



Killearn Primary School

Standards & Quality Report

Session 2009-2010

At Killearn Primary School we aim to develop every child 'to be the best he/she can be' by providing quality learning and teaching in a nurturing environment. To achieve this we plan for continuous school improvement and work with parents, children and the wider community whilst being supported by Stirling Council's Education Services.

Our work at Killearn Primary is firmly grounded in a vision for a learning community that puts children first, that practises principle centred leadership, nurtures genuine care and concern for all, by all, and promotes core values that impact positively on our school community. Our School Values are:

Honesty, Fairness, Respect, Responsibility and Determination

These values provide a framework for the continuous growth and development of our school community. The development of the whole child is paramount and this is reflected in our school aims:

- Raising standards of attainment and achievement by providing an appropriate, challenging, stimulating and enjoyable curriculum
- Promoting excellence and the personal growth and continuous development and self evaluation of all school community members within an environment that is conducive to effective learning and teaching
- Providing a happy, secure and nurturing environment for all, where equality, honesty, fairness and respect are valued and practised
- Promoting and developing the important partnership between school, children, parents and the wider community
- Supporting children in becoming Successful Learners, Confident Individuals, Effective Contributors and Responsible Citizens by developing confidence, positive attitudes and lifelong learning skills.

Our annual Improvement Plan outlines how we will achieve not only our school aims but also the:

- National Priorities for Education
- Aims of Stirling Council
- Education Services' Improvement Plan
- A Curriculum for Excellence

This Report summarises the progress made by our school during 2009-10. Data from the self-evaluation tools, 'How Good is Our School', The Child at the Centre, our recent Care Commission Inspection in the Nursery, and feedback from our children, staff and parents form the basis of this report.

Key Priorities from the Development Plan 2009/10

Our Priorities for developing and improving our children's education during last session included:

In our school:

- Continue to evaluate our policy and practice to reflect the Curriculum for Excellence
- Review, evaluate and develop our practice in the teaching of Social Subjects
- Build on our developments in Reading, Writing and Maths
- Continue to develop and embed key strategies in Assessment is for Learning
- Further develop high quality partnership with parents/carers and the community
- Continue to develop the resilience of our pupils through the 'Bounce Back' programme
- Further develop formal and informal monitoring procedures to enhance Quality Assurance
- Review our Supporting Children Policy
- To seek opportunities for pupils to showcase creativity, enterprise and ambition

Specific to the Nursery class:

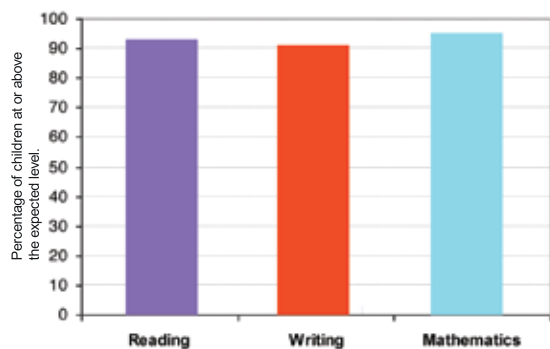
- Further develop the Documentation Approach with particular reference to making children's learning visible.
- Continue to embed evaluative language and clear differentiation throughout programmes to meet the needs of all children

National Priority 1

Attainment and Achievement

To raise standards of educational attainment for all in schools especially in the core skills of literacy and numeracy, and to achieve better levels in national measures of achievement including examination results.

At Killearn Primary we are committed to the development of the whole child. This includes raising achievement in the core skills of literacy and numeracy. For the purposes of reporting on National assessments this relates to P3, P4, P6 and P7. The National assessments reporting figure gives a snapshot of this specific group of children. This session this group performed as follows:



Attainment is only part of what we aim to achieve at Killearn. We wish our pupils to develop as citizens of the future and play a positive part in society. There is particular added value at Killearn when considering the significant number of children who achieve the level beyond the national standard for their stage.

In the Nursery, a great deal of work on literacy and numeracy has made our children more aware and confident in those areas of the curriculum.

How are we doing?

The school met and exceeded expected levels of attainment for 5-14 National Assessments in Reading, Writing and Mathematics. Significant and increasing numbers of children are achieving levels beyond the national standard and this reflects the school's rigorous approach to assessment.

Summative Assessments using Edinburgh Reading Test and NFER Maths confirm good progress in stages Primary 3, 5, and 7. One of our pupils received a Gold Award in the Scottish Mathematical Challenge.

Children within the same year stage were brought together for a range of cross-curricular activities.

Further development of extended writing led to an improvement of the quality and quantity of our children's writing. Our second book launch, where every child produced an extended piece of writing with a Christmas theme proved very successful and allowed parents/carers and the community to share in the children's success.

Our new Cursive style is improving and enhancing children's handwriting

Storymaking in nursery is seen as a model of good practice.

**The children are really involved and enthusiastic; hence they learn better - Parent.*

What will we do now?

- **In Literacy: implement the CfE experiences and outcomes for writing across the curriculum, as agreed with our cluster colleagues, review and evaluate our current teaching methodology for spelling.**
- **Continuity and progression – Implement Stirling Council's Framework to support continuity of early learning into P1 and to ensure that transition meets the needs of all children throughout the school.**
- **Assessment – Develop assessment processes to reflect outcomes and attainment within CfE.**

National Priority 2

Framework for Learning

To support and develop the skills of teachers, the self discipline of pupils and to enhance school environments so that they are conducive to teaching and learning.

How are we doing?

Our school follows the values, purposes and principles set out in A Curriculum for Excellence. We are committed to developing pupils who are:

Confident Individuals

Responsible Citizens

Effective Contributors

Successful Learners

How are we doing?

In line with a national focus on improving learning and teaching, our teaching staff have worked to adopt the principles, outcomes and experiences within Curriculum for Excellence. Our work on Contexts in the Spring term led to a highly successful open afternoon showing the skills our children had developed through a cross curricular approach

**Particularly liked how confident and knowledgeable the children were about their topics - Parent*

In the nursery, our young learners became very skilled and successful in using animation to build on their storymaking.

**Highly innovative Nursery – Animation work was the best I have ever seen in any Nursery – Care Commission Inspector*

Our Parent/carer questionnaire identified very positive perceptions of how we communicate and work with them: the majority of responses showed a 90% or more degree of satisfaction. Home/school links are specifically developed to enhance communication.

**The Keep in Touch Book is an excellent way of communicating with the teacher, especially in the early years – Parent.*

We created very productive and increased links with parents and the wider community through additional opportunities to contribute to and participate in school events such as Context and Health and Wellbeing Weeks.

Our RME programme was identified as a model of good practice and the Headteacher was asked to present on this at an HMIE conference in Dundee.

What will we do now?

- **Develop continuity and progression –by implementing Stirling Council's Framework to support continuity of early learning between Nursery and Primary 1 and ensure that transition meets the needs of all children throughout the school.**
- **Able pupils – Ensure curriculum is suitably challenging and progressive to meet the needs of children identified as more able.**
- **Extend the Talking, Listening and Learning and Critical Skills approaches within the school**
- **Use Professional Learning Communities to develop teachers skills and professional competencies.**

National Priority 3 Inclusion and Equality

To promote and help every pupil benefit from education, with particular regard paid to pupils with disabilities and special educational needs, and to Gaelic and other lesser languages.

How are we doing?

To ensure inclusion and equality, we have focussed on effective professional development for staff. Staff attended training in Attachment Disorder, Restorative Practices and Friends for Life. A 'one stop' resource has been developed to ensure that all staff are aware of and committed to our Staged Intervention processes and strategies. We have continued to build on our Behaviour Management Strategy which has been recognised by the council as a model of good practice.

We have a strong commitment to provide high levels of care. Our Core values are recognised and identified as a way to promote inclusion and equality. Children, parents and staff are treated equally, with respect and in a fair and just manner.

**Area of excellence – meeting learners needs i.e. emphasis on whole child by developing all capacities of Curriculum for Excellence, including resilience – Parent*

Programmes of study are flexible, enabling children to progress at an appropriate, but challenging pace.

**Exceptional range of opportunities in the life of the Nursery – Care Commission Inspector*

What will we do now?

- **Increase the number of staff trained in Team Teach, Seasons for Growth and Friends for Life**
- **Able pupils – Ensure curriculum is suitably challenging and progressive to meet the needs of children identified as more able.**
- **Further develop the Restorative Approach within our Behaviour Management Strategy**

National Priority 4 Values and Citizenship

To work with parents to teach pupils respect for self and one another and their interdependence with other members of their neighbourhoods and society and to teach them the duties and responsibilities of citizens in a democratic society.

How are we doing?

With the support of a parent volunteer, our Fair Trade committee has continued our aim to be a Fairtrade School by joining in Fairtrade Fortnight, where we took part in many activities such as Big Swap and Tea at Three

Our Pupil Council actively work to support the life of the school, giving a voice to our pupils in working to build a community where everyone is valued. This year they have supported local and national charities to the sum of £2140.

Our ECO Schools Committee has put our school forward for its first Green Flag. Every class has a specific remit and activities such as establishing Fruity Thursday and national Big Garden Bird Watch have enhanced our commitment. Two of our ECO Committee presented at a recent Community event, where their skills and enthusiasm were recognised

**Not only did they deliver their presentation perfectly but afterwards they both participated in the various sub groups with the adults and more than held their own – Member of the community.*

Our Parent Council/PTA raised an amazing £820 by organising the Sport Relief Mile.

We continue to sponsor a child through World Vision.

Thanks to the Round Table we have a new Junior Citizenship Award

for Primary 1-4, to recognise the contribution of our youngest pupils as citizens of the future. This complements the Citizenship Award presented at the end of Primary 7.

What will we do now?

- **Achieve Green Flag for ECO School**
- **Take forward a new curriculum model/ learning and teaching methodology to implement CfE by integrating Global Citizenship into our planning.**

National Priority 5

learning for life

To equip pupils with the foundation skills, attitudes and expectations necessary to prosper in a changing society and to encourage creativity and ambition

How are we doing?

We qualified, for a fifth time, to national level at lacrosse through victory at a local pop lacrosse tournament, going on to the National Championships, at Meadowbank Stadium in April, winning the Scottish title for the second time. We were also nominated again for Team of the Year at the annual Stirling Sports' Awards.

We again entered the Stirling Council Cross Country events.

We believe that fostering creativity is an essential element of personal growth and development. Our Primary 6 pupils were nominated and won an award for Animation at the Stirling Young Peoples' Film Awards.

Our Health and Wellbeing Week showed a widening range of extra curricular sporting and creative activities being offered to children. We introduced more competitive elements to our Sports Day, awarding medals to the winners of more challenging events (responding to a request from parents).

Our Annual residential experience offered to Primary 6 Pupils is seen as a good preparation for taking on the responsibilities of Primary 7.

**We were terrified of sending her but she has come back having loved it with memories that will last a lifetime – Parent.*

Mental as well as Physical Wellbeing is seen as a priority in our school. Bounceback continues to be our core resource for this important aspect of Health and Wellbeing.

Members from the local community regularly work in partnership with children to facilitate learning in various curriculum areas and we regularly invite community involvement. This year our Primary 4 children made a short film to advertise the Killearn Hoolie using the skills of a professional filmmaker.

**The children were extremely well mannered, enthusiastic, creative and talented – Jacqui, Filmmaker*

**The residents of Killearn Abbeyfield would like to thank you for your invitation to your Burn's concert and congratulate you on the quality of the presentation and obvious enthusiasm of the children who took part.*

**The children's manners were impeccable – Avril, Manager, Polmaise Recycling Facility.*

**The children showed that they had good listening skills and could work in small groups – Jill, Huntarian Museum*

Children have an excellent understanding of the importance of healthy eating and lifestyles. They are actively involved in decision making processes, investigating and problem solving. The quality of innovative work being undertaken in many classes is recognised.

**Great enthusiasm by the children for the topic and learning in a 'hands on' way- Parent*

What will we do now?

- Develop a School Travel Plan in partnership with the Eco-Committee, Parent Council and Community Council.

Key Priorities from the Development Plan 2010/11

Our Priorities for developing and improving our children's education during 2010–2011 session include:

- To develop teachers' skills and confidence in delivering the CfE outcomes for writing across the curriculum through collegiate working with in the Balfour cluster to improve our children's functional writing.
- To review, evaluate and develop our delivery of the curriculum to promote an active delivery of the strategies to improve Spelling
- To review and develop our Assessment policy to reflect Building the Curriculum Part 5, specifically assessing the impact on our practice and use of the NARs and to increase pupil involvement in planning their own learning and development
- Review and develop aspects of the curriculum is suitably challenging and progressive to meet the needs of all children, especially those identified as more able.
- To implement Stirling Council's Framework to support continuity of early learning in P1 and to ensure that transition meets the needs of all children at all stages
- Sustainable Development –Take forward a new curriculum model/learning and teaching methodology to implement CfE, by integrating Global Citizenship into our planning and to develop a School TravelPlan

Some pupils' comments from our end of session feedback:

- o I was proud when I got into the Burns' Competition – P2 pupil*
- o I really liked when a real evacuee came to talk to us because he was actually there in WW2 –P7 pupil*
- o When I found out I was a House Captain, I could not stop smiling – P7 pupil*
- o I enjoyed everything, especially my times tables – P2 pupil*
- o My proudest moment in school was when I learned to do fractions – P5 pupil*
- o I am going to build on my maths this year, particularly dividing big numbers – P6 pupil*