

# Kirkliston Primary School and Nursery



## Standards & Quality Report 2020/21 and Renewal Plan 2021/22 For parents

## **Standards and Quality Report 2019/20**

### **1.3 Leadership of Change**

After introducing our new values of Ready, Respectful and Responsible last session we were able to collate the views of pupils, parents and staff to devise our new Vision and Aims.

Our Vision

‘At Kirkliston Primary School we work together to create a safe, nurturing and inclusive environment where we provide leadership opportunities for all and encourage learning for life.’

Our Aims

‘To ensure all members of the Kirkliston School Community are:

- Ready to engage, learn and inspire
- Responsible for developing positive relationships, making good decisions and empowering others
- Respectful of self, others and the environment’

We shared these through digital means at the parent council AGM and continue to use the language in everyday school life.

Staff, pupils and parents use this language in day-to-day conversations and more formal meetings. It gives a common language that pupils, staff and parents understand. These are shared values with the High School which is a huge benefit to our P7 pupils during the transition phase.

Almost all staff have demonstrated a clearer understanding of the socio-economic context of the school, taking account of the impact the Covid-19 pandemic and how this informs our vision for improved outcomes

When implementing improvement and change this session we made changes to our processes to manage this remotely. We have made good use of MS forms to gather information and opinions which we have shared with families through KPSA meetings, the HT Blog, MS Sways and MS Teams. Most of the planning for improvement this session has been around health and safety.

Pupil voice groups such as Pupil Council, House Captains and the Kindness Crew have used MSTEams to facilitate their meetings and share information with other classes. They have used MS Forms to gather opinions which they then share with their own classes in person.

We have used the information gathered throughout the year to adapt our practice and make changes big and small. We became a research school this session and several CTs have undertaken professional enquiry projects despite the challenging year we have had. We will build on this next session.

There are a number of changes that we have made due to Covid-19 that have worked well this session. In consultation with pupils, staff and parents we have decided to adapt and adopt these permanently.



**KIRKLISTON  
PRIMARY  
SCHOOL**

## VISION



At Kirkliston Primary School we work together to create a safe, nurturing and inclusive environment where we provide leadership opportunities for all and encourage learning for life.

## VALUES



Ready, Respectful, Responsible



## AIMS



To ensure all members of the Kirkliston School Community are:

- Ready to engage, learn and inspire
- Responsible for developing positive relationships, making good decisions and empowering others
- Respectful of self, others and the environment



## **2.3 Learning, Teaching and Assessment**

The digital learning group (consisting of staff and parent/carer representatives) used feedback from Spring 2020 lockdown to agree on a digital strategy. This included increasing pupils digital literacy skills and familiarity with key devices and platforms and an agreed digital/home learning provision was created, to be ready in the event of class isolation or school closure.

Monitoring was in place to inform us of potential barriers to engagement during home learning. Mitigations for these barriers included offering free WIFI units, provide devices through community partnerships, and advice and support to access our digital learning through a range of types of device. Teachers ensured a balance of opportunities for engaging with learning tasks without the necessity of an electronic platform.

Underpinned by our nurture principles, most classes developed soft or creative start approaches enabling pupils to build confidence and develop strategies to support being ready to learn each day. Staff used this time to engage in emotional check-ins with pupils and offer interventions to meet identified needs, positively impacting on engagement with learning and teaching activities.

### **The Impact**

- All classes saw high levels of engagement with online learning during school closures.
- Almost all children, families and staff were happy with the home learning provision and felt there was a positive balance of learning opportunities.
- Almost all classes, 88% parents/carers, and 100% staff responded that they would like to adopt or adapt the no lining up and soft start to the day. Comments from across all stakeholders talked about reduced anxiety and stress, and a more relaxed and calm start to the day, resulting in increased readiness to engage with learning in school.

A school wide enquiry learning project saw 8 members of staff fully engage in classroom based enquiry projects. This included focusses on different approaches to creative/soft starts in P6 and 7, and writing and spelling interventions in P3.

Additionally, an enquiry approach was taken to continue to develop play based pedagogy this year in P1 and P2 in classrooms. P1 staff worked together to incorporate more responsive planning and piloted the use of play planners to ensure the play provision supported learning, development and pupil voice.

Outdoor learning opportunities were increased this year, with both classroom teachers incorporating more outdoor learning within their weekly planning as well as targeted interventions such as Grow and Learn in Nature sessions.

### **3.1 Ensuring Wellbeing, Equity and Inclusion**

Our main focus this session was reconnection and recovery. We recruited a recovery teacher and development officer who supported the children who struggled with the return to in school learning. We created an Antibullying and Equalities Ambassador pupil group this session. We asked pupils to nominate themselves for this role and have created a diverse group from P3-7. The group have rebranded themselves as 'The Kindness Crew' and they have led assemblies on Anti-bullying and Anti-racism. Next session we will invite some parents to join the group. All staff completed the equalities and diversity training.

This year we have continued to support our vulnerable children through nurture initiatives. We had to make changes to the way we grouped children for nurture support due to class bubble restrictions and an increase in the number of children identified. We formed smaller groups called 'Cosy groups' each with a particular focus and tailored activities. In order to facilitate these groups 3 members of staff completed the 12-hour CEC Nurture training course. Other groups have taken place throughout the year in response to the needs of the children. These include G.A.I.N groups (Grow & achieve in nature) and a P3 anxiety support group. We also set up a Primary 3 nurture base to support children through a play directed curriculum and nurturing environment.

### **3.2 Securing Children's Progress**

Using Pupil Equity Funding we appointed a Development Officer and Recovery Teacher to work with identified learners. Outdoor learning groups, nurture bases, 1:1 support with families and support online during remote learning have been our main achievements in this area.

The Senior Leadership Team, the Support for Learning Team and the Family Learning teacher worked closely with identified families in the community during the period of remote learning. Doorstep visits to families at home were regularly carried out along with telephone appointments to ensure the most relevant support was in place.

We have also timetabled our Closing the gap teacher, appointed from the authority, to target individuals in most need. This work has focussed on Literacy and Numeracy interventions and has allowed the class teacher to conduct small group interventions.

Viewed across the school, compared to last year, there is an upwards trend in CFE levels for Writing and Numeracy. There is a slight downwards trend in Reading, however when viewed over a longer period (from 2015) there is an upwards trend in all areas.

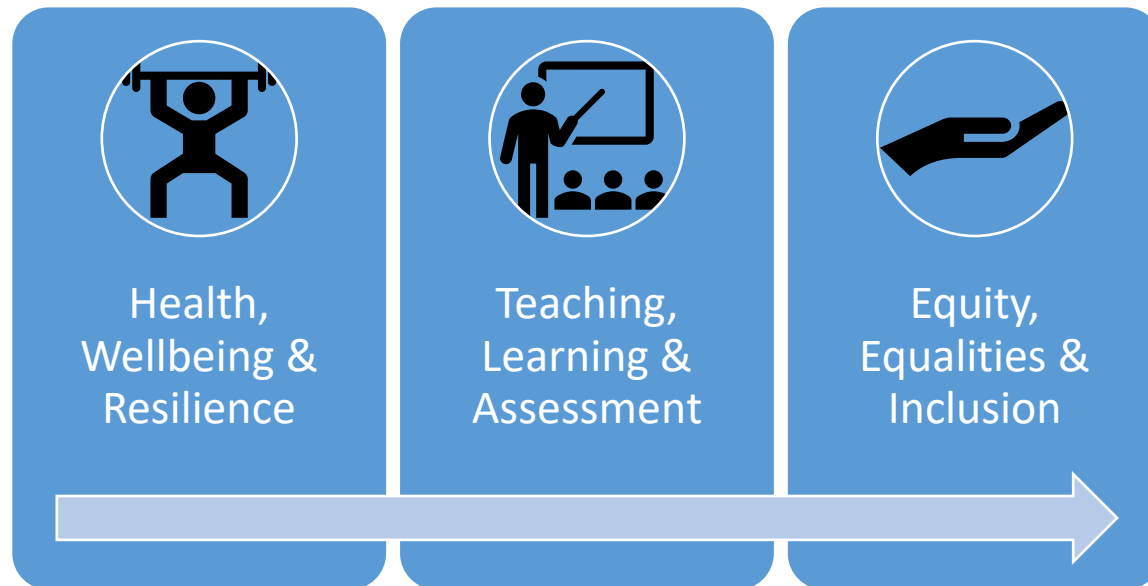
In P1 there is a downwards trend in Writing, and Reading. An upwards trend is apparent in Numeracy.

In P4 there is an upwards trend in all curricular areas.

In P7, compared to last year, there is a downwards trend in all areas. However, accounting for the changes in cohorts, and analysing data since 2015, there is an upwards trend in Reading and Writing. Numeracy has remained constant with no significant change when measured over time.

## Improvement Plan 2021/22

### City of Edinburgh council 3 Themes for Renewal





## Kirkliston Primary School Renewal Plan 2021-2022

