**Kilmaurs Primary School**

**Establishment Improvement Plan**

**2022-23**

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| School Improvement Plan | Kilmaurs Primary School |  |
| Head Teacher | Gillian Crawford |  |
| Date Submitted | Submitted to Head of Education on: 17/06/2022 | Submitted to Head of Education on: |
| Session  (Date when each year is written) | 2022-2023 |  |

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| School’s/Centre’s Vision and Values | **Our vision:** E*ve*ryone in our school community will work together to embed the values and code at the heart of our curriculum within our inclusive learning and teaching environment ensuring every individual learner will flourish.  **Our Values:**  Kind Proud Successful  **Our School Code:** Be respectful. Be safe. Be proud. Be your best.  C:\Users\crawfordg\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\D5B7D394.tmpC:\Users\crawfordg\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\B75AEF6C.tmpC:\Users\crawfordg\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\76655493.tmpC:\Users\crawfordg\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\9084BA46.tmp |  |

In line with the Standards in Scotland’s Schools etc. Act 2000 (amended 2016), the following checklist is designed to assist Heads of establishment with whole school/centre improvement planning that fulfils statutory duties in accordance with the Act. This must be completed prior to submission.

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| **Consultation on improvement plan includes the following stakeholders:** | **Completed** |  | **Content of plan** | **Completed** |
| Children and Young People | YES |  | Takes account of strategic priorities outlined in the education authority’s Annual Plan. | YES |
| Parent Council and Forum | YES |  | Takes account of the strategy for parental involvement under section 2 (4A) | YES |
| Teachers, practitioners and ALL school/centre staff | YES |  | An audience-friendly summary of the SIP is available and contained in this document and will be provided to parents, children and young people. | YES |
| Volunteers/ Community partners | YES |  | Appropriate cognisance has been made of the links between the plan and the working time agreement for teaching staff | YES |
| Local bodies representing teachers, staff, volunteers and any parent bodies further associated to the school/centre. | YES |  | Scottish Government Tackling Bureaucracy working group recommendations have been considered when planning for improvement and in the improvement activities specified | YES |
|  |  |  | HGIOS 4 and HGIOELC are used as the frameworks to inform the content of SIPs |  |
|  | Head Teacher Signature: |  | There is clear focus throughout the plan on measures to reduce of inequalities of outcome as a result of socio-economic disadvantage. |  |

**Pupil and parental strategic involvement**

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| *For session 2022-23, please describe below how children and young people will be involved in decisions relating to the operation of the school/centre* | *For session 2022-23, please describe below how parents will be involved in decisions relating to the operation of the school/centre* |
| Pupil Leadership Team has been created consisting of four P7 elected members.  Pupil Council – 2 x representatives from each class. Elected by peers.  Pupil Council Reps invited to attend a part of the PC meetings.  Community Leadership groups created to provide every pupil with a leadership opportunity.  On line questionnaires  Pupil Focus Groups (sample pupils)  Parent Focus Groups  Parental Engagement and Inclusion is featured heavily in all areas of our improvement plan for this session. | Parent Council  Parent Forum – online surveys  Focus Groups  Parents included as part of community leadership groups  Informal Blethers when current restrictions are lifted  Random Sampling for views |

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| **Improvement Priority**  *(Expressed as outcomes for learners)* |  | Rationale for improvement priority based on evidence: |
| **NIF Priorities**  Improvement in attainment, particularly in literacy and numeracy | **NIF Driver** | **HGIOS/ HGIOSELCC QIs for self-evaluation** |

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| What actions are required to reach the desired outcome? | Who | When |
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| Evidence of impact against outcomes for learners. |

*N.B. Self-evaluation of this priority should be reflected in the Standards and Quality Report for this academic session.*

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| **Improvement Priority**  *(Expressed as outcomes for learners)* |  | Rationale for improvement priority based on evidence |
| **NIF Priorities**  Closing the attainment gap between the most and least disadvantaged children | **NIF Driver**  Assessment of children’s progress | **HGIOS/HGIOSELCC QIs for self-evaluation** |

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| What actions are required to reach the desired outcome? | Who | When |
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| Evidence of Impact against outcomes for learners. | | |

*N.B. Self-evaluation of this priority should be reflected in the Standards and Quality Report for this academic session.*

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| **Improvement Priority**  *(Expressed as outcomes for learners)* |  | Rationale for improvement priority based on evidence |
| **NIF Priorities**  Improvement in children and young people’s health and wellbeing | **NIF Driver**  Teacher Professionalism | **HGIOS/HGIOSELCC QIs for self-evaluation** |

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| What actions are required to reach the desired outcome? | Who | When |
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| Evidence of Impact against outcomes for learners  ***Action 5:***  *Evaluation tools:* staff discussion; staff surveys; CPD; staff evaluation of/participation in mindfulness; improvement plans time-costed and manageable; collegiate working priorities agreed jointly.  *Impact:* Staff feel supported and well-placed to support learners. | | |

*N.B. Self-evaluation of this priority should be reflected in the Standards and Quality Report for this academic session*

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| **Improvement Priority**  *(Expressed as outcomes for learners)* |  | Rationale for improvement priority based on evidence |
| **NIF Priorities**  Improvement in employability skills and sustained, positive school leaver destinations | **NIF Driver**  School improvement | **HGIOS/HGIOSELCC QIs for self-evaluation** |

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| What actions are required to reach the desired outcome? | Who | When |
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| Evidence of Impact against outcomes for learners | | |

*N.B. Self-evaluation of this priority should be reflected in the Standards and Quality Report for this academic session.*

**Summary of Improvement Plan**

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| **Raising Attainment, particularly in Literacy and Numeracy** | **Increased in sustained positive destinations and employability skills** |
| * Develop a consistent approach to the teaching of writing, handwriting and grammar * Develop an agreed example of excellent literacy environments and lesson which reflects previous improvements from Active Literacy Programme. * Develop an agreed example of excellent numeracy environments and lesson which reflects previous improvements on Number Talks * Engage parents in teaching and learning approaches in literacy and numeracy * Develop our delivery of play pedagogy following previous inputs from SWEIC and Building Blocks of Literacy, enhanced by the appointment of an ELCCP funded from PEF | * Insert summary here |
| **Ensuring the health and wellbeing of all young people** | **Closing the poverty related attainment gap** |
| * Insert summary here | * Insert summary here |