areas of the curriculum. This ensured a collective understanding of progress across the school, a focus on real life contexts, and opportunities for pupils to share their learning.
- All teachers analysed class and year group data, using this to identify universal targets, and share approaches to individualised support. The information collected informed our self-evaluation and school improvement planning.
- All teachers used a range of assessment strategies, including both formative and summative assessments to support their professional judgements.
- Our teachers continued to engage with colleagues across the cluster on a series of moderation events, sharing good practice and improving professional judgement in the assessment of writing. This supported them to make sound, well-informed professional judgements when used in addition to their knowledge of the benchmarks, and standardised assessments such as SNSA, GL and GMWP.
- Teachers met termly to provide robust attainment data and talk confidently about the interventions in place to support all pupils. During these Excellence and Equity meetings, the progress of individual pupils was discussed with SLT, considering issues such as attendance, health and wellbeing, wider achievement and engagement with families.
- Our Clerical Staff in collaboration with the Head Teacher designed an Attendance Tracker to improve the monitoring, and timings of interventions. Attendance and Late Coming data is analysed monthly thus enabling effective family supports.

How Successful Have We Been in Improving Our School?

Family Engagement

- All families are 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. This year our Parent Council have focused upon raising money to improve our playground equipment, resulting in the purchase of a new Trim Trail to be installed during session 2023-24.
- We use Twitter (@KilbarchanPS) to share our successes, events, and learning. This helps us to reach a wide audience and to make links with partner agencies and other schools.
- Our Infant classes communicate with families via SeeSaw, whilst our Upper classes share this on a termly basis through our Sway presentations. This enabled families to have a better understanding of what learning looks like at Kilbarchan helping to improve family engagement and support with learning. [sway | Search Results | Welcome to Kilbarchan Primary School \(glowscotland.org.uk\)](#). We use our school website ([Welcome to Kilbarchan Primary School \(glowscotland.org.uk\)](#)) as a central location for parents/carers to access school policies, homework guidance, newsletter and helpful links sent out throughout the year.
- In response to feedback received, we trialled a new Family Learning Target session this year, in place of the Interim Report. Parents/Carers worked alongside their children and teachers on areas for development, sharing approaches used in school and demonstrating ways in which this could be replicated at home. This session was highly regarded by all those in attendance and will continue next session.
- We worked with all stakeholders on refreshing our curriculum rationale. It was clear that the school community had a shared understanding of what was important for our pupils: 'to have a sound foundation of core academic knowledge but also to have the resilience, confidence, and collaborative skills to make informed decisions and to become active citizens in their local and global communities'. This work will be reflected in the improvement planning for next session, ensuring that our pupils are able to develop their skills for learning, life, and work.
- We ran termly ASN Family Workshops providing a space to: share lived experiences; find out more about supports available; suggest ways in which the school could improve. Those in attendance found the forum an excellent way to meet with other families and learn from one another. Learning from the lived experiences of others ensures our supports meet our context.
- We refreshed our End of Year reports to show progress within and towards a level across the curriculum. This update was made in response to feedback from families as we moved beyond the targeted approaches which formed part of the COVID recovery programme.
- The opinions of families are gathered across surveys such as Parental Involvement and Engagement (PIE) survey and the Family Learning Questionnaires. The results were used to determine next session's School Improvement Plan priorities in relation to family learning and raising attainment.
- Our families helped 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. Our families also engaged really well with Walk to School Week, improving family health and wellbeing.
- Our families have enjoyed our Infant Nativity and Upper Spring concerts this year. This was a wonderful chance for the whole community to come together to celebrate the confidence and performances of our pupils.

How Successful Have We Been in Improving Our School?

Assessment of Children's Progress

- Our submitted attainment data shows:

	Primary 1	Primary 4	Primary 7
Listening and Talking	88%	89%	100%
Reading	83%	68%	70%
Writing	83%	71%	80%
Number, Money, and Measure	83%	71%	70%
Information Handling	100%	79%	90%
Shape, Position and Movement	96%	79%	83%

- Across all aspects of literacy and numeracy we have raised attainment and/or maintained consistently high standards of attainment for almost all learners. Most children are on track to achieve nationally agreed Curriculum for Excellence (CfE) levels in literacy and numeracy and the percentage of those achieving has increased over time. Our levels of attainment are higher than those of our comparator schools for almost all categories.
- Pupil HGIOS?4 survey showed pupils said they could see improvements in the following skills this year: 70% in Listening and Talking; 91% in Reading; 92% in Writing; 93% in Numeracy; 89% in Shape, Position and Movement; 85% in Information Handling.
- All teachers use a range of assessment strategies, including both formative and summative assessments to support their professional judgements. They are then able to provide robust attainment data and talk confidently about the interventions in place to support all pupils.
- 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 target specific gaps and areas for development for individual pupils.
- The health and wellbeing of our pupils is assessed, monitored, and tracked across the year. All teachers have high quality conversations with individual pupils to identify areas of concern and work with them on strategies to improve how they are feeling. This targeted approach ensures that we know our children well and can respond to their needs effectively.
- This year we refreshed our collegiately agreed assessment calendar, ensuring a wide range of assessment approaches were being used. In addition to ongoing, periodic, baseline and end of unit assessments, the calendar now also includes high quality, interdisciplinary assessments, ensuring opportunities for our pupils to demonstrate the application of skills in relevant contexts.
- 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.
- Establishment and Cluster moderation of writing has led to increased practitioner confidence in the assessment of children's progress across the cluster. We share transition and achievement information confidently with our associated secondary schools ensuring pupils are well supported as they move between establishments.

How Successful Have We Been in Improving Our School?

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. This ensures that our families are clear about our priorities and the ways in which we are supporting our 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.
- 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.

Improvement Priority 1: To raise attainment in Writing through pupil motivation

- Almost all year groups met their projected targets for attainment in Writing
- Attainment of SIMD 1-4 pupils currently assessed as on track in Writing improved by more than projected expectations to 77%. Attainment of FME/CG pupils assessed as on track in Writing improved by more than the projected expectation to 69%.
- All teachers registered an increase in confidence in providing pace, challenge and support during Writing activities and an increase in confidence in their professional judgements
- Almost all support staff are more confident and skilled in providing in-class support to the identified pupils/groups.

Improvement Priority 2: To raise attainment in Literacy and Numeracy through improved family engagement

- Family questionnaires demonstrated an increased understanding of the approaches used in their child's class.
- Almost all parents/carers described their understanding of pupils' strengths and areas of development as having 'increased'. (FECL Questionnaire).
- Almost all parents/carers stated they felt better able to support their children with learning at home using the strategies shared with them.

Improvement Priority 3: To drive improvement in children's health and wellbeing through wider achievement

The wider achievement of all pupils was tracked each term as part of our whole school Excellence and Equity tracking meetings. This enabled all teachers to target and support pupils as required. This ensured that:

- All pupils participated in a vertical learning committee or club, developing their voice and community action.
- Almost all pupils achieved their HWB targets set in August 2022.
- Almost all pupils achieved either a Values or Capacity Award this session, with all pupils in Primary 7 achieving their Gold Capacity Award.

How Successful Have We Been in Improving Our School?

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 meet 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 Motivational 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.
- Almost all pupils engaged in the WOW Travel Tracker, providing us with additional information on mechanisms by which we are improving health and wellbeing outcomes across the school community.
- Almost all children have very high attendance rates, ensuring maximisation of learning and teaching time to promote attainment. Session 2021-22 attendance rate was 94.2% and with zero exclusions. Our attendance rates have been higher than that of our comparator schools for the last 6 years.

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 Inclusion.

Our strategy to close the poverty related attainment gap is targeted and based upon:

- Identifying specific gaps in learning
- Providing targeted interventions in 1:1 and/or small group settings
- Measuring progress and tracking pupils in the achievement of individual targets, working in collaboration with teachers and support staff.
- Improving pupil confidence, building learner independence, increasing motivation and enjoyment to further enhance success and achievement.

During session 22/23, we used our PEF funding to:

- Increase our core teacher staffing by 1.0 FTE to provide targeted support for learning in Literacy and Numeracy.
- Increase our Classroom Assistant staffing by 1.0 FTE to provide targeted health and wellbeing support.

17 children received targeted numeracy support.

- 74% of this group progressed through a minimum of 2 targets towards the achievement of a level and increased their SEAL assessment score.
- 76% of pupils stated an overall increase in their enjoyment of Numeracy and improved readiness to learn
- 94% of pupils stated an increase in confidence in Numeracy after intervention and feel better equipped with strategies to use in the whole class setting.

23 children received targeted Literacy support.

- 76% of this group progressed through a minimum of 2 targets towards achievement of a level, with 78% increasing their Literacy score using our school incremental scale.
- 82% of pupils stated an overall increase in their enjoyment of Literacy and improved readiness to learn.
- 78% of pupils stated an increase in confidence in Literacy after intervention and feel better equipped with strategies and ideas to use in whole class setting.

Health and Wellbeing Support to the targeted group

- Decrease of ~ 40% in the number of restorative conversations required
- Decrease of ~ 10% of time spent out of class
- Increase of ~ 50% engagement in all areas of the curriculum
- Increase of ~ 60% positive engagement with peers

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

We have made very good progress during session 2022-23 and we will use the improvement priorities listed below to build on this progress moving forward.

- ★ **Improvement Priority 1 – To raise attainment in Reading through the application skills across all Literacy domains**
- ★ **Improvement Priority 2 – To raise achievement through the application of skills across the curriculum**
- ★ **Improvement Priority 3 – To improve Health and Wellbeing outcomes with a focus on NVR**

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

Meadside Avenue

Kilbarchan

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Twitter: [@KilbarchanPS](https://twitter.com/KilbarchanPS)

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.