

**Kirkhill Primary School
Improvement Plan
2018-2019**



Everyone Attaining, Everyone Achieving through Excellent Experiences

VISION

All staff in Kirkhill, share a common **VISION** "To encourage the development of the personality, talents and mental and physical abilities of our young people to their fullest potential."

Standards in Scotland's School etc Act 2000

VALUES

We work together to guide and support our children to keep:

SAFE, HEALTHY, ACHIEVING, NURTURED, ACTIVE, RESPECTED RESPONSIBLE & INCLUDED

AIMS

As a staff we aim to guide and support our pupils to keep:

- SAFE** by taking time to listen and work with them, their parents and other agencies in order to protect them within the school, their homes and the wider community.
- HEALTHY** by continuing to provide them with the knowledge, opportunities and experiences to be able to develop positive mental, social and emotional wellbeing.
- ACHIEVING** by developing their confidence and self-esteem to try new things and continue to develop their skills for learning, life and work.
- NURTURED** by providing a nurturing environment by taking a holistic approach to meeting their ever changing needs and focussing on the whole child.
- ACTIVE** by encouraging them to have active lifestyles and by providing a wide range of opportunities for active learning across the curriculum.
- RESPECTED** by promoting an ethos of mutual respect by modelling as good role models for pupils and providing opportunities for pupil voice.
- RESPONSIBLE** by guiding and supporting our pupils in order to become active and responsible citizens both within their school and their community.
- & INCLUDED** by continuing to be an inclusive school and ensuring that all pupils and staff are accepted and work together as part of the community in which they live and learn and involving pupils in decision making that affect them.

School Improvement Priorities for 2017-20			
	2018-19 HGIOS? 4: 1.3, 2.3, 2.4, 2.5, 3.1, 3.2	2019-20 HGIOS? 4: 1.3, 1.5, 2.2, 2.3, 2.7, 3.1, 3.2, 3.3	2020-21 HGIOS? 4: 1.1, 1.2, 1.3, 2.1, 2.3, 2.6, 3.1, 3.2
Everyone Attaining	To continue to enhance the quality of teaching and learning experiences focussing on Literacy , Numeracy (addition, subtraction, patterns, equations, relationships, estimation and rounding), Health and Wellbeing and Technologies and ensuring appropriate pace and challenge in order to continue to raise attainment of ALL pupils but with a particular focus on particular groups of pupils to ensure equity eg lowest performing 20% pupils, SIMD 1-3, Free School Meals. This will retain a focus on active, independent learning, curriculum design (design principles), Problem Solving and skills development and further development work on Assessment and Moderation.	To continue to enhance the quality of teaching and learning experiences focussing on Literacy, Numeracy, Health and Wellbeing, Religious and Moral Education and Social Studies ensuring appropriate pace and challenge in order to continue to raise attainment of ALL pupils but with a particular focus on particular groups of pupils to ensure equity eg lowest performing 20% pupils, SIMD 1-3, Free School Meals. This will retain a focus on active, independent learning, curriculum design (design principles), Problem Solving and skills development and further development work on Assessment and Moderation.	To continue to enhance the quality of teaching and learning experiences focussing on Literacy, Numeracy, Health and Wellbeing and Expressive Arts, ensuring appropriate pace and challenge in order to continue to raise attainment of ALL pupils but with a particular focus on particular groups of pupils to ensure equity eg lowest performing 20% pupils, SIMD 1-3, Free School Meals. This will retain a focus on active, independent learning, curriculum design (design principles), Problem Solving and skills development and further development work on Assessment and Moderation.
Everyone Achieving	To ensure all pupils, with a particular focus on targeted individuals and groups, are given opportunities to explore curiosity and creativity, personalisation and choice and to celebrate their achievements whilst also benefitting mentally, socially, emotionally and physically from being part of Kirkhill's nurturing and positive learning ethos in line with <i>Getting it Right for Every Child (GIRFEC)</i> and the <i>Children's and Young People's (Scotland) Act 2014</i> and <i>National Improvement Framework</i> .	To ensure all pupils are given opportunities to celebrate their achievements whilst also enjoying a secure and successful learning experience and benefitting mentally, socially, emotionally and physically from being part of Kirkhill's nurturing and positive learning ethos in line with <i>Getting it Right for Every Child (GIRFEC)</i> and the <i>Children's and Young People's (Scotland) Act 2014</i> and <i>National Improvement Framework</i> .	To ensure all pupils are given opportunities to celebrate their achievements whilst also enjoying a secure and successful learning experience and benefitting mentally, socially, emotionally and physically from being part of Kirkhill's nurturing and positive learning ethos in line with <i>Getting it Right for Every Child (GIRFEC)</i> and the <i>Children's and Young People's (Scotland) Act 2014</i> and <i>National Improvement Framework</i> .
Excellent Experiences	To ensure that we provide an enhanced and enriched curriculum which provides all pupils with a wide range of appropriate, challenging and excellent experiences enabling them to be successful, confident, responsible and effective in their learning and in life as well as having the necessary skills for the world of work in the future. This will also result in a selection of appropriate accreditations for individual pupils, groups of pupils and the school as a whole.	To continue to develop the curriculum in line with <i>Curriculum for Excellence</i> , taking forward self-evaluation findings and recommendations from authority reviews. To ensure that we provide an enhanced and enriched curriculum which provides pupils with a wide range of excellent experiences and enables pupils to be successful, confident, responsible and effective in their learning, life and work in the future.	To continue to develop the curriculum in line with <i>Curriculum for Excellence</i> , taking forward self-evaluation findings and recommendations from authority reviews. To ensure that we provide an enhanced and enriched curriculum which provides pupils with a wide range of excellent experiences and enables pupils to be successful, confident, responsible and effective in their learning, life and work in the future.

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...Everyone Attaining...

Local Improvement Plan Outcome/ Impact: Improved reading, writing and maths attainment throughout the years of the broad general education, improved attainment of disadvantaged children, an increase in activities which support prevention and early intervention improve outcomes and reduce inequalities and an improvement in the readiness of children to build on early learning experiences.

National Improvement Framework Priority: 1 and 2

National Improvement Framework Driver: Assessment of Children's Progress, Performance Information, School Improvement, Parental Engagement

HGIOS? 4: 1.3, 2.3, 2.4, 2.5, 3.1, 3.2

Improvement Priority 1 To continue to enhance the quality of teaching and learning experiences focussing on **Literacy**, Numeracy (addition, subtraction, patterns, equations, relationships, estimation and rounding), Health and Wellbeing and Technologies and ensuring appropriate pace and challenge in order to continue to raise attainment of ALL pupils but with a particular focus on particular groups of pupils to ensure equity eg lowest performing 20% pupils, SIMD 1-3, Free School Meals. This will retain a focus on active, independent learning, curriculum design (design principles), Problem Solving and skills development and further development work on Assessment and Moderation.

Impact & Outcomes	Action including Personnel	Timescales	Budget: £1500 Resources	Monitoring and Evaluation Evidence
<p>Shared understanding of the agreed gradient of learning, in line with the Progression Framework and Ed. S's Benchmarks.</p> <p>Improved learning experiences ensuring appropriate pace, breadth, challenge and application for all learners.</p> <p>Ensure effective approaches in tracking, monitoring and targeting learner progress and achievement.</p> <p>Equity of opportunity for all pupils.</p> <p>Increased staff confidence and accuracy in assessing and making accurate judgements in evaluating learner progress.</p> <p>Numeracy and Mathematics skills are viewed more positively as being important life skills..</p> <p>Increased pupil confidence and motivation in Numeracy and Mathematics.</p>	<ul style="list-style-type: none"> • Refocus on realigned cluster Gradient of Learning and tracking attainment of all curricular areas, making use of Education Scotland Benchmarks, ERC Literacy Strategy, ERC Numeracy Strategy, Digital and STEM Strategies and ERC H and W Action Plan. (MT, YH, WL, GE, RJ, JT, Imp. Teams, All) • Support our lowest performing pupils to increase their attainment in Literacy and Numeracy with a particular focus on (Reading- Reading Recovery) by identifying and removing any barriers that they may have and improving targeted parental partnerships and engagement. eg SIMD, FSM, Ethnicity, Attendance etc in line with Pupil Equity (PK, Class Teachers, Pupil Support Staff, All) ▪ Provide opportunities for all staff to engage in professional enquiry, critical/ creative thinking and educational research in line with school improvement and their own professional development in order to strengthen knowledge and understanding of key national priorities. (MT, Teachers, PSAs) ▪ Develop the Lesson Study model focussing on challenge/ differentiation across all stages and link to assessment and moderation of pupil work. (All) ▪ Share (school, cluster, ERC) play based pedagogy at Early Level and First Level across the whole school and provide opportunities for all teachers to enhance T and L experiences by adopting similar pedagogy appropriate to their stage and utilising examples of good practice at P7 and other stages. (All) ▪ Audit and share with all staff the strengths and development areas identified through data from Baseline, Developmental Milestones and Standardised Testing, in-house summative and formative assessments to ensure appropriate pace, progression, breadth and depth in learning and to set appropriate targets for all pupils to ensure equity of opportunity for targeted groups of pupils. (SMT) ▪ Analyse and utilise pupil data in relation to Scottish National Assessments and the BGE Benchmarking Tool as part of wider assessment information available in order to make accurate judgements about pupil progress. (HT and ALL) ▪ Continue to fully support School Improvement Partnership(s) to target vulnerable groups of pupils as identified through school data. (DHT) ▪ Provide opportunities to challenge gender stereotyping particularly in Science, Technology and Numeracy and Mathematics. Work in partnership with SSERC and STEM. (SR, GE, Cluster) 	<p>Terms 1 and 2 and ongoing</p> <p>Term 1 and ongoing</p> <p>Each Term</p> <p>Term 2 and ongoing</p> <p>Term 1 and each term</p> <p>Term 2 onwards</p> <p>Term 1 and ongoing</p> <p>Term1 - Term 4</p>	<p>Literacy Strategy</p> <p>Numeracy Strategy</p> <p>Digital and STEM Strategy</p> <p>H and W Action Plan</p> <p>ES Benchmarks</p> <p>BGE Benchmarking Tool</p> <p>Attainment and Achievement Data: DM, B, ST, SNSA</p> <p>ERC and National Documentation</p> <p>Ed Psychologist</p> <p>Pupil Leadership Groups</p> <p>Reading Recovery Resource</p>	<p>Minutes of Meetings</p> <p>Professional Dialogue Sheets</p> <p>Learning Visits</p> <p>Att/ Ach Data</p> <p>Pupil Work</p> <p>PLPlans</p> <p>PRD Paperwork</p> <p>CLPL Calendar</p> <p>Improvement Group Plans</p>

Term 1 Priority 1 Additional Notes		Term 1 Priority 1 Audit Comments	
Term 2 Priority 1 Additional Notes		Term 2 Priority 1 Audit Comments	
Term 3 Priority 1 Additional Notes		Term 3 Priority 1 Audit Comments	
Term 4 Priority 1 Additional Notes		Term 4 Priority 1 Audit Comments	

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Everyone Achieving...

Local Improvement Plan Outcome/ Impact: An ethos of high expectations and achievement, an increase in the percentage of pupils agreeing they have opportunities to celebrate personal achievements and higher levels of parental engagement in their children's learning and in the life of the school.

National Improvement Framework Priority: 2 and 3

National Improvement Framework Driver: School Leadership, Performance Information, Parental Engagement, School Improvement

HGIOS? 4: 1.3, 2.3, 2.4, 2.5, 3.1, 3.2

Improvement Priority 2
To ensure all pupils, with a particular focus on targeted individuals and groups, are given opportunities to explore curiosity and creativity, personalisation and choice and to celebrate their achievements whilst also benefitting mentally, socially, emotionally and physically from being part of Kirkhill's nurturing and positive learning ethos in line with *Getting it Right for Every Child (GIRFEC)* and the *Children's and Young People's (Scotland) Act 2014* and *National Improvement Framework*.

Impact & Outcomes	Action	Timescales	Budget: £2000 Resources	Monitoring and Evaluation Evidence
<p>Information about children's learning and achievements is used effectively to ensure equity and ALL pupils, are increasing their achievements by active participation in school, the cluster and the community.</p> <p>Increased parental engagement particularly from identified disengaged families and groups.</p> <p>All pupils agree that they feel included and have opportunities to celebrate personal achievements.</p> <p>Develop the purpose and role of our pupils groups to ensure equality and ensuring pupil voice is increased in all areas of the curriculum and school life.</p> <p>Improved involvement of learners leading/ evaluating their own learning and identifying next steps.</p>	<ul style="list-style-type: none"> ▪ Staff leadership opportunities will be encouraged and supported through guidance contained within the ERC Leadership Strategy and linked to PRD. (SMT, All Staff) ▪ Learner Participation will be audited, analysed and an action plan created in line with ES Learner Participation 3-18 and How Good Is OUR School? (Pupil Version). (All, Pupil Group Leaders) ▪ Review practice in relation to PL Planning/ Profiling, utilising guidance in "My World of Work" and the Career Education Standard to better support pupils to recognise, record and plan their achievements and next steps in learning in line with the four contexts for learning and four arenas. (JT) ▪ Work with parents/carers (workshops, information session, dialogue) to support enhanced parental engagement in supporting their children's learning focussing on targeted groups. (PEF, Pupil Support Staff) ▪ Raise awareness of current good practice in Nurture, Health and Wellbeing and continue to enhance and support pupil resilience (Bounce Back) and mental health and wellbeing (across the school) including with targeted groups of/individual pupils who may benefit from this support. (Various including Partners) ▪ Gather all data in relation to Family Centred Silver Award and undertake assessment. (LM) ▪ Continue to seek to tackle bureaucracy to further reduce workload where possible. (YD/ EIS Reps) ▪ Further develop pupil curiosity, creativity, and pupil leadership through our Inter House Days, Celebration Days and Charity Days, supporting pupils to further develop their wide range of talents, interests and leadership skills and ensuring inclusion and diversity. (All) ▪ Continue to review and improve procedures in relation to Pupil Groups in school to ensure greater pupil voice, equity and equality of opportunity for all. (YH, Pupil Group Leaders) 	<p>Term 1 and ongoing</p> <p>Term 1-4</p> <p>October and ongoing</p> <p>Term 1 onwards</p> <p>Term 1</p> <p>By October Inset Day</p> <p>Ongoing</p> <p>By May 2018</p> <p>Term 1 and ongoing</p>	<p>Leadership Strategy</p> <p>GIRFEC Guidance</p> <p>My World of Work</p> <p>Career Education Standard</p> <p>Partners</p> <p>DYW Guidance</p> <p>ERC QIO Team</p> <p>Local Community</p> <p>Appropriate Award body for accreditation9s)</p> <p>Advancing Excellence and Equity in ERC</p> <p>Closing the Att. Gap in SE</p>	<p>Minutes of Meetings</p> <p>Professional Dialogue and Paperwork</p> <p>Learning Visits</p> <p>Att/ Ach Data</p> <p>Pupil Work</p> <p>PL Plans</p> <p>PRD Paperwork</p> <p>CLPL Calendar</p> <p>Improvement Group Plans</p> <p>Family Centred Award (Silver)</p>

Term 1 Priority 2 Additional Notes		Term 1 Priority 2 Audit Comments	
Term 2 Priority 2 Additional Notes		Term 2 Priority 2 Audit Comments	
Term 3 Priority 2 Additional Notes		Term 3 Priority 2 Audit Comments	
Term 4 Priority 2 Additional Notes		Term 4 Priority 2 Audit Comments	

...Excellent Experiences

Local Improvement Plan Outcome/ Impact: A curriculum which enables all children to be successful, confident, responsible and effective in school, their community and internationally, learners' experiences support them to develop their personalities, talents, mental, spiritual and physical abilities to their potential, an increase in opportunities to develop pupil knowledge, understanding and skills for life and active participation in a global, multicultural society and Scotland's place in it, the needs of children are identified and addressed and an increase in schools putting nurturing approaches into practice.

National Improvement Framework Priority: 1, 2, 3 and 4

National Improvement Framework Driver: Performance Information, School Improvement, Parental Engagement, Assessment of Children's Progress

HGIOS? 4: 1.3, 2.3, 2.4, 2.5, 3.1, 3.2

Improvement Priority 3 To ensure that we provide an enhanced and enriched curriculum which provides all pupils with a wide range of appropriate, challenging and excellent experiences enabling them to be successful, confident, responsible and effective in their learning and in life as well as having the necessary skills for the world of work in the future. This will also result in a selection of appropriate accreditations for individual pupils, groups of pupils and the school as a whole.

Impact & Outcomes	Action	Timescales	Budget: £1000 Resources	Monitoring and Evaluation Evidence
<p>Improved approaches to the involvement of pupils and parents in reflecting on and discussing learning resulting in pupils and parents feeling listened to and their views acted on.</p> <p>Learners' experiences support them to develop their personalities, talents, mental, spiritual and physical abilities to their potential.</p> <p>A culture exists within the school that is truly based on nurture, resilience and GIRFEC.</p>	<ul style="list-style-type: none"> • Update KPS Vision, Values and Aims in line with the new MCH Cluster Vision and Values. Direct the work of the school in line with these and RRS Global Goals (RRS) practices and our curriculum rationale. (All) ▪ School to be awarded with reaccreditation of RRSA Gold Award. Level (WL) ▪ Plan and implement opportunities to engage families, including targeted groups, in learning eg Book Bags, Story Sacks, Early Years, Nurture etc (PEF, MT, DHT, Pupil Support Staff) ▪ Develop stronger links with the local community including the voluntary sector, local businesses and partners to enhance the school's place in the community and pupils' sense of identity, focussing on intergenerational partnerships whilst developing skills in relation to DYW. (ALL) ▪ Pupils to experience learning linked to both the local area and Scottish Contexts whilst developing creative approaches to interdisciplinary learning. (ALL) ▪ Follow guidance from the John Muir Trust to continue to enable our pupils to have achievement pathways from the John Muir Award; P5 Raise Awareness, P6 Discovery Level and P7 Explorer Level. This will continue to develop learning outdoors, sustainability, problem solving and home school partnerships. (RH, MT, P5, P6 and P7 Staff) ▪ Pupils, staff and partners to create, implement and evaluate pupil group action plans linked to the school improvement plan with a particular focus on DYW. Pupils will be involved in working towards achieving accreditation and awards eg Pupil Council: Volunteer Award, Sports Committee: Sports Leader Award and Wellbies: Diana Award or similar. (Pupil Group Leaders, Pupils, Staff, Community Partners, Parents) ▪ Achieve the final and highest level of our Fairtrade Status (FairAchiever Status) (RH, ECO C.) ▪ School to carry out improvement work in order to achieve accreditation from Digital 360Safe (Safety Online) and SSERC (Technology (Cluster)) 	<p>Term 1 and ongoing</p> <p>By October Holiday. Ongoing</p> <p>Terms 1-4</p> <p>Term 1 and Ongoing</p> <p>Terms 1- 4</p> <p>Terms 1-4</p> <p>By Feb 2019</p> <p>Action Plan Term 1 and then ongoing</p>	<p>Accreditation Fees</p> <p>RRSA Guide</p> <p>Fairtrade</p> <p>ERC DYW Guidance</p> <p>DYW guidance from Careers Education Scotland</p> <p>ERC QIO Team</p> <p>Local Community</p> <p>Local Business/ partnerships</p>	<p>Minutes of Meetings</p> <p>Professional Dialogue Sheets</p> <p>Learning Visits</p> <p>Att/ Ach Data</p> <p>Pupil Work</p> <p>PL Plans</p> <p>CLPL Calendar</p> <p>Improvement Group Plan</p> <p>Accreditations Achieved</p>

Term 1 Priority 3 Additional Notes		Term 1 Priority 3 Audit Comments	
Term 2 Priority 3 Additional Notes		Term 2 Priority 3 Audit Comments	
Term 3 Priority 3 Additional Notes		Term 3 Target 3 Priority 3 Comments	
Term 4 Priority 3 Additional Notes		Term 4 Priority 3 Audit Comments	

Additional Notes/ Comments/ Suggestions: