

Leadership

How Good is Our School Quality Indicator 1.3, Leadership of Change continues to develop across our school community. Staff work collegiately to drive improvements across the curriculum and have taken on leadership roles in different aspects of our improvement agenda. Improvements in digital and inclusive practice have been a priority this session and will continue to be embedded next session. Learner participation will be developed further next session as we continue our Rights Respecting Schools Journey. Throughout our school all children take on roles of responsibility, from the earliest stages, and they embrace these opportunities to be buddies, mentors and helpers. Our school is fortunate to be supported by our strong Parent Council and families, and we are grateful for the funding they work so hard to raise, which enables our wee school to access so many exciting opportunities.

This report was compiled in consultation with pupils, staff, parents, and other partners in our learning community, across the course of the academic session. In compiling this report, evidence has been gathered from the following sources:

- Pupil, Staff and Parent Comments
- Parent Council Meetings
- Quality Assurance processes
- Newsletters
- School Twitter feed

1.3 Leadership of Change	Good
2.3 Learning, teaching and assessment	Good
3.1 Ensuring wellbeing, equity and inclusion	Very Good
3.2 Raising attainment and achievement	Good

Key School Improvement Priorities 2023-24

Attainment and Achievement

Staff will collaborate with others across our local management group to develop a shared understanding of progress and attainment through moderation activities.

Learning

Staff will develop understanding of learning through play and early literacy skills. Inclusive practice will be developed, ensuring positive relationships and the best possible outcomes for all our learners.

Leadership

We will investigate best practice in learner participation and parental voice to ensure the involvement of all in our shared learning journey, including Rights Respecting Schools.

This Standard and Qualities Report highlights that Kenmore Primary School is in a position of strength to drive forward our Key Improvement Priorities in session 2023-234 and beyond.

Kenmore Primary School Standards and Quality Report August 2022-June 2023



Kenmore Primary School

We aim to create an excellent, nurturing learning environment for all pupils where the child centered approach challenges and supports children to be happy, healthy and successful. We work closely with the school community to create a strong base for all children to achieve their potential, being ambitious in all we do.



Progress on School Improvement Priorities 2022-2023

Attendance, Attainment and Achievement

We continue to make good progress against the How Good is our School Quality Indicator 3.2 Raising Attainment as we focus on building strong programmes of learning and teaching in literacy and numeracy.

In literacy we continue to celebrate reading for pleasure, using both fiction and nonfiction texts, and with shared reading a regular feature across our school. We are regularly inspired by Authors Live events from the Scottish Book Trust, and our visit to the Edinburgh Book Festival was a great success with all the children. In January P4-7 shared Scots and Burns poetry round the campfire and we have all enjoyed stories there also. Writing for a purpose is regularly discussed with our learners and the majority of our pupils feel confident with their writing skills and feel they are making progress. This session both classes have been learning about the issues around plastics in our oceans and have taken part in regular beach and school grounds clean ups. We have used Pupil Equity Funding to purchase a new accessible digital spelling and reading resource that has begun to be used across the school to support learners with additional support needs, and the impact of this intervention will be measured over time. Pupils have regular opportunities to present their learning to their peers, and attainment in literacy overall, as evidenced by formal and informal assessments and observations throughout the year, shows that most of our learners are making good progress in this key area of the curriculum.

A focus on core skills in numeracy through our comprehensive and progressive maths resource Big Maths has ensured that most of our pupils are on track in this important area of the curriculum. Our learners enjoy the challenge of Big Maths, and the weekly assessments that allow them to measure their progress and celebrate their success in meeting their learning goals. Through constant consolidation of key learning points, targeted support and discussion around positive maths mindset and the normalcy of being in the 'learning pit' (and what to do about it) most of our learners are developing their mathematical skills and confidence.

Learner attributes continue to be celebrated at weekly Together Time and has had a very positive impact on mindset and attitudes to learning generally, across our school community. All the above is helping us to ensure consistent progress in National Improvement Key Driver of School Improvement.

Attendance

These statistics are recorded in terms of the average attendance for each pupil. Attendance is above the average in our Local Management Group.

June 2022

Learning

We continue to make good progress in How Good is our School Quality Indicator 2.3 Learning, Teaching and Assessment, through a focus on engaging, relevant learning opportunities that are planned with our learners: Pupil voice is strong in our learning community and will be further developed next session as we work towards our Bronze Rights Respecting Schools accreditation.

Health and wellbeing continues to be a priority for our whole school community, and this is well supported through our regular visiting specialists: we have had access to a range of sporting activities this session, rugby, tennis, kayaking, curling and skiing have all been enjoyed by our pupils. One huge highlight for all pupils this session was our opportunity to perform on the big stage once again at the Horsecross Theatre at the Day of Dance: after two years missed due to Covid, it was very special to reinstate this important fixture in our school calendar. We use key days such as Internet Awareness and Anti bullying weeks to highlight and discuss these important issues, and all staff have been using the Circle Approach to inclusive classrooms and nurturing approaches. Ensuring wellbeing, equality and inclusion (HG1054 Q1 3.1) will continue to be a priority next session, as we work together to ensure we are meeting the needs of all our learners.

Creative learning opportunities across the curriculum have enabled us to explore relevant and inspiring projects that have resonated with our learners:

- Sustainability continues to be an important focus in our curriculum, and we take our responsibility for our local environment seriously. Our eco committee meet regularly and feed back to our whole school group at Together Time and other events.
- Staging our first performance in three years was very special at Christmas, and everyone enjoyed developing their skills across the expressive arts, then performing for our school and local community. Our pupils were all delighted with the positive feedback we received, as all the hard work paid off, and they were able to enjoy their moment in the limelight.
- A focus on digital skills across the curriculum is beginning to show an impact, particularly in upper school, where regular opportunities to present using Sway or PowerPoint, code and taking part in the Aero Space Challenge has seen almost all learners develop their skills and confidence.
- It was wonderful to host our first community coffee morning in some time this session, and to be able to share our learning at curriculum showcases. We were also very proud to perform some Christmas carols at the Kenmore Christmas Market in December.

Staff continue to work together to track learner's progress, and our regularly updated assessment wheels continue to provide good overview information on all our learners.

Recent assessments show developing strengths in numeracy in most learners, with reading needing focused intervention for some groups.