

Kirkliston Primary School and Nursery



Standards & Quality Report
2021/22
and
Renewal Plan
2022/23
For parents and carers

Standards and Quality Report 2019/20

1.3 Leadership of Change

Our Vision, Values and & Aims are now visible throughout the school and shared at weekly assemblies. They are embedded in our ethos and can be heard in daily conversations with pupils. We revisited them as part of our equalities work and feel that they put a strong emphasis on inclusion.

The ethos in the school is a reflection of how well the values are embedded across the school Daily conversations between staff-staff, staff-pupils and pupil-pupil highlight how important positive relationships are to all at Kirkliston Primary School.

We have implemented a number of changes from our Adopt, Adapt, Abandon survey following our recovery from Covid-19 including how we start our creative start to the school day to reduce anxiety and improve attendance, on-line options for parent meetings to increase engagement and tightened school security measures.

We have used new ways to gather and data for self-evaluation such as Microsoft forms and sways to increase engagement with stakeholders.

We have adapted our approach to curriculum groups to ensure depth, robustness and sustainability of development. Our curriculum groups have provided opportunities to develop pedagogy and leadership for all across all stages.



**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

Literacy

We have encouraged a want to learn in literacy and improvements in standards by making learning fun, consistent and creating a routine where pupils feel comfortable. Introducing Free Write Friday allow for excitement in writing and this has increased engagement.

We have provided new resources and a consistent approach to literacy across the school using RWInc methodology has created a consistency of teaching approaches.

New planning documents have been created KPS literacy overview, literacy calendar, spelling progression, P4-7 writing progression.

Numeracy

We have focused on increasing learning and engagement for all in, with a particular focus on teaching numeracy in a way that promotes inclusion, builds confidence and creates opportunities for all to succeed. We have done this by engaging with high quality training for all staff around embedding a Concrete - Pictorial - Abstract approach to teaching. We invested in high quality, engaging resources to support this approach (Place Value Counters, Dienes, support kits, fraction models, White Rose Maths), shared these with staff and provided training on how to use them effectively.

Regular meetings of the Curriculum Group have enabled this progress to be reflected on an adapted where needed. Staff have and increasing level of knowledge and skill and we are beginning to see this approach used consistently across all stages.

We have engaged in regular, cross-stage discussions regarding the planning, tracking and monitoring of staff knowledge and skills and pupil progress as part of the Numeracy and Maths Curriculum Group. We updated our planning documents to help staff use these effectively to support inclusion, consistency and progression across the school. We have identified further areas for development (e.g. explicit teaching of vocabulary, introduction of different methods) and worked alongside the CEC Numeracy Development Group to begin developing planners for introduction next session.

3.1 Ensuring Wellbeing, Equity and Inclusion

All staff participated in in-service training to share the rationale for soft/creative starts, share previous enquiry into the impact and review meeting to share good practice and identify next steps. Introduced whole school soft/creative start to focus on relational practice with every pupil.

Two additional Support for Learning teacher posts created using Covid recovery funding to establish P3/4 Nurture base and P6/7 Sanctuary offering a nurturing, inclusive space for identified pupils. Nurture groups, Cosy Groups, LIAM and Outdoor Learning groups with nurture trained staff offered additional social and emotional provision.

All staff engage with building positive relationships based on nurture approaches. SfL and SLT support all staff to embed ethos in day-to-day learning and teaching approaches. Through partnership with ASL colleagues, Educational Psychologist and CLPL opportunities, there is continuing increased staff awareness of trauma informed practice. All staff participated in whole school ASD and Colourful Semantics training to further support and understand barriers to learning.

Our Family Learning Team re-established an ASN parent group, breakfast club, mums' group, 1-1 parent support and targeted after school support. Many families benefitted from Free active schools' clubs, signposting to external agencies when needed and support to utilise additional and alternative resources available.

Identified staff participated in RSHP training and LGBT+ inclusive education. All staff were supported to engage with RSHP /LGBT+ programmes which has created a safe and welcoming environment for all learners which recognises and celebrates diversity. Our Kindness Crew, SLT and key staff shared key messages at assemblies and in learning and teaching across all classes.

We have whole school visuals to celebrate diversity and inclusion, consistent across the school, to create a welcoming environment for all learners, families and staff. These have been used for in class 'Diversity Dialogues' discussing each of the protected characteristics.

We have purchased a wide range of age-appropriate books to support understanding of the protected characteristics and promote diversity.

Curriculum groups have mapped opportunities for LGBT+ inclusion across the curriculum.

3.2 Securing Children's Progress

Robust attainment tracking meetings take place at key points throughout the year, with Literacy and Numeracy at the centre of our focus.

Curriculum groups have been set up and maintained this year in Literacy, Numeracy and wellbeing, allowing teaching, learning and assessment to be regularly re-visited throughout the year. Each Curriculum group has a representative from every year group to allow key messages and perspectives to be effectively communicated and understood across the whole school.

Extensive moderation work has taken place this year with key stakeholders from across the school. Literacy and Numeracy Coordinators, SFL teachers, SLT and class teachers met to moderate our understanding of Teacher Judgement of achievement of a level.

Across Literacy and Numeracy almost all learners in P1 are achieving expected levels in Reading, Writing, Listening and talking and Numeracy. In P4 and P7 most learners are achieving expected levels in Reading, Writing and Numeracy. Almost all learners in P4 and P7 are achieving expected levels for Listening and talking.

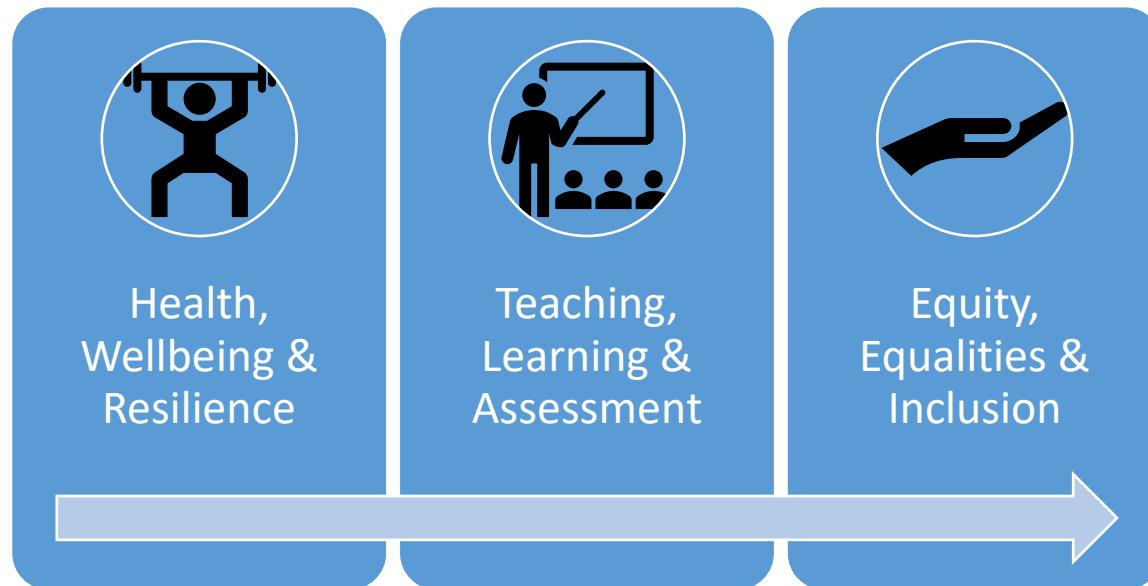
Our tracking and monitoring systems allow for effective interventions at key points throughout and between years. This allowed us to effectively implement the required interventions throughout the year to ensure that children continued to make progress over time.

Pupil groups such as House captains, pupil council, kindness crew, sports ambassadors and Eco ensure that children are meaningfully engaged in the running of the school. These allow our learners to exercise their responsibility and independence as effective contributors to the wider life of the school. There are several examples of how this has had an observable impact on the running of the school.

Attendance is high and improving. We have made good relationships and have worked in partnership with our family learning team. Continued work with ASL and external agencies have allowed for positive outcomes for all children.

Improvement Plan 2022/23

City of Edinburgh council 3 Themes for Renewal





Kirkliston Primary School Renewal Plan 2022-23



Nurture, Positive Relationships and Behaviour

Empowered
Learning

Moderation and
Cluster Working

United Nations
Convention on the Rights
of the Child



Health,
Wellbeing &
Resilience



Teaching,
Learning &
Assessment



Equity,
Equalities &
Inclusion

Attainment, Attendance,
Inclusion/ Exclusion,
Participation and
Engagement

National and Local
Advice and Legislative
Requirements

Literacy,
Numeracy and
Health &
Wellbeing

Curriculum
Rationale and
Design