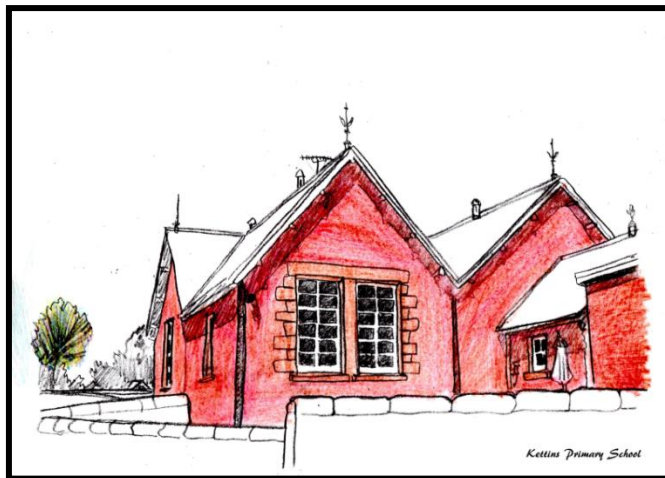


## KETTINS PRIMARY SCHOOL

### Standards and Quality Report 2021- 2022



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

Our priority areas were Vision, Values and Aims, Writing and Digital Technology. Threaded throughout these priorities was a continued focus on 'recovery' and the 'new normal' following Covid19 and periods of remote learning. Good progress has been made in meeting the actions from our 2021- 2022 and this will inform next session's Quality Improvement Plan. This report is evaluative and reflective of the various educational experiences over the last academic session.

**Miss Rachel Cross (Headteacher)**

**1 June 2022**

## LEADERSHIP

Throughout a period of continuing change, all staff have been committed to the school and its community sharing consistently high expectations. The Head Teacher and Principal Teacher work effectively together as a Senior Leadership Team (SLT) with the Principal Teacher spending management days at Kettins on a fortnightly basis. Our collective ability to demonstrate flexibility has been reinforced by our 'adapt, adopt, abandon' approach to improvement. Together, the SLT are clear in their communication that the desired effect of change is always a positive impact for learners at Kettins. Through effective leadership at all levels, our school community has turned our shared vision and values into a sustainable reality this session. Regular reference to our values has ensured these are a prominent feature of our daily school life.

The Pupil Council allows children the chance to lead school improvement, making decisions about things that are important to them and their peers. The Rights Respecting Schools Committee and the Eco Schools Committee have met regularly with objectives and goals. Learner participation in decision making has increased. The introduction of our newly established 'Junior Leadership Team' (JLT) this session, has enable pupils to play an active role in the evaluation of learning. Pupils tell us that they feel more empowered to talk about their learning. 'Question of the Week' has become a weekly feature at assembly and has focused pupil discussion towards the existing strengths of the school and their views on change.

There is a commitment to professional learning with staff members engaging in further study such as: 'In Headship', Rights Respecting School training, Literacy Leaders Training, Probationer Events, good practice visits as well as the development 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. Time is protected for collegiate learning that focuses on development work and the SLT create a climate for creativity. Staff have enjoyed and continued to work well with Meigle Primary School this session.

Parents have had the opportunity to provide feedback at parent contact sessions, school events and through questionnaires. The response to our November Family Survey was extremely positive. Partnerships with parents continue to be very good. Our Parent Teacher Association (PTA) grew this year with many new members supporting the school with regular face- to- face meetings making a return this session. They have contributed well to change, suggesting our first joint sports event with our sister school.

**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.

|            | June 2020 | June 2021 | June 2022 |
|------------|-----------|-----------|-----------|
| Attendance | 94.6%     | 95.6%     | 95.8%     |

## 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 Numeracy and the majority are on track to achieve Early Level Literacy.

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 system to track wider achievements for all from P1 through to P7 is being well used to record and monitor the opportunities and experiences on offer in school, the local community and beyond.

Some of our most notable achievements this year include participation in the Gannochy trust Living Communities Project, The Big Art Project and World Book Day. Pupils are proud to have achieved the Bronze accreditation of the Rights Respecting Schools Award this session. We aim to achieve Silver status by November 2022. Pupils have thoroughly enjoyed expressive arts this session with some learners joining the lunchtime Art Club and Photography Club and others having illustrations published to a drawing website.

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.

This session, we have planned our first joint sports day with Meigle Primary School which aims to celebrate our shared school values of motivation and effort.

**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

A quality assurance programme is in place to monitor learning and teaching and this was carried out throughout the school year. Learning and teaching was monitored in all classes by SLT to ensure appropriate pace and challenge for all learners. Teachers have had opportunities to observe their colleagues and to make good practice visits to other schools. Sampling pupils' work and tracking pupils' attainment over time ensures progress, pace and challenge in learning.

Learning and teaching at Kettins Primary School is underpinned by our vision, values and aims. The ethos and culture of our school reflects a commitment to positive relationships and children's rights. Most pupils are eager and active participants in learning who are engaged, resilient and motivated. In both classes, learners have been observed actively engaged in relevant and interesting learning experiences with a high degree of enjoyment, such as Outdoor Learning and Digital Literacy. Lessons have been highly differentiated to provide both support and challenge for all our learners. Experiences are varied and matched to the needs and interests of pupils. Outdoor learning continues to be an integral part of the Kettins curriculum. Pupils have enjoyed an increase in physical activity this session with planned daily opportunities to move and keep active.

All pupils are confident users of the 'Learning Ladders' which have been used in a number of ways; to self-evaluate a single lesson, a series or a complete topic. Pupils have been encouraged to consider how they use this tool to comment on their progress.

In learning conversations with the Headteacher, pupils were asked how helpful they find the feedback from their teachers.

"I like the stampers my teacher uses for capital letters and finger spaces". (P1 pupil)

"We self-assess using the learning ladders and then the teacher says if she agrees." (P4 pupil)

"I like to use the summary bulls eye for learning and the teacher gives points for vocabulary". (P7 pupil)

Pupils expressed their views on their prior experiences of remote learning, both positive and negative, through a survey that was issued at the start of the session. This enabled us to make some adaptations to our learning and teaching. We introduced 'focus for fifteen' sessions which allowed pupils a dedicated time to develop their own identified area of need. We also offered optional brain breaks in literacy and numeracy lessons, as pupils communicated this as positive feature of remote learning.

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

### Improvement Priorities for 2022- 2023

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

- **Review our Curriculum Rationale**
- **Raise attainment in Writing across the school**
- **Enhance learning experiences through Digital Technology**

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 August 2022. This report has been completed in consultation with staff, parents and pupils.