



Kirktonholme Primary School & Early Learning Class



Standards and Quality Report 2022/23

Learning is the HEART of Kirktonholme



Happiness

Excellence

Achievement

Respect

Teamwork

Context of the school:

Kirktonholme Primary School and Early Learning Class is in a residential area of East Kilbride. It serves the communities of West Mains and Stewartfield. For 2022/23 our school roll was 377 over 14 classes, with a nursery class of 40. The new school building was opened in 2009 and provides a modern environment in which our children can learn and achieve. The building has 12 classrooms, a nursery, a gym hall with a large stage, dining area, ICT suite, and an Active Learning Zone. Over recent years we have developed our outdoor space creating versatile spaces to play and learn.

Our school community worked together to create our school vision and values. Last session this was reviewed and it was agreed to refine the values to align more with our school vision. Our community is focused on learning being at the heart of Kirktonholme. The values we live by are Happiness, Excellence, Achievement, Respect and Teamwork.



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Happiness Excellence Achievement Respect Teamwork

The Senior Leadership Team are well established and supported by the Kirktonholme Improvement Team, all of whom drive improvement through self evaluation and pupil voice. One of the strengths of our staff team is the shared values and they should be commended for their strong ethos of teamwork. Learners are well respected and listened to. Our school support team have worked hard to compensate for the absences of some of our support team members.

This session we have strived to increase our parental engagement by providing stay and play sessions, family workshops in Robotics and Loose Parts and we hosted our second annual KOP Climate Change Conference. We have an active and engaged Parent Council, and an interested and supportive parent forum, who play an integral role in school life in many ways, including fundraising. We are continually developing our profile within our local community by supporting local charities and groups, such as the EK Food Bank, Memory Café, Guide Dogs and Kilbryde Hospice as well as utilising local businesses to support our curriculum delivery, especially in the areas of Farm to Fork, Sustainability and Digital Learning. We have developed good links with our local library to support our reading for pleasure programme.

We are part of the Duncanrig Learning Community, and we have strong links with the other local eight feeder primary schools. Staff have the opportunity to work in collaboration across the schools. We work very well with Duncanrig Secondary School to ensure that a smooth and strong transition programme is planned for and achieved. In session 2021/2022 our nursery class moved to 1140 hours and this session 23 of our children have transitioned into our school.

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Overview of Kirktonholme's Achievements during 2022/23



Attainment has increased in Writing, Listening & Talking & Maths and remained consistent in Reading



Attainment in Writing has increased by 3% and staff feel more confident in making Teacher Professional Judgments



Creation of a whole school Tools for Writing approach



Regulation stations and sensory boxes created by Health & Wellbeing Ambassadors are utilised by learners in every class



All learners visited the Science Centre (Participatory Budget)



Loose parts workshops have allowed for more enquiry based experiences across the whole school



P7 created and hosted our first Rights of a Child Celebration



Increased opportunities for family learning –Stay & Play, Loose Parts & Digital Workshops, successful ELC parent and child joint nursery outing



Eco Warriors hosted a successful second KOP conference, sharing our practice within SLC and beyond



Play pedagogy continues to be developed within KPS



Almost all P7 pupils participated in an island residential outdoor learning experience



Outstanding Lion King show was performed by P6 & P7



Polytunnel has been installed to support our sustainability programme



Creativity has been developed through monthly challenges (UNCRC Article 13)

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Happiness

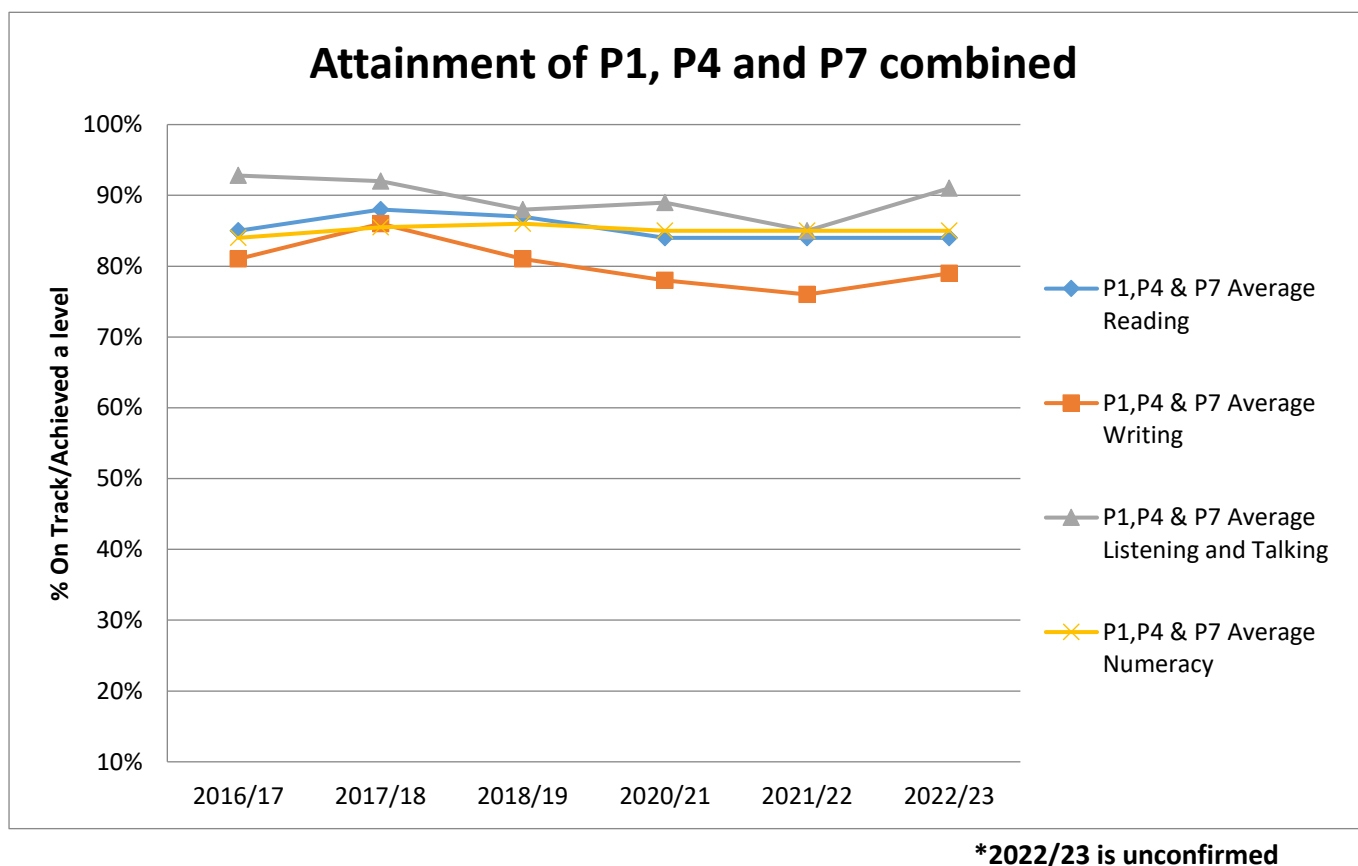
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Overview of Kirktonholme's Attainment during 2022/23



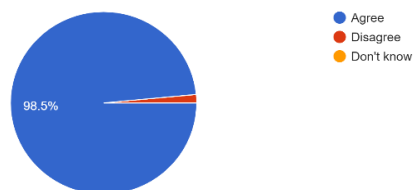
This data illustrates the combined Achievement of a Level for the P1, P4 and P7 cohorts

Reading	84%	This has remained the same for the past 4 years and has decreased by 2% from pre pandemic times.
Writing	79%	This has increased by 3%
Listening & Talking	91%	This has increased by 6%
Numeracy	84%	This has increased by 1%

All areas of attainment are above SLC and National average.

My child enjoys learning at school.
67 responses

Our parent survey tells us 98.5% enjoy learning at Kirktonholme.

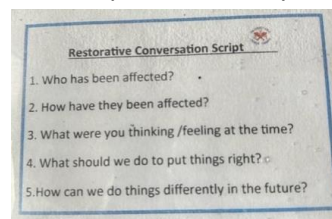


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Review of progress for session Aug 2022- June 2023

School priority 1: Attachment	
<p>NIF Priority (select from drop down menus)</p> <p>Improvement in children and young people's health and wellbeing</p> <p><u>NIF Driver</u></p> <p>School and ELC leadership</p> <p>School Improvement</p>	<p>HGIOS?4 QIs (select from drop down menus)</p> <p>3.1 Ensuring wellbeing, equality and inclusion</p> <p>1.3 Leadership of change</p> <p>1.3 3.2 Raising attainment and achievement</p>
<p>Strategy</p> <p>What did we set out to do?</p> <ul style="list-style-type: none"> We want our community including learners, families and staff to form secure attachments and be actively engaged in school life. <p>Progress and Impact <i>What difference did we see? What did we achieve?</i></p> <p>Attachment informed practice within the classroom</p> <p>Attachment Ambassadors have led staff in developing attachment informed practice. Every class now has a calm corner/regulation station and staff have been trained in using calming strategies. Staff worked collaboratively to agree upon restorative conversation scripts resulting in a consistent language being used across the school. Observations have shown that this script has been very effective in helping children understand situations and behaviours. Some classes have piloted recognition boards. Attachment hour within the ELC has resulted in smooth transitions and settled, happy children.</p> <p>Pupil led practice</p> <p>Health and Wellbeing ambassadors were created and they identified, purchased and collated resources for a sensory box for each class.</p> <ul style="list-style-type: none"> 77% of pupils have found the sensory boxes to be effective and helpful when using their class regulation stations. <div style="display: flex; justify-content: space-around; margin-top: 10px;"> <div style="border: 1px solid #007bff; border-radius: 15px; padding: 10px; width: 30%; background-color: #e6f2ff;"> <p>"Thank you so much for Health Ambassadors for these boxes." "The boxes make me feel calm" P2 pupil</p> </div> <div style="border: 1px solid #007bff; border-radius: 15px; padding: 10px; width: 30%; background-color: #e6f2ff;"> <p>"The worry monster is good because I had a few feelings that make me scared. I wrote a note and it changed my life!" P3 pupil</p> </div> <div style="border: 1px solid #007bff; border-radius: 15px; padding: 10px; width: 30%; background-color: #e6f2ff;"> <p>"The sensory boxes help destress you. The breathing techniques are good. I like the calm lights. P4 pupil</p> </div> </div> <p>RSHP</p> <p>Staff have received training in the new RSHP and Health and wellbeing materials and resources. Parents have been issue with information leaflets regarding the teaching of this.</p> <p>Parental engagement</p> <p>A variety of parent events have been created to re-establish the strong relationships that are a strength of KPS. Parents have attended loose parts & digital workshops, open afternoons, come read with me and Play Pioneer sessions. 100% of ELC families attended Stay & Play sessions. Families have reported that that we provide a nurturing, safe and high quality learning environment for their children.</p> <p>Next Step(s) to inform SIP for 2023/2024:</p> <ul style="list-style-type: none"> Feel Good Fridays – wellbeing ambassadors will lead learning Establish a Nurture provision Build on attachment work with Nurture training for whole school (Nurture WP 23/24) Continue to extend family events and build in an Attachment focus Extending partnerships to support an Inaugural wellbeing conference in February 2024 	



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School priority 2: Writing

NIF Priority (select from drop down menus)

Improvement in attainment, particularly in literacy and numeracy.

NIF Driver

Curriculum and assessment

Assessment of children's progress

HGIOS?4 QIs (select from drop down menus)

3.2 Raising attainment and achievement

2.3 Learning, teaching and assessment

2.2 Curriculum

Strategy

What did we set out to do?

- Increase attainment in writing
- Develop teachers' confidence in moderation



Progress and Impact *What difference did we see? What did we achieve?*

Learning Community **moderation group** (Working on Writing) was established

WOW group visited all schools moderating the writing of 2 children from each class and level.

There was a focus on one pupil who is on track and one pupil who is not on track. Findings and recommendations from visits were shared with all staff CAT sessions. KPS staff adopted the assessment criteria to inform teacher judgements. Pupils writing evidence was revisited in May. Staff demonstrate a greater understanding of 'a body of evidence.' Evidence of on track learners has been collated and is available as a support tool for teachers.

KPS created a **consistent whole school approach of Tools for Writing**. Posters and pupil prompts were devised and supported self and peer assessment and teacher feedback. Early evaluations show that this tool has been well received and supports the learning and teaching of writing and writing across all areas. Learners report that they find this visual helpful and easy to use.

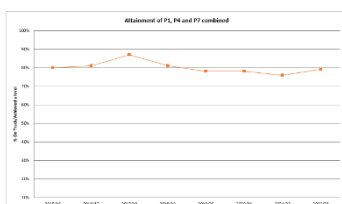


Additional staff have been trained in Talk 4 Writing approach.

All learners participated in whole school writing project about Captain Climate Change.

As a result of the above progress:

- ✓ Attainment in writing at P1,P4 & P7 has increased by 3% to 79%
- ✓ Attainment in writing from P1-P7 has increased by 3% to 81%
- ✓ Teachers' confidence in making professional judgements has increased
- ✓ A greater body of evidence is used when making judgements



Writing attainment is now above pre-pandemic levels

Next Step(s) to inform SIP for 2023/2024:

- ✚ Training will be provided in relation to the findings and recommendations of the WOW group (November Inset 23)
- ✚ Further opps for staff to build upon Learning Community moderation, including ELC
- ✚ Evaluate Tools for Writing
- ✚ Create similar assessment criteria to support TPJ in Reading. (Literacy working party 23/24)
- ✚ Identify set T4W model texts for each stage & use of SLC Literacy Hub (Literacy working party 23/24)

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School priority 3: Play pedagogy & pupil led learning

NIF Priority (select from drop down menus)

Improvement in attainment, particularly in literacy and numeracy.

NIF Driver

Curriculum and assessment
School Improvement

HGIOS?4 QIs (select from drop down menus)

3.2 Raising attainment and achievement
2.3 Learning, teaching and assessment
2.2 Curriculum

Strategy

What did we set out to do?

- To embed play pedagogy in ELC and Primaries 1 and 2.
- To drive play based learning and pupil led learning in Primaries 4-7.
- To raise awareness and importance of learning playfully with the Kirktonholme Community.



Progress and Impact

What difference did we see? What did we achieve?

Embedding Play Pedagogy



Staff training, peer & school visits and collaboration with SLC Play Officer has resulted in an embedded and more refined play practice within P1 classes. The need for consistency within the classroom play environment has been addressed. Observation records have been piloted and refined allowing for a greater tracking of individuals. One member of the teaching team has participated in SLC's Play Pedagogy training and another member was invited onto the SLC Pedagogy Team contributing to the writing of the SLC Play Toolkit. As a result, our learners are benefiting from our Teach, Target and Play approach and our staff's confidence is increasing in the play based learning approach. Engagement levels have increased along with attainment in maths.

Teach



Target



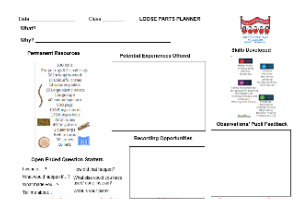
Play



Drive play based learning & pupil led learning in P4-P7



Every class participated in Operation Play Outdoors workshops providing a good introduction to play based learning for all staff. This experience was built upon through purchasing loose parts materials along with further training for staff. Using the West Partnership poster on enquiry learning to enhance staff understanding and a KPS planning tool, staff are now confident in using loose parts as an enquiry based approach. Feedback from all stakeholder demonstrates the high levels of engagement and skill development of **all** pupils and allows for learners to lead their own learning.



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Raise awareness of learning playfully with Kirktonholme Community

Following presenting at the parent council AGM, the Kirktonholme Community are more away of the powerful impacts of play on the development of our learners. Parents have attended stay and play sessions at the Early Level resulting in a greater awareness of play pedagogy.



Louise enjoyed coming to the after school s.c.s. Lots of things to do with her hands, as well as playing. Many enjoyed the play and day.



Louise has had a wonderful time. She always enjoyed to pick up to tell us about it. She will take the time and could be happy to come back.

Play Pioneers P2 Family Learning



Adam had a great time at play pioneers. He asked forward to go every Tuesday. I think it's a great after school club especially after seeing the fun the kids have.



Layla has been coming to the after school club. There was a lot of resources to keep them busy.



James loves the club and is very good at his reading. Thank you so much to all the staff.



Kieran has had a blast. They enjoy and talk about the club. They look forward to going. Great chance to be involved and interact in a school setting. Great resources.

P1 & 2 children and targeted families participated in a Play Pioneers after school club. This resulted in children developing additional friendships and building confidence. Families engaged in play with their child resulting in protected family time and stronger home-school links.

The play based learning approach has given the children personal choice and helped them develop independence. A really fun and inclusive classroom.

It's amazing to see the children having a nice balance between free play with a purpose but still working through their must do jobs. Very exciting and magical classroom.

It's great parents can be involved and interact in the school setting.

Next Step(s) to inform SIP for 2023/2024:

- ✚ Extend the newly refined play pedagogy within P2 – teach, target and play model
- ✚ Extend play pedagogy into P3 – staff CLPL, peer & school visits
- ✚ Refine and implement a consistent observation schedule and planning in the moment schedule across Early Level
- ✚ Update school play pedagogy policy in line with SLC Being Me Policy, Realising the Ambition, West Partnership resources and school developments
- ✚ Continue to extend loose parts play to ensure continuity and variety into next session & use as a vehicle for parental engagement
- ✚ Upskill staff in questioning techniques to ascertain and extend learning within play experiences (Working Party for 2023/24)
- ✚ Incorporate SLC Skills Framework to learning experiences

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School priority 4: UNCRC

NIF Priority (select from drop down menus)
Placing the human rights and needs of every child and young person at the centre of education

NIF Driver

School and ELC improvement

School leadership

HGIOS?4 QIs (select from drop down menus)

3.1 Ensuring wellbeing, equality and inclusion

2.2 Curriculum

1.2 Leadership of learning

Strategy

What did we set out to do?

- Raise awareness of UNCRC and apply to all aspects of school life



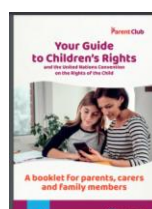
Progress and Impact *What difference did we see? What did we achieve?*

UNCRC Pupil Led launch event took place on 25th November. All learners engaged with and contributed to the activities. P7 pupils created an information film about Children's Rights and learners responded positively to this pupil film. Learners collaborated to create a charter for the playground and dining hall. Evaluations from P4-P7 tell us that all children are aware of the UNCRC, 100% can identify at least one right and most learners are aware of at least 3 rights. Learners are beginning to connect their learning to articles of the UNCRC.

Staff training session was provided during one of the Inset days as a result almost all classes created a class charter. Staff have been able to identify links between UNCRC and the Health and Wellbeing programmes.

UNCRC has been incorporated into school systems such as pupil leadership, playground supports, attendance letters etc. Information leaflets were shared with parents to raise their awareness.

Our SWOT analysis indicates that our school should now focus on celebrating a variety of faiths and cultures (linking to article 14)



Next Step(s) to inform SIP for 2023/2024:

- ✚ Demonstrate links and make connections between school vision, HWB, GIRFEC & UNCRC
- ✚ Annual school calendar and planner to reflect a monthly focus
- ✚ Assembly programme to be created and based on the above connected themes
- ✚ Establish Rights of the Child WOW group to lead developments
- ✚ Displays around KPS should reflect UNCRC – making articles more visual for school community
- ✚ Revise RME programme taking account of variety of faiths and cultures UNCRC Article 14 (2024/2025)

National priority: How we are ensuring Excellence and Equity?

Strategy

Brief commentary on context and identified barriers to learning which affect progress and attainment, key interventions undertaken

Within Kirktonholme there is a relatively even split of pupils living within SIMD 3 to 6 and SIMD 7 to 10. The greatest number of our learners live in SIMD 6. The number of targeted learners within Kirktonholme Primary has increased to 63. This comprises of 63 learners in receipt of free school meals and we have 0 learners who live within SIMD 1 and SIMD 2 areas. The number of targeted learners has almost doubled over the past four years. Our current P1 and P5 year group have the highest number of targeted learners.

Our school community have an active voice in the decision making around Equity budgets. Our Pupil Council have the responsibility of leading on the Participatory Budgeting. As a result of their consultations, they identified school trips as areas of focus and as a result all learners visited the Science Centre. Our Cost of the School Day position statement takes cognizance of all areas of the school day and has been created in consultation with the school community and in particular the targeted families. We are striving towards a zero cost school.

Targeted learners are tracked in the areas of participation, attendance, attainment, exclusion and engagement. We previously have identified that there were limited opportunities for participation for our learners and we have been able to provide after school clubs and classes for all targeted children. Class teachers are aware of who they are championing within their class and maintain a record of interventions. This is part of SMT tracking meetings.

In session 2021/22 (data issued Feb 23) our data shows that we closed the poverty related gap for all of our learners by the time they finish Primary 7. Within the other year groups we are observing an increase in the attainment gap. We believe this is attributable to the increase in the number of targeted learners which also has included many of the new pupils who have started at Kirktonholme.

Progress and Impact

What difference did we see? What did we achieve?

Participation

Homework clubs are facilitated by teaching staff. Target group of pupils P3-P7 DHT (Equity) oversees and ensures maximum participation of a cohort of pupils. In addition, liaise with pupils and families to ensure families have resources including devices for home learning. P1&2 Play Pioneers has been established

- 84% targeted pupils P3-P7 attend Homework club. 6/37 (16%) had other commitments or expressed not to attend. Aug 2022-May 2023 (28% 2021-22 did not attend)
- All targeted pupils(100%) P1 and P2 attended afterschool play sessions this term Sept 2022-Mar 2023 and included parent/family participation too.
- P1-P7 After School clubs this term. The majority of targeted pupils participated in after school clubs Sept2022-June 2023. 58/64 (78 %) an increase from 55% 2021-22.

After-school clubs and school trips: Target group of pupils P1-P7 DHT (Equity) oversees and ensures maximum participation of a cohort of pupils in a range of organised events and clubs. Liaising with all stakeholders pupils, families, class teachers, PT (Afterschool clubs) and community links.

- All targeted pupils attended at least one school trip between Jan –June 2023.
- After School clubs were arranged throughout the year offering P1-P7 pupils a range of sport and expressive art activities.
- Clubs on offer are a result of targeted pupil voice. This year we have offered additional music and art clubs. KPS Dance Academy continues

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DHT to facilitate "Equity Voices Pupil Leaders in KPS" To raise the profile of targeted pupils and provide the opportunity for pupils to have a voice, be change-makers and have a sense of belonging in the school and in the community.

- All families contacted to ensure they have devices for homework and additional home learning.
- Targeted learners are allocated leadership roles within the school to raise their profile and build confidence.

Attendance

SMT continue to track and closely monitor attendance. Bespoke interventions are created in collaboration with families and their needs.

- 25 pupils identified Aug 2022 for attendance support
- 11 out of 25 pupils increased to 90+% attendance (44%) (38% previous increase in 2021-22)
- 18 pupils identified for Aug 23

Attainment

Additional teaching staff have been targeting P3-P5 in the areas of writing and numeracy. Equity funding has been allocated to the equivalent of 1.0 FTE support staff. This has provided in staffing for Breakfast Club and allows us to continue with literacy interventions such as Catch Up Literacy and 5 min boxes.

- ✚ 14 targeted children regularly attend Breakfast Club. This has allowed for a calmer start to their day resulting in an increase in attendance and engagement levels in class.
- ✚ One member of the support team, a class teacher and a DHT has been trained in NELI. This intervention has been piloted March-June23 with all children showing a significant increase in listening and talking and communication skills.
- ✚ Malt assessments have been purchased this session providing additional evidence to inform TPJ in numeracy. As a result all learners now have a standardised score and inform any intervention required.



Exclusion

- ✚ We have 0 children excluded from KPS.
- ✚ All classes have sensory boxes and regulation station to sustain learners within the class setting
- ✚ Almost all (58/70) P7 children participated in Millport Residential Trip
- ✚ Two members of staff have been trained in Nurture – Accredited training & SLC training
- ✚ Rigorous application of Cost of the School Day policy resulting in a zero cost school
- ✚ More families gift uniforms to the Uniform Swap Shop. KPS provides uniforms to any families in need, to the EK Food Bank and Baptist Church Family Centre

Next Step(s) to inform SIP/PEF Plan for 2023/2024:

- ✚ Continue with After School Club programme to support participation
- ✚ Continue with NELI intervention and use this to further influence ELC and P1 Literacy experiences (to address P1 Literacy Gap)
- ✚ Establish a nurture provision within KPS (Nurture Working Party 2023/24)
- ✚ Reading – prior to pandemic, KPS had closed the poverty related attainment gap in Reading. Our data shows this gap has emerged and needs redressing. (Reading Working Party 2023/24)

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