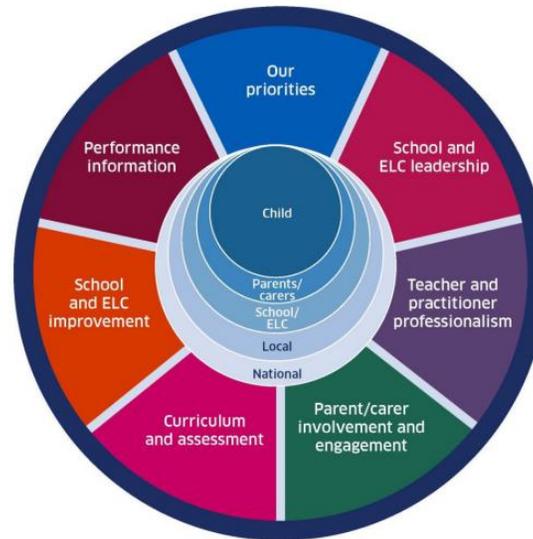


Education and Learning Directorate

School / ELC Improvement Progress Reporting and Planning Return to Education and Learning

(2022 - 2023)



School: Kirkcudbright Primary School

Date: May 2022

1. Vision, Values and Aims

An essential element in the improvement process is a shared and agreed vision and set of values. These need to be dynamic, reviewed and referred to continuously. The Vision, Values and Aims statement should indicate the school's stance in empowering the school community and partners, and in ensuring excellence and equity for all learners.

Refer to HGIOS?4 / HGIOELC?: Leadership and Management - QI 1.3 Leadership of Change – Theme 1: Developing a shared vision, values and aims relevant to the school and its community; Learning Provision - QI 2.2 Curriculum – Theme 1: Rationale and design; Successes and Achievements - QI 3.1 Ensuring Wellbeing, Equality and Inclusion - Theme 1: Wellbeing & Theme 3: Inclusion & Equality; Successes and Achievements - QI 3.2 Raising Attainment and Achievement - Theme 4: Equity for All Learners

Our Vision, Values and Aims

School Statement

To have a secure, happy, safe and inclusive learning environment, where staff, pupils, parents and all partners work together to provide a variety of learning experiences that inspire confidence, celebrate achievement and supports pupils to reach their full potential.

Our values: Wisdom, compassion, justice and integrity.

We aim:

- To provide a balanced curriculum with emphasis on language and literacy, maths and numeracy and health and well being
- Provide an environment which is caring, stimulating, challenging and where the needs of all pupils are met
- To work towards closing the attainment gap between the most and least disadvantaged children and ensure we provide equity for all pupils
- Encourage an environment of mutual respect and fairness
- Work closely with parents, carers, other colleagues, outside agencies and our community to share best practice and develop a variety of innovative learning experiences
- Recognise achievement, celebrate success, develop resilience and determination, build confidence and raise self-esteem
- Encourage individuality, creativity, independence and leadership at all levels

We Encourage our pupils to: Be Kind, Try Hard, Listen and Act, Believe in themselves, Look after things.

Our vision, values and aims have been developed by our whole school community. There were a number of evenings with all parents and community member were invited. Parents, staff & upper school pupils ultimately voted on their preferred statement as drawn up by the 'group.

Review Date: 2024

Review Activities (as appropriate)

March 2022: VVA sent to all parents via MS form and asked for responses.

2. School Improvement Progress Report

Include evaluative statement/s on the impact of Covid-19 on priorities.

Looking inwards, looking outwards: What key outcomes have we achieved? What are our strengths and areas for improvement? What is our capacity for continuous improvement?

In completing this section, it may be useful to refer to the statements of impact within the Level 5 Illustration for relevant HGIOS? 4 / HGIOELC? Quality Indicators, National Improvement Framework (NIF) 5 key priorities, the 6 NIF drivers and the National Standard (ELC Only)

2.1 Progress against Previous Year's School Improvement Priorities

Area for Improvement	Progress and Impact on: Learners' successes and achievements The school community's successes and achievements - as appropriate (Include evidence of impact.)	Next Steps (Looking Forwards)
<p>School Priority 1 The Cluster will develop and implement a coherent RSHP programme.</p> <p>NIF Priority Improvement in children and young people's health and wellbeing</p> <p>NIF Driver Teacher Professionalism School Improvement</p> <p>HGIOS?4 / HGIOELC QIs 1.2, 2.1, 2.2, 2.6, 3.1</p>	<p>Primary Schools have consulted with Kirkcudbright Academy about the new programme used by the Cluster primary schools. This will enable a clearer pathway and progression for all primary pupils in the Cluster.</p> <p>Primary Cluster HTs have evaluated the www.rshp material and agreed a cluster programme based on the materials. This has created equity across the cluster.</p> <p>The programme was shared with parents, the only feedback being positive to the change.</p> <p>Teaching staff have been positive about delivering the material. This has meant a more consistent approach within the school.</p> <p>The pupils asked said they have enjoyed the work.</p>	<p>Continue to monitor the delivery within the school.</p>
<p>School Priority 2 To develop a programme for writing.</p> <p>NIF Priority Improvement in attainment, particularly in literacy and numeracy</p> <p>NIF Driver Teacher Professionalism.</p>	<p>We looked at our data for writing and identified a dip around P3/4. We evaluated our current programme. It was agreed we needed a little more structure. There were strengths but as a staff we could see where we could improve.</p> <p>All staff met and agreed an outline programme for covering the different genre. This has ensured good coverage across the school.</p>	<p>Monitor levels in writing across the school especially in P3/4 <u>Continue to gather exemplars of writing with an agreed level.</u></p>

<p>School Improvement. Assessment of Children's progress. HGIOS?4 / HGIOELC QIs 2.2, 2.3, 2.6, 3.2</p>	<p>A working party has developed and shared a progression in writing across the school. This has meant that staff now have a better understanding of levels and how to progress the learning of all pupils.</p> <p>All staff attended Stephen Graham's writing courses. This professional development has enhanced teachers' skills and understanding.</p>	
<p>School Priority 3 Learner participation and engagement.</p> <p>NIF Priority Improvement in employability skills and sustained, positive school-leaver destinations for all young people. NIF Driver School leadership. Teacher Professionalism. School Improvement. Parental involvement HGIOS?4 / HGIOELC QIs 1.2, 2.7, 3.1, 3.2, 3.3</p>	<p>Our plans for pupils to work in groups across the school have not been possible due to COVID.</p> <p>As a staff we have started to look at a more skills based curriculum.</p>	
<p>School Priority 4 IDL in the Curriculum NIF Priority Closing the attainment gap between the most and least disadvantaged children and young people NIF Driver Teacher Professionalism. School Improvement. Assessment of Children's progress. HGIOS?4 / HGIOELC QIs 1.2, 1.5, 2.2, 2.3, 2.7, 3.1, 3.2</p>	<p>We looked at how our curriculum is organised. This gave us opportunity to revisit our bundles; we reflected on what is taught in IDL and how we are meeting the needs of our learners. A working group was established.</p> <p>We reallocated parts of the curriculum to our bundles and removed the science elements as this was developed as a subject last year.</p> <p>This has meant that we now have better coverage of the CfE Experiences and Outcomes. We also better reflect our community and can respond to current events. E.G. We were able to have a whole school project on the Vikings to celebrate the Hoard coming to Kirkcudbright. We have had very positive feedback from parents, pupils and the Gallery where the Hoard was displayed. We engaged in work around COP 26, Pupils have studied our local environment.</p>	<p>Continue to develop our rolling three year programme for all areas.</p>

2.1.1 Report on the impact of PEF *(Not required for ELC if PEF has not been used for children in the nursery.)*

- Comment specifically on how PEF is making a difference / closing the attainment gap for identified cohorts of children / young people?
- How rigorous is the school's approach to providing robust evidence of closing the attainment gap?
- How well are you removing barriers to learning and ensuring equity for all?

(Include evaluative statements about how PEF has been used flexibly to meet needs of children / young people / families.)

Again this year our PEF plans have had to be flexible due to COVID restrictions, some of our plans were not able to be progressed often due to lack of staff.

We have recently seen a decline in pupils' language skills as they enter the school, probably due to COVID. We have employed an EAL teacher to deliver TLQ to some pupils in P1&2. This has had a significant positive effect on our targeted pupils. Our target group can come into school with poor speech, this intervention is vital to allow these pupils to access other parts of the curriculum and to develop friendships within their peer group.

Over seven months our 10 targeted pupils have made average gains of:

2 years 4 months in information (Vocabulary)

1 year 3 months in grammar

LA time to deliver Closing the Literacy Gap (CLG).

Again, this has been a challenge due to COVID and staff absence.

However standardised spelling scores have improved from August 2021 to May 2022 for our targeted group from 92.4 to 95.5. Some of our targeted readers have improved their reading age from 4:09 to 8:07 during the year.

In order to help pupils make a good start to the day an LA as been employed to enable a breakfast club to run. This has had the obvious benefit of ensuring that our pupils are fed and allows some parents to take jobs and work from 9am where this was not possible before. Also, class teachers have reported that pupils who attend come into class more settled and ready to learn.

Money has been spent on funding places on residential trips and transport for pupils of families who otherwise would not have been able to access the experience. Laptops have been bought to give more access to online resources to pupils who may not have these facilities at home.

Continuing online subscriptions to keep reading and numeracy going online at home has been well received by parents and pupils.

Maths materials to support pupils in class with recovery in the Early Years. This has supported both whole class and targeted group work. It has enabled LAs to work with identified individuals using good learning resources.

Also CLG materials have enabled targeted interventions to have a positive effect on targeted pupils. Eg. All pupils have improved their standardised score in reading.

2.2 Summary of Key Strengths and Areas for Improvement

(What is our capacity for continuous improvement?) In giving an evaluation against the HGIOS? 4 /HGIOELC? six-point scale (Column 4), consideration should be given to impact of COVID-19 on the school's strengths and areas for improvement.

Refer to HGIOS? 4 / HGIOELC? Quality Indicators relevant to your school's context in making comment.

Quality Indicator	How well are you doing? What's working well for your learners? (Include evidence of impact.)	Areas for Improvement	Evaluation of this QI using the HGIOS?4 six-point scale
<p>1.3 Leadership of Change</p> <ul style="list-style-type: none"> • <i>Developing a shared vision, values and aims relevant to the school and its community</i> • <i>Strategic planning for continuous improvement</i> • <i>Implementing improvement and change.</i> 	<p>Our school Values, aims and 'Golden Rules' have been shared with the parents this year. 100% of parents who responded were in agreement with our aims and values. (One parent said, "... <i>entirely appropriate for a primary school. They are clear and concise.</i>")</p> <p>Staff, parents and pupils have been involved in forming the values and aims of the school. All staff are committed to doing the best for all children and have an understanding of the varying backgrounds and contexts of our children. The school is calm, caring and supportive; visitors to the school often comment on how happy the school feels and how well behaved our pupils are. Staff regularly engage in professional dialogue and discuss ideas to bring about positive change. These conversations feed into our School Improvement Plan. The SIP is managed effectively with input and support from staff. Staff take responsibility for implementing change relating to the SIP but also within their own classroom with guidance and support from SMT. Normally attainment meetings are used to discuss change and improvement at class level.</p>	<p>Staff could meet more regularly to talk about specific areas of Learning and teaching. Similar to TLC.</p> <p>SMT need to monitor long term impact of developments and ensure good practise is maintained.</p>	<p>4</p> <p>5</p>

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Refer to HGIOS? 4 / HGIOELC? Quality Indicators relevant to your school's context in making comment.

Quality Indicator	How well are you doing? What's working well for your learners? (Include evidence of impact.)	Areas for Improvement	Evaluation of this QI using the HGIOS?4 six-point scale
<p>2.3 Learning, Teaching and Assessment</p> <ul style="list-style-type: none"> • <i>Learning and engagement</i> • <i>Quality of teaching</i> • <i>Effective use of assessment</i> • <i>Planning, tracking and monitoring.</i> 	<p>The ethos in the school is good. Almost all of our pupils are motivated and engaged in their learning. Staff have developed teaching strategies to support pupils with mental maths and mathematical concepts.</p> <p>We have staff in the school who are confident using ICT, they are developing as digital leaders; they support members of staff and all pupils in the school.</p> <p>Pupils are asked within a context what they would like to learn and generate questions for the class to explore and answer.</p> <p>Pupils from P4 have a four capacities sheet on which they record wider achievements.</p> <p>We use the local environment to widen pupils' experiences, including trips to the museum, castle, woodland, library, shops, art gallery etc.</p> <p>Our teachers are experienced and talented, they provided good experiences for pupils both in and outwith the classroom. Computers and other technology is used in and out of the classroom. Our explanations are clear and appropriate. We use questioning effectively; our questions promote curiosity and deep thinking.</p> <p>Teachers use a variety of assessment both summative and formative. Teachers use assessments to guide next steps in learning. They know where pupils are through regular informal and formal assessment.</p>	<p><u>We need to ensure that the good practise developed is maintained in using number talks</u></p> <p><u>Develop pupil voice and active engagement in change across the school.</u></p> <p><u>To develop the quality of writing across the Cluster</u></p>	4

2.2 Summary of Key Strengths and Areas for Improvement <i>(What is our capacity for continuous improvement?) In giving an evaluation against the HGIOS? 4 /HGIOELC? six-point scale (Column 4), consideration should be given to impact of COVID-19 on the school's strengths and areas for improvement.</i>			
<i>Refer to HGIOS? 4 / HGIOELC? Quality Indicators relevant to your school's context in making comment.</i>			
Quality Indicator	How well are you doing? What's working well for your learners? <i>(Include evidence of impact.)</i>	Areas for Improvement	Evaluation of this QI using the HGIOS?4 six-point scale
	<p>The school collects summative data in a central point. We are starting to extend the range of data collected. We report on levels achieved to the Authority.</p> <p>We have engaged in moderation exercises in school and across the Cluster.</p> <p>Regular assessment identifies pupils in need of extra support; we have effective intervention strategies for literacy.</p>		
3.1 Ensuring wellbeing, equality and inclusion <ul style="list-style-type: none"> • <i>Wellbeing</i> • <i>Fulfilment of statutory duties</i> • <i>Inclusion and equality</i> 	<p>The school continues to work hard to mitigate the issues arising from two lockdowns. Staff have discussed these issues and explored how to support pupils. The school has worked with outside agencies to deliver a wellbeing/recovery course to all P6/7 pupils over a 6 week period. Time has been given to recovery in a H&W sense, this has included rebuilding relationships and trust within the school. Our Cluster RSHP programme is now embedded. We have a caring school almost all understand the value of mutual respect. Our pupils are well cared for and happy, relationships across the school and community are usually very good. Feedback from parents after parent-teacher consultation tell us staff are valued and we work well as a team supporting all pupils. Staff understand GIRFEC</p>	<p><u>Achieve bronze award for Right Respecting School</u></p>	4

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<i>Refer to HGIOS? 4 / HGIOELC? Quality Indicators relevant to your school's context in making comment.</i>			
Quality Indicator	How well are you doing? What's working well for your learners? <i>(Include evidence of impact.)</i>	Areas for Improvement	Evaluation of this QI using the HGIOS?4 six-point scale
	principles and practice and SMT fulfil statutory and local duties. All pupils are encouraged to do their best. We endeavour to remove barriers to learning and participation, we believe in equality and we work to overcome discrimination of any kind.		
3.2 Raising attainment and achievement <ul style="list-style-type: none"> • <i>Attainment in literacy and numeracy</i> • <i>Attainment over time</i> • <i>Overall quality of learners' achievement</i> • <i>Equity for all learners</i> 3.2 Securing children's progress (for Early Learning Childcare)	SNSA P4 Band 6 and above: <u>2021-22 (20-21) (18-19)</u> Reading – 83% (72%) (79%) Writing – 81% (80%) (79%) Numeracy – 81% (72%) (79%) Pupils normally make good progress in Literacy and numeracy. COVID has taken its toll; pupils appear to be particularly affected in P2, 3 and 4. We have used recovery money to support pupils with extra learning assistants supporting		4

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Refer to HGIOS? 4 / HGIOELC? Quality Indicators relevant to your school's context in making comment.

Quality Indicator	How well are you doing? What's working well for your learners? (Include evidence of impact.)	Areas for Improvement	Evaluation of this QI using the HGIOS?4 six-point scale
<ul style="list-style-type: none"> • <i>Progress in communication, early language, mathematics, health and wellbeing</i> • <i>Children's progress over time</i> • <i>Overall quality of children's achievement</i> • <i>Ensuring equity for all children</i> 	<p>reading. P7 Malt maths scores in Sept 2021 were 96.6 and 102.5 in May 2022</p> <p>Our pupils are confident and responsible they understand how they contribute to the school and community. They have opportunities and access to school trips. They are encouraged to speak about their experiences and achievements; these are celebrated in class and at whole school assemblies.</p> <p>Equity for all learners We are aware of all pupils including those who may lose out due to background or family circumstance. Teachers ensure no pupil is disadvantaged due to the cost of the school day. We are mindful of homework and tasks at home. We subsidise trips and support families using PEF.</p> <p>Overall quality of learners' achievements Nearly all pupils continue to be confident and responsible and most understand how they contribute to the school and community. All pupils have opportunities and access to school trips. They are encouraged to speak about their experiences and achievements;</p>	<p><u>Develop the quality of writing across the Cluster</u></p>	

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<i>Refer to HGIOS? 4 / HGIOELC? Quality Indicators relevant to your school's context in making comment.</i>			
Quality Indicator	How well are you doing? What's working well for your learners? <i>(Include evidence of impact.)</i>	Areas for Improvement	Evaluation of this QI using the HGIOS?4 six-point scale
	<p>these are celebrated in class and, at whole school assemblies. Medals and trophies are awarded for work, effort and behaviour. Equity for all learners.</p> <p>We are aware of all pupils needs; codes on a spreadsheet identify those who may lose out due to background or family circumstance.</p> <p>Teachers ensure no pupil is disadvantaged due to the cost of the school day, materials, time and a place work is provided for those who need or request it. We are mindful of homework and tasks at home. We subsidise trips and residential experiences using PEF.</p>		
2.2 Curriculum: Theme 3 Learning Pathways	<p>We have revisited our curriculum IDL bundles and moved to a three year cycle for some areas. This has allowed us to embark on whole school 'topics' such as learning about the Viking hoard that visited Kirkcudbright Gallery.</p> <p>We have developed programmes with clear lines of progression for most subjects. We meet the needs of learners through a flexible approach to learning; we acknowledge not all pupils learn in the same way. Where resources allow, we regroup pupils to provide activities that are appropriate to their needs. We are developing our outdoor learning experiences</p>	<p>Develop a folder of exemplars across the school.</p>	

2.2 Summary of Key Strengths and Areas for Improvement <i>(What is our capacity for continuous improvement?) In giving an evaluation against the HGIOS? 4 /HGIOELC? six-point scale (Column 4), consideration should be given to impact of COVID-19 on the school's strengths and areas for improvement.</i>			
<i>Refer to HGIOS? 4 / HGIOELC? Quality Indicators relevant to your school's context in making comment.</i>			
Quality Indicator	How well are you doing? What's working well for your learners? <i>(Include evidence of impact.)</i>	Areas for Improvement	Evaluation of this QI using the HGIOS?4 six-point scale
	and areas. Teachers develop literacy and numeracy through a variety of subjects and IDL.		
2.7 Partnerships – Theme 3: Impact on Learners The impact of parental involvement on improving children and young people's learning.	Since lockdown the school developed the use of MS Teams, email and social media to engage with parents. Partner agencies work regularly with school, they work directly with pupils and staff in the classroom. This year we have worked with emergency services, scientists, authors and poets, community sports club and medical services. Parents are starting to come back into school to support the learning. We were able to invite parents into school for our talent showcase Legoman and for leaver's assembly and prize giving. These have started to rebuild connections between home and school.	Look to how we can re-engage with more parents to support the learning of every child.	

3. SCHOOL IMPROVEMENT PLAN 2022 – 2023 *(Limit the number of priorities to ensure they are manageable and achievable.)*

Clearly identify within your School Improvement Plan where you are using Pupil Equity Funding to improve outcomes for learners.

The 'Planned Management of Improvement Area' (Column 4) should indicate lead person/s, resources, time allocations; for example, collegiate sessions. Consideration should be given to how bureaucracy will be reduced and workload managed with the school's 35-hrs Working Time Agreement.

How are you using pupil equity funding to improve outcomes for learners?			
Improvement Area	Outcomes for Learners / School Community	Key Tasks	Planned Management of Improvement Area
<p>School Priority 1 <u>To develop the quality of writing across the Cluster</u></p> <p>NIF Priority Improve attainment NIF Driver Teacher professionalism Curriculum and Assessment School and ELC improvement Closing the attainment gap HG10S4 / HG10ELC QIs 2.2 2.3 2.6 3.2</p>	<p>Pupils receive consistent quality writing experiences.</p> <p>Teachers and pupils have a shared understanding of what a good piece of writing looks like and when success has been achieved.</p> <p>Teachers are able to allocate the four bands of CfE levels to pieces of writing.</p>	<p>Working Party to gather material and information from each school to collate and present.</p> <p>As a Cluster: Review and crystallise the Stephen Graham writing process for different Genre. Share experience and practise in teaching writing. Review pupils work and agree a level. Develop a folder of exemplars across the cluster.</p>	<p>One day for three staff to pull the work together from all schools to present a 'where we are picture'. (3 days cover required)</p> <p>2 x 1.5 hour cluster colligate sessions (20th Sept and 15th Nov)</p>
<p>School Priority 2 <u>To increase learner participation and engagement.</u></p> <p>NIF Priority Improvement in employability skills and sustained, positive school-leaver destinations for all young people. NIF Driver School leadership. Teacher Professionalism. School Improvement. Parental involvement HG10S?4 / HG10ELC QIs 1.2, 2.7, 3.1, 3.2, 3.3</p>	<p><u>To develop pupil voice and active engagement in change across the school.</u></p> <p>To engage partners in pupil learning</p> <p>To investigate and encourage sustainability across the school</p> <p>Ensure everyone is involved – focus on inclusion</p>	<p>To arrange the school into groups other than classes with assigned teacher/staff.</p> <p>To develop themes for the groups to lead and develop.</p> <p>To engage partners in supporting each group.</p>	<p>Development time – Whole staff. X 2 developments</p> <p>Time out of class for leader x 1 day</p> <p>Group leaders</p>

<p>School Priority 3 <u>To achieve bronze award for Right Respecting School</u></p> <p>NIF Priority Placing the human rights and needs of every child and young person at the centre of education</p> <p>NIF Driver Teacher professionalism School and ELC improvement</p> <p>HGIOS?4 / HGIOELC Qis 2.7 2.3 3.1</p>	<p>Pupils and community learn about children’s rights, putting them into practice every day.</p> <p>Children feel safe and valued.</p> <p>Children have better relationships.</p> <p>Children are active and involved in school life and the wider world.</p> <p>Children recognize the rights of others.</p> <p>Increase pupil voice</p>	<p>Sign up for UNHCR Rights Respecting School.</p> <p>Begin to work towards the bronze accreditation.</p> <p>Review school Vision Values and Aims in light of UNHCR</p> <p>Participate in training.</p> <p>Develop role of Pupil Council</p>	<p>Lead person HT/DHT</p> <p>Time allocations 1 x staff training day 2x development nights Cost covered by the Scottish gov’t.</p>
<p>School Priority 4 To ensure a good standard of Maths learning and teaching</p> <p>NIF Priority Improve attainment</p> <p>NIF Driver Teacher professionalism Curriculum and Assessment School and ELC improvement Closing the attainment gap</p> <p>HGIOS?4 / HGIOELC Qis 2.2 2.3 2.6 3.2</p>	<p>Pupils receive quality experiences in maths</p> <p>Further develop teacher’s understanding of maths teaching enabling more effective intervention.</p>	<p><u>Re-visit number talks to share and maintain good practice.</u></p>	<p>Staff development time</p>