



We grow as we learn.

Kirklandneuk Primary School



STANDARDS AND QUALITY REPORT

June 2021

This report will inform you of the school's progress and achievements during session 2020-2021 and let you know about our plans for 2021-2022. 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 484 for session 21/22. Our families come from varied backgrounds representing a range of cultures, languages and religions. We have 19 classes from P1 to P7, including one composite class. We also have nurture spaces called the Rainbow Room, the Butterfly Room, the Caterpillar Room and the Cocoon Room. 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. There are plans for a new flexible indoor-outdoor free flow learning zone for P1 for which the building is due to commence this session. This, together with a range of interior upgrades, will benefit our whole school community. The highly skilled and dedicated staff team are committed to ensuring a positive experience for our pupils each day.

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

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

This session has undoubtedly been one of the most challenging we have ever experienced. The impact of the Covid 19 pandemic has been profound and presented us with unprecedented challenges. However, despite these challenges, progress was made pre and post lockdown, of which we are very proud.

- **PATHS Model School Status** (achieved in June 2021).
- **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, with 5 members of SMT having undertaken *Enhanced Nurture Training for Leaders* via Nurture UK.
- **Ruby Level of Renfrewshire's Nurturing Relationships Approach** achieved in June 2021.
- Dedicated **Nurture Rooms** (Rainbow Room and Butterfly Room) run by trained staff; dedicated Mini-Nurture Room (Caterpillar Room) for quiet pupil working; dedicated Nurture Zone (Cocoon Room) for 1:1 support.
- Strong **partnership working** across the Renfrew High School cluster, where enhanced transitions and family support are firmly embedded with the support of our Home Link Worker and Inclusion Support Workers.
- **Dedicated teaching and support staff** who worked hard to develop their digital skills in order to engage their pupils during extended periods of home learning.
- **Highly skilled clerical and support staff teams** who use a range of ICT, nurturing and inclusive practices to support pupils and families, keeping them up-to-date with pupil progress and school communications.
- **Highly committed janitorial, catering and cleaning teams** who work tirelessly to keep our school safe and clean.
- **Dedicated Parent Council, PTA and Parent Forum** who support the work of the school in the local community and beyond.
- The **resilience of our pupils** who came through a difficult year of in-school and home learning with several periods of isolation, yet still kept returning to school looking happy.
- The **professionalism of the whole staff team** was particularly evident during a challenging term 4 when the COVID pandemic gripped our school community.

HOW SUCCESSFUL HAVE WE BEEN IN IMPROVING OUR SCHOOL?

School Leadership

- All staff worked tirelessly to provide high quality online learning for all pupils and pastoral support for vulnerable pupils and families during the second lockdown from January-March 2021 when the COVID 19 pandemic forced schools to close for the second time. All pupils had access to the online learning opportunities; the ICT co-ordinator provided school laptops to families who needed a device and technical support / advice where appropriate.
- All staff extended their leadership roles linked to their skills, interests and the priorities in our school improvement plan. This ensures that we all work collaboratively to improve our school.
- The Head Teacher and Depute Head Teachers (DHTs) participated in role-specific Learning Sets throughout the year which supported a solutions-focussed problem-solving approach to the way in which the Senior Management Team approached challenge and opportunity throughout the year.
- The three Principal Teachers (PTs) participated in a range of leadership opportunities, securing DHT and PT positions as a result of their ongoing professional commitment.
- The staff team supported three NQTs this year as well as a number of teaching students from various universities and colleges which has in turn contributed to ongoing professional development for all staff. Following this, one of the NQT mentors secured the position of NQT Development Officer for Renfrewshire Council and another secured the position of Acting Principal Teacher as a result of their leadership and ongoing commitment to the professional learning and development of staff.
- Two members of the support staff team completed the Seasons for Growth training which will enable us to offer professional counselling sessions in school for pupils who have experienced change or loss.
- Two further members of the teaching staff completed the Nurture UK leadership training which provides additional capacity in ensuring a consistent approach to the implementation of our nurturing approach and supporting pupil wellbeing.
- The ICT co-ordinator (PT) completed the SeeSaw Ambassador training, one class teacher has been awarded the SeeSaw Pioneer accreditation and the Acting DHT completed the CEOP Ambassador training, affording the school additional leadership capacity in the areas of ICT and online protection.
- Twenty-five staff have been accredited with the REHIS Elementary Food Hygiene award which enables almost all staff to lead practical learning in food and nutrition.
- Extended leadership opportunities for senior pupils in P7 were introduced, for example Senior Pupil Leadership Team and Depute Pupil Leadership Team. These teams worked closely with the SMT of the school to identify areas for improvement and ensure pupil voice was represented in decision making.

Teacher Professionalism

- All staff participated in Nurture UK Training (led by trained school staff), Relationships and Behaviour Training (led by Brian Donnelly) and Hive of Wellbeing Training (led by Claire Lavelle) linked to positive mental health coaching for self and others. All of this, together with a whole-school focus on pupil and staff wellbeing, continued to make a positive difference as the impact of the COVID 19 pandemic became apparent throughout the session.
- Weekly collegiate meetings involved the whole staff team this year, providing a platform for sharing best practice in learning and teaching as well as keeping staff up-to-date with risk assessments associated with COVID 19. This in turn ensured a consistent approach to understanding everyone's role in mitigating the risks associated with the spread of the virus.
- The Literacy working group worked together to agree a refreshed way forward for planning, resourcing and assessing literacy across the school using the Curriculum Benchmarks. This will have a positive impact on streamlining teachers' planning and ensuring consistency for all pupils (for example, the new spelling approach and resources are providing support and challenge for all pupils in P1-7).

Parental Engagement

- The Parent Council and PTA continued with their online meetings via Zoom this session, often attracting over thirty parents at a time to participate in wide-ranging discussions from school improvement to virus mitigations. The Parent Council worked in partnership with a local charity to source and fund a defibrillator for the school, something which has been of great importance to the school and local community.
- The SeeSaw platform continued to be a successful way to engage families, especially during the second lockdown from January-March 2021. Staff also used Microsoft Teams to engage all pupils and families during this period with a range of class check-ins, discussions and assemblies.
- The new online parents' evening system (SchoolCloud) was very successful in allowing almost all parents to have an online face-to-face meeting with their child's class teacher in April 2021. All teachers increased these individual meetings from 5 minutes to 15 minutes, facilitating a more productive discussion of each child's progress and next steps.
- The introduction of SurveyMonkey this 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 parents, especially with the audit of pupil health records.
- P1 and P7 transition meetings and discussions took place mainly online this year in May/June 2021 and were very well attended. As the restrictions were lifted, all pupils had the opportunity to visit their new establishments in small groups in June 2021. These opportunities provided parents with support and reassurance about the move to primary/secondary school.
- Communication with parents has been improved with the introduction of the weekly newsletter, new website, 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 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 both home and in-school learning experiences, ensuring an increasingly consistent approach across the school. The planned work on assessment and moderation was stifled this year due to the COVID 19 pandemic, so this work will be carried over to session 21-22.
- Almost all pupils in P1-7 displayed very positive trends in wellbeing at the point of the pupil wellbeing survey in October 2020 with almost all pupils reporting that they felt safe and happy in school.
- A new online dyslexia assessment tool and supporting resources for pupils with additional support needs in literacy were purchased and implemented from April-June 2021. This provided support, guidance and next steps for pupils, staff and parents. The DHT team worked closely with a range of professionals, including the Educational Psychologist, to identify and plan for pupils who were presenting with barriers to learning or additional support needs.
- From August – December 2020 (at the point of school closure), most P1s demonstrated good progress in developing key skills in literacy and numeracy. Staff used a range of assessment tools, including the POLAAR resource and pupils were responding well to the increased focus on literacy and numeracy. This progress slowed down after the second lockdown, with the majority of pupils achieving the national expectations in reading and writing. Most pupils, however achieved the national expectations in maths.
- From August – December 2020, the majority of pupils in P2-7 were on track to achieve the national expectations in reading, writing and maths. However, by June 2021, less than half of P2-7 pupils had achieved the school and national expectations in reading, writing and maths. This dip in attainment across the school is attributed to the COVID 19 pandemic and extended periods of isolation for pupils and staff which significantly reduced face-to-face teaching time and opportunities for assessment and moderation activities, particularly in term 4. Although the school purchased GL assessments for all pupils in P2-7 in order to provide additional rigor to the assessment process, these, together with the SNSA assessments could not be completed due to the overwhelming impact of COVID in the final term.
- Most pupils in P1-7 achieved the school and national expectations in listening and talking by June 2021.
- Going forward next session, we will rigorously pursue the attainment gaps for all pupils with a continued focus on achievement in literacy and numeracy for all, closely monitoring each child's progress with clear and unambiguous guidance for staff in the areas of assessment, moderation and data analysis. Tracking meetings will initially be increased to closely monitor the progress of each child, providing parents with a clear picture of their child's progress and what they can do to provide further support.

School Improvement

- We continue to work with our Education Manager to consider the best way forward for our school and engage in regular self-evaluation within school to ensure we are reflecting on quality indicators within the HGIOS4 documentation.
- Continued partnership working with Orbis Training (Brian Donnelly) has supported our whole school community through a refresh of our vision, values and aims, as well as updating our Relationships and Behaviour policy and our Anti-Bullying policy. This clear vision sets out the expectations and standards for pupils, staff, parents and partners.
- The staggered entry / exits, breaks and lunches, as well as targeted support for pupils within bubbles has provided all pupils with more room to play and learn outdoors, supported by a staff team who know them well.
- The new Head Teacher took up post on 15 September 2020, and together with two substantive DHTs and a newly appointed Acting DHT, they form the new management team who have a clear focus on supporting the wellbeing of all as part of the Continuous Recovery Plan. All SMT remits have been revised in order to clearly reflect the responsibilities of senior leaders. This accountability ensures that all stakeholders know who to approach for help or support.
- New and continued partnership working with community groups and businesses including the Renfrewshire Toybank and Big Kids Little Learners provided invaluable support for pupils in P1 and P2 and throughout the school, as well as RSNO music provision in P3 and Paisley Feis involvement in P5. 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.

Performance Information

- Data analysis and trends were discussed with the teaching team to inform planned interventions to meet the specific needs of all pupils.
- Once we make a positive return to school in August 2021, we will use our Recovery data to plan high quality learning and teaching experiences in literacy, numeracy and health and wellbeing and take steps to ensure we provide support, breadth and depth in these core areas.
- There were zero school exclusions during session 2020-21, evidencing the school's relentless and solutions-focused approach to meeting every child's needs by developing relationships and behaviour.

PUPIL EQUITY FUNDING

The Pupil Equity Fund (PEF) was mainly focussed on providing enhanced staffing across the school in the form of additionality in teaching and support staff time (the **Raising Attainment Team** and **Nurture Team**). This allowed for specific work with small groups of targeted pupils / individual pupils to support planned interventions where there were gaps in literacy or numeracy. Both teams made a positive impact on pupil attainment and wellbeing, with all pupils settled and making progress in appropriate learning settings.

A whole-school focus on **Relationships and Behaviour** has improved and refined our approach to ensuring that all pupils feel safe and nurtured in school. A robust approach to ensuring that all pupils who require support for their behaviour has been streamlined with new behaviour risk assessments (CBRAs) which outline the expectations and support, planned in partnership with parents. As a result, relationships and behaviour continue to improve and our school community is clear about the high expectations for all. This work was supported by Orbis Training (Brian Donnelly) and funded through the Pupil Equity Fund.

Several visitors to the school noted how calm and purposeful the school learning environment was throughout the year.

KEY STRENGTHS OF THE SCHOOL

- ✓ Happy, active, kind children who are engaged in their learning and who value their positive relationships with school staff and each other
- ✓ Highly effective 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, sport 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
- ✓ Highly 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
- ✓ Positive approaches to celebrating achievements and success of children through assemblies, sports and leadership opportunities.

OUR NEXT STEPS – PRIORITIES FOR 2021-22

The Covid 19 pandemic hindered our progress and our ability to achieve all of our improvement priorities. Some priorities and actions will therefore be carried forward to academic session 2021 – 22. We believe that we have made **good progress** during session 2020-21 and we will use the improvement priorities listed below to build on this progress moving forward.

- Priority 1** Develop high quality learning, teaching and assessment leading to improved attainment and achievement in literacy and numeracy.
- Priority 2** To ensure effective use of data and evidence to plan for recovery.
- Priority 3** Promote health & wellbeing and behaviour & relationships across the school community.
- Priority 4** Further recovery using digital technology, the broad general education and global citizenship.

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 or PTA meetings via Zoom, responding to questionnaires/surveys and by completing evaluations at school events.