

Standards and Quality Report

2021/22



Kinmylies Primary School and ELC
HIGHLAND COUNCIL | ASSYNT ROAD INVERNESS IV38PB

This report is provided to families and partners to identify our achievements this session. The next steps in our improvement journey are also outlined.

Throughout the year we continuously evaluate what we do and how it makes a difference to our learners. We want to know what is working well for our school community and what needs further improvement.

Our children and young people are actively consulted and involved in this process. We also give staff, parents/carers, and other partners the opportunity to participate in discussions and activities in order to shape our improvement journey.

When we develop our improvement projects we use key questions at planned review times throughout the session in order to know how well we progressing towards achieving these positive outcomes and changes.

Our School

Kinmylies Primary and ELC continues to grow and has 12 primary classes and 2 ELC rooms. It has a diverse social and economic community. It is an inclusive, friendly school where pupils are valued as individuals and encouraged to be ready to learn, respectful to one another and safe in their actions. We have a significant amount of PEF (pupil equity funding) and use this strategically to raise attainment across the school. Historically there has been a high turnover of teaching staff and several changes of HT. We now have a more stable staffing and leadership team and wish to continue this as we recover from the recent Covid-19 pandemic. Despite losing our entitlement to a nursery manager in August 21 we had a positive Care Inspectorate visit in June 22 where we were graded as Good in Leadership and Management and Provision of Care. Our Pupils are rightfully proud to be part of Kinmylies and we are working hard to raise the profile of the school within the Inverness area. We are fortunate to be very well supported by the Parent Council, wider parent forum and community.

Our School Vision, Values and Aims

School Vision:

At Kinmylies Primary we work together as a community to provide a happy, secure and stimulating environment where children are motivated to learn, are valued as individuals and encouraged to reach their full potential through our curriculum for excellence.

School Aims:

To create a welcoming, happy, healthy and safe learning environment in which all members of the school community treat each other with mutual respect and fairness.

To motivate all pupils to achieve their full potential in all areas of their learning.

To provide quality learning experiences for all pupils, through a range of teaching styles to enable them to be actively involved in their own learning.

To provide opportunities for all pupils to become successful learners, confident individuals, responsible citizens and effective contributors in society.

To encourage and support the development of positive lifestyles and attitudes with a particular focus on health and wellbeing.

To make a contribution to the life of the community through actively promoting partnerships with parents, professional agencies, individuals, businesses and the wider community.

To promote a team approach to ensure effective management of the school through good leadership, where the views of all pupils, parent/carers and staff are valued.

School Values:

Ready, Respectful, Safe

Our school values are current and are widely used by all stakeholders. The school vision and aims need to be revisited and developed this next school year.

Pupil Voice: what is working well in our school?

Our Rights Respecting Schools group have been evaluating our school by looking at How Good is OUR School.

*This group comprises of elected member from each class in the school and an extra P7 pupil who represents our ELC. This Term they looked at Theme 1 – **our***

relationships. Next session school groups will evaluate the remaining 4 themes so next session's S&Q will have pupil voice across all 5 themes.

Our children and young people identified the following strengths for our school this session:

Our school helps us feel like we belong:

the adults listen to us and are there to help
our uniform shows that we are part of a team
we have opportunities to take part in social activities and sports events

Everyone is treated fairly and with respect at school:

everyone gets help when they need it
our teachers treat us fairly and no-one is treated differently
respectful is one of our values and we talk about it a lot

our school takes care of us and keeps us safe:

there are rules in the playground that keep us safe
our gates are locked and the door are fobbed
Mrs Lingard makes sure our games are safe and don't hurt or upset anyone
we have fire drills
Mrs Hood and Mrs Jobes make sure that all of us are here or are safe at home

Our teachers help us to get on well with one another and to be happy in school:

Our teachers help us to mix even with people we don't get on so well with
Playing board games and helps us make friends
We have social games times and active play with other classes
We talk about children's rights and look at a different article each week
We welcome new pupils and look after them really well
The adults help us to resolve problems by talking things through

We know what is expected of us in how we behave towards others:

The adults guide us in how to behave
We have school values, class charters and follow the articles of the rights of the child
We get shoutouts and nominations from adults and other children
Our rules are to be ready, respectful and safe

Our efforts are recognised by staff and our school helps us to feel good about ourselves:

We do lots of health and wellbeing
Each class has a star of the week in assembly
There are shoutouts from house captains, P7s and all staff
There are citizenship nominations from other children and you can win Fred and Olive
House points are given out and totals shared at assembly. Each term a team wins a house pencil or a house reward
Achievements from home get celebrated in class and in assemblies

Our school deals with situations involving inappropriate behaviour:

The grownups speak with us and we all get a chance to speak
We talk it out calmly
Our teachers refer to the 3 rules when they are talking about behaviour
Adults deal with little problems in the playground
Sometimes our families are asked to help

Our school provides opportunities to develop friendships with those who have similar interests:

It is good that our classes get mixed up each year

There are different clubs and committees

We have cross country, athletics, gymnastics, badminton and NFL

We can mix in the playground and go on the field or play on the trim trail

There are different zones of the playground where we can play different games

We demonstrate our school's values through our relationships and actions:

Adults in our community would say that, most of the time, we are very sensible

When we wear our school uniform, we represent our school really well

At interschool sports and other events we work hard

When we are out of school or when people come to school they tell us how good we are

We are positive towards each other and cheer each other on so that no one is left behind

Pupil Voice: what changes would you like to see made?

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Our children and young people identified the following changes they would like to see and the difference these changes could make.

Sometimes there are not enough staff in the playground and you have to go and find someone

It would be good to have more things to do in the playground and that might help people

Now that we can mix it would be good to have house team awards and house team meetings so that we know our house teams more

It would be nice to do more buddy work, this year P7s and P1s could only mix outside and it would be nice to be in their classes

Our Improvement Journey Headlines Session 2021/22

These projects are linked to the vision and priorities for Scottish Education based on delivering excellence and equity. Parent/Carer information is available [here](#).

Improvement Project 1:

Primary focus: Curriculum and assessment

Year of Project: 2

Purpose: Recovery from Covid -19 school closures focussing on pupil health and wellbeing, recovery of learning, teaching assessment and attainment (focussing on identified new or widened gaps caused by Covid -19 situation)

Progress and impact:

Health and wellbeing of pupils has been a priority again this session

- Wellbeing webs looking at SHANARRI indicators were completed and discussed termly to address vulnerabilities adaptations were then identified and implemented. As a result of this there have been zero incidents of children needing to be removed from class when showing distressed behaviours. In addition SLT have been called less to deescalate incidents of distressed behaviour
- Stirling Wellbeing Questionnaires were completed with pupils in term 1 to look for trends in how our pupils were feeling and where the vulnerabilities were again adaptations and support was put in place which ensured that all children confidently took part in challenging activities eg. trips out with school and school sporting activities. In addition to this engagement with tea and chat groups and regular visits to the counsellor have identified vulnerabilities and with a Nurture for All approach the relevant support has been put in place.
In Term 3 we used the RRS questionnaire as this was similar
- Targeted groups attended Kid Gloves Gardening/ Art Group with PEF teacher working on specific HWB targets
- Resilient Kids Programme was completed by P3s/P4s/P7s and has been started with N5s as they transition into P1
- Our Rights Respecting Schools initiative was launched in August with whole school/ELC staff and all pupils. In February there was an online launch to families and the wider community.
- Our RRS group have been high profile throughout the school meeting regularly and ensuring that classes are looking are becoming familiar with the UN articles of the week
- The school was praised in a letter from UNICEF and featured on their website for their commitment to fundraising for the Ukrainian Appeal
- Our RRS group achieved their bronze award in January 22, 6 months ahead of target

Recovery of learning teaching and assessment

- EYPs and CTs implemented the recovery curriculum focussing on literacy, numeracy and health and well being
- This narrowed our curriculum but enabled us to track progress in developmental overviews and benchmarks
- Class Teachers, SLT and PEF teacher created targeted groups of pupils who were not yet working at the expected level in literacy and addressed the gaps in learning

92% of targeted p3 pupils were working at the correct level in reading
100% of targeted P4 pupils were working at the correct level in reading and 83% in writing

92% of targeted pupils in P6 were working at the correct level in reading and 50% in writing

70% of P7 pupils were working at the correct level in reading and writing.

- Play pedagogy was embedded in ELC and P1 and was developed in P2-P7

Attainment in session 21/22

- Our ACEL(achievement of a level) data is more inline with our SNSA data and shows improvement across the board.
- P1 literacy - 63% numeracy -79%
- P4 literacy - 58% numeracy -61%
- P7 literacy - 77% numeracy – 88%

Despite considerable success in these areas, chronic staff absences, pupil absences and class closures due to Covid -19 have negatively impacted on progress and adequate progress was made in this area.

Next steps:

- We need to extend our curriculum areas whilst balancing the need to focus on literacy, numeracy and health and wellbeing
- We will continue to embed our play pedagogy from P3 upwards
- We will continue to work through our action plan for our silver RRS award
- Reding will be developed throughout the school with a focus on reading for enjoyment
- Now that we can look outwards, we will moderate our learning, teaching and assessment with our ASG – associated schools group
- With our ASG we will moderate place value in numeracy and what this looks like at early, first and second level

Improvement Project 2:

Primary focus: Curriculum and assessment

Year of Project: 3

Purpose: *Developing Reading Comprehension strategies*

Progress and impact:

This improvement was started in session 19/20 and then again in 20/21. This session we revisited work previously started and hoped to complete the project.

Pupils as learners can

- Interpret text and justify interpretation
- Make connections to support predictions about a text
- Understand the connection between cause and effect
- Identify the main idea of a text and match supporting details
- Identify the key points or main ideas in a text and recall facts and details
- Self monitor their reading and employ fix up strategies

- Improve reading comprehension while working cooperatively
- Staff as learners can
- Demonstrate an in depth understanding of 4 out of 6 comprehension strategies
 - Confidently teach 4 out of 6 comprehension strategies
 - Understand 4 out of 6 stages of strategy instruction
 - Understand how comprehension fits in highland Council's approach to teaching reading
 - PT has completed initial diagnostic reading assessments to identify gaps in comprehension (sample group from P3 up)
 - PT has completed a reassessment of current P7 pupils in the sample gp
One pupil increased their comprehension age by 1 year 6 months.
Second pupil made a significant improvement in inference skills.

Next steps:

- PT will deliver training on visualising and summarising
- Class teachers will teach the remaining 2 comprehension strategies to pupils and will understand the full 6 stages of strategy induction
- PT will reassess pupils from initial sample group and will share data with CTs.
- Staff will embed the teaching of comprehension strategies in their practice

Evaluation of Progress

We believe we have made the following progress this session:

Quality Indicator	School self-evaluation
<p style="text-align: center;">1.3</p> <p style="text-align: center;">Leadership of Change</p>	<p>Satisfactory</p>
<p style="text-align: center;">2.3</p> <p style="text-align: center;">Learning, teaching and assessment</p>	<p>Satisfactory</p>
<p style="text-align: center;">3.1</p> <p style="text-align: center;">Ensuring wellbeing, equality and inclusion</p>	<p>Good</p>
	<p style="text-align: center;">3.2</p> <p>Satisfactory</p>

Raising attainment and achievement

Our children and young people believe we have made the following progress this session:

Theme 1 Very good
Our relationships

Theme 2 Choose an item.
Our learning and teaching

Theme 3 Choose an item.
Our school and community

Theme 4 Choose an item.
Our health and wellbeing

Theme 5 Choose an item.
Our successes and achievements

Our overall evaluation of our school's capacity for continuous improvement is:

We are confident in our capacity for continuous improvement.

Planning Ahead

Full details of the school's 2022/23 improvement priorities and actions are detailed on the school improvement plan, which can be accessed on our website or by contacting the school office.