

Standards and Quality Report 2017-18

Kirktonholme Primary School & Nursery Class



Getting Everyone Engaged @ Kirktonholme

Context of the school:

Kirktonholme Primary School and Nursery Class is in a residential area of East Kilbride. It serves the communities of West Mains and Stewartfield. For 2017/2018 our current roll was 383 over 14 classes, with a nursery class of 40/38. The new school building was opened in 2009 and provides a modern environment in which our children can learn and achieve.

Our school vision is:

*Learning is the HEART of Kirktonholme
Happiness Excellence Achievement Respect Teamwork*



Our values are

Friendship Respect Trust Positivity Love

Our theme for this strategic plan is

Getting Everyone Engaged @ Kirktonholme

We have an active and engaged Parent Council, and an interested and supportive parent forum, who play an integral role in school life in many ways, including fundraising. We are continually developing our profile within our local community by supporting local charities and groups, such as the Memory Café, Guide Dogs and Hairmyres hospital as well as utilising local businesses to support our curriculum delivery, especially in the area of Farm to Fork and Digital Learning. We have developed strong links with our local library to support our reading for pleasure programme.

We are part of the Duncanrig Learning Community and we have developed strong links with the other local eight feeder primary schools. Staff have the opportunity to work in collaboration across the schools. We work very well with Duncanrig Secondary School to ensure that a smooth and strong transition programme is planned for and achieved.

Review of SIP progress session 2017-2018

Strategic Priority 1: Raise attainment in Literacy with a focus on closing the gap

<p>National Improvement Framework Key Priorities</p> <ul style="list-style-type: none"> • Improvement in attainment, particularly in literacy and numeracy; • Closing the attainment gap between the most and least disadvantaged children; • Improvement in children and young people’s health and wellbeing; and • Improvement in employability skills and sustained positive school leaver destinations for all young people. 	<p>National Improvement Framework Key Drivers</p> <ul style="list-style-type: none"> • School leadership • Teacher professionalism • Parental engagement • Assessment of children’s progress • School improvement • Performance information
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HGIOS 4 QI: 1.1 Self evaluation for self improvement
 1.4 Leadership and management of staff
 1.5 Management of resources to promote equity
 2.3 Learning, teaching & assessment
 2.4 Personalised support
 3.2 Raising attainment & achievement / securing children’s progress

Progress and Impact:
 Our previous structured play area has been resourced and transformed to create a literacy and creativity rich **indoor learning environment**. This area has been used to support targeted P2 group through getting ready to learn sessions and direct literacy sessions. This has resulted in higher levels of engagement from the P2 targeted group and evidence highlights significant progress in their literacy skills.

Staff from Early Level have been trained in **Active Literacy** and are implementing this approach. Significant resource purchases have been made and all pupils in P1 are demonstrating a more confident approach to word building and blending. Staff report that pupils are motivated and engaged in this approach and most pupils are now on track in reading and writing. Attainment levels for 2017/2018 have increased.

Catch Up Literacy training has been provided for one teacher and two support staff have been accredited in Catch Up Literacy. 13 pupils have been targeted using this intervention. All support staff have received training on using the 5 minute box as a literacy intervention. Support staff report that they are better equipped to discuss pupil progress. VSE focusing on support staff (March 2018) has cited our deployment of support staff as an example of very good practice.

During Scottish Book Week, we created **family engagement opportunities** including nursery story telling festival, phonic and reading workshops at P1 and a P3 family library visit. We implemented a new Reading for Pleasure strategy at P5-P7 involving learners choosing their own reading material. Pupils and parents have told us this has resulted in higher levels of motivation and an increase in reading for pleasure. Staff have reported a change in reading attitudes.

Next Steps:

- Extend the Active Literacy approach across the early and first levels
- Upskill parents in the Active Literacy approach
- Resource purchase and organization of reading materials for early and first level
- Support and develop the use of outdoor space to support literacy
- Build on reading for pleasure by developing class libraries and opportunities for children to access more reading material, including digital

Review of SIP progress session 2017-2018

Strategic Priority 2: Raise attainment in Numeracy with a focus on closing the gap

National Improvement Framework Key Priorities

- Improvement in attainment, particularly in literacy and numeracy;
- Closing the attainment gap between the most and least disadvantaged children;
- Improvement in children and young people's health and wellbeing; and
- Improvement in employability skills and sustained positive school leaver destinations for all young people.

National Improvement Framework Key Drivers

- School leadership
- Teacher professionalism
- Parental engagement
- Assessment of children's progress
- School improvement
- Performance information

HGIOS 4 QI: 1.1 Self evaluation for self improvement
 1.2 Leadership for learning
 1.5 Management of resources to promote equity
 2.3 Learning, teaching & assessment
 3.2 Raising attainment & achievement / securing children's progress

Progress and Impact:

Teaching staff participated in 2 Lynda Keith and a Numicon training session and as a result additional resources have been purchased to ensure a more visual approach and greater use of concrete materials within learning. Staff are implementing a **themed and differentiated approach**. New progression planners have been created to support this delivery. Pupils asked for 'motivational maths boxes', these were sourced and purchased and pupils tell us that they use them to practise the skills they are less confident in. Pupils also requested the replacement of old textbooks and new textbooks have been purchased.

The Learning Community focus has been on the moderation of numeracy based **holistic assessments**. This has resulted in staff's increasing use and knowledge of the benchmarks and understanding of standards within our Learning Community. Quality assured assessments have been collated and will be accessible for future use through our Duncanrig Assessment Bank.

The implementation of standardised **maths assessment** at P2 and P5, along with SNSAs have provided staff with the **data** and opportunity to challenge and support our **professional judgements**. Numeracy interventions, such as RM Easimaths, Numicon and 5 minute numeracy box have been piloted for targeted pupils. P3-P7 are encouraged to use RM Easimaths and support sessions have been provided for parents. Pupils have told us that the use of digital technology engages them more and some report that the maths boxes provides extra challenge which they enjoy.

Next Steps:

- Extend the Numicon approach across the first level
- Implement & evaluate mental maths approach
- Extend numeracy interventions
- Collate outdoor maths overview
- Refine our maths pathways (learn from SNSA data)

Review of SIP progress session 2017-2018

Strategic Priority 3: Increase levels of family engagement by establishing a family learning programme

National Improvement Framework Key Priorities

- Improvement in attainment, particularly in literacy and numeracy;
- Closing the attainment gap between the most and least disadvantaged children;
- Improvement in children and young people's health and wellbeing; and
- Improvement in employability skills and sustained positive school leaver destinations for all young people.

National Improvement Framework Key Drivers

- School leadership
- Teacher professionalism
- Parental engagement
- Assessment of children's progress
- School improvement
- Performance information

HGIOS 4 QI:

- 2.4 personalised support
- 2.5 family learning
- 3.3 increasing creativity and employability / developing creativity and skills for life and learning

Progress and Impact:

A new calendar of events has been created and has resulted in a significant increase in number of **family learning opportunities**. Our Meet the teacher event focused on parents sharing information that they wanted the teacher to know about their child. Consultation with parents resulted in workshops for P1 parents in reading and phonics. Family festivals have focused on a variety of areas including literacy, Bikeability, health and fitness and expressive arts.

Our nursery class hosted a **come and play transition event** to introduce and welcome new families. Families reported that this was a very beneficial day to prepare them and their child for nursery class. Liaison with EK Library resulted in a Baby Book Bug session for our parents.

Text messaging have been utilised and a school app developed to increase **communication** and engage parents on a **digital** basis.

Make, Move and Munch club provided an opportunity for our targeted families to engage in learning about lifestyle skills. Families who attended reported that... As a result of this club, an additional fitness after school club was continued to engage families in exercise and a healthy lifestyle.

Next Steps:

- Extend family learning programme by creating family learning packs
- Host more 'How do I learn' events incorporating Active Literacy and Numicon etc
- further develop the use of the school app to support the sharing of pupils' learning

Review of SIP progress session 2017-2018

Strategic Priority 4: Evaluate and improve the consistency of learning & teaching in Nursery – P7 with a focus on planning, assessing, monitoring and tracking (links to LC Moderation Priority)

National Improvement Framework Key Priorities

- Improvement in attainment, particularly in literacy and numeracy;
- Closing the attainment gap between the most and least disadvantaged children;
- Improvement in children and young people's health and wellbeing; and
- Improvement in employability skills and sustained positive school leaver destinations for all young people.

National Improvement Framework Key Drivers

- School leadership
- Teacher professionalism
- Parental engagement
- Assessment of children's progress
- School improvement
- Performance information

HGIOS 4 QI: 1.1 Self evaluation for self improvement
 2.3 Learning, Teaching & Assessment
 3.2 Raising attainment and achievement / securing children's progress

Progress and Impact:

New SLC **tracking and monitoring tool** has been implemented and as a result teacher's professional judgements and interventions are recorded three times a year. Staff are becoming increasingly skilled in analysing data and can discuss the school and class profiles confidently.

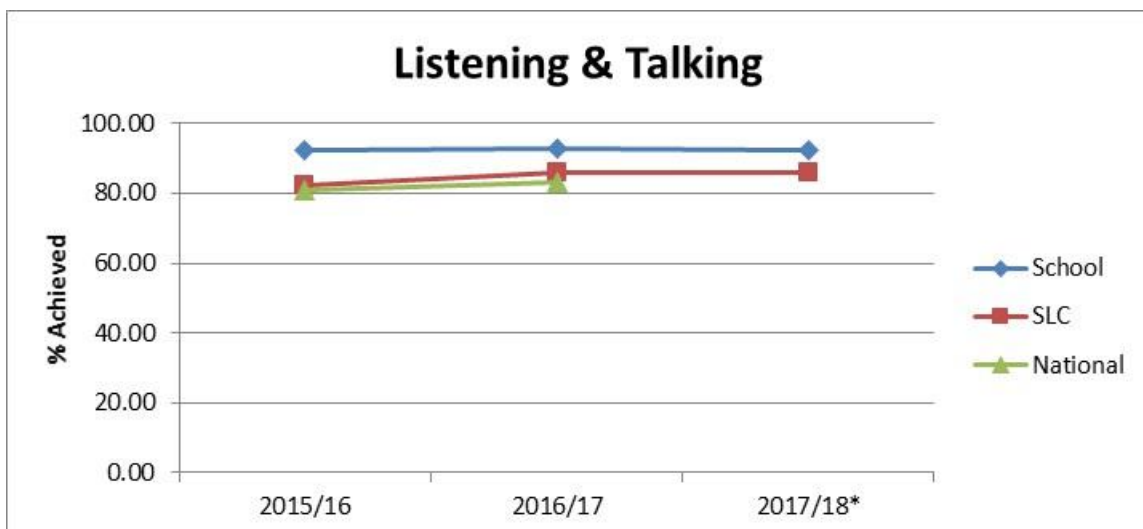
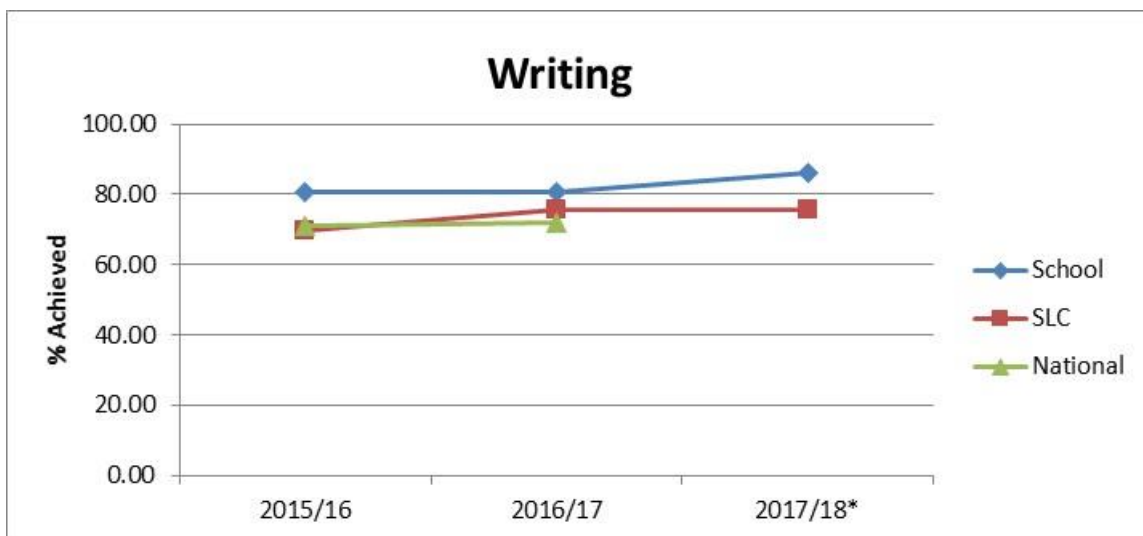
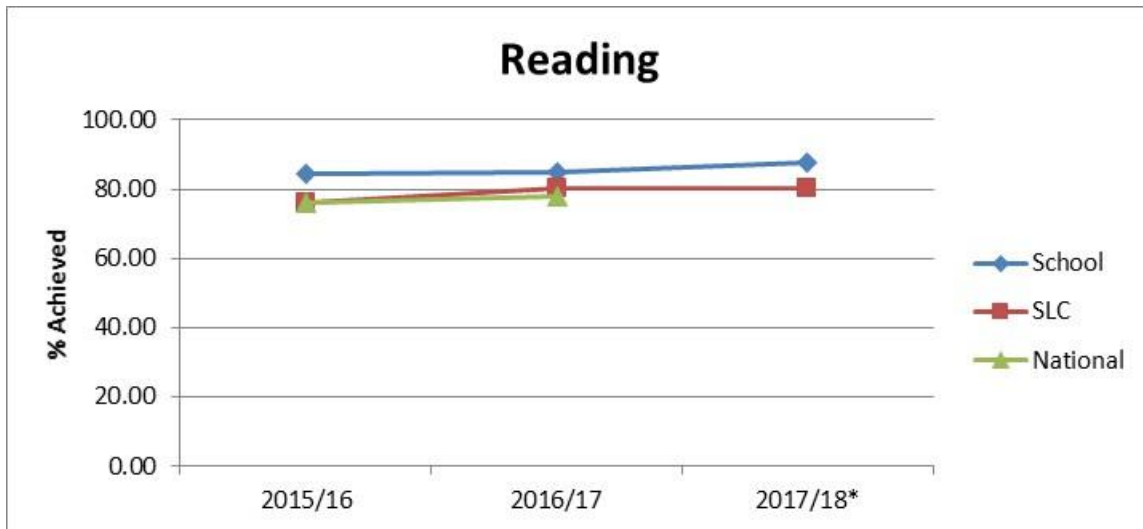
SNSAs have been implemented, results analysed for individuals and as a school. Staff have identified / amended numeracy pathways as a result. Parents have been advised of SNSAs through school newsletters and HT coffee and chats.

All teaching staff have engaged in **Learning Community moderation** focussing on holistic assessment work, resulting in a greater understanding of Holistic Assessment and sharing of standards. Tasks and evidence have been quality assured and a Duncanrig Assessment Bank has been created. Teacher professional judgments are consistently recorded in an agreed tool to ensure greater consistency across all Duncanrig primaries. Staff have become increasingly confident in moderating pupils' work.

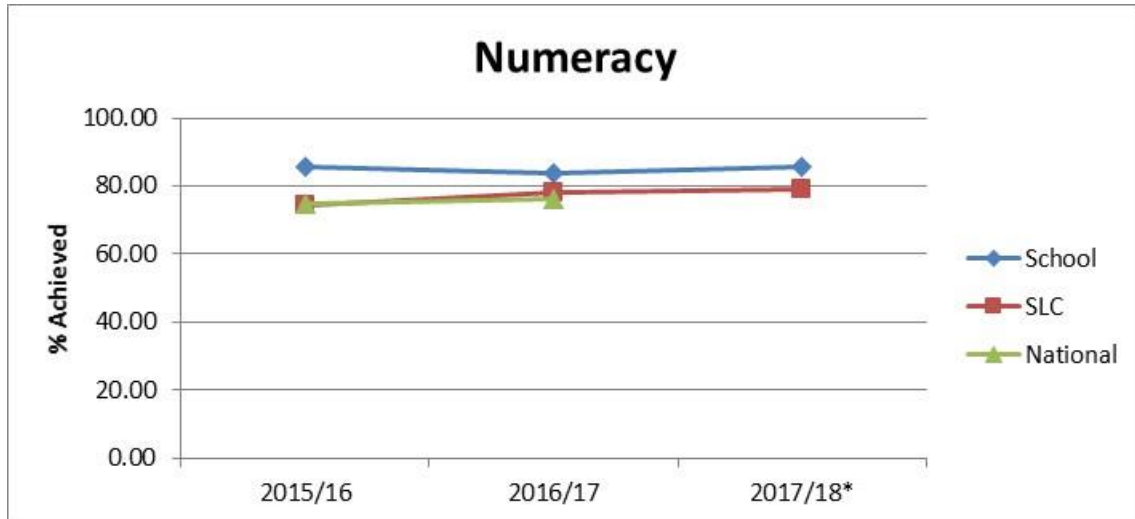
Next Steps:

- To undertake the Tapestry programme to improve the consistency of learning and teaching and AiFL practices
- Integrate greater number of play opportunities within P1
- Provide opp for staff to interact with BGE Benchmarking tool
- Develop tracking tool to include all areas of the curriculum

1.1 Attainment data - Attainment of Literacy Curriculum for Excellence levels 2015/16, 2016/17 and 2017/18 (teacher judgement).



1.2 Attainment data - Attainment of Numeracy Curriculum for Excellence levels 2015/16, 2016/17 and 2017/18 (teacher judgement).



Achieving Excellence: Overall Progress towards National Improvement Framework Priorities Session 2017-18

Use all available evidence (including data)

Literacy:

Progress	satisfactory	good	very good	excellent
		x		

Strengths

- Our data shows that learners at Kirktonholme Primary are performing above the SLC and National average in all areas of Literacy
- Our data shows an overall increase in literacy attainment across P1, P4 and P7 over the past 3 years
- Implementation of a clear tracking tool has allowed us to analyse our data more effectively and target specific learners in a timelier manner.
- Effective implementation of new resources and interventions, including Active Literacy at P1, Catch Up Literacy, parent workshops have all contributed to higher levels of pupil engagement
- Pupils, families and staff report that the new Reading for Pleasure homework strategy for P5-P7 has been a positive change and pupils are developing a greater love of reading.

Next steps

- Extend consistent active literacy approach to first level
- Incorporate use of Benchmarking within literacy programme at second level
- Pilot Talk 4 Writing

Numeracy:

Progress	satisfactory	good	very good	excellent
		x		

Strengths

- Our data shows that learners at Kirktonholme Primary are performing above the SLC and National average in all areas of Numeracy
- The use of Numicon at P1 and increased use of visual materials has supported the progress of learners

Next steps

- Our data shows had shown a very slight dip in maths attainment during 16/17. Since then we have implemented new progression planners, staff have engaged in additional training and the use of Numicon has been piloted. We will be extending the use of Numicon and implementing a consistent mental maths approach across the whole school to increase our attainment.
- Implement consistent mental maths approach across the whole school
- Plan a consistent numeracy pathway, including intervention programme for learners who are not on track yet.

Health and Wellbeing

Progress	satisfactory	good	very good	excellent
			x	

Strengths

- Positive relationships between staff, pupils and parents are identified as a strength by our stakeholders. Children report that they feel happy and safe at our school. Our Health and Wellbeing curriculum includes the Bounce Back programme to support the emotional needs of our learners and develop their resilience.
- We have delivered high quality PE programme from nursery to P7 which has included specialized PE for early level and additional opportunities for all pupils to participate in other sports such as cricket, tennis, basketball
- Family health festival, including the expansion of Food and Health programme and incorporating family fitness engagement opportunities

Next steps

- Implement an agreed language to support tracking of engagement and participation
- Focus on interventions to develop Executive Functioning for targeted pupils
- Increase the quality of outdoor play and learning experiences

Employability Skills/Positive Destinations

satisfactory	good	very good	excellent
	x		

Strengths

- We have increased the number of partnerships supporting delivery of a relevant and purposeful curriculum, incorporating areas of Food & Health, ICT, PE
- Our nursery playroom inspires our learners by incorporating Building Ambition & real life role play opportunities into their daily practice
- P4-P7 World of Work groups allow learners additional leadership opportunities based on their own interests
- Kirktonholme Primary offers extensive and supportive placements for a variety students, apprenticeships and work experience

Next steps

- Continue to build additional partnerships to enhance other curricular areas eg expressive arts, technologies
- Increase involvement of parents and partners to support World of Work experiences
- Raise awareness of new industries to our learners

Overall quality of our learners' achievements Highlights of session 2017-18

Kirktonholme Primary and Nursery Class continues to be a vibrant and fun loving place of learning where our children are well supported both emotionally and academically. In the course of our daily business we embody our shared vision and values. Children at all stages continue to receive a broad, balanced and well planned curriculum in line with Curriculum for Excellence. We embrace and thrive on new challenges and this year our theme has been 'Getting Everyone Engaged @ Kirktonholme.' Our main vehicle for this has been through developing our family learning and use of digital learning.

Some of our successes this session include

- ✚ Establishing new links within the community including our nursery children visiting to Hairmyres elderly patients and supporting Guide Dogs and raising £504
- ✚ All P6s and P7s participating in our Little Mermaid production
- ✚ Little Mermaid mini production 'going on tour' and performing at the launch of SLC's YOYP18 and entertaining members of the Memory Café
- ✚ 2 P6 pupils coming 2nd in Duncanrig K'Nex challenge and 3rd within East Kilbride
- ✚ VSE focusing on use of support staff identified areas of excellent practice
- ✚ Parent Council donated 5 ipads specifically for ASN use and CALL Scotland assisting us in developing the use of digital tools to support learners
- ✚ Introduction of a greater number of literacy and numeracy interventions
- ✚ Pupil Improvement Plan was created and evaluated as having high impact for learners
- ✚ Creation of an outdoor learning space to increase our capacity for outdoor learning
- ✚ Increased number of family learning events
- ✚ Our brass ensemble and selected singers performed in SLC Music Showcase
- ✚ Our former P7s have achieved 65 awards at Duncanrig S1 Prizegiving and 117 at S2/S3 Prizegiving

We are continuing to increase the number of partnerships in the delivering of our curriculum. New partnerships this year include; our school kitchen staff who have taught learners and their families soup making skills; Morgan Stanley and Barclays who have supported our delivery of financial education and coding; Scottish Opera have supported our expressive arts programme at P5; our Chaplaincy team have enhanced our delivery of RE and Scots through their delivery of a collaborative Famous Scots People of Faith project; Duncanrig Secondary School's technology department have provided learners with a design experience. Pupils report that they are motivated in their learning and these experiences feature often in their Magic Moments of learning.

Our Parent Forum continue to support us by attending events specifically focused on their child's learning, for example, we had a 96% turn out rate for Parents' Evening. Our Parent Council support the ethos of our school by providing a variety of socialising and fundraising events including Halloween Discos, Christmas and Summer Fayres. Projects are identified for specific fundraising and this year, learners have benefited from 5 ASN specific ipads, equipment for outdoor residential

Comment on strategies that have been successful in engaging with children and young people, staff, parents and the wider community and the impact of these.

We have linked our successful strategies to the four arenas of participation.

Arena 1: Learning, Teaching & Assessment

Implementation of **Numicon** and **Active Literacy** approaches at P1 have resulted in higher levels of pupil engagement in the classroom. Teaching and support staff training have focused on these areas. Staff report that they have been able to target pupils, and provide interventions, at an earlier stage and support staff report that they have greater confidence and understanding in supporting learners and their needs. As a result, our P1 year group have made better than expected progress.

PE provision for P2-P7 has been delivered through cc provision and by effectively utilising one of our nursery key workers to deliver PE at P1. This has resulted in pupils experiencing consistently high quality of teaching and learning in this area. Pupils' fitness levels have increased and they have experienced a greater number of sports, including handball and cricket.

We have extended our **Parental Engagement Programme** to provide an increasing number of opportunities for families to engage with their child's learning from parent and child workshops related to reading, phonics, storytelling, numeracy, Bikeability, French café, Expressive Arts (Scottish Opera) and Food and Fitness. All classes have provided an 'additional' engagement opportunity with a focus on how to support my child's learning and this has resulted in families reporting an increased involvement with their child's learning. We also have increased the use of texting and launched our new school app in March 2018 which has allowed us to build on our communication with parents.

Arena 2: Opportunities for Personal Achievement

We are continuing to build upon our **Bikeability** success and our Bikeability programme has been extended and now includes pupils from nursery and P5-7. All pupils are expected to participate in this programme to ensure they are able to ride a bike. This year parents from P6 were encouraged to participate and support their child in this programme.

Our annual school show continues to be very successful and provides excellent opportunities for personal achievement. This year we further enhanced this by seeking out opportunities for our **Little Mermaid production** to go on tour and they performed at the SLC Launch of #YOYP2018 as well as the Memory Café. (see below)

Arena 3: Decision making groups

One of our World of Work groups created a **Pupil Improvement Plan**, focusing on 5 targeted areas. Creation of a Pupil Improvement Plan has resulted in rich pupil dialogue on how to improve our school, targets created and achieved in the areas of Literacy, Numeracy, Health & Wellbeing, Digital Learning and Families & Communities. Pupils agreed on specific targets for school improvement and shared these at a school assembly, through the school newsletter and Parent Council. Almost all of the targets have been achieved and have had a direct and positive impact on school improvement.

Arena 4 : Wider community

This has been the arena of the greatest improvement during 2017/18 and we have undertaken many successful projects to extend our engagement and impact within our community.

P7 participated in an **Art Mural project** in partnership with Douglas Wallace, one of our Chaplains and the local Museum of Rural Life. They created a mural based on their Scots language work on East Kilbride place names, which has been installed in the Museum.

New partnerships were created by our Nursery children visiting elderly patients at Hairmyres Hospital, and our Choir and Showcast have established a partnership with the local Memory Café, providing our pupils with opportunities to connect with and entertain the **elderly generation** of East Kilbride. Both partners have

reported on the positive impact the children have had and we intend to continue to build on these partnerships.

Our Junior Road Safety Officers initiated contact with the **Guide Dog** organisation and planned and facilitated a safety week with a specific focus on awareness raising of visual impairment and Guide Dogs. They coordinated the fundraising of £504 allowing us to sponsor three puppies. JRSOs also worked with the Guide Dog organisation to arrange training for our newly appointed JRSOs who will continue this focus into next session.

Quality Indicator	How are we doing?	How do we know?	School Self-Evaluation
<p>1.1 Self-Evaluation for Self-Improvement</p>	<p>SLC HGIOS toolkit is used to support self evaluation activities with all stakeholders. Findings are published and shared in an easily digestible format.</p> <p>There is a greater use and understanding of data to support and analyse school improvement, learner evaluations, interventions and planning. New formats have been trialled to synthesis and analyse school, class and learner data to support improvement dialogue. Format has been created to capture practice, stakeholder views and support improvements.</p> <p>Staff have had opportunities to work collaboratively with colleagues within Learning Community and some staff within a cross authority Family Attainment Group, sharing standards and expectations of learners.</p>	<p>Family Attainment groups and LC Moderation have provided platforms for staff and SMT to engage in professional dialogue focused on improving outcomes for learners.</p> <p>HT Coffee & Chat has provided a more dynamic opportunity for a groups of parents to contribute to the ongoing improvement agenda of our school.</p> <p>Pupil Improvement Plan has had a significant and direct impact on all learners with pupils achieving their identified school improvement goals.</p> <p>Implementation of electronic tracking and monitoring has supported our understanding and skill in using data to improve outcomes.</p> <p>VSE (March 2018) highlighted areas of good practice in the effective use of support staff to support our learners.</p>	<p>Good</p>
<p>1.3 Leadership of Change</p>	<p>Our vision has been refreshed with a focus on Getting Everyone Engaged @ Kirktonholme.</p> <p>There has been significant, and pacier, change this session both systemically and pedagogically as a result of PEF.</p> <p>Strong strategic planning have ensured professional relationships within our Learning Community have continued and new relationships have been created out with our authority, with the focus being on moderation and AifL.</p>	<p>Extensive PEF consultation informed a refreshed vision for 3 year strategic plan our school.</p> <p>Teacher's professional judgments indicate that the implementation of an active literacy and numeracy approach in P1 has been successful for our learners.</p> <p>All staff have engaged in collaborative working with colleagues beyond our school. Almost all staff will undertake leadership roles and support, challenge and learn from each other. All staff contribute to</p>	<p>Good</p>

	<p>Take a Turn event provides staff the opportunity to showcase the impact on learners of their own professional learning and implementation of change.</p>	<p>planning for continuous improvement.</p>	
<p>2.3 Learning, teaching and assessment</p>	<p>Almost all of our learners are engaged and highly motivated.</p> <p>Through additional literacy and numeracy training and use of progressive planning tools, the quality of learning and teaching indicate pupil attainment is increasing.</p> <p>Staff have worked collaboratively across establishments to plan for (Numeracy based) holistic assessments and share standards, resulting in greater confidence in making teacher judgments.</p> <p>Planning, tracking and monitoring systems continue to be refined, and staff training provided, to ensure data is relevant and used to improve learning.</p>	<p>Our learners are successful, confident and responsible and contribute to the life of the school. They actively engage in sharing their opinions.</p> <p>Class visits, dialogue, the use of data and the interventions used highlight that staff are more aware of the need for greater pace, challenge and differentiation.</p> <p>There is a greater consistency in teacher professional judgements reinforced by learner evidence. The creation of the Duncanrig Assessment Bank will continue to support this.</p> <p>Staff are demonstrating more skill in using, understanding and interrogating the data.</p>	<p>Good</p>
<p>3.1 Ensuring wellbeing, equity and inclusion</p>	<p>Pupil wellbeing continues to be a strength within our school.</p> <p>Considered planning, wellbeing supports, assistive technology, high levels of pastoral care allows our pupils to feel included, happy and safe in our school.</p> <p>Tracking systems include relevant information to ensure equity for our learners.</p> <p>Awareness raising of any challenges our community face helps our learners show tolerance and respect to others.</p>	<p>All staff are committed to our young people and their families and feedback reinforces the quality of our relationships are one of our strengths.</p> <p>Feedback from partners, parents, pupils and recent Validated Self Evaluation highlight our school as having examples of very good practice.</p> <p>Staff are continuing to develop their skills in using the tracking programme to inform their teaching and learning practices to ensure equity for all.</p> <p>Pupils are actively involved in raising awareness of school community issues and challenges eg visual awareness</p>	<p>Very good</p>

<p>3.2 Raising attainment and achievement</p>	<p>Tracking, monitoring and data systems indicate consistently high standards of attainment in literacy and numeracy.</p> <p>We have created a school POP and COP to support staff's understanding of relevant data, including attainment .</p> <p>We continue to provide and build upon the opportunities for learners' achievements and this session it has further extended into the wider community.</p> <p>Attendance rates continue to be above the National and SLC average and exclusions rates have remained at 0% for the past four years.</p> <p>There is a greater awareness of the equity agenda and its impact with stakeholders.</p>	<p>Our attainment data highlights most children are attaining appropriate levels in literacy and numeracy and interventions are in place for those who are not on track.</p> <p>POPs (profile on a page) and COPs (class on a page) have supported staff in discussing and analysing & take account of attainment with greater confidence.</p> <p>Tracking of achievements when our learners move to high school show us that our children continue to apply their skills and talents.</p> <p>Parent Council and families have an awareness of the equity agenda and amend and adapt their contributions accordingly.</p>	<p>Good</p>
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Overall impact of establishment's actions to improve excellence and equity (PEF)

Amount allocated: £70800

How are we doing?	How do we know? (Evidence measures of success)	What are we going to do now?
<p>(High level paragraph addressing the three questions)</p> <p>Through extensive consultation with all stakeholders, we agreed to allocate most of our funding to additional staffing and were able to secure 1.0 teaching post. Funds were allocated to the purchasing of additional resources and training specifically to target literacy and numeracy attainment. Much of the interventions were targeted to two specific year groups which had been identified and resources purchased were to facilitate new approaches to literacy and numeracy such as Active Literacy, PM Benchmarking and Numicon. Baseline data was gathered for these year groups and some evidence has shown an increase in attainment for some of our targeted pupils. We have also learned which learner profile is best match to particular interventions. Some of the funding helped us to provide family support with a successful Make, Move and Much club. Ongoing consultation and dialogue, feedback from learners, staff and families in addition to observed levels of engagement continue to influence the strategic direction of the PEF. In some cases it is too early to show immediate impact.</p> <p>Next session, our funding has reduced, however, we will maintain our additional teacher. This staffing will be used to support early and first level learners, and their families, with literacy and numeracy interventions such as Catch Up Literacy and one to one and small group support. One of our projects will include using our newly created outdoor space to engage learners and support outdoor learning to raise attainment. Another stream of funding will be allocated to executive functioning training for all targeted children – this involves the purchasing of IT equipment and a training package. Our learners have told us they are highly motivated by this form of digital support.</p> <p>A fuller report is available – please refer to S&Q PEF appendix</p>		

Overall evaluation of establishment's capacity for continuous Improvement

Kirktonholme Primary was last inspected in 2009 and was awarded the following for the school and nursery class

1.1 Improvements in performance	very good
2.1 Learners' experiences	good
5.1 The curriculum	very good
5.3 Meeting learning needs	very good
5.9 Improvement through self evaluation	good

Our Nursery Class was last inspected by the Care Commission in March 2017 and was awarded 'very goods.'

Since the last Education Scotland Inspection in 2009, the educational landscape is almost unrecognisable with the one constant of raising attainment and high quality learning and teaching remaining a key focus. As a school, we respond quickly to any changes required by National Guidance and in many cases we have anticipated and undertaken such activities before key announcements have been made eg more effective reporting for parents, tackling bureaucracy, moderation activities, family engagement and digital learning. This has been due in part to reflecting upon our own self evaluation analyses and the reading of the educational landscape. We are committed to continuous improvement, and stability within the SMT following a period of substantial change is allowing us to renew our focus on the consistent teaching approach required to sustain and improve learning and teaching.

We are very aware that expectations have increased substantially along with the additional responsibilities of reducing the poverty-attainment gap, and the need for the monitoring and tracking of learners and their progress has never been greater. The introduction of PEF has provided us with the opportunity to sharpen our focus and challenge our approaches to raising attainment. Interventions are now varied and suited more to individual needs.

This whole school consistency and the closing the gap agenda are the key drivers for our school improvement. We have a committed staff team who demonstrate high levels of care for our pupils. Our pupils are highly motivated and we are well supported by our families and community. With our sharpened focus on the need to close our gap, we will continue to achieving excellence and equity.

Signed: *Linda Wright*

Date: 30th July 2018