



# Kingsland Primary School



## School Improvement Report

2020-2021



## Review of Progress 2020-21

### Context of the school

Session 20/21 started a week earlier than planned on 10 August in response to the children having an extended period at home due to the pandemic.

The school roll resulted in thirteen classes in P1-7 plus an ELC cohort of three and four year olds. This session saw a higher than normal number of staffing changes across teaching and non-teaching staff for a whole range of reasons, including the impact of COVID-19.

Primary One children and ELC pupils started the session without the usual transition arrangements, they had not met their teachers in person nor had the traditional visits into school. However this seemed to have very little impact on the children and they all settled in to life at Kingsland very well.

A huge number of changes and modifications had to be made to the running of the school day to maintain the safety of all pupils and staff. This included keeping all other adults on to school property to a minimum. Everyone in the school community embraced these changes and it resulted in no outbreaks of Covid-19 associated with Kingsland. Children returned to school and coped well with the changes to the school day.

Primary Seven were disappointed not to be able to attend Dalguise for their residential in September. The staff worked hard with partners in the community to replace the week with a 'Dalguise at Home' experience, replicating activities to challenge resilience and grow as a team. Everyone involved enjoyed the week greatly.

Christmas was a successful challenge where we celebrated as a school, remaining in our class bubbles but able to enjoy Christmas activities. This was much appreciated by parents and enjoyed by children. The Parent Council supported these activities for which we are very grateful. Parent Council also co-ordinated the production of a Kingsland calendar featuring artwork produced by each class. This fundraising opportunity was well received by families.

During Term One teaching staff worked hard to assess children's progress, plan learning and provide targeted teaching input. Teachers reported to parents via telephone appointments. Plans were in place for Term Two. However unfortunately we entered a second lockdown and children did not return to school after Christmas as planned.

Staff immediately provided work online for all children. We had already learned from the first lockdown that there was not a 'one size fits all' for families in terms of home learning provision. We worked hard in the first weeks of January to listen to parents and respond to the needs of families. We started daily online 'Keep Connected' sessions for P4 -7. ELC-P3 kept connected through telephone calls and blog posts. Teachers were available to respond to emails on a daily basis. The staff are to be commended for the way they handled a very steep learning curve in terms of teaching with technology.

Meanwhile in school we were providing a childcare hub for key worker children and invited families. All staff worked hard through challenging times to provide the best support to our children and their families while maintaining the Kingsland ethos.

ELC-P3 children returned to school in late February followed by P4-7 in mid-March. It was great to have all of the children back in school with increased safety measures.

Mrs Wilson retired at the end of term and Mrs Ward took over as Headteacher on 19 April. The final term was challenging with a high level of staff absence and increasing concern regarding a rise in COVID-19 cases across Scottish Borders. Staff worked well together to provide quality experiences for children. End of session reports were well received by families. Staff undertook training on a new reading scheme and engaged with professional discussion around shared placements. Children and staff enjoyed a Kingsland Festival in the final week of term and celebrated the achievements of the past year with Primary Seven at the centre. The festival was very well received by families.

## **What improvements have you made this year?**

### Priority One

*Plan for a safe and secure transition back to school for all pupils in line with national and local guidance (recovery plan)*

## **What improvements have you made this year?**

Creating a consistent and safe environment for learning and keeping connected have been key drivers for improvement this session. Ensuring children are settled and confident when returning to school after extended home learning has been a crucial priority and this session that happened twice- once in August after a break of more than four months and again in March after a break of almost three months. Supporting staff to be consistent in their expectations and reinforcing this through regular virtual assemblies has worked well.

## **What has changed/ improved for learners?**

Connecting with families through regular newsletters, telephone calls and Teams meetings has ensured we have been able to provide support. Teachers identified telephone conversations during lockdown as particularly useful in understanding the challenges each family faced and planning with parents/carers how best to support children.

### Priority Two

*Build strategies and practical applications for children and families to become more resilient and support their mental health*

## **What improvements have you made this year?**

We have used the Building Resilience programme to provide a shared vocabulary when discussing the events of the last twelve months and the tools we can use to help us when life is difficult. This has been particularly successful, evidenced through children's work reflecting on the tools in their toolkits and how these strategies can help them cope.

## **What has changed/ improved for learners?**

Children consistently and authentically reflecting on their own wellbeing and being able to identify their own next steps has been a key improvement this year. This work has helped to inform end of session reporting to parents and transition information to ensure children are supported as effectively as possible. This work will continue into next session and beyond.

### Priority Three

*Learn from best practice and continue to augment our existing model for digital learning and adapt this as required to meet the challenges of session 20/21*

## **What improvements have you made this year?**

Creating a well established asynchronous delivery model of family learning that fits well with in-school provision was essential to best support learners during a second lockdown. Progressively teaching digital skills has been a key component of this and through CLPL opportunities for staff we have been able to increase capacity within the school to support children and families with digital learning. Several members of staff have taken leadership roles in this regard and worked to support colleagues and staff alike. The school's digital culture continues to develop.

## **What has changed/ improved for learners?**

We worked with families, children and staff to produce guidelines for live learning sessions that reflect our school's vision and ethos. We were pleased to be awarded the Digital Schools Scotland Cyber Resilience Internet Safety award in December 2020. The school's work in relation to Computing Science has been showcased by Education Scotland. A member of teaching staff recently completed micro:bit training and has secured a global partnership with a school in Nepal through the British Council. This will involve working together with our partner school on a coding project next session.

#### Priority Four

*Create the conditions for teachers to engage in high quality collegiate discussion about the pedagogy of teaching and learning*

#### **What improvements have you made this year?**

We have sought to Link PM writing methodology to relevant Literacy benchmarks. Teaching staff have undertaken professional learning in relation to PM Writing and PM Reading. They have discussed the positive impact of PM Writing and how this can be maintained and extended. Whole school writing moderation in October 2021 will identify specific improvements

#### **What has changed/ improved for learners?**

Creating the conditions for teachers to engage in high quality collegiate discussion has been more essential this session than ever before. Teaching staff have supported each other, sharing learning and skills to help each other improve. Crafting an approach to home learning that works for children, families and teachers has brought the staff closer together and this culture of supporting and learning from each other has helped safeguard teachers' wellbeing to ensure they can best support children in the classroom.

#### **Next steps in relation to Learning, Teaching and Assessment and Inclusion:**

##### Learning Teaching and Assessment

- Improve access to family learning opportunities and support parents to assist their child's learning
- Use the LTA framework to provide clear guidance for staff to support high quality learning, teaching and assessment
- Revise curriculum rationale and learner pathways to ensure a 'Build Back Better' approach to improvement

##### Inclusion

- Ensure all staff attend and engage with the Universal Nurturing Approaches training arranged for Session 2021-22
- Use the Inclusion Framework, Inclusion Policy, Nurturing Approaches Guidelines and Staged Intervention Framework to provide clear guidance for staff to support inclusive practice
- Audit current Relationships Framework to ensure it outlines a focus on nurturing approaches and how this links to strategies to support positive relationships and behaviour

**Evaluate the following QIs against the six point scale:**

Excellent	this aspect of the school’s work is outstanding, high quality and sector-leading
Very Good	major strengths, very few areas for improvement
Good	important strengths, yet there remains some aspects which require improvement
Satisfactory	the strengths within this just outweigh the weaknesses, basic provision for learners
Weak	important weaknesses, there may be some strength, the important weaknesses, either individually or collectively, are sufficient to diminish learners’ experiences in substantial ways
Unsatisfactory	major weaknesses within which require immediate remedial action

Quality indicator	School self-evaluation	Nursery self-evaluation
1.3 Leadership of change	Good	Good
2.3 Learning, teaching and assessment (Including digital)	Good	Good
3.1 Ensuring wellbeing, equity and inclusion	Good	Good
3.2 Raising attainment and achievement/ Securing children’s progress	Good	Good

Our capacity for continuous improvement is: Good