

Supporting Improvement: Standards and Quality Report



The summary report is provided for parents/carers and partners to outline our achievements this session and our priorities for next session. Throughout this session we have taken forward our priorities as detailed in our school improvement plan. Through our processes of self-evaluation, we have identified how we can improve outcomes for our children and young people.

Our achievements and improvements this year.

We would like to highlight the following improvements/achievements:

Knightswood has always been a brilliantly diverse establishment. Starting back this term, our role now sits at 513 pupils. 30% of our children (154) are EAL. We currently have 34 spoken languages in the school.

We have had a very successful return to Session 2021-22, recognising the successful year we had in very difficult circumstances. Throughout the last 18 months we have continued to thank the children, staff and parents and carers for their hard work, resilience, determination and effort over this period, recognising them all for their support in following guidance and instruction in relation to mitigations. The children and the KPS staff pulled together incredibly well to ensure we had an enjoyable, happy, productive and safe return during this difficult time. We continue to teach resilience as a life skill but our children continue to demonstrate their ability to cope, rise to the challenges and focus on their learning. Children continue to work hard and we are seeing progress with their learning.

“Getting the culture right is pivotal. With the right culture the strategies that are used become less important. The culture is set by the way that the adults behave.” — Paul Dix,

Knightswood continues to have a strong focus on the happiness of all our children. All staff in the school strive to ensure children feel safe, nurtured and included. After consultation with all stakeholders, at the end of last session, we refreshed our Vision, Values and Aims. From this consultation, we have finalised our vision of ‘*providing a safe, inclusive, happy, nurturing and stimulating environment where children celebrate diversity and achieve their potential is embedded throughout all rooms within the school*’.

The development on our new values, *Honesty, KindnEss, AspirAtional, Respect and CreaTivity* have formed our initial lessons returning back to class and will be the focus of our assemblies. The capital letters within the words, highlight the word **HEART** which symbolises our desire to place our values at the heart of all we do and the decisions we make.

Our refreshed aims *provide opportunities for every child to develop skills for lifelong learning (Article 28), to create a nurturing environment which embraces and celebrates diversity (Articles 3,8) and to foster effective partnerships with pupils, parents and the wider community to ensure a sustainable future (Articles 12, 29).*

We aim to provide a safe and caring environment promoting positive relationships between home, school and community and to provide a well-balanced, stimulating curriculum for every child. We promote the nurture principles throughout the school and we provide learning experiences catered to the needs of pupils. This is being further impacted by our focus on our recovery and reconnection curriculum at the last session and the beginning of this session, which was designed by our own Nurture teacher during the lockdown and into the summer.

Children have positive relationships with adults throughout the school and feel confident in approaching adults for support and advice. Staff support all children holistically ensuring awareness of safeguarding, wellbeing and each child’s context.

We are supported very well by our parents and carers and particularly the Parent Council post holders and members. We enjoy and revel in sharing all successes of our children, both in and out-with the school.

We continue to have a focus on high expectations in class lessons, and the supports and experiences for our children. *High-quality teaching and learning is at the heart of the job of a school. It is our responsibility to ensure this is being carried out to a high standard and meeting the needs of all pupils.* All staff are currently engaged in the Tapestry programme to support this which improves consistency of approaches throughout the school. Staff continue to work on moderation activities together as we continue to focus on our approaches to class and school assessments and evaluations that further develop our understanding of professional judgements of 'Achieving a Level'.

Teachers collaborate with the Senior Leadership Team (SLT) to track attainment and monitor staged intervention. Interventions are planned to improve outcomes for all learners. All staff undertake moderation of teaching and learning, analysis of data and continue to monitor required improvements and interventions. As a result of this, individuals, groups and cohorts are making improvements in literacy, numeracy and health and wellbeing. All class teachers and SLT respond to the staged intervention needs within every class. Teachers' plans, individual and group plans, reflect the children's targets. This aspect is now more accessible to all parents and carers through the use of our whole school approach to SeeSaw. There is evidence within school data to highlight individual progress as progress over time is monitored and tracked. Positive interventions have reduced absence and exclusions remain consistently low. Children are identified who may benefit from a focus for inclusion within initiatives such as Action4Children, Learning Support and support from our Family Support Officer.

Pupil Equity Funding initiatives are used to support pupil wellbeing and to improve approaches, outcomes and assessments in learning and teaching both within literacy and numeracy. The impact of training provided by our *Challenge Leaders of Learning in Numeracy* (0.8 FTE) has resulted in a more consistent approach to the teaching of Numeracy and strategies across all classes. The approaches and strategies adopted by the CLOLs with targeted intervention groups are shared with all staff. Our CLOLs use evaluation tools to track and monitor both staff confidence and pupil progress. The PEF Support for learning team in literacy, use a wide range of assessment to determine support and show improvements. Assessment is integral to our planning cycle and staff are more confident with using the Curriculum for Excellence Benchmarks. Staff are developing their understanding of a progressive curriculum built on evidence and skills. All children are assessed regularly and a framework provides teachers with guidance to support and to gather their evidence.

Our continued drive to embed opportunities for all children through our approach to pupil voice and through our updated sustainability framework, is a key strength. All of our children are engaged in sustainability lessons using our progressive curriculum and framework, incorporating global goals and children's rights.

Achievements are celebrated within classrooms, on SeeSaw and on our Twitter feed. Certificates and postcards are used to inform parents and carers of children's achievements. All staff have opportunities to select children to receive awards for a variety of purposes such as our Values VIPs and our 'A Headteacher calls...'

Over the summer of 2021, the school hosted a number of daily activities over five weeks. These included visits for Nursery Transitions on Mondays (sharing stories) as well as weekly activities with the Primary 7s leaving Primary to support with transition. Successful day trips were well attended as were the 'Feel Good Friday' events. The total number of 490 summer attendances we recorded highlight the success of the programmes.

Here is what we plan to improve next year.

- 1: Continue to raise attainment by reflecting on, moderating and improving pedagogy across all classrooms.
- 2: Continue to focus on improving and moderating our approaches to learning and teaching in Numeracy and Mathematics.
- 3: Aim to ensure that sustainability permeates the curriculum, developing skills for life learning and work, rights of the child through IDL development and outdoor learning.
- 4: Continue to use PEF to support the number of strategies already established to support Health and Wellbeing of children and families.

- *Plan and implement pedagogical approaches to increase expectations of all, and ensure consistency to improvements in learning, teaching and assessment. This will work towards ensuring children experience consistently high-quality learning and teaching at all stages.*
- *Using GIC Year 3 Training in Mathematics and Numeracy to further impact on Mathematical and Numeracy outcomes across the school using planners, progressive approaches and resources as developed by Glasgow's Improvement Challenge and guided by CLOLs.*
- *All classes will use Promoting Alternative Thinking as the foundation of our Health and Wellbeing curriculum. This will be evident in every class, stage and throughout the school progressively for children to experience this approach from P1-7.*
- *Focus on moderation to target consistency among classes and stages to share good practice and develop professional dialogue among colleagues, using data more effectively at classroom level through attainment meeting format that will highlight strengths and developmental needs more clearly.*
- *Further develop approaches to 1+2 languages to ensure that French is taught as an additional language from P1-P7. Ensure that staff throughout the school are trained appropriately to meet the 1+2 expectations from Education Scotland.*
- *We will approach Glasgow's Digital Learning Strategy in a manageable and effective manner to support learners and staff to further improve attainment and achievement. Teachers have developed their confidence with iPads which will allow all to continue to ensure effective use of iPads to support learning, teaching and assessment. This was strengthened as teachers were involved in ensuring children felt connected to the school community, through online platforms (Google Classrooms).*

- *Continue to use PEF to support the number of strategies already established to support Health and Wellbeing of children and families. Family Support Worker and Action4Children continue to be funded and offer support for identified children and families. Family Programme includes trips and activities during holiday periods and enables families to experience high quality activities together. Accredited courses have enabled parents/carers to gain qualifications and pursue new employment opportunities.*
- *We will build on the strong model of learner engagement in skills for life, learning and work by further engaging all staff with the Career Standard 3-18. Pupil Voice continues to be a strong focus and includes all classes. Our STEM area continues to be in development – allowing opportunities to develop STEM interest and build STEM skills.*
- *Staff will all be taking part in Outdoor learning training and the development and care of our school and community allotments.*
- *Continue our established opportunities as Family learning is leading to stronger home-school links which are improving outcomes for learners.*

How can you find out more information about our school?

Please contact us directly if you require further information or if you wish to comment on the report.

The contact e-mail address is: Headteacher@knightswood-pri.glasgow.sch.uk

Our telephone number is: 0141 959 3284

Our school address is: Knightswood Primary School. 36 Knightscliffe Avenue. Knightswood. G13 2TE

Further information is available in: newsletters, the school website, and the school handbook