

# Kettle Primary School and Nursery Class



School Improvement Plan 2022/23

## *Achieving Excellence and Quality*

### **Context**

Kettle Primary and Nursery classes are situated in the village of Kingskettle near Cupar in Fife. The school takes children from the village and the outlying areas, we have a few placing requests from Freuchie, Ladybank and Pitlessie. The school has a maximum capacity of 125 children. We have 4 composite classes and 1 same stage class.. The Nursery is an annex in the playground which caters for 16 children in the morning and 16 in the afternoon. The Nursery is the designated nursery for the Pitlessie catchment area. The majority of our school population live in SIMD 5 and 6. The attendance at Kettle is above the Fife average. We monitor attendance closely and discuss issues with parents and pupils as a matter of urgency when an issue is identified.

### **Our Vision** 'Believe to Achieve', A Love of Learning for Life

At Kettle PS and Nursery, we are striving to build a community where all our pupils feel safe, happy and cared for, where each individual can reach their full potential.

### **Our Values**

At Kettle PS and Nursery, we value and encourage: Respect, Responsibility, Caring and Teamwork.

### **Aims**

We aim to achieve our vision and values by developing excellent relationships with all stakeholders and partners. We aim to deliver high quality learning and teaching and a curriculum which caters for all of our pupils, enabling them to develop skills which will prepare them to become lifelong learners.

Our staff team across the primary and nursery are fully committed to achieving the best for our children and their families. We have a strong ethos of teamwork at Kettle and have established good relationships with our partners. Staff recognise that in a small school to make continued progress and keep pace with new developments everyone must lead key developments. Staff embrace these additional leadership responsibilities and these are reviewed in light of staff changes.

The following improvement plan should be read in conjunction with the Standards and Quality Report.

Session 2021-22 continued to be one of fast paced change with COVID 19 restriction still in place but easing as the session progressed. Staff in school and nursery kept a close focus on ensuring safety and wellbeing while continuing to strive to improve educational provision for all of our children. There were a number of staff changes and several long term absences which required all staff members to take on additional responsibilities and support each other. Staff are to be commended for their commitment to the children, families and each other during what was a challenging session.

From the analysis of our data and the current context in which we are working, in terms of relaxing restrictions and a return to many of the community activities we left behind in 2020, we are setting out the following priorities for improvement for session 2022-23. Under each priority area we have outlined our rationale for improvement, more detail can also be found in the Standards and Quality Report 202-22.

### **Priority 1 Learning, teaching and assessment in writing for targeted individuals and groups across all stages and universally at P5-7**

This is a priority for us this session for the following reasons. Despite raising attainment in writing across the school from 75% to 82.7%, writing remains below the declared attainment levels in reading and numeracy across all classes. Further interrogation of our data reveals that children with additional support needs, our children in receipt of FME and particular cohorts in our upper school are performing below the school declared attainment level in CfE. Alongside this, examination of our SNSA and BASE attainment data highlights that for some of our more able children declarations in CfE levels do not reflect what the assessment data is telling us. For a small but significant number of children we need to increase the challenge

provided by writing activities and our expectations about what children are capable of achieving. For these reasons we have decided to stay with writing as a priority to further secure improvement for all of children.

**Priority 2 Ensuring wellbeing, equality and inclusion by promoting equity, diversity and inclusion**

**Priority 3 Promoting and developing race equality and anti-racist education**

In Kettle Primary and Nursery, we value the close relationships that exist between the school and our community. Through our work with our parent council and parent forum it is clear that as well as developing a clear vision and values for our school of caring, respecting each other, working as a team and taking responsibility, we need to acknowledge that we are becoming an increasingly diverse village and our children will grow up in an ever-evolving society globally. The education we provide must empower all of our learners to understand their own values and those of other people; realise their own rights and the rights of others within our school, community and globally; ensure our children fully understand the harmful consequences of all forms of discrimination and racism and have the knowledge to identify and challenge with confidence. A staff survey highlighted across the school and the nursery a lack of confidence in teaching some aspects of equality, diversity and anti-racist education and a need to explore the Equality Act 2010 and the rights of the child, and how it relates to our work as a school.

We have introduced pupil voice activities across all classes and during our school assemblies. This now needs to be further embedded and we need to consider a more strategic approach to pupil voice, participation and decision making in the life and work of our school.

**Additional Improvement Activities**

Our new session also provides greater opportunity to include families and the wider community in school once again. Our school is at the heart of our village and families have missed the close relationship that was fostered prior to the COVID 19 pandemic. Community involvement is a priority and will run as a golden thread throughout our improvement work detailed above.

We value the close working relationships we have with our Bell Baxter cluster schools. We were part of a validation activity for 1+2 Languages as part of a Fife wide improvement priority. We will improve our work in relation to teaching French as

our first language and Spanish as our second language as part of our cluster work. This will not be a priority for our individual school plan but will be a focus across the session 2022-23 with our colleagues from Bell Baxter cluster.

We have introduced pupil voice activities across all classes and during our school assemblies. This now needs to be further embedded and we need to consider a more strategic approach to pupil voice, participation and decision making in the life and work of our school.

Attendance has been affected across the last two sessions and we had a number of months where groups of children were affected by illness. Our attendance dropped to 88% in December 2022 when children were particularly badly affected by COVID 19 and a winter sickness bug. Our attendance across the session was 93% and we have planned for improvement in this area through our work funded by the Attainment Scotland Fund. This will be supported at Local Authority level by a new Attendance Strategy to support families and schools to maximise attendance for all children.

## **Self-Evaluation/Involvement of all Stakeholders**

Self-evaluation is key to our ongoing improvement at Kettle Primary School and Nursery. We have gathered evidence which has led us to decide on our next steps for development.

### **Staff**

Questionnaires, dialogue and learning and teaching documentation and planning.

### **Pupils**

Pupils views are sought through focus groups with HT and class teachers, Improving Our School groups, Pupil Council, Observations and questionnaires.

### **Parent/Carers**

Parent views are gathered via Parent Council meetings, parent feedback and comments, informal conversations between staff and parents.

Parental feedback over the year has been very positive.

<b>National Improvement Framework Priority:</b> Closing the attainment gap between the most and least disadvantaged children Improvement in skills and sustained, positive school leaver destinations for all young people Improvement in attainment particularly in literacy and numeracy		
<b>Focused Priority 1 : Learning Teaching and Assessment in writing</b>		
<b>QI (HGios 4)</b>	<b>HGIOELC</b>	<b>NIF Drivers</b>
1.2 Leadership of learning 2.2 Curriculum 2.3 Learning, teaching and assessment 2.4 Personalised Support 2.5 Family Learning 3.2 Raising attainment and achievement	1.2 Leadership of learning 2.2 Curriculum 2.3 Learning, teaching and assessment 2.4 Personalised Support 2.5 Family Learning 3.2 Securing children's progress	School and ELC leadership Teacher and practitioner professionalism Parent Carer Involvement School and ELC improvement Performance Information

Expected Impact	Strategic Actions Planned	Responsibilities	Measure of Success <i>(Triangulation of Evidence)</i>	Timescales
<p>Attainment in identified upper school cohort raised from 52.6% to 84%</p> <p>Attainment in ASN group raised from 55.6% to 65%</p> <p>Attainment in FME group raised from 66.7% to 75%</p> <p>Children identified as underdeclared or attaining below expected national standards in writing will have an individual plan with clear targets/ next steps for improvement. These will be reviewed termly with new targets set as appropriate.</p> <p>School process embedded that routinely tracks, plans and reviews the development of writing for all individuals who are working below expected levels in writing</p> <p>Parents have copies of their child's plan and next steps in writing and have a toolkit of support for home use. Parents will be asked for their</p>	<p><b>Universal</b></p> <p>All teaching staff will ensure all children write daily and that next steps are clearly identified and children are given time to achieve next steps.</p> <p>Staff in nursery and teaching staff will use our new progressions in writing to ensure feedback is progressive and supports next steps</p> <p><b>Targeted</b></p> <p>Headteacher, class teachers and support for learning teacher will identify target groups of children from TRAMS/ BI.</p> <p>All teaching staff will identify current strengths for targeted children / groups using our progression pathway.</p> <p>All nursery and teaching staff will use the progression pathway to create oral and written feedback supporting progression in learning and attainment.</p> <p>Teaching staff will identify targets and next steps for individuals and groups.</p> <p>Headteacher, support for learning teacher and Teaching staff will plan and review every term and include parents and children in this process.</p> <p>Support for learning teacher provide parents with a copy of the plan and provide a learning at home toolkit</p>	<p>All Teaching Staff</p> <p>SEYO/ All EYOs</p> <p>All teaching staff</p> <p>HT/ all class teachers/ SfL Teacher</p> <p>All Teaching Staff</p> <p>All nursery and Teaching Staff</p> <p>Teaching Staff</p> <p>HT/ SfL Teacher/ All Teaching Staff</p> <p>SfL Teacher</p>	<p>Survey pupil jotters/ collections of work and planning meeting minutes for evidence that all children are writing daily.</p> <p>Survey of staff showing confidence in relation to using the new progressions to create and give feedback and survey of jotters to ensure feedback/ next steps for all children are leading to improvement.</p> <p>Feedback from parents at planning meetings and in relation to the use of toolkits at home.</p> <p>Feedback from children at focus groups to ensure they know their next steps/ have daily writing and receive meaningful feedback that they are given time to act on.</p> <p>Registers at PEEP and Book Bug sessions and feedback from families.</p> <p>Observations of core provision/ evidence from PLJs and focus group with staff highlighting the improvements in relation to emergent literacy provision as a result of activity.</p>	<p>August 2022</p> <p>Aug 2022</p> <p>Nov 2022</p> <p>Aug 2022</p> <p>Aug 2022</p> <p>Nov 2022</p> <p>Aug/ Nov/Jan March/ June (for transition)</p> <p>Ongoing</p> <p>Nov/Jan /March 2022</p>

<p>views and be included in the planning process.</p> <p>Parents will be using the home learning toolkits weekly and they know their child's next step in writing.</p> <p>Most families in nursery attending PEEP sessions and Book Bug sessions.</p> <p>Meetings organised and minutes showing collegiate work/moderation of all children's emergent literacy, planning in place to improve specific areas/ core provision identified by nursery seniors and P1 staff.</p>	<p>Nursery will begin PEEP (Deborah) and Book Bug (Emma) with families attending our nursery and toddler group in the village..</p> <p>Nursery Seniors and P1 staff will lead moderation/improvement of emergent writing across nursery and P1-3 classes.</p>	<p>SEYO DD</p> <p>EYO ET</p> <p>P1/2 Teacher CA</p> <p>P2/3 Teacher SC</p>		<p>Dec 2022</p> <p>Jan 2022</p>
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**Ongoing Evaluation**

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<b>Focused Priority School and Nursery 2 : _Ensuring wellbeing, equality and inclusion by promoting equity, diversity and inclusion</b>		
<b>QI (HGIOS 4)</b>	<b>HGIOELC</b>	<b>NIF Drivers</b>
1.1Leadership of change 2,2 Curriculum 2.7 Partnerships 3.1 Ensuring wellbeing equity and inclusion	1.1Leadership of change 2,2 Curriculum 2.7 Partnerships 3.1 Ensuring wellbeing equity and inclusion	School and ELC leadership Teacher and practitioner professionalism Parent and carer involvement and engagement School and ELC improvement
<b>National Improvement Framework Priority:</b> Placing the human rights and needs of every child at the centre of education Improvement in skills and sustained, positive school leaver destinations for all		
<b>Focused Priority:</b> Ensuring wellbeing, equality and inclusion by promoting equity, diversity and inclusion		
<b>HGIOS4 Quality Indicators</b>	<b>HGIOELC Quality Indicators</b>	
1.1Leadership of change 2,2 Curriculum 2.7 Partnerships 3.1 Ensuring wellbeing equity and inclusion	1.1Leadership of change 2,2 Curriculum 2.7 Partnerships 3.1 Ensuring wellbeing equity and inclusion	

Expected Impact	Strategic Actions Planned	Responsibilities	Measure of Success <i>(Triangulation of Evidence)</i>	Timescales
<p>All staff across school and nursery will understand the Equalities Act 2010 and the UNCR rights of the child and understand how these can be embedded in their day to day practice.</p> <p>We will have activities embedded across the school session that promote and develop equality, diversity and inclusion.</p> <p>Children's views will be listened to and acted upon with changes to school life that can be tracked</p> <p>Pupil voice groups will be established meeting every fortnight with a clear focus on UNCR article 12 and equality, diversity and inclusion.</p> <p>An Equality, diversity and Inclusion policy will be in place and shared widely with our community.</p>	<p>together over the Equality Act 2010 and UNCR articles on the rights of the child. Alongside this, staff will look outwards at examples of good practice from other schools and authorities and make use of Education Scotland materials.</p> <p>All nursery and school staff will identify how the act and articles can be used to further enhance our delivery of equality, diversity and inclusion across all of school life.</p> <p>All nursery and school staff will collaborate to create pupil participation activities across the school session providing space for children to give their views,</p> <p>mechanisms to ensure children are and their views acted upon.</p> <p>Pupil groups to promote and develop equality, diversity and inclusion will be established based on the views of children and building on the staff work related to the Equality Act 2010.</p> <p>An equalities, Diversity and Inclusion Policy will be created as a result of staff, pupil and parent's participation. This will be led by HT and Parent Council Chair an EYO (TBA) and a class teacher (TBA) and identified pupils (TBA)</p>	<p>All teaching staff and Nursery Staff</p> <p>PSA2 LW, ET, DC,</p> <p>All teaching Staff</p> <p>HT, Chair of Parent , Parent, Council, Member of staff TBA and Pupil TBA</p>	<p>Survey all nursery and teaching staff about their confidence and understanding to incorporate the Equalities Act 2010 and UNCR articles in to their everyday practice</p> <p>Monitor during planning meetings and direct observation in classes.</p> <p>Pupil focus group to gather views related in relation to increased participation and pupil voice impact.</p> <p>Observe pupil groups in action and monitor during planning meetings.</p> <p>Survey parent views</p>	<p>November INSET</p> <p>Completed by December 2022</p> <p>January 2023</p> <p>February 2023</p>

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**Ongoing Evaluation**

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<p><b>National Improvement Framework Priority</b> Placing the human rights and needs of every child at the centre of education</p> <p>Improvement in skills and sustained, positive school leaver destinations for all</p>				
<p><b>Focused Priority 3 :</b> Promoting and developing race equality and anti-racist education</p>				
<p><b>HGIOS4 Quality Indicators</b></p>		<p><b>HGIOELC Quality Indicators</b></p>		
<p>1.3Leadership of change</p> <p>2,2 Curriculum</p> <p>2.7 Partnerships</p> <p>3.1 Ensuring wellbeing equity and inclusion</p>		<p>1.3Leadership of change</p> <p>2,2 Curriculum</p> <p>2.8 Partnerships</p> <p>3.1 Ensuring wellbeing equity and inclusion</p>		
<p><b>Expected Impact</b></p>	<p><b>Strategic Actions Planned</b></p>	<p><b>Responsibilities</b></p>	<p><b>Measure of Success</b> <i>(Triangulation of Evidence)</i></p>	<p><b>Timescales</b></p>
<p>All nursery and school staff will engage together over Education Scotland resource “Promoting and developing race equality and anti-racist education” Alongside this, staff will look outwards at examples of good practice form other schools and authorities.</p> <p>All nursery and school staff will identify how we can further enhance our delivery of race equity and anti-racist education across all of school life.</p> <p>All nursery and school staff will collaborate to create pupil participation activities across the school session providing space for children to give their views,</p>	<p>All staff across school and nursery will understand how to promote and develop race equality and anti-racist education in their daily classroom practice.</p> <p>We will have activities embedded across the school session that promote race equality and anti-racist education.</p> <p>Children’s views will be listened to and acted upon with changes to school life that can be tracked directly to pupil voice and participation.</p>	<p>All teaching staff</p> <p>All nursery staff</p>	<p>Survey all nursery and teaching about their confidence and understanding to promote and develop race equality and anti-racist education.</p> <p>Pupil focus group to gather views related in relation to increased participation and pupil voice impact.</p> <p>Observe pupil groups in action and monitor during planning meetings</p> <p>Survey parent views</p>	<p>This will be the focus of collegiate working time agreement activity across the term.</p> <p>January 2023</p> <p>February 2023</p> <p>Completed by Feb 28<sup>th</sup> 2023</p>

<p>mechanisms to ensure children are heard and their views acted upon.</p> <p>Pupil groups to promote and develop race equality and anti-racist education will be established based on the views of children and building on the staff work related to the Education Scotland resource.</p> <p>A Policy called Promoting and developing race equality and anti-racist education will be created as a result of staff, pupil and parent's participation. This will be led by HT and Parent Council Chair and expert parents, an EYO (TBA) and a class teacher (TBA) and identified pupils (TBA)</p>	<p>Pupil voice groups will be established meeting every fortnight with a clear focus on promoting and developing race equality and anti-racist education</p> <p>A policy will be in place and shared widely with our community.</p>	<p>All teaching staff</p> <p>HT, Chair of Parent Council, Parent, Staff member and pupil.TBA</p>		<p>March 2023</p> <p>April 2023</p>
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**Ongoing Evaluation**

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