

Kirklandneuk Primary School



Matilda Jr, Kirklandneuk Primary School Show, June 2023

STANDARDS AND QUALITY REPORT

June 2023

This report will inform you of the school's progress and achievements during session 2022-2023 and let you know about our plans for 2023-2024.

I hope you find it helpful and informative.

Karen MacKechnie

Head Teacher

OUR SCHOOL

Kirklandneuk Primary School was built in 1961. In 2010, the school had a significant refurbishment to the original building. Since 2011, the school roll has increased from 261 pupils to a projected roll of 477 for session 23/24. Our families come from varied backgrounds representing a range of cultures, languages and religions. The school's SIMD profile is varied, with 43% of pupils residing in deciles 1-3 and 57% residing in deciles 4-10. Our Breakfast Club is open every day from 8.15am with two members of school staff and two members of catering staff.

We have 20 classes from P1 to P7, including two composite classes. In August 2022, a purpose-built flexible learning classroom with indoor-outdoor free flow learning for three P1 classes opened, providing a high-quality learning environment for our youngest pupils. As a Nurture UK accredited school, we have a whole-school nurturing approach, as well as two dedicated nurture spaces called The Hub and The Butterfly Room. Our associated secondary school is Renfrew High School.

Outside, there are large grass pitch areas, as well as concrete and garden zones which continue to be developed through partnerships with our community, local businesses and initiative funds. A new Multi-Use-Games-Area was completed in March 2023, further enhancing our outdoor sports facilities. This, together with a range of recent interior upgrades, including a new Dance Studio and Parent-Run Library benefits our whole school community.

The dedicated staff team are committed to ensuring a positive experience for our pupils and families each day; together, we strive to achieve our vision and values of **Kindness**, **Positivity** and **Safety**.

OUR VISION AND VALUES

There are no limits at Kirklandneuk. We are always learning, believing and improving.

Our Promise: We will listen; we will be kind; we will help you. Our KPS values are:

Kindness

We will treat each other with care and compassion. We respect each other and we listen to each other. We work to resolve any difficulties and we will develop relationships and behaviour in school which reflect our values. Kindness is the most important value for our pupils and staff.

Positivity

We are a team at Kirklandneuk. We value effort and everyone trying their best. You will be supported to learn; we recognise that achievement is different for everyone. We have high expectations of everyone. Our aim is that all pupils and families can have access to the same opportunities and we will take steps to address barriers to this. We value our pupils' voices and experiences.

Safety

We are a caring school – you have the right to be safe. We look after each other. We recognise our place in the wider world. You will be nurtured and included. Everyone is welcome at Kirklandneuk. We recognise the diversity in our school and community and we celebrate this.

SUCCESSES AND ACHIEVEMENTS

Through collaborative planning and working with a range of partners including ONE REN, Renfrew YMCA, Renfrewshire Educational Psychology, Music and Science Services, as well as with our local community, Renfrew High School and Parent Council, we have continued to provide a range of opportunities for our children:

- A **purpose-built new learning base** for three **P1** classes encompassing freeflow indoor-outdoor play opened in August 2022
- A new Dance Studio and Hub classroom opened in August 2022, providing additional PE and recreational space for all pupils
- Our **Young STEM Leaders** were accredited with **Level 2 and Level 3 of the Young STEM Leader Programme** in June 2023
- Kirklandneuk Primary won the **National Walk to School Award** from Living Streets in May 2023
- **All P3, P4, P5 and P6 pupils** participated in an accredited **Food Hygiene course** provided by GHIA Environmental Consultants
- **All P6 pupils** received accreditation by taking part in the National **Hi5 Award** from Youth Scotland in partnership with Renfrew High School Sports Leaders
- **All P7 pupils** received accreditation by taking part in the **Dynamic Youth Award** from Youth Scotland in partnership with Renfrew High School Sports Leaders
- Our **P6 pupils** completed **Bikeability Level 1** and our **P7 pupils** completed on-road **Bikeability Level 2**
- **Our pupils in our Hub** took part in weekly swimming lessons at Renfrew Victory Baths and received accreditation from the Scottish Swimming Award Scheme
- A new after school **Wellbeing and Activity Programme** was piloted for all **Care Experienced pupils** and will now be rolled out again for the year ahead
- Bespoke accredited outdoor learning couraw for 2 pupils who achieved **Mountain Biking Level 1** at Blairvadach Activity Centre
- **Nurture UK Accredited School** (*we initially received this award in October 2019 and continue to adhere to the national criteria and training in order to retain this national status*). All staff are trained in the Nurture Principles through ongoing RNRA development, with 5 members of staff having undertaken *Enhanced Nurture Training for Leaders*
- **Retention of PAtHS Model School Status** (*initially achieved in June 2021*)
- Dedicated **Nurture Rooms** (The Hub and Butterfly Room) run by dedicated staff
- Introduction of **Gaelic singing** at weekly assemblies for P1-7 from March 2023
- Our **Parent Run Library** re-opened in April 2023, providing a bespoke library experience for all pupils every fortnight
- A brand new **Multi Use Games Area (MUGA)** opened in April 2023 and new **Outdoor Classroom** in March 2023, providing our pupils with high quality outdoor sport and outdoor learning facilities.

HOW SUCCESSFUL HAVE WE BEEN IN IMPROVING OUR SCHOOL?

School Leadership

- Two Depute Head Teachers (DHTs) and the Inclusion Support Assistant completed the Non-Violence Resistance (NVR) Level 2 training which has further developed their approach in supporting children and families who may be disengaged from school or learning.
- The Acting Principal Teachers (PTs) led Science and ICT provision across the school, with pupil groups who were successful in attaining recognition for their efforts in Science as Young STEM Leaders @ Levels 2 and 3 as well as producing a 'Welcome video' for new P1s
- The Acting PT completed the 'Promethean Train the Trainer' course which allows her to train staff in more advanced ICT techniques
- All teaching staff participated in the Talk for Writing Fiction and Non-Fiction training throughout the year, ensuring a collaborative approach to school improvement in writing. Two members of the teaching staff supported literacy across the school as our Literacy Champions.
- Two Primary Four teachers commenced a 12-month partnership with the University of Glasgow focussing on improving pupils' spatial awareness in mathematics. This research project will continue during session 23-24.
- A class teacher led and developed the Literacy Breakfast Club for pupils in P5-7 who have an identification for literacy difficulties.
- Senior pupils as part of the Head Pupils and House Captains Leadership Teams met regularly to discuss improvement priorities linked to wellbeing and ethos. The resulting improvement in our approach to developing the House Points system and Pupil Voice had a positive impact on pupil engagement, relationships and behaviour and a commitment to our school's identity.
- House Captains led weekly assemblies to discuss and disseminate information to the whole school from positive behaviour rewards to Eco schools' work.
- The staff team supported one NQT this year as well as a number of teaching students from various universities and colleges which in turn contributed to ongoing professional development for the staff involved.
- Our Additional Support Needs Assistant team completed a range of training sessions to develop their understanding of neurodiversity and safety.

Teacher Professionalism

- All staff participated in Renfrewshire's Nurturing Relationships Approach (RNRA) training led by the Educational Psychologist and DHTs. This, together with a whole-school focus on pupil and staff wellbeing, continued to make a positive difference to our pupil support systems.
- Regular collegiate meetings provided a platform for sharing best practice in learning and teaching as well as keeping staff up-to-date with safety procedures, such as Fire Safety. This in turn resulted in a very positive Safety Inspection from Scottish Fire and Rescue in April 2023.
- Collaborative use of the new Chromebooks and 10 new Promethean Panels greatly enhanced learning and teaching across the curriculum, as well providing very good access to support programmes such as the Dyslexia programme (IDL).
- The Acting DHT worked with a number of parents and supported all staff to provide pupils with an engaging range of activities during Health Fortnight in May 2023.
- Almost all staff had a leadership role in our music and drama production of Matilda Jr, rehearsing from January-June 2023.

Parental Engagement

- The Head Teacher led a review of the Parent Council, PTA and Parent Run Library groups in order to streamline the operational and financial aspects of these groups. After two whole-school Parent Forum and staff consultations, it was agreed to proceed with one parent group and one bank account. The newly-formed parent group is known as Kirklandneuk Parent Council.
- The Parent Council met regularly to discuss school improvement, fundraising and grant applications, raising a total of £11,395 in grants and £6373.17 from general fundraising activities across the year. The mothballed PTA donated £3000 to the school fund as they closed their accounts in January 2023.
- A specific curriculum evening for families to learn more about the Relationships, Sexual Health and Parenthood (RSHP) programme took place in Feb 2023, where the senior management team shared the learning journey for each stage – online and in person.
- The SeeSaw platform continued to be a successful way to engage families. All teaching staff used SeeSaw to communicate with families to foster engagement with their children's learning and homework.
- The online parents' evening system (SchoolCloud) was very successful in facilitating online face-to-face meetings with their child's class for those families who preferred this. All teaching staff increased these individual meetings from 5 minutes to 10 minutes, facilitating a more productive discussion of each child's progress and next steps.
- Regular use of SurveyMonkey session has provided parents with a quick and easy way of updating the school with important information. This was a particularly effective tool for gathering a range of information and views from families, especially with the audit of pupil health records and medication.
- P1 and P7 transition meetings and events were very well attended this year, with 95% of P1 families participating in the P1 induction event. Enhanced transition events were very well received for new pupils in June and again in August (on the in service days).
- The school Nativity and Christmas Concerts were very well attended, with parents enjoying the opportunity to attend additional performances
- P3-7 classes reintroduced their Learning Showcase Assemblies throughout the year to share Interdisciplinary Learning specific to their stage.
- Staff passports and videos were uploaded onto SeeSaw to support families with the transition to the next class / stage in August 2023.
- Regular communication with parents continues to be developed with the weekly newsletter, new website, Twitter, school app, increased use of SeeSaw and direct messaging for parents to class teachers via SeeSaw and email. This has provided parents with quick and easy access to their child's teacher and senior managers to discuss pupil progress or concerns.

HOW SUCCESSFUL HAVE WE BEEN IN IMPROVING OUR SCHOOL?

Assessment of Children's Progress

- Teaching staff met regularly to plan a range of learning experiences, ensuring an increasingly consistent approach to planning, learning and teaching across the school.
- The Dyslexia Assessment Toolkit and supporting resources for pupils with additional support needs in literacy continued to be implemented throughout the session. This provided support, guidance and next steps for pupils, staff and families. Further, the Literacy Breakfast Club continued three mornings per week before school to support pupils with an identified need in literacy. Pupil engagement remained fairly high throughout the session for this club, with notable improvements in reading and word attack for the majority of those who attended.
- P1s demonstrated very good progress in developing key skills in literacy and numeracy. Staff used a range of assessment tools including the POLAAR resource to assess progress in phonological ability and pupils responded well to the increased focus on literacy and numeracy. Most pupils in P1 achieved the national expectations in listening and talking, reading and maths. This was verified by teacher judgement and a range of assessment techniques, including the SNSA.
- By June 2023 (in P1, P4 and P7), almost all pupils achieved national minimum expectations in listening & talking; the majority of pupils achieved national minimum expectations in reading and writing; most pupils achieved the national minimum expectations in numeracy.
- There are a number of factors which have contribute to our fluctuating attainment data over the last few years, including Covid, additional support needs and an increase in the school roll, e.g. in August 2022, the school enrolled an additional 24 pupils, some of whom were placing requests from other schools whilst others had relocated to the local area. All pupil data is included here:

P1	2017	2018	2019	2020	2021	2022	2023
L&T	90%	87%	90%	No data - Covid	80%	96%	90%
R	77%	71%	73%	No data - Covid	53%	87%	83%
W	79%	62%	73%	No data - Covid	55%	76%	77%
N	85%	87%	93%	No data - Covid	73%	90%	93%

The above data illustrates that our P1 attainment data is now maintaining or exceeding that of the pre-Covid data in all aspects of literacy and numeracy, however a continued focus on reading and writing is required for session 23-24.

P4	2017	2018	2019	2020	2021	2022	2023
L&T	93%	75%	75%	No data - Covid	54%	82%	91%
R	75%	79%	63%	No data - Covid	44%	57%	66%
W	66%	72%	70%	No data - Covid	36%	44%	51%
N	87%	79%	79%	No data - Covid	41%	76%	86%

The above data illustrates that our P4 attainment data is now exceeding that of the pre-Covid data in listening & talking and numeracy, however, reading and in particular, writing, must continue to have a rigorous and robust approach to raising attainment for session 23-24.

P7	2017	2018	2019	2020	2021	2022	2023
L&T	90%	86%	80%	No data - Covid	65%	86%	97%
R	68%	75%	66%	No data - Covid	56%	83%	72%
W	63%	70%	60%	No data - Covid	55%	66%	63%
N	69%	74%	66%	No data - Covid	58%	82%	70%

The above data illustrates that our P7 attainment data is now exceeding that of the pre-Covid data in listening & talking, however, reading, writing and numeracy must continue to have a rigorous and robust approach to raising attainment for session 23-24.

HOW SUCCESSFUL HAVE WE BEEN IN IMPROVING OUR SCHOOL?

School Improvement

- We continued to work with our Education Manager to consider the best way forward for our school and engaged in regular self-evaluation discussions, reflecting on quality indicators within the HGIOS4 documentation.
- High quality learning and teaching continued to be a main focus of our improvement journey, with senior management and peer learning visits evidencing good practice throughout the school.
- A continued commitment to Getting It Right For Every Child has led us to work with an increased range of specialist agencies to provide additional supports for children and families including Exchange Counselling, Home-Link, Inclusion Support Officer, Inclusion Team, Educational Psychology Service, School Nurse Team.
- The initial roll out of the new GIRFEC Refresh programme provided a clearer pathway for pupil support for staff to consider during collegiate sessions.
- Attendance across the school remained fairly constant at approx. 91-92% across the year which was slightly higher than other local schools.
- New and continued partnership working with community groups such as Renfrew YMCA for P1, P2 and pupils in our Hub, as well as NYCOS and Paisley Feis involvement in P5 provided pupils with a wide range of ways in which to achieve. The Active Schools team worked tirelessly alongside school staff to provide a good range of outdoor learning and interesting sports for pupils across all stages during curriculum time for specific focus weeks (eg Health Week) as well as after school. Almost all clubs ran at full capacity.
- Outdoor learning and school trips were provided for all stages, P1-7. The P7 group enjoyed having the choice of a residential or non-residential trip this year, providing all senior pupils with a range of very high quality outdoor learning experiences in March 2023.

Performance Information

- Data analysis and trends were discussed with the staff team on In Service Day 2 to support their understanding of the need to carefully plan interventions which meet the specific needs of all pupils.
- Target group data was presented in a clear and concise way to support teachers to plan for high quality, differentiated learning and teaching experiences in literacy and numeracy.
- There were two school exclusions during session 2022-23, evidencing the school's relentless and solutions-focussed approach to meeting every child's needs by focusing on inclusion and equity.
- Class teachers met with the SMT termly to discuss individual pupil performance as well as stage performance, ensuring a targeted and consistent approach for all pupils. This allowed class teachers to look at data trends and identify, discuss and plan for further improvement.
- The School Show involved almost 100 pupils from P4-7 and over 40 staff over a period of 6 months. Notable improvements in pupil and staff confidence was observed throughout the process, with an abundance of very positive feedback.

PUPIL EQUITY FUNDING - IMPACT

The Pupil Equity Fund (PEF) for session 2022-2023 was mainly focussed on providing enhanced staffing across the school in the form of additionality in teaching and support staff, as well as new resources for reading and writing.

Session 2022-2023 Improvement Report

Improvement Priority 1 – Raise attainment in Literacy with a priority focus on **Reading and Writing**

Outcome and impact for June 2023

- Attainment in **READING** for P1 was 81%; P4 improved from 50%-66% - an increase of 16% from the previous year; P7 decreased slightly from 72%-75% - this was impacted with additional pupils joining this year group in Aug 2022.
- Attainment in **WRITING** for P1 was 77%; P4 improved from 33%-51% - an increase of 18% from the previous year; P7 decreased slightly from 65%-63% - again, this was impacted with additional pupils joining the year group in Aug 2022.
- Almost all teachers felt more confident and skilled in the teaching of reading and writing using new resources and approaches.
- Support staff and senior managers continued to provide support to identified pupils throughout the school which allowed class teachers to focus on their target groups.
- Teacher judgement in writing was more confident and in line with the Benchmarks for Assessment.

Progress and impact of outcomes for learners and staff

- The appointment of a 1.0 FTE teacher (**PEF - £56,127**) reduced class sizes across P4 to a maximum of 24 pupils in each class, allowing class teachers time to provide targeted intervention to identified 'target groups'. P4 reading attainment improved from 50-66% - an increase of 16% from the previous year and writing attainment improved from 33-51% - an increase of 18% from the previous year.
- The continued appointment of a 0.9 FTE Early Learning Childcare Officer (**PEF – £26,528.44**) supported pupils in P1 to access learning through play, as well as supporting identified groups with literacy evidence-based interventions such as The 5 Minute Box, Jolly Phonics and SEAL. This tailored approach resulted in 100% of the P1 target groups achieving Early Level in reading and writing by June 2023.
- All class teachers participated in reading and writing professional learning sessions throughout the year, including Talk for Writing and Miscue Analysis which was organised by the Literacy Development Officer. These sessions allowed teachers to develop their professional thinking and skills in order to deliver challenging and motivating reading and writing lessons. Almost all teachers felt that the Talk for Writing approach was starting to have a positive impact on pupil motivation and achievement in writing.
- Talk for Writing professional learning literature, guides and flip charts were purchased for all classes. This provided the teaching staff with high quality recommended CLPL and the adequate teaching resources for maximum impact in lesson delivery.
- The new reading scheme was completed for P1-7 pupils from Collins (Big Cat) - (**PEF - £11,000**); additional novels for P6-7 were purchased from Scholastic using commission from the Book Fair which was supported by families during World Book Week. These new books provided all pupils with high quality reading resources for class and home learning; feedback from pupils, parents and staff was very positive. There is now a clear progression in place for our reading programme which challenges and supports all pupils.
- A robust homework programme was put in place for all pupils in P1-7 from August 2022. All pupils benefitted from new reading books and high quality differentiated spelling homework using the Prim Ed spelling resource. New homework bags were purchased using the school's devolved budget and provided a clear message that we value learning and our family partnerships in order to improve attainment and achievement.

Next steps:

- Continue to prioritise literacy across the school with curriculum development and moderation sessions in writing for staff, miscue analysis in reading, play pedagogy in P1 and P2 targeted literacy interventions for P1, P4, P7 and all pupils with identified literacy difficulties.
- Roll out the GIRFEC refresh programme with the introduction of the new Staged Intervention planning formats, focussing on the evaluation of interventions.

PUPIL EQUITY FUNDING - IMPACT

Improvement Priority 2 – Raise attainment in Literacy and Numeracy with a focus on **Learning, Teaching and Assessment**

Outcome and impact for June 2023

- Attainment in LISTENING AND TALKING has increased significantly for P1, P4 and P7 overall from 66% in June 2021 to 88% in June 2022 to 93% in June 2023.
- Attainment in READING has increased significantly for P1, P4 and P7 overall from 51% in June 2021 to 75% in June 2022 to 74% in June 2023.
- Attainment in WRITING has increased significantly for P1, P4 and P7 from 49% in June 2021 to 62% in June 2022 to 64% in June 2023.
- Attainment in NUMERACY has increased significantly for P1, P4 and P7 from 57% in June 2021 to 82% in June 2022 to 83% in June 2023.
- Whole school attendance improved from 89% in June 2021 to 91.75% in June 2023.

Progress and impact of outcomes for learners and staff

- In August 2022, all class teachers were provided with class data sets which clearly outlined the learning pathway for each pupil as well as the poverty attainment gap for their class. This allowed them to create a 'target group' for reading, writing and maths which they prioritised feedback on during regular tracking meetings with senior managers. This in turn led to an increased number of pupils remaining on track and progressing from prior levels of attainment.
- The inclusion support assistant (**PEF - £32,000**) continued to engage with target families to build relationships, improve pupil attendance, encourage parental engagement in school activities and in supporting class and home learning in the newly formed 'Hub' class. All pupils in the 'Hub' class made good progress from their prior levels of attendance and attainment; all pupils achieved an accredited swimming award.
- The continued provision of our Nurture group (Butterfly Room) allowed for specific work with small groups of targeted pupils to enhance social integration as well as planned interventions for gaps in literacy or numeracy. This targeted support made a positive impact on pupil wellbeing with 100% of parents agreeing that their child's time in the Nurture Class provided them with a calm and safe base for learning; 80% of the planned targets in literacy and numeracy were achieved.
- As a result of a sustained commitment to the school's values and our relationships and behaviour policy, almost all vulnerable pupils attended school on a more regular basis, which in turn has increased their confidence and wellbeing.
- There was a whole school focus on ensuring that all literacy and numeracy lessons were delivered as per the Learning and Teaching Policy during session 2022-2023. Observed lessons confirmed that all teachers were sharing Learning Intentions and Success Criteria and increasingly differentiating learning appropriately. This impacted positively on pupil engagement, behaviour and attainment overall.
- By October 2022, all literacy and numeracy planning was linked to the Benchmarks for Assessment. Class teachers routinely discussed assessment as part of learning and teaching conversations at weekly planning meetings, ensuring there was a clear assessment focus for each lesson.
- By June 2023, almost all teachers were more confident and skilled in using the new planning formats for literacy, numeracy and interdisciplinary learning and felt that the online planning had significantly reduced their paperwork bureaucracy.
- By June 2023, most pupils in P4-7 were more confident in talking about their strengths and next steps in literacy and numeracy.

Next steps:

- Reintroduce learning conversations and target setting with parental involvement for all pupils in P1-7.
- Further develop Family Learning opportunities specifically aimed at literacy across P1-7.
- Continue to rigorously track attendance and support disengaged pupils and families through NVR groups.
- Staff to use the Leuven's Scale or The Circle intervention scale where appropriate in all classes and Boxall profiling for all pupils in the Hub and Butterfly Room.

PUPIL EQUITY FUNDING - IMPACT

Improvement Priority 3 – Improve provision in PE with a focus on Learning and Teaching, Facilities and Resources

Outcome and impact for June 2023

- A new Dance Studio was opened in August 2022 to increase the indoor PE facilities to 3 areas (Gym Hall, Dining Hall and Dance Studio). This was funded by Renfrewshire Council.
- 15 new gymnastics mats were purchased to replace the mats which were condemned by the annual Sportsafe inspection as well as a range of balls to support ball skills for all stages were purchased in December 2022 with a £1100 grant from one of our local companies, Serica Energy.
- A new Outdoor Classroom was opened in March 2023 as a result of the Parent Council's 'Mon the wains, 'Mon the bees, 'Mon the community' project. This was funded with a range of grants from the Renfrew Local Partnership Fund and the Glasgow Flight Path Fund.
- A new Multi Use Games Area (MUGA) to support high quality PE lesson delivery was opened in April 2023 which was funded by Renfrewshire Council.
- Pupil, staff and family feedback on SeeSaw regarding PE provision was overwhelmingly positive, especially after sports day, health fortnight and via the Parent Council.

Next steps:

- Continue to work with the Parent Council and apply for grants in order to replenish and upgrade PE resources.

Improvement Priority 4 – Improve opportunities for Parental Engagement across the school

Outcome and impact for June 2023

- All class teachers held an open afternoon to 'Meet the Teacher' in September 2022. This was very well attended by most families across the school. Pupils enjoyed showing their families around our school, highlighting our new facilities and learning environments. All class teachers provided a helpful learning overview for the year which clearly outlined the learning in all curriculum areas for the whole year, as well as providing helpful tips for 'How to help at home'.
- Most class teachers used SeeSaw regularly to send images of pupils' learning experiences (whole class) and pupil work (individual) to parents and families.
- The Parent Council, Parent Teacher Association (PTA) and Parent Run Library (PRL) were streamlined into one parent group after extensive consultation from October-December 2022.
- The Parent-Run-Library was re-established and operational for all classes by April 2022, providing a high quality in-school library for all pupils to use. Following pupil feedback, the PRL created a new section within the school library for pupils who have English as an Additional Language.
- The outdoor learning space for P1 and P2 was cleared, weeded, planted and re-designed in conjunction with parent and community helpers.
- A specific parental engagement opportunity was provided for all families in January 2023 to learn more about the Relationships, Sexual Health and Parenthood (RSHP) programme. This opportunity was provided in school and online and was very well attended. The Head Teacher provided specific learning overviews for each stage, P1-7 to support parental understanding.

Next steps:

- Further opportunities for parental engagement to support understanding of literacy development across the school.
- All class teachers to make effective use of SeeSaw in sharing pupils' learning journeys.

KEY STRENGTHS OF THE SCHOOL

- ✓ Happy, active, kind children who are increasingly engaged in their learning and who value their positive relationships with school staff and each other;
- ✓ The school's commitment to inclusion and equity, embedding a nurturing approach for all;
- ✓ Highly committed staff team who place relationships at the heart of everything they do. This results in a very positive and nurturing school ethos with high engagement in pupil learning and whole-school activities;
- ✓ Very positive partnerships with families, partners and the wider community;
- ✓ Leadership at all levels to develop the professional skills of pupils and staff, preparing them for wider opportunities;
- ✓ Effective arrangements for transitions, including Nursery to P1, P7 to S1 and natural transitions within the school between stages or for children who benefit from specialised educational provision;
- ✓ Very positive approaches to celebrating achievements and success of children through assemblies, awards, house groups, sports and leadership opportunities.

OUR NEXT STEPS: PRIORITIES FOR 2023 - 2024

We believe that we have made **good progress** during session 2022-23 and we will use the improvement priorities listed below to build on this progress moving forward:

- Continue to raise attainment in Literacy with a priority focus on **Reading** and **Writing**;
- Continue to improve Wellbeing across the school with a priority focus on **Nurture, Relationships** and **Behaviour**

Full details of the school's improvement priorities and actions are detailed on the school improvement plan which can be accessed on our website or by contacting the school office.

Kirklandneuk Primary School

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HAVE YOUR SAY!

Please take the opportunity to share your thoughts with us, as we use feedback to help us make improvements to the school. You can do this by speaking to staff, participating in Parent Council meetings, responding to questionnaires / surveys and by completing evaluations at school events.



Kirklandneuk Primary School Head Pupils - Session 2022-2023