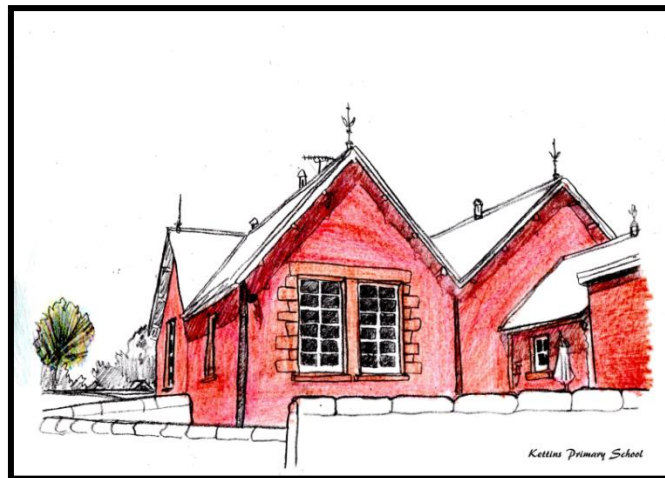


## KETTINS PRIMARY SCHOOL

### Standards and Quality Report 2020-2021



The purpose of this report is to share information on the impact that school improvement actions have had on pupils' learning and progress over the course of this session. Using "How Good is Our School 4?" (Education Scotland 2015) our self-evaluation grades for key quality indicators are shown below.

Quality Indicator	Evaluation
1.3, Leadership of Change	Very Good
2.3 Learning, Teaching and Assessment:	Good
3.1 Ensuring Wellbeing, Equality and Inclusion	Very Good
3.2 Raising Attainment and Achievement:	Good

#### Progress on Priorities 2020- 2021

Our priority areas were developing our Vision, Values and Aims, Health and Wellbeing and Science. Threaded throughout these priorities was 'Recovery' following the covid19 school closures of 2020 and early 2021. Good progress has been made in meeting most of the actions from 2020-2021 priorities and some will be carried forward into next session's Quality Improvement Plan. This report is evaluative and reflective of the various educational experiences over the last academic session, including periods of remote learning, school closure and in-school learning.

**Miss Rachel Cross (Headteacher)**

**26 May 2021**

## LEADERSHIP

The Head Teacher and Principal Teacher are committed to the school and its community. They work effectively together as a senior leadership team with the Principal Teacher spending management days at Kettins on a regular basis. Together, they have the highest expectations for all children at Kettins Primary School. The pace and direction of change has been carefully managed by the HT and PT to ensure outcomes are met and are sustainable. This has been done sensibly and compassionately through a period of rapid change due to the covid19 pandemic, ensuring the establishment of a school vision statement and values. A variety of strategies have been used to translate our new school vision and values into the daily practice within our school-assemblies, focus groups, school displays, banners, school policies, and informal conversations.

There is a commitment to professional learning with staff members engaging in further study such as: 'In Headship', Rights Respecting School training, PKC Literacy Leaders, QAMSO, Reading Schools, SSERC Primary Cluster Programme, Voice 21, Sensory Training, as well as the use of staff skills. Staff have been encouraged to take on leadership roles relating to the school improvement plan and show commitment to take forward projects to help achieve improvements. The staff continued to work well collegiately with Meigle Primary School through the use of MS Teams.

The Pupil Council allows children the chance to lead school improvement, making decisions about things that are important to them and their peers. The Pupil Council continued to meet throughout school closure to talk about their home learning experiences. All pupils participated in a survey about home learning. The Rights Respecting Schools Committee and the School Improvement Committee have continued to meet on return to school to discuss ways forward. Learner participation in decision making has increased.

Pupils have developed leadership in learning through their use of the 'Learning Ladders' and the 'Tools for Talking' systems which are now well embedded. Pupils tell us that they feel more empowered to talk about their learning. Pupils also have a strong sense of ownership of our new school values which they branded as the Kettins 'Promise' to make the values simple to remember.

Parents have had the opportunity to provide feedback at parent contact sessions, school events and through questionnaires. Partnerships with parents are good.

**Our progress in Leadership of Change this year is very good.**

## ATTENDANCE

Arriving on time and attending school is essential for pupil learning and progress. Below is a review of attendance across the school for the last three years. We are pleased to share that our percentages exceed Perth and Kinross averages in primary school attendance.

	June 2019	June 2020	June 2021
Attendance	96.6%	94.6%	95.6%

## ATTAINMENT

When tracking the progress that children make, we use CFE levels. Typically, Early Level covers Nursery and P1, First Level covers P2 – P4, and Second Level covers P5-P7. We currently record attainment levels for Literacy and Numeracy. When considering the statistics, it is important to remember that the figures reported refer to a stage and the specific group of children who make up that stage.

It is also significant to consider the impact that the Covid19 pandemic and periods of remote learning , will have on achievement of a level this session.

In **Primary 1** all pupils are on track to achieve Early Level in Literacy and Numeracy.

In **Primary 4**, the majority are on track to achieve First Level in Literacy and Numeracy.

In **Primary 7**, the majority are on track to achieve Second Level in Literacy and Numeracy.

All being 100%

Almost All being 91-99%

Most being 76-90%

Majority being 51-75%

Less (or fewer) than half being 16-50%

A few being up to 15%

We have carefully identified our pupils who require additional help in some areas of the curriculum. All pupils who have received targeted support have made good progress in their supported areas. Learners with Additional Support Needs are very well supported by classroom teachers, our Pupil Support Teacher and Pupil Support Assistants. Learning experiences are carefully differentiated to ensure that all learners are progressing appropriately and experiencing success in their learning. Some learners follow an individualized curriculum and timetable.

## ACHIEVEMENT

We are very proud of the achievements of our pupils at Kettins Primary School. Our recently developed system to track wider achievements through the primary years, is being well used to record and monitor the opportunities and experiences on offer in school, the local community and beyond.

There has been numerous solo; group and class achievements this session, both within and out with school, and these are celebrated in a variety of ways. They are showcased on our wider achievement board in the school foyer, at assemblies and in our monthly school newsletter. We have tailored our assembly certificates to correspond with our school improvement priorities. This helped to raise the profile of our priorities and make pupils feel like part of the progress. Pupils are congratulated for living out the Kettin's Promise- our values are positivity, respect, opportunities, motivation, involvement, safety and effort.

Some of our most notable achievements this year include participation in the Rotary Quiz, World Book Day and The Big Art Project. Pupils are proud to have achieved the Bronze accreditation of the Rights Respecting Schools Award this session. We will continue with the aim of achieving Silver status in 2021-2022.

**Our progress in Raising Attainment and Achievement has been good this session.**

**Our progress in Ensuring wellbeing, equity and inclusion was very good this session. Positive outcomes for children have been achieved.**

## **LEARNING**

The ethos of Kettins Primary School is welcoming and nurturing and reflects a commitment to positive relationships and children's rights. Learning and teaching is underpinned by our newly established vision and values.

"I think having our school values makes me a better learner." (P2 pupil)

"Our school values make learning and teaching more fun". (P4 pupil)

### **Learning and engagement**

Experiences have delivered in a variety of ways this session due to the school closures. Lessons have been appropriately challenging, enjoyable and matched to the needs and interests of pupils. Experiences are varied and highly differentiated to provide both support and challenge for all of our learners. Learners exercise choice about their learning through consultation in IDL and committees. During the planning process teaching staff consult learners and agree upon 'Big Questions' and the direction of learning within the IDL. Adjustments were made so that this practice could be continued during the school closures.

### **Quality of teaching**

Learning has been further enriched this session by our effective use of digital technologies such as MS Teams, Glow, Seesaw, apps and the daily use of promethean boards. Targeted support is also enhanced by the use of digital technologies. Teaching staff explain learning and provide instructions for learning in a clear and effective manner. The quality of delivery is of a good standard. Teaching staff use skilled questioning and appropriate engagement to promote curiosity, independence and confidence to foster higher-order thinking skills in all learners. Feedback is constructive, well-judged and supports next steps in learning. Learners receive high-quality feedback and have a developing understanding of their progress in learning and what they need to do to improve. Observations on the return to school were used to inform appropriate learning experiences and to assist learners to re-engage in the school community. This supported pupils in their readiness to learn.

**Our progress in Learning, teaching and assessment was good this session.**

### **Improvement Priorities for 2021-2022**

The outcomes that we will be focusing on achieving in the next academic year are:

- **Raise attainment in Writing**
- **Enhancing learning through Digital Technology**
- **Supporting readiness for learning through Health and Wellbeing**

These school priorities are in line with the National Priorities as outlined in the National Improvement Framework. The full Quality Improvement Plan is available on request at the school office from 18 August 2021. This report has been completed in consultation with staff, parents and pupils.