

Standards and Quality Report

**Kippen Primary School**

**Session 2022-23**

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| Review of Progress for session 2022-23 | **Standards and Quality Report** |
| Priority 1**RAISING ATTAINMENT IN LITERACY** NIF 2,4,5 6 HGIOS 2.3 3.2* Further develop Highland Writing criteria for use in assessment and moderation of writing.
* Implement reading interventions and PM Benchmarks Literacy Assessment Kit.
* Continue to moderate writing at school level using skills developed last session.
* Introduce Talk for Writing at all stages across the school
* Introduce Creative Stars Literacy for outdoor literacy work at all stages
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| National Improvement Framework Priority • Improvement in attainment, particularly in literacy and numeracy. | HGIOS4 Quality Indicators 2.3 Learning teaching and assessment3.2 Raising attainment and achievement |
| NIF - Key drivers for improvement2. Teacher professionalism4. Assessment of children’s progress5. School improvement6. Performance information  | Children’s Services Plan Outcomes Raised attainment for all young people leading topositive destinations  |
| Progress: | * All Learners engage in high quality learning and teaching in writing lessons
* Learner’s writing is assessed and tracked by teachers confident in using criteria to identify next steps
* Learners writing is moderated at school level
* All staff took part in colourful semantics training with Lydia Neil Speech and Language Therapist
* Staff are beginning to use Colourful Semantics as part of class writing lessons
* Pupils have been introduced to the terminology for Colourful Semantics
* All staff have been introduced to the Focal resources to support literacy interventions in the classroom
* All staff have been introduced to the strategies from Teaching Children to Listen
* Staff took part in a Creative Stars Literacy Session to look at approaches and resources for outdoor literacy
* All classes to part in Book Week Scotland lessons which included creative reading opportunities
* PM Benchmarking has been developed to assess identified pupils and support literacy interventions
* All pupils took part in literacy lessons during outdoor learning day
* Outdoor classroom constructed to allow outdoor literacy opportunities
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| Impact: | * Staff were able to identify levels of attainment and areas for development
* Staff identified learners who would benefit from interventions
* Most children achieved Early and First level in all areas of literacy at the appropriate time
* All children achieved Second level in all areas of literacy at the appropriate time
* All targeted pupils used Colourful Semantics strategies to independently construct a sentence
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| Next steps:  | * Develop a strategic plan for Colourful Semantics roll out for P1-3
* Focal to be introduced to P1 and P2 learners
* All pupils to take part in listening lessons using Teach your Children to Listen games and activities
* P1-3 to use new outdoor classroom for weekly literacy lessons
* Staff to take part in CPD to further develop outdoor literacy work
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**The School**

Kippen Primary School is a non-denominational school serving the rural community of Kippen and its surrounding area. The school role for 2022-23 is 129 children within 6 composite classes. We have a Head Teacher, 6.8 teaching members of staff, including a Principal Teacher post, 2 full time and 3 part time Support for Learning Assistants, and a part time administrative assistant and visiting specialist teacher for Support for Learning, Music and PE.

The school is very well supported by parents and highly regarded within the community. Attainment is high and the school prides itself in the wide range of learning opportunities it provides to support and develop skills in our young people.

At Kippen Primary School we aim to develop every child to be the best he/she can be by providing quality learning and teaching in a nurturing environment. To achieve this we plan for continuous school improvement and work with parents, children, and the wider community whilst being supported by Stirling Council’s Education Service.

**Self-Evaluation**

Self-Evaluation for Self-Improvement is at the heart of our practice in Kippen. We continue to develop our practice in making robust use of evidence as a basis for judgements regarding the impact of our work on our learners.

* How are we doing?
* How do we know?
* What are we going to do now?

**Looking inwards** to analyse our work

**Looking outwards** to find out more about what is working well for others locally and nationally

**Looking forward** to gauge what continuous improvement might look like in the longer term.

Learners, parents/carers and staff take part in ongoing consultation and self-evaluation and their views are taken into consideration when planning for school improvement.

We do this by:

Learners- class discussions, surveys, Pupil Council meetings.

Parents/Carers – feedback from parent consultations, questionnaires

Staff – regular staff online meetings, professional dialogue, quality assurance, self-evaluation, Head Teacher dialogue.

Due to the pandemic, face to face meetings and mixed groups across the school have not been permitted. This has required alternative ways of gathering feedback to be used, such as Google forms and parental phone calls.

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|  Priority 2**RAISING ATTAINMENT IN NUMERACY**NIF 2,4,5,6 HGIOS 2.3 3.2* Teaching staff to take part in First Level RIC numeracy CLPL
* Introduce numeracy through play and using manipulatives.
* Further develop the Creative Stars numeracy outdoor work at all stages
* Ensure learning and teaching approaches are appropriately differentiated with an opportunity for support and challenge
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| National Improvement Framework Priority•Improvement in attainment, particularly in literacy and numeracy.   | HGIOS4 Quality Indicators 2.3 Learning teaching and assessment3.2 Raising attainment and achievement |
| NIF - Key drivers for improvement2. Teacher professionalism4. Assessment of children’s progress | Integrated Children’s Services Plan OutcomesRaised attainment for all young people leading topositive destinations  |
| Progress: | * All Learners engage in high quality learning and teaching in numeracy lessons
* Learner’s numeracy is assessed termly and tracked by teachers confident in using criteria to identify next steps. New tracking toolkit is in place and is used as part of attainment and planning meetings
* Staff took part in a Creative Stars Numeracy Session to look at approaches and resources for outdoor numeracy
* All classes took part in an numeracy lesson as part of outdoor classroom day
* Outdoor classroom constructed to allow outdoor numeracy opportunities
* Staff have been introduced to the new problem solving material and strategies
* Parents attended a whole school numeracy afternoon and workshops to share strategies used in school for number
* Staff created numeracy help sheets at each level for parents
* New resources have been integrated into our play pedagogy
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| Impact: | * Staff were able to identify levels of attainment and areas for development
* Staff identified learners who would benefit from interventions
* Most children achieved Early and First level in all areas of numeracy at the appropriate time
* All children achieved Second level in all areas of numeracy at the appropriate time
* Parents have become more engaged in numeracy homework through homework grids
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| Next steps:  | * Further develop problem solving and develop a progression planner
* Introduce number talks at all stages
* Create a bank of problem solving strategies to be used throughout the school
* Weekly outdoor numeracy lessons using creative stars approaches in our outdoor classroom
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| Priority 3**IMPROVING THE HEALTH AND WELLBEING OF OUR LEARNERS**NIF 4, HGIOS 3.1* Develop a progression for the ‘Treehouse Tree of Knowledge Health and Wellbeing Resource across the school
* Re- establish the school community (e.g. assemblies, responsibility groups, house system, and pupil leadership roles.
* Re-visit school values and class charters across the school
* Develop and anti-bullying policy with the support of all stakeholders.
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| **National Improvement Framework Priority*** Improvement in children and young people’s health and wellbeing.
 | **HGIOS4 Quality Indicators and HGIOELC**HGIOS 3.13.1 Improving/ ensuring wellbeing, equality and inclusion |
| **NIF - Key drivers for improvement**1. Parental engagement
2. Assessment of children’s progress
 | **Integrated Children’s Services Plan Outcomes**Raised attainment for all young people leading topositive destinations  |
| Progress: | * Staff developed a progression pathway for the Tree of Knowledge resources to show a clear progression of knowledge, attitudes and skills
* Learners increased opportunities to take part in whole school experiences
* Learners have had increased opportunities to take on leadership roles and responsibilities
* All classes have developed bespoke class charters. Classes have revisited the 5 point scale developed shared language
* The SLT worked with all stakeholders to develop a comprehensive anti-bullying policy that has been shared with all parents and pupils
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| Impact: | * Staff are able to confidently use tree of knowledge resources to support health and wellbeing across the school
* Pupils are more confident with mixing across stages
* All pupils have had opportunities to take on leadership roles in class or across the school
* All staff, parents and pupils are clearer of the anti-bullying policy and the process if it occurs
* There is a consistent approach to classroom approaches regarding nurture and safe spaces
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| Next steps:  | * To develop a pupil friendly version of our school anti-bullying policy
* Further develop the use of 5 point scales to support individual pupils
* Further develop our school buddy system to enhance opportunities for leaders of learning
* Develop a nurture space within each class environment
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| Priority 4**Developing creative and playful pedagogy*** Develop creative and playful pedagogy to enhance reliance, relationships and problem solving skills in P1-7
* Further develop the learning environment to promote play and creative approaches
* Staff to take part in loose parts training with Learning through landscapes
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| **National Improvement Framework Priority*** NIF Improvement in children and young people’s health and wellbeing.

  | **HGIOS4 Quality Indicators**HGIOS 2.7, 3.2, 3.12.7 Partnerships3.1 Improving/ ensuring wellbeing, equality and inclusion3.2 Raising attainment and achievement |
| **NIF - Key drivers for improvement**5, School improvement | Integrated Children’s Services Plan Outcomes* Improvement in children and young people’s health and wellbeing.
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| Progress: | * All learners from P1-7 have taken part in weekly loose parts lessons
* All staff have taken part in CLPL for loose parts play
* All classes have had support to develop approaches and plan for teaching and learning opportunities
* The Principal teacher worked with staff to develop a sketch note to share our research and the pedagogy of loose parts play
* Staff have worked to address barriers to storage of equipment and facilitating opportunities
* Parents have had opportunities to be part of the process and have contributed in theschools development of loose parts play
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| Impact: | * Learners are given weekly opportunities for skills development through play
* Staff have a deeper understanding of the role of play pedagogy in child development
* Opportunities have been created to support all learners in an inclusive pedagogy
* All learners have become more enthusiastic about using our outdoor spaces as part of their learning opportunities.
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| Next steps:  | * P6 and P7 play buddy’s to be established to develop loose parts play during lunch and break times
* Further develop the outdoor classroom space to allow for further play opportunities
* Opportunities provide to engage parents with developing play
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| ***Progress and impact of Pupil Equity Fund:*** **Social and Emotional Wellbeing**Pass assessments were completed by all pupils in P1-7. The data from the assessments was used as a baseline to support ongoing health and wellbeing work. We were able to see pupils that we needed to target and put in individual support. Nurture spaces were further developed and updated training to support staff in providing nurture support and being trauma informed. The school councillor supported pupils identified in the Pass assessment who needed targeted intervention to support their health and well-being.**Targeted Literacy and Numeracy Support**Individual targeted support was planned for and delivered throughout the year. Data e.g. PM Benchmarking, NSAs, and staff observations have shown an improvement by all targeted learners. All children in targeted groups have moved up by at least one band in progression pathways by June 2023. Focus groups from P1 and P4 to part in supported learning with a class teacher for 6 weeks. Identified gaps were focused on and almost all pupils achieved Early or First level.  |
| **Wider achievements:** * P1-3 Nativity shared with parents and families
* Work of all classes shared with the wider community through The Wee Vine magazine
* Mrs Stirling has developed the Polly tunnel with the support of parents and pupil leaders
* Class displays and work shared with parents through Seesaw
* Gold Sport Award
* We have achieved our 7th Green Flag
* Open day and coffee morning for parents and the community
* Parent helpers to support classes
* We have developed our outdoor classroom and loose parts play
* We took part in the Community Christmas Concert in Kippen Parish Church
* We had a Fischy music concert in the Church with our parents and members of the community
* P5-7 netball and football teams took part in local competitions
* 2 pupils in P6 represented the school at the regional cross country event
* A P7 pupil represented the school at the local Burns Club Burns Supper
* P6-7 and P7 Netball team game first in the small schools tournament.
* We received 3 bronze medals at the track and field and 3rd place in the relay. They were 7th overall.
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| **Comments from learners, parents, stakeholders, staff:** I have really enjoyed being able to use the outdoor classroom with my class this year. It offers so many opportunities for outdoor literacy and numeracy. (C White P2-3 class teacher)I have really enjoyed my time at Kippen Primary. It is a great team and lovely school to be in. (A McInnes Acting Principal Teacher)Thank you for all the support that you have given for our children. They have settled so well into Kippen Primary (Parent)I love how everyone is Friends at Kippen Primacy. (P7 Pupil)I think the school is full of caring adults and teachers. (P7 Pupil)The staff in the school make me feel safe (P7 Pupil)Everyone is so kind in our school. (P7 Pupil) |
| **Capacity for Continuous Improvement** | **Standards and Quality Report** |

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| **Quality Indicator** | **Key Strengths** | **Areas for improvement** |
| **1.3 Leadership of change** | The Acting Head Teacher and Acting Principal Teachers involve all staff in leading school improvement. All staff have an area to lead and develop as part of the School Improvement Plan.  |  A member of the teaching staff to become a data champion. Staff will become more familiar with the new tracking toolkit and use the data from the dashboard to plan appropriately and further improve outcomes for young people.  |
| **2.3 Learning, teaching and assessment** | Regular tracking meetings take place with teaching staff and SLT. Staff have reported feeling more confident with teacher judgment staff have reported feeling more confident with teacher judgment. The school has a robust quality assurance calendar in place. | As a school we plan to further develop colourful semantics across the school with a particular focus on the early year. All staff have taken part in CLPL training about teaching children to listen. This training will support work across the school in raising attainment in Listening and Talking. |
| **3.1 Ensuring wellbeing, equity and inclusion** | The school has an inclusive environment and ethos of mutual care and respect. Staff consistently apply positive approaches to supporting learners and meeting their needs well. As a result, learners feel involved and respected. | The school will continue to develop outdoor nurture spaces in the school grounds to support pupils. Staff will continue work with a range of outside agencies to plan and deliver support for individual children.  |
| **3.2 Raising attainment and achievement** | All of the learners in P7 and almost all learners in P1 and most learners in P4 achieved the expected CfE level in literacy and numeracy.We have reintroduced wider achievement opportunities and school community events. This has provide opportunities for a variety of extra-curricular activities. | The school will continue to develop attainment in literacy with a specific focus in writing and developing listening skills. Then school will focus on numeracy skills through Number Talks. |

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| Evaluation of school’s capacity for continuous improvement: This Standards and Quality Report highlights the schools progress and success in ongoing improvement. It reflects the quality of self-evaluation and rigorous approaches to school improvement. The School Improvement Plan reflects effective quality assurance and self-evaluation. There is clear evidence that the school has the capacity for continuous improvement. |
| Key priorities for improvement planning:Priority 1 Priority 2 Priority 3 Priority 4  |