



# Kirkmichael Primary School Standards and Quality Report 2022-2023

**Vision - Every Pupil Matters, Every Step Counts**

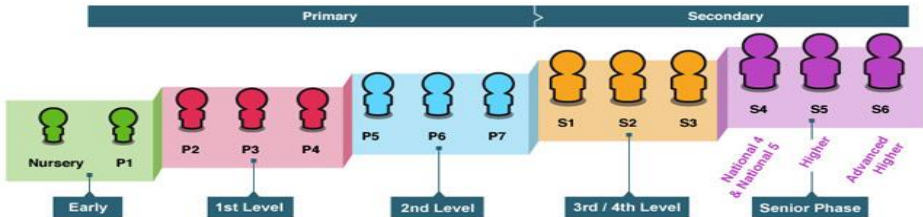
**Values - Respected, Achieving, Included**

**Aims - All staff and pupils are respected.**

**All achievements are recognised and celebrated.**

**All pupils are made to feel included.**

## Curriculum For Excellence Levels



### Achievement of a level

Early Level - The pre-school years and P1, or later for some.

First Level - To the end of P4, but earlier or later for some.

Second Level - To the end of P7, but earlier or later for some.

### Attainment

Nursery children are making excellent progress in Early Level and all pre-school children have met their developmental milestones. Pupil attainment from Primary 1 to Primary 7 in literacy and numeracy is very good. All pupils have made progress from their prior levels.

The majority of P1 pupils have achieved Early Level in reading and writing. Most have achieved the expected level in numeracy. The majority of P4 pupils have achieved First Level in reading. Most have achieved the expected level in writing and numeracy. Most of P7 pupils have achieved Second Level in reading. The majority have achieved the expected level in writing and numeracy.

### **Parent Council**

Our parent council has applied for charitable status to access more funding streams, and continues to go from strength to strength. They have supported all aspects of the school and introduced a number of after school and lunchtime clubs, including cooking, table tennis, roller disco, clay modelling, tennis and archery. They also now provide fruit every week for all pupils.

Several successful fundraising activities have taken place including a cookery book with recipes included from all pupils and staff, tea towels, personalised Christmas products with pupil designs, Cally Christmas Fair table, hamper and prize draw raffles.

The substantial amounts raised have paid for playground equipment, workshops, author visits, trips, school resources and more. The efforts of the Parent council and support of their work from parents is greatly appreciated by all.

### **Inclusion, Equity and Achievement**

We continue to strive for inclusion and equity for all in our school, maintaining our focus on nurture and removing barriers to learning. Pupils identified with having additional support needs are given a variety of one-to-one adult support out of class, sessions in small groups and individual support in class. We are also extremely

fortunate to benefit from play therapy sessions provided by a member of the community.

We are continuing to use our Pupil Equity Funding to employ an additional member of staff to support children with nurture provision and additional support for learning as detailed above. All pupils are given the opportunity to have learning conversations with their class teacher in the first and last terms to discuss their progress and identify next steps.

All pupils complete a wider achievement form with support from parents/carers every term which is then shared with other pupils, these are then stored in individual folders, recording their wider achievements for their seven primary years and given to the pupils when they leave.

We continue to promote our whole school positive ethos through our vision, values and aims, alongside our restorative conversations to resolve conflict, and our positive behaviour reinforcement strategy through the new house token system. As always, we have managed to provide our pupils with a number of additional events and experiences in school and out, and many have been supported or fully financed by our PTA team led by Chair, Rowan Lutton.

## **Leadership**

All staff and pupils perform additional leadership roles in school. We are continuing to work towards the Rights Respecting Gold Award next academic session, led by Ms Stephen. Having achieved our digital schools award we now have whole school digital skills sessions every week and we have appointed digital leaders in the upper class. Mr Beaton is our digital lead and has been helping other schools on their journey to the award. Mrs Fish has promoted our Health and

Wellbeing through committee work and three separate health weeks focussed on healthy eating and mental/physical health. Leadership is actively encouraged at all levels and pupils take on roles as Captains/vice captains/playground monitors/librarians and eco monitors.

- Generation Science workshops for nursery and P1-3
- P6 Residential Trip to Cray House (3 days)
- P7 Residential trip to Glasgow (5 days)
- P4/5 Ski trip for 3 days
- Inflatable fun day at the Aitkens Farm
- 3 Health Weeks
- Nursery trip to soft play in Forfar
- Curling sessions at Dewars rink Perth for P6/7
- Show Racism the Red card workshops online - P4-7
- Blair Atholl Estates day for nursery and P1-5.
- Rugby coaching sessions for P4-7
- Football tournament for P6/7 at Aberfeldy
- P4-7 Cricket coaching and tournament in Meigle for P5/6
- Perth Concert Hall trip for P4-7, Royal National Scottish Orchestra
- P4/5 visits to learn about the Celts
- P1-5 Science Centre Dundee
- P6/7 pupils, team of 5 in Euroquiz and Blairgowrie Rotary Quiz.
- Bikeability workshops and training P6/7
- Whole school Poetry trail with the Cateran Eco Museum
- First aid workshops with the Red Cross for P6/7
- Parent open afternoons to share the learning
- Anne Frank workshop P6/7
- Safe Taysiders virtual visit P6/7
- Stuart Reid author visit whole school
- Molly Arbuthnott author visit whole school
- Littles Restaurant visit P6/7
- Gospel Assemblies whole school
- Chanter Lessons P6/7
- P1-3 Lidl, Tesco and fruit farm trip

- Harvest assembly, Christmas Concert, Scottish Afternoon.
- SSPCA Visit
- Woodland Walk with Autumn Theme
- P6/7 Smoking Drama Workshop
- Potato Professor Workshop P4/5
- Whole school sponsored 10km walk

## **Attendance**

The school attendance figure for this academic year is 92.3%. Whilst we are understanding of family visits/holidays, we continue to place a high value on attendance at school to ensure all children are able to achieve their full potential. High levels of attendance greatly assist teachers in their planning and delivery of the curriculum.

## **Learning Opportunities/Parental Engagement**

Learning experiences are matched closely to pupil needs. Pupils can work independently and in pairs or groups, taking on classroom and whole school responsibilities, which help to increase their confidence and self-esteem.

Learning conversations assist the children in reflecting on their own progress and, alongside the more detailed formative and summative assessments, allows the teachers to plan next steps with the pupils. All nursery staff use observations to plan for next steps in children's learning, ensuring appropriate support and challenge. This is shared with parents and carers using Seesaw along with the rest of the school.

Parental engagement continues to be a priority and we asked parents how they wanted us to communicate, they prefer email for whole school information and Seesaw for individual learning and class

events. We will however continue to engage with technology such as Glow, Teams and Seesaw, which is important given the large catchment area for the school community. We have now set up a Twitter feed for the school to share our success and participation in learning opportunities more widely.

We have made significant progress in holding regular pupil voice sessions to listen to the views of the pupils and this is combined with children taking on an increasing number of roles of responsibility in school. These include, playground monitors, digital leaders, recycling monitors and librarians.

Our staff team is experienced, loyal and pro-active, with a true sense of collaboration and collective decision making, improving our capacity for whole school improvement. The progress we have made is in line with the Government's National Improvement Framework.

### **Quality Improvement Priorities for 2023-24**

- Staff, pupils and parents will further develop their knowledge and application of the UNCRC and embed these in the daily values and general ethos of the school.
- We will review and adapt our approaches to the delivery of literacy outcomes with the aim of increasing attainment in writing.
- We will review and adapt our approaches to tracking numeracy outcomes and achievement of levels with the aim of increasing levels of attainment in numeracy.

Staff and parent representatives from the Parent Council have agreed and approved the content of this report.

### **Quality Indicator Evaluations**

1.3 Leadership of Change	<i>Very Good</i>
2.3 Learning, Teaching and Assessment	<i>Good</i>
3.1 Ensuring wellbeing, Equity and Inclusion	<i>Good</i>
3.2 Raising Attainment and Achievement	<i>Good</i>