



Falkirk Council
Children's Services

Standards and Quality Report **2019-20**



'Learn to Live, Live to Learn'

Kindness



Honesty



Respect



Prefacing text for SQR 2020

The purpose of the annual Standards and Quality Report (SQR) is to record the successes and achievements in delivering improvement relating to the identified priorities in the improvement plan 2019/20. Ordinarily, the SQR documents the outcomes and impact of improvement actions over the course of four terms of the academic session.

Due to the closure of educational establishments in March 2020, planned improvement work was revised in term 4 of the school session to take account of the closure. Improvement work was centred appropriately and successfully around: the provision of distance learning for children and young people; organisation and delivery of emergency childcare for keyworkers via Hubs; and, the provision of pastoral support for vulnerable children and families.

Importantly, staff at all levels continued in term 4 to undertake and participate in a range of professional learning and development to support both: the identified priorities of the improvement plan; and, digital learning and teaching during the term 4 closure.

The unprecedented intervention of the closure of schools and nurseries reduced the time available to progress improvement work as planned, therefore, the priorities identified in the improvement plan for session 2019-2020 remain relevant and will continue to be progressed in session 2020-2021.

Taking all of this into account, this report provides a helpful summary for parents/carers and other stakeholders of successes and achievements across three terms of the academic session: August 2019 – March 2020.

Section 1

Context of the School/ELC Setting

Kinnaird Primary School is a non-denominational school situated in Kinnaird Village, Larbert. The percentage of children entitled to free school meals is around 3% which is well below the local authority and national average.

Kinnaird is the largest primary school in Falkirk Council and includes 24 primary classes and 10 classes in our Thistle Wing/Thistle Wing Annexe for children with severe and complex additional support needs. The school continues to grow: in session 2020/2021 we will have a total pupil roll of nearly 750 children, with 25 classes in the mainstream school and 10 classes in the Thistle Wing and Annexe.

The roll of the school has grown significantly since the school formally opened in 2008 and this growth is expected to continue into 2022. The school building has undergone construction to support the increasing roll with the newly developed P1 area opening in August 2019 providing space for four additional classrooms. The open plan layout has supported the development of a play-based curriculum within P1. The new Early Years Campus also opened in August 2019 and from August 2020 will operate independently from the school as 'Kinnaird Waters Early Learning and Childcare Centre'. Further development is planned for the main school building, with an expected completion date of Summer 2022.

Across the school we benefit from high levels of parental support in children's learning. We have an active and supportive Parent Council and PTA. The Parent Council play an important role in helping us improve the school and increase parental engagement (including parental engagement questionnaires) in the life of our school.

Although we are the largest primary school in Falkirk Council it is not the size of our school which defines us, but our school ethos and the commitment of our whole school community to working in partnership to ensure the best possible outcomes for all our children.

On the front page you will see our motto 'Learn to Live, Live to Learn', for which there is a school song. Also visible are our three value words...

Honesty, Kindness and Respect

The school has enjoyed recent success in achieving the Digital Schools Award, Scotland, which recognised the high level of skill and expertise in this area. The school has been recommended to become a 'mentor' school.

The school enjoys a high level of success in sports activities; some of our pupils perform at national level, specifically in Swimming, Judo, Golf, Gymnastics and Athletics.

Our RotaKids group achieved a special commendation in respect of their fundraising activities and in raising the profile of the global work done by Rotary.

Our Teacher Judgement Survey is posted below; this is reported to parents on achievement of a Curriculum for Excellence Level at stages Primary 1, 4 and 7:

Teacher Judgement Curriculum for Excellence 2019/20 (Mainstream only)					
	Reading	Writing	Talking/ Listening	Numeracy	
Early Level					
Primary 1	84%	80%	100%	95%	
First Level					
Primary 4	84%	82%	95%	85%	
Second Level					
Primary 7	96%	93%	96%	92%	Of which 4% 3 rd Level

We are grateful to all our supporters, whether in a professional capacity or volunteers; the school would be a lesser environment without their support and we hope that this continues into session 2020/21 and beyond.

Section 2: Review

Review of progress for 2019-20	
Priority 1: Literacy: Reading into Writing	
NIF Priority : - Improvement in attainment, specifically in reading, writing and numeracy - Closing the attainment gap between the most and least disadvantaged NIF Driver: - School improvement - Teacher professionalism - Performance information	FC Service and School Improvement Priority: Raising attainment and achievement
HGIOS?4/HGIOELC? QIs (if appropriate HGIOURS themes 1- 5) HGIOS: Leadership and Management 1.5: - Management of resources to promote equity Learning Provision 2.2, 2.3 - Curriculum - Learning, teaching and assessment Successes and Achievements: 3.2 Raising attainment and achievement	Has this work been supported by PEF? Yes PEF money has been used: - to provide a support assistant to target specific individual needs - to provide an Educational Welfare Officer to engage at a high level with targeted, vulnerable pupils
Progress and impact (based on Outcomes for Learners) How well are you doing? How do you know?	
Whole school reading culture A positive reading culture exists in Kinnaird but this session there was a focus on this becoming more visible across the school, promoting links with parental engagement and to develop the impact of quality reading on pupils' writing. As a school it was decided that the Reading Schools Accreditation pilot would support this aim. An audit was carried out using the Reading Schools Accreditation planning and assessment tool in order to identify strengths and areas for development across the school and to plan learning opportunities for each stage to support a move forward. All pupils were encouraged to take part in the First Minister's Reading Challenge using their own individual passports and each class had their own Class Challenge poster displaying their ongoing class challenges throughout the session. The link between reading and writing was emphasised through Literacy activities at all stages linked with events such as Book Week Scotland, World Book Day and Bookbug/Read, Write, Count events. Various author visits reinforced this connection and provided pupils with 'real life' experiences which promoted positive attitudes towards the creative writing process. This included one of our parents who has published a book about Scottish characters! Class teachers also made use of the Authors Live resources from the Scottish Book Trust. In every classroom pupils were involved in the design of their 'reading area' which helped them to invest in the development of the class reading culture. They were then given a budget to select new texts for their class library which caused a great buzz of excitement	

around reading when the orders arrived! Every adult in the school displayed 'what I am reading' posters and pupils engaged staff in discussion around these.

Links have been made with the local library, with classes visiting regularly and engaging with the librarians. P7 pupils filmed a 'Broadcast' at the library with a focus on increasing pupil awareness of the library as a resource and how to make use of it. The next step was to edit this to allow the librarians to use the video guide in a wider way, possibly with other local schools, to raise their profile and encourage more children to use the library, however, this was not possible due to the school closures.

Across the school various projects took place which engaged both pupils and families in reading into writing including Breakfast Book Clubs, a pupil-devised Literacy Scavenger Hunt, Book Fairies and Reading/Writing based class open afternoons. P1 planned the creation of an outdoor reading hut, which again was not completed due to school closure but has been started and will hopefully continue development when this is possible. A particularly successful project was a book donation drive organised by P4. This resulted in over 500 books being donated to the school and boosting the library resource as well as allowing for new initiatives such as outdoor reading boxes in the playground.

During lockdown class teachers continued to encourage pupils to engage in a variety of text, making use of audiobooks, Borrowbox and Bug Club. An extreme reading photo challenge across the school also engaged several families online.

Neighbourhood Schools Project

Our P6 teachers and pupils took part in a project led by Yvonne Manning which aimed to promote family engagement in pupils' literacy through a reading into writing project led by an author in residence (Ross McKenzie). Participating schools were to be provided with three author-led workshops, resources and regular opportunities to network with neighbourhood schools also taking part.

Our teachers developed this opportunity further by creating an over-arching 'storytelling' project which developed over the course of the session and integrated the author in residence project as a key part. All P6 pupils took part in storytelling training sessions led by Yvonne Manning in the first term. They developed their skills both in class and at home (through home learning tasks where they 'trained' someone at home) and then each class visited the nursery on several occasions to tell stories to the children there. P6 pupils were motivated and engaged during these sessions, including self-identified reluctant readers, and reflected between sessions on how to improve their delivery. Nursery pupils were very enthusiastic participants and class teachers received consistently positive feedback from nursery staff and an open invitation for the P6 storytellers to return whenever possible! Pupils took ownership of the project and class teachers reported the development of individual storytelling voices which were filtering into the creative writing produced in class.

Pupils created a Sway presentation to record their personal storytelling journey and updated this regularly to share their experience at home (as these could be accessed through pupils' Glow at home). This provided them with ownership of their journey and provided an ongoing link for parents. One class used their assembly to showcase their storytelling journey and this was very well-received by parents.

The first author-led session, linked to the novel 'The Nowhere Emporium', took place at the beginning of March and pupils described this experience as inspiring and exciting. Using their storytelling training pupils were able to discuss the 'author's voice' with a published author and he was impressed by their level of engagement and their ideas for their own writing. Unfortunately, due to the school closure in March, this project was unable to

continue in the way it had been planned (two further author-led workshops and opportunities for parental engagement in further events in school).

During lockdown, class teachers continued to provide activities for pupils to develop their storytelling and writing skills and provided videos of the remaining chapters of the novel for all pupils to access.

Next Steps: What are you going to do now?

- Continue to embed the whole school reading culture through the First Minister's Reading Challenge and other projects across the stages.
- Further develop reading into writing impact through use of 'Talk for Writing' and links to model texts.
- Ensure consistent use of Bug Club as a reading resource across the school and as a valuable online resource.

Review of progress for 2019/20

Priority 2: Teacher Professionalism

NIF Priority

- Improvement in Attainment
- Closing the attainment gap

NIF Driver

- School Improvement
- Teacher Professionalism

FC Priority:

- Wellbeing, equity and inclusion
- Raising attainment and achievement

HG10S?4/HG10ELC? QIs

HG10S 4: 1.1, 1.2, 1.3, 1.4, 2.2, 2.3, 2.4, 3.2

- Self-evaluation for self-improvement
- Leadership of Learning
- Leadership of change
- Leadership and management of staff
- Curriculum
- Learning, Teaching and Assessment
- Personalised Support
- Raising Attainment and Achievement

Has this work been supported by PEF?

No

Progress and impact

This session staff engaged in a range of programmes to develop teacher professionalism at all levels. In Kinnauld there is a high turnover of staff and new staff who join the staff team each year. There is a strong link between teachers' professional skills and competences and the quality of children's learning experiences and we recognised the importance of creating a culture where staff were able to support one another and work

collaboratively to enhance learning and teaching. As a school we are committed to the development of staff and encourage them to engage in opportunities to further develop their skills.

Practitioner Enquiry

These sessions were led by Professor Kate Wall from Strathclyde University. We had a group of 20 staff who participated in this programme and who were encouraged to identify a change initiative in their class and reflect on observations and feedback to one another. We had 2 sessions with staff which looked at how to gather evidence around a change, including looking at ways to increase pupil voice. The impact from the sessions was limited due to lockdown but it is hoped that we could continue with this and use some of the strategies next session.

Teacher Leadership

A group of 8 teaching staff along with the Senior Leadership team participated in this Education Scotland programme. It consisted of 4 sessions, each one facilitated by a member of the group. The programme was successful in creating an extended leadership team which offered opportunities to discuss the development of the school. The group were key in developing quality assurance procedures, engaging staff in feedback about how class observations were undertaken and what would make this a more supportive process. 2 staff participants from the group successfully secured new posts, one as Principal Teacher and one as Probationer Supporter for the authority.

Senior Leadership

The SLT participated in an authority led programme facilitated by Jane Mudd from the Mudd partnership. This programme consisted of group sessions with other SLT from across the authority as well as more individual focussed sessions in school. The SLT were able to identify roles and responsibilities and identify systems which were required to make us a highly effective team.

The SLT also engaged in the improvement methodology training, learning about how to gather and analyse data to enhance learning experiences.

In session 20/21 we plan to use this training to ensure we continue to provide the highest standards and expectations as we return to significantly different circumstances following lockdown.

Most significantly this session has been the development of ICT and the crucial role this played in supporting learning from home during lockdown. Prior to lockdown, staff were already engaged in developing their ICT skills through the Apple Teacher Programme, Microsoft Educator Programme and as a whole school we were developing the use of Microsoft Teams to enhance learning and teaching.

ICT Development

Liaising with Larbert High school and Malcolm Wilson, our ICT team decided to 'streamline' what we use within our school for ICT, aiding transition to High School. We decided upon Microsoft Teams through Glow and use of Microsoft OneDrive for file storage as being the most appropriate way forward.

Roll-out of Microsoft Teams across the whole-school environment – ‘training’ provided for all staff at in-service day. All teachers encouraged to set up own class Teams page and develop pupils’ use of this for sharing Home Learning, working on collaborative documents etc. This provided a good framework for what we are now encountering with online learning!

All staff planning now online using TEAMS, alongside planning and progress meetings, and observation paperwork. Development of whole school tracking and monitoring system ‘On the Button’.

Apple Teacher programme – Miss Taylor ran a course of 8 weekly sessions on working through the Apple Teacher badges collaboratively, with staff who attended being able to provide support, help and assistance for one another whilst working through these. This resulted in 9 staff gaining Apple Teacher accreditation and further developing their knowledge and skills in the use of iPads in the classroom.

Pupils leading the learning

Mr Denholm attended the Education Buildings Conference 2019 event in Edinburgh with 4 Digital Leader pupils from Primary 7, where they presented to a large audience. This proved to be a huge success with lots of positive comments about how well our Digital Leaders performed.

Digital Leaders were introduced into P5 for the first time allowing involvement of a wider range of pupils in the team who could bring particular skills and abilities. This has worked well involving even more stages as the pupils have a lot of offer and enjoy learning from one another.

Digital Leaders across P5, P6 and P7 continued to take responsibility for the charging of the iPads, laptops, supporting at assemblies and video at the door.

Members of the Digital Leaders took part in a session at Camelon Education Centre, led by Malcolm Wilson and developed skills using green screen and several Microsoft programmes.

Safer Internet Day – Miss Nichol took a lunch club over 6 weeks with the P5 Digital Leaders to deliver a lesson on online safety to all classes within the school to coincide with Safer Internet Day 2020. This was well-received and pupils responded well to this lesson being delivered by fellow pupils. All classes completed follow-up activities in relation to Safer Internet Day and tweeted these, helping to develop our pupils’ internet safety within the school.

Organisation of two ‘Techie Brekkie’ morning CLPL events for staff whereby our Primary 6 and Primary 7 Digital Leaders were given the chance to deliver training sessions for staff who attended on various aspects of ICT. The first ‘Techie Brekkie’ focused on the roll-out of Teams and covered some aspects of this. The second focused on the Microsoft Educator programme (MIEE) with Digital Leaders showing staff how they can access this through Glow and use it to further enhance their knowledge and skills in various Microsoft platforms. Both events were well-attended by staff and our Digital Leaders did an excellent job of sharing information with the staff team.

Next Steps: Session 2020/21

There will be further development of knowledge and understanding of Moderation and use of data in its' various formats. The school will have additional new staff and probationers, as well as a small group of more experienced staff.

Extending this area of Professional Development will result in a positive impact on pupil learning.

Included as key priorities:

- Creating a communication friendly environment
- Pupil safety
- High expectations of children
- Behaviour expectations around the school, including promoting school values
- Sustainability in an ever growing and changing school
- Getting it Right for Every Child in Kinnaird (GIFREC)
- Making best use of tracking learners' outcomes
- Build upon the use of digital platforms, particularly Microsoft Teams, to enhance learning and support stronger home-school links

Review of progress for 2019/20	
Priority 3: Food Technologies	
NIF Priority: • Improvement in Attainment, specifically in Reading, Writing and Numeracy • Closing the attainment gap between the most and least disadvantaged • NIF Drivers: Teacher Professionalism. Assessment of Children's Progress	FC Priority: • Improving attainment and achievement • Skills and attributes development
HGIOS?4 QIs 2.3 Learning, Teaching and Assessment 3.2 Raising Attainment and Achievement	Pupil Equity funding supported: Yes • Additional Teacher allocation and additional Support for Learning Assistant allocation • Training, Maths Recovery
Progress and impact	

The first group of 9 selected children completed the programme and submitted the paperwork for their Dynamic Youth Award which is awaiting accreditation. All children were very enthusiastic about Let's Cook and shared their experiences with parents and peers. This positive feedback led to a large number applying to be part of the second group of children. Names were selected at random and this group managed to complete half of the programme.

The children developed a range of skills – cooking skills, safety in the kitchen, teamwork and the ability to read and follow a recipe. A number also increased in self-confidence and took more of a lead role as the weeks progressed. The children all felt a sense of pride at the end of each session as they got to taste and take home their food. The first group prepared and held a celebration dinner for a group of staff at the end of the programme and were awarded with certificates. This was the highlight for most of the children.

Following their experience through Let's Cook, a few children applied for the School of Hospitality at LHS. They have been accepted and will hopefully continue to develop their skills and learn new ones.

Let's Cook ran with the assistance of two valuable parent volunteers. They had taken control of the second group and will hopefully be able to run the programme in the future. Kinnaird now has a fully equipped and functioning kitchen.

Next Steps

- If, and when, restrictions are lifted we would look at extending our programme into 20/21
- We would endeavour to increase food technology within the school
- Extend the programme, providing opportunities for family cook programmes

Review of progress for 2019/20

Priority 4: Health and Wellbeing

NIF Priority:

- Improvement in children and young people's health and wellbeing
- Improvement in attainment, specifically in Reading, Writing and Numeracy

NIF Drivers:

- Teacher Professionalism

FC Priority:

- Improving attainment and achievement
- Wellbeing, equity and inclusion

• Assessment of Children's Progress •	
HGIOS?4 QIs 2.3 Learning, Teaching and Assessment 3.1: Improving wellbeing, quality and inclusion 3.2 Raising Attainment and Achievement	Pupil Equity funding supported: Yes - Education Welfare Officer
Progress and impact	
Bounce Back Our aim was to ensure that the resilience programme, Bounce Back, was being used consistently across the whole school to address the lack of resilience of pupils in our school, both within and outside the classroom. Individual baseline assessments of pupils in P4-7 were carried out in October 2019 and class teachers completed teacher assessments for P1-3. These assessments were to be revisited in June 2020. From October 2019 all classes focused on the units covering the programme's core values of Honesty, Fairness and Being Responsible. These also linked with our school values of Kindness, Honesty and Respect. These values were shared at assemblies and classes also shared their learning about the Bounce Back acronym at class assemblies. Staff in the school have commented that they are hearing the language of Bounce Back around the school and in the playground much more. Pupils are using the language when faced with problems or conflicts to a high degree as well as staff. Pupils are familiar with the acronym and can identify which strategy is appropriate to use in different scenarios. One staff member commented that there is a high level of emotional literacy evident across the class. In discussion, pupils are able to identify underlying emotions prompting negative responses to challenging situations and alternative ways to overcome them. There is a range of books available to accompany different Bounce Back lessons and also a range of online video books which the children are really engaged with. A book to record if a Bounce Back story book has been borrowed has also been introduced along with a list of all the books available and identification of the theme of the book i.e. kindness, friendships etc. The school purchased a license from Fischy Music during Lockdown. Fischy Music is a charity founded in 1998. Their Health and Wellbeing songs and resources are inclusive and appropriate for all children regardless of outlook on life or religious belief. The school already use many of their songs in assemblies so pupils were already familiar with them. Pupils were	

given the log-in details so that they can all access the songs whenever they wish during Lockdown or at any time.

Health Week

Health Week was originally planned to run in the school week beginning 25th May 2020. Many outside sports coaches and teachers had been invited to take part and come into the school to lead sessions for the pupils during this week. When the schools closed in March plans had to be altered. We contacted the Active Schools representative for our school and all the other coaches who had offered to come in during the week to see if they would be able to contribute in another way during the week. We were incredibly fortunate that almost all the original contributors agreed to still be involved in some way e.g. we had live zoom martial arts sessions for P1-2 and P3-7 on two afternoons; we had a question and answer session with a Commonwealth Games medal winning swimmer who also gave tips for land based swimming training; Stenhousemuir Football Club ran differentiated video football challenges and also a question and answer session; 3 student PE teachers posted a daily challenge for P1-3 and P4-7; school teaching staff provided videos of themselves taking part in some form of exercise; LHS organised a Sports Day across the cluster and we had the Lockdown Olympics and Trek to Tokyo on offer.

The Health and Wellbeing RACI group put together grids of suggestions from different members of staff that were shared with pupils covering Mental and Emotional Wellbeing, Physical Wellbeing and Social Wellbeing. Pupils could access these at any time through the week and beyond.

Gold Sports Award

We gained our Gold Sports Award in 2018 and were required to reapply for accreditation again in 2020. However, due to Lockdown, this was not completed. We had begun to gather data for resubmission, for example about new clubs which were up and running this year. The Basketball Team were asked to compete in a Junior National Basketball Association competition through August to November which resulted in extra lunchtime training from the local High School staff and matches over a six week block; our school gymnasts took part in a festival in December 2019 and pupils gained individual and group awards; the cross country continued to be very popular with Kinnaird runners winning and achieving the third place in the P7 boys award. Other clubs thrived over 2019/2020 including netball, rugby, cricket, football and tennis.

EWO

The Education Welfare Officer continued to work with some families and groups of pupils to help build resilience and engagement within the school. This has proved an invaluable addition to the school staff and very positive relationships have been developed and teachers are seeing growth in confidence and engagement with the particular families involved.

Growbots

The after-school group Growbots has continued to grow and gather fruit and vegetables in the school grounds. The group met weekly with help from two staff members and a parent who has a keen interest in gardening. Produce such as apples, plums, potatoes and various herbs were given to the school kitchen to use and many pupils enjoyed trying 'home' grown produce. The school was also gifted a large quantity of daffodil bulbs to plant around the grounds and pupils enjoyed seeing them come up in February.

Next Steps:

The school will continue to use Bounce Back across the school to help pupils to build resilience when dealing with minor conflicts and setbacks within and outside the classroom. We will also use the programme Emotion Works to enhance the Bounce Back programme when discussing and working through pupil emotions following Lockdown. Teachers will be informed which particular units they are to use to keep some consistency across the school and we will continue to refer to the school's core values and Bounce Back acronym in our virtual assemblies, in class and in the playground.

Following the success of Health Week during Lockdown we will certainly organise another week, either virtually or in school. We will continue to ensure we focus on all three aspects of Health and Wellbeing, the mental, physical and social wellbeing. We will continue to liaise with our Active Schools Co-ordinator over the coming months as particular restrictions are lightened or imposed regarding sport/PE in schools.

The school will continue to use the Educational Welfare Officer to work with identified families and groups of pupils to build resilience and engagement with the school.

It is proposed to start up the Growbot group again as soon as possible - the previous group of pupils are now all at the local High School. Staff members continue to look after some of the planters around the school grounds to ensure they are weeded and cared for. The development of an intergenerational space shared between the new Nursery campus and the school has not been started but we would hope to undertake this development when possible.

Review of progress for 2019/20

Priority 5: Play Based Learning: Primary 1 & 2

NIF Priority:

- Improvement in attainment in reading, writing and numeracy
- Closing the attainment gap between the most and least disadvantaged

NIF Drivers:

- School leadership
- School improvement
- Teacher Professionalism
- Assessment of Children's Progress
-

FC Priority:

- Improving attainment and achievement

HGIOS?4 QIs

1.3 Leadership of Change

Pupil Equity funding supported:

No

2.3 Learning, Teaching and Assessment 3.2 Raising Attainment and Achievement	
Progress and impact	
This session the Primary 1 and 2 teams have continued to engage with literature, conduct ‘test of change’ projects and evaluated our environment and play-based learning approaches. We have been involved in numerous school visits including Bonnybridge PS, Carronshore PS, Denny PS and Crookfur PS where we have been able to gather information and ideas in regards to their Play-Based Learning approaches and have used this knowledge to help guide, influence and support our own journey. This school session, L Harris and A Shenann attended the ‘Exploring Pedagogy in Primary 1’ sessions with Deirdre Grogan. During this course they explored various aspects of play, including the environment, delivering learning and teaching (teacher-directed, teacher-initiated, child-initiated) and play pedagogy (observations, provocations, tracking and evaluating). It also helped to deepen their understanding of observing and responding to children’s play. During each session Deirdre Grogan would share her knowledge and expertise of play and how to implement this within our setting. L Harris and A Shennan benefited from engaging in professional dialogue with colleagues from different educational settings. This course provided an opportunity to share what we were doing in Kinnaird PS, comment on how well it worked and share any challenges we faced. Between sessions L Harris and A Shennan shared the knowledge they had gained and trialled adaptations and new approaches within their own classes (for example recording leaning via a learning journey wall, observing engagement through a provocation). This allowed us as a team to try out new approaches with more confidence and adapt our teaching practice and environment to support Play-Based learning. The classroom setup continues to constantly change and develop based on the interests of the children. Following input from Deirdre Grogan, the Primary 1 team worked together to alter the weekly planning format to include clearly marked teacher-directed, teacher-initiated and pupil-initiated tasks. This adaptation to planning has allowed us to ensure a good balance of teacher and pupil initiated/directed activities is available across the week. In Primary 2 they worked hard to ensure a variety of play-based resources is always available to children which they can engage with independently. They have continuously changed and reflected on their shared play environment which is available for all children in Primary 2 to access. The Primary 2 team feel more confident in responding to observations of play and engagement, as well as using the pupil voice via whole class discussions to guide and implement changes in the play resources available for children. As a team they created a plan based around key ‘areas’ across the curriculum to provide more varied learning experiences. By changing these ‘areas’ regularly they saw engagement dramatically increase. Through the introduction of flexible seating and ‘stations’ they incorporated active learning for literacy and numeracy within the classroom. They saw increased engagement and have been able to provide more varied learning experiences with this approach in comparison to the use of target and choice tasks, as they did previously. As a whole team we have a greater understanding for the need to change our environment regularly to further engage our pupils in child-initiated learning and teacher-initiated learning. Following input from Professor Kate Wall we have become more confident in gathering data from children with regard to changing the environment. We have gathered data in a variety of creative ways for example by asking pupils to add a stone to the ‘Like’ or ‘Dislike’ tub, to add a Lego brick to the ‘Yes’ or ‘No’ tower or via a SMARTBoard poll using smiley and sad faces etc.	

The newly refurbished Primary 1 space was completed in August 2019. However, there continued to be major changes to the environment both indoor and in the playground throughout the year. Additional walls have been constructed with a bi-folding door and two external canopies have also been erected. At our request, two cloakrooms and two SMARTboards were also relocated. These requests have worked extremely well. These physical changes to the building have had a significant impact on various aspects of school life for the Primary 1 cohort – behaviour, learning & teaching, supervision, routines and engagement. Additional learning resources have also been identified which will further support play-based learning. Work also began on the outdoor classroom; this space is also used as the Primary 1 Playground. Over 3 afternoons V McNairney worked with a team of parents and grandparents to clear out, weed, clean and refurbish the Primary 1 Playground. The response and engagement from parents in this project was fantastic, at least 5 adults attended each day. There are further plans to paint the various wooden structures in the playground. This has been put on hold until further notice due to COVID-19 restrictions. One parent has also contacted several companies to help support this venture. Following the 3-day tidy-up, feedback from SfLAs was extremely positive in terms of safety and space in the playground. Teachers also commented on being able to use the space as it is intended as an outdoor classroom.

One of the ‘test of change’ projects we embarked on in Primary 1 was to be able to deliver IDL lessons through a Play-Based Learning approach. A new approach has been created and was trialled before COVID-19 lockdown. The new approach has helped us to be able to deliver teacher-directed, teacher-initiated and child-initiated learning all linked to a specific IDL topic. Teachers have commented that they feel this new approach has helped them to be able to include play and provocation into their IDL lessons. Through play and provocation, it has also inspired children to consider questions relating to the delivered topic and has helped to involve children in the direction of the topic. Pupil voice is one of the main features of this new approach.

As a whole team, we discussed the need to engage in more formalised recording of the observations we conduct daily. V McNairney shared information on gathering observational information on engagement and wellbeing via a Leuven Scales. V McNairney also shared how to gather Quality Observations based on the ‘4 Steps to a Quality Observation’ model she introduced in Kinnaird Nursery. This Quality Observation model focuses on the need to include the context of learning; the skills developed by the child; the depth of learning acquired by the child (at that point) and importantly each observation must include the child’s voice either in the moment, retrospectively or both. We then agreed on an appropriate number of observations that would be conducted over the course of a school year. We are keen and confident in our ability to collect this observational data in the future – this was put on hold due to COVID-19 lockdown.

Attainment in a play-based environment has been high on our agenda. Increased confidence in delivering teacher-directed, teacher-initiated and child-initiated learning simultaneously has helped to support small group teaching and has been beneficial as it has provided increased opportunities to observe, support and assess pupils on a one to one basis.

H McGee attended the ‘Power of Play:Writing’ course delivered by Kym Scott in February. The course helped to develop her understanding of how to provide opportunities to write through play. It explored the important skills required before a child even attempts to write a word or a sentence. Kym Scott provided ideas for children who are unlikely to attend the ‘writing table’. She explained various ways to encourage child-led writing in zones such as the construction or STEM areas. This had an immediate impact as H McGee was able to adapt the zones in her own classroom accordingly. Following this course H McGee introduced ‘Helicopter Stories’ in her class. The introduction of this independent, spontaneous and imaginative way of writing

proved very popular with pupils. Children were engaged and although it was only used for a short time due to COVID-19, pupils were becoming more confident at 'having a go' during formal writing lessons as a result. H McGee will share this approach with the rest of the team in session 2020/2021.

A Drew attended the 'Power of Play:Maths' course by Kym Scott in February. This course helped to develop her understanding and confidence in how to provide opportunities to achieve different mathematical outcomes through play. Kym clarified that various maths concepts should always be available for the children to explore and not simply activities that are aimed towards the maths topic currently being covered in class. This allowed A Drew to reflect upon her current classroom set up and make appropriate changes. Although it was only a short time due to COVID-19, she noticed children revisiting prior maths knowledge and gaining more confidence. A Drew will share this approach with the rest of the team in session 2020/2021.

In terms of numeracy we have gathered extremely positive data from the Falkirk Council 'Numeracy Pressure Points Assessments' and the use of Play-Based Learning observations which back up our Teacher Judgements. In terms of Literacy we have gathered positive data from Active Literacy assessments and the use of Play-Based Learning observations which again back up our Teacher Judgements.

Parental involvement has been encouraged through a Stay, Play and Learn event in February. Children were able to show parents/family members who attended a selection of their work and took on the role of a tour guide to share their learning space with their family member. Feedback from parents was extremely positive and they enjoyed seeing the Primary 1 space. Leading on from this, A Drew and H McGee hosted an after school "Stay and Play" club for Primary 1 & 2 families which proved to be extremely popular. Ultimately, this helped parents to gain a greater understanding of how children learn through play and how they can further support this at home. As this club was unfortunately cut short due to COVID-19 lockdown this is an opportunity we would like to provide for more children and families in the future.

Next Steps:

- Staff will continue to work collegiately to continuously update and change their environment to suit the needs of pupils and take pupil voice into consideration. Staff will continue to use a variety of fun and engaging ways to gather the pupil voice of young learners.
- The Leuvan Scale and 4 Steps to a Quality Observation model will be used to help teachers conduct appropriate pupil observations.
- Staff will have the opportunity to share the knowledge and skills they have gained after attending various CPD events to further develop the teams understanding and practice in regard to Play-Based Learning.
- Staff will continue to develop the outdoor area in Primary 1, including the large log cabin which will be used as a Reading Shed – Koko's Cabin
- Staff will continue to use the new approach to delivering IDL lessons.
- Staff will provide opportunities for parents and families to be invited into school to experience Play-Based Learning, when it is safe to do so.

COVID-19 and Distance Learning March till June 2020

The team at Kinnaird PS demonstrated an exceptional level of commitment during lockdown and their engagement across the whole school community was commendable. The following achievements should be noted:

- All P1-7 Teachers engaged with their classes on Microsoft Teams and Twitter daily. Children were encouraged to log on regularly to Teams and interact with their friends and teacher. Teachers worked extremely hard to continue to develop the strong staff/children relationships that were in place before lockdown. Children reported that they enjoyed being able to chat with their friends and teacher via Teams during lockdown.
- The SLT organised various weekly competitions such as the Egg Drop Challenge, Crazy Hair Day and Name the Baby. Many families participated and shared their successes via Teams. This also allowed the SLT to provide feedback and have interactions with pupils as well.
- Teachers recoded videos or sound clips of themselves reading a story or part of a text. This proved to be very popular. Pupils shared that they enjoyed seeing and/or hearing their teacher reading to them. Parents also shared that their children particularly enjoyed this new feature. Numerous teachers commented that they really enjoyed recording stories for their pupils and they were pleased with the level of engagement in their 'Story Time' Channel.
- Throughout lockdown, SLT and class teachers contacted various vulnerable families each week and offered further support where necessary.
- Our Education Welfare Officer, Julie Loudon, and SLT supported several families during lockdown. This included delivering lunches, organising weekly deliveries of food bank parcels and providing emotional support and advice to parents.
- All Teachers provided a high level of pastoral support and communicated regularly using a variety of communication tools e.g. email, telephone, via Teams and video messages.
- Teachers differentiated learning. The assignments function on Teams was introduced to allow teachers to set differentiated tasks and to provide individual, targeted feedback to pupils. Teachers commented that it was a positive step forward in providing more targeted learning for pupils. Some teachers also conducted surveys to ask pupils their thoughts on the type of tasks teachers were providing each week. This then helped to inform their planning for future home learning grids.
- Phone calls were made to families with low levels of engagement. In some cases iPads or other forms of learning (e.g. packs of learning resources, booklets, worksheets) were offered to families. Numerous families were also emailed the home learning grid for the week directly.
- Staff worked collegiately and supported each other sharing their varied skill sets, in terms of ICT, to ensure that children were supported with remote learning. Teachers have reported that they felt more comfortable using Teams after a few weeks and feel that the work completed collegiately on Teams before lockdown was invaluable to them in enabling them to provide remote learning to their pupils.

- Our staff team worked collaboratively using digital technologies both with each other and with other stakeholders across the Local Authority. A range of tools were used for this such as Whatsapp, Teams, Zoom and Glow.
- Teachers quickly addressed ICT issues for pupils. Teachers regularly recorded instruction videos that they shared with pupils to help overcome ICT issues. As a school we also made good use of the strong links with the Local Authority IT Team to help us deal with issues we were unable to solve ourselves.
- Our Support for Learning Teachers provided a high level of support during lockdown to pupils and teachers they normally support in school.
- The whole school participated in a week long Sports Week Event organised by Larbert High School. Pupils were engaged and eager to take part in the daily challenges.
- The Health and Wellbeing RACI group organised a hugely successful online Health week. Pupils across the whole school were involved. Staff worked together to create a compilation video of short clips of them all participating in a healthy exercise, this was very well received and a positive start to the week. During Health Week, pupils also received a phone call from their class teacher as we understood the need to provide emotional support to all children. Once again this was received extremely positively from pupils and parents. Our Health week was supported by various partners such as PE specialist from Larbert High School, Stenhousemuir Football Club coaches and Active Schools.
- A group of staff were highly committed to our Hub school and this group were responsive and flexible to an ever-changing position.
- Exceptional work around transition for our new P1 pupils and P7 pupils moving onto S1 took place. This involved strong partnerships with feeder nurseries and Larbert High School.

Thistle Wing and Annexe

- Thistle Wing pupils were unable to engage in home learning without a huge amount of support from their parents and staff were aware of the tremendous effort parents made to try to encourage children do the activities provided.
- All communication about learning was between teachers and parents, with teachers contacting parents at least once a week via phone calls, email, text and WhatsApp.
- Teachers planned learning grids of suggested activities around a theme and dropped off resources where required. Many parents requested specific resources that they thought would support their child including symbols.
- Teachers recorded daily “hello” videos as well as stories, songs, art and craft activities and theme related activities. These were shared on twitter or individually for some classes. In order to meet the communication needs of all staff used signing and symbols. Parents’ feedback was largely positive

‘We’ve loved all the books, the baking and craft ideas’

twitter videos have been awesome.’

liked having a book that activities went with it.’

the personal videos Mrs T provided with tasks.’

‘I liked the stick man activities; however, we did struggle to get him to engage most of the time’

‘The

I have

We loved

- Some parents reported that their children were unwilling to take part in tasks that were perceived to be ‘schoolwork’. Staff understood this and were pleased to hear about the other activities that parents were able to get their children to take part in.

*‘As you may be aware, T likes to do his own thing and it can be very difficult to get him interested in a different task and stay on task for even a short period of time.’
‘We only did a few activities as he had no interest generally. He even got upset about doing schoolwork. We stuck to the recipes mainly.’*

- Teachers posted links to useful websites for pupils and parents.
- The SLT liaised with partner agencies to access supports when required including social work, Sleep Scotland, CAMHS, community nursing team and Speech and Language therapy.
- The teachers supported each other to use Zoom and Teams for collegiate activities as this was new to us.
- We liaised with nurseries and Carrongrange High School to share essential information to support transition. Since our primary 1 children were unable to visit our school, we telephoned and sent home written information and our primary 1 teachers made a series of short videos for our transition twitter account. This covered key information including an introduction to the staff, what to bring in your school bag, school uniform, snack and lunch, transport to school and have a look at your classroom. Teachers created and distributed ‘All About Me’ forms to gather key information from parents.
- Staffing our school hub required every staff member to be there one day every week. Whilst this was a much greater commitment than most other schools, staff rose to the challenge and ensured that the children there had a positive experience.
- In June we planned and shared information about proposed Blended Learning for August but this plan was not required.

Nursery to Primary 1 Transition (during lockdown Summer 2020)

Due to COVID-19 lockdown transition from Nursery to Primary 1 was very different to normal. However, various alternatives were created to aid a smooth transition from Nursery to Primary 1. On-line forums were used to gather and share information. It was encouraging to see the level of engagement remotely via Twitter, On-line Learning Journals and Microsoft Forms.

- Introduction to Koko letter – inviting parents to follow Koko on Twitter.

A letter was sent to all new Primary 1 Parents introducing Koko the Kinnaird Bear. Parents were invited to follow Koko on Twitter and were told that Koko would set a weekly challenge to encourage self-help skills and prepare children for school.

- Koko’s Weekly Challenge – Self-Help Skills

Each week Koko would set the children a challenge to complete. Many families engaged with the challenges. Some parents posted photographs or videos of their child completing the challenges either on Twitter or via their child’s On-line Learning Journal (used in Kinnaird Waters ELCC). Many parents liked and retweeted the original tweet.

- Information regarding uniform

Parents received information from HT regarding uniform and also received a flyer from BE Schoolwear.

- Leaflet for P1 Parents (from Falkirk Council)

Parents received a leaflet from Falkirk Council explaining the changes to transition due to COVID-19 Lockdown. It also explained Falkirk Council's approach to learning and teaching in Primary 1.

- All About Me Microsoft Form

Parents were asked to complete an on-line 'All About Me' form for their child to help teachers to become more familiar with their new pupils. 86 parents complete the online Microsoft form. Parents were also asked to email in photographs of their child, important family members and a photograph of a drawing the child completed at home showing them doing their favourite thing. This was another way we managed to engage children in transition activities remotely.

- Transition Notes

Transition notes were completed by staff from Kinnaird Waters ELCC and shared electronically. SLT and Kinnaird Waters were in weekly contact during the lockdown period. Other feeder nurseries were invited to complete a Microsoft Form to provide transition information to Primary 1 staff. They were given the option to request a phone call to discuss any matters further. This was followed up by a member of SLT.

- Video tour of the Primary 1 space

Parents received a link to a Sway document which had photographs and videos of the Primary 1 space. It had text running through it which explained the different areas in the space and some of the resources available to children in class.

- Primary 1 Induction Pack

Parents received a 13-page document which introduced the SLT and the Primary 1 Team. It explained what the first day of school would look like and the type of activities children would be involved in. It explained more about playtime, lunchtime and the end of day routines. It provided more information regarding uniform. It gave details of the items children required to bring to school. It gave parents information regarding PE and Outdoor Learning. It introduced parents to our house system and school values. First Aid, Absence and Communication procedures were explained. Further information regarding Play-Based Learning was included. Information regarding Blended Learning was shared. All information provided took physical distancing and various other restrictions and procedures relating to COVID-19 into consideration, providing up-to-date and relevant information to parents.

- Teacher introduction videos

Parents were directed to a video, on the school website, of their child's teacher introducing themselves and sharing some information about themselves.

- Bubble Information

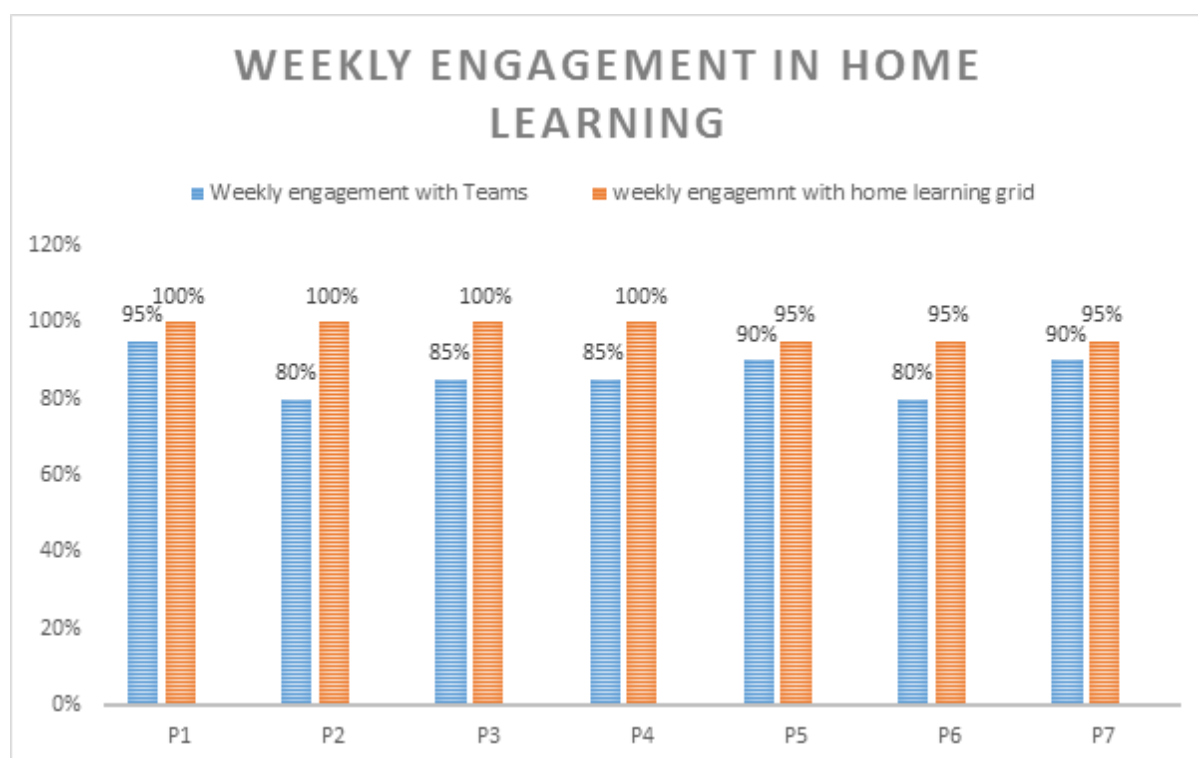
Parents received information regarding the bubble their child would be in for blended learning (including days of attendance and times of the day) and more information on how to access the appropriate entrance into school.

- P1 Favourite Memories and Wordel (from current P1 cohort)

Parents received a link to a video of the current P1 children (Session 2019/2020) sharing their favourite memories from Primary 1. They also received a Wordel which combined the 3 words our current P1 children used to describe Primary 1.

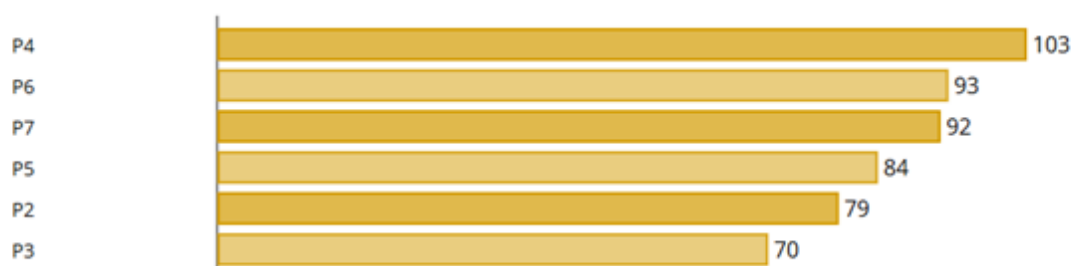
Learning through Lockdown

Due to the commitment of our staff to develop their own and pupils' skills in ICT, the school were in a great position to support learning during our enforced closure. The graphs below show engagement with pupils on our Teams pages and the highly popular Sumdog learning platform. During our whole School Sumdog competition we had over 600 pupils taking part.



Students played from 19/04/2020 to 26/06/2020

This chart shows the number of students in each year group who used Sumdog during the selected period.



Section 3: Going Forward

Key priorities for School Improvement Planning 2019 - 2020

This section should articulate with the school improvement plan for the forthcoming session or plan cycle. It should focus on a small number of key improvement priorities which will be expressed as outcomes for learners (as they will appear on the strategic overview of the new improvement plan).

As we move forward with our new normal, welcoming back our pupils, staff and families we cannot underestimate the impact that such a long period of time away from school and interaction with peers and colleagues has had.

Our focus at Kinnauld Primary School is the wellbeing of our school community and it is vital during this re-connecting and re-engaging phase we focus on our relationships and building again a sense of community. We have to consider new ways and environments for our pupils to learn and how we address gaps in learning not only in the areas of Literacy and Numeracy but predominantly in Health and Wellbeing.

Our Recovery Plan aims to:

- Ensure children's safety, health and wellbeing as they transition back into school and into a new class which is one of a nurturing environment.
- Ensure all children are settled in their new classroom environments and children are familiar with new Covid procedures and school routines.
- Re-connect pupils with staff and peers, establish new routines and build relationships, trust and resilience.
- Assess and Evidence pupils Wellbeing, Literacy and Numeracy levels.
- Develop Technology – digital access to ALL learners – ensuring equitable access. Up-skilling pupils/staff/parents on digital learning platforms.
- Develop new ways to communicate and engage with parents and the wider community.

Other short, medium and long term targets include:

Short:

Development of the outdoors to further develop Health and Wellbeing, including accessing our local environment
Develop Play based learning in and beyond P1

Medium:

Develop the playground facilities, large and small
Development of the school library to further inspire pupils to engage in Literacy
Continue to improve individual outcomes in Literacy, Numeracy, Health and Wellbeing

Long:

Investigate transport solutions to access the curriculum beyond the school
STEM expansion
Further improve individual outcomes in Literacy, Numeracy, Health and Wellbeing

In Thistle Wing and Annexe

Short:

Development of new outdoor areas at Annexe to provide safe play-based learning.
Embed use of Seesaw app for communication with parents, adding features to share newsletters and other school information.
Ensure communication rich and friendly environment for all pupils.
Review and continue to work towards individual learning outcomes through children's plans.

Medium:

Continue to develop the playground facilities on both sites
Continue to work towards individual learning outcomes through children's plans.
Introduce TEAMS access for all children/parents so that it can be used for remote parents' meetings and for future school closures if required.
Develop outdoor learning both in school and off site. This will include fundraising for new minibus.

Long:

Continue to ensure that school is a communication rich and friendly environment, ensuring access to all levels of communication as required. Offer Makaton sessions for parents.
Practical MAYBO modules for all staff.
Review and continue to work towards individual learning outcomes through children's plans.
Embed use of TEAMS for meetings with parents and partner agencies.

What is our capacity for continuous improvement?

A brief statement that reflects your current evaluation of your school's capacity for continuous improvement.

Throughout the 2019-20 session staff continued to develop Leadership through School Improvement Priorities and RACI groups and were fully involved in all aspects of the self-

evaluation cycle. Many engaged in further leadership programmes through Education Scotland and authority led programmes.

We believe at Kinnaird that we really need to engage better with our community, specifically parents and other adults who support our children. We believe an expansion of this will impact positively on pupil learning outcomes, as well as teacher professionalism, whilst building capacity with the community. As the new session progresses we will strive to find opportunities and new ways to engage our parents in the development of our Recovery Plan and priorities.

We have good understanding of our need to access resources for the school and community and will further endeavour to build on this.

Our staff group is changing considerably and there will be a strong focus again, on building the staff team.

We look forward with aspiration into session 2020/21!

Self-Evaluation of the Core HGIOS?4/HGIOELC? QIs

QI	School/Setting SE	HMIE (if inspected in current academic session)	Care Inspectorate gradings (if inspected in current academic session)
1.3	4-3		
2.3	4 (May 2018)		
3.1	4 (May 2018)		
3.2	4 (May 2018)		

Additional QI

You may wish to include an evaluation of a QI you have been focussing on

QI	School/Setting SE	
1.1: Self- evaluation for self-improvement	Specific to: evaluation of key aspects of Learning and Teaching	List collated in school
2.7: Partnerships	3	