**Session 2024-2025 Improvement Plan**

**Kirkcaldy West Primary School and ELC**



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| **Education Directorate Improvement Plan:**  Equality & Equity/**Achievement**/Health & Wellbeing/Positive Destinations/Attendance & Engagement | | | | | |
| **Focused Priority 1:**  Use benchmarks for all curriculum areas to measure children’s progress and achievement of a level across all subjects using a range of assessment evidence to inform professional judgements and support children’s leadership and participation in their learning. | | | | | |
| **HGIOS4 Quality Indicators** | | | **HGIOELC Quality Indicators** | | |
| QI 1.2 Leadership of Learning  QI 1.3 Leadership of Change  QI 2.2 Curriculum  QI 2.3 Learning, Teaching and Assessment  QI 3.1 Ensuring wellbeing, equality and Inclusion  QI 3.2 Raising attainment and achievement | | | QI 1.2 Leadership of Learning  QI 1.3 Leadership of Change  QI 2.2 Curriculum  QI 2.3 Learning, Teaching and Assessment  QI 3.1 Ensuring wellbeing, equality and Inclusion  QI 3.2 Raising attainment and achievement | | |
| **Expected Impact** | **Strategic Actions Planned** | **Responsibilities** | | **Measure of Success**  ***(Triangulation of Evidence/QI Methodology)*** | **Timescales** |
| All children will experience planned, progressive learning experiences across the broad general education.  All staff will enhance their assessment skills through planned assessment and moderation activity, this will ensure all children are making progress across all areas of the curriculum.  All staff will track children’s progress across the broad general education and use assessment evidence to support professional judgements to ensure children experience their entitlement to a broad general education.  . | **Professional Learning Activity**  As part of collegiate sessions staff will engage in professional dialogue on assessment of HWB, Digital Technology, Physical Education and Listening and Talking areas of the curriculum.  All staff will use CfE benchmarks for targeted curricular areas to engage in moderation activity.  As part of collegiate and in preparation for reporting, staff will become familiar with meta-skills at the appropriate level.  **Forward Planning**  All staff will use the progression pathways for all curriculum areas to ensure planned learning experiences are progressive for all children.  Attainment and forward planning dialogues will support assessment within curricular areas linked to assessment evidence which informs professional judgements.  **Tracking and Monitoring**  All staff in liaison with SLT will develop their understanding of the Progress Framework. This will be used to track progress in learning across the curriculum and record targeted interventions for individual or cohorts of children.  **Reporting**  All staff will be familiar with the reporting framework built into Progress and this will support reporting to parents/carers at key points throughout the session.  All staff will use the reporting aspect of the framework to complete end of session written reports to ensure all parents/carers have access to an annual written report which is informed by professional judgements.  **Learning, Teaching and Assessment**  Focus for parent/carer shared learning – sharing progression across curricular areas  (shared learning, family learning, info night))  **Pupil Participation/Leadership**  Pupil Groups further developed to support learning and lead improvements in the targeted curricular areas throughout the school.  **Curriculum Rationale**  Our Curriculum Rationale will be further developed to ensure that this is reflective of the experiences all children are experiencing across the curriculum. | Led by class teacher  Led by SLT  Led by HT  All staff  All staff  Leanne Baillie (Lead)  All Staff  Led by SLT  All staff  Led by SLT  All staff  All class teachers | | **Data**  Analysis of attainment data in Literacy, Numeracy along with all/identified areas of the curriculum  Analysis of CFE and BASE/NSA data  Analysis of data for identified cohorts eg SIMD ASN, EAL, LAC, AF etc  **People’s Views**  Teacher views on new system  Teacher professional dialogue with SLT at planning and tracking Meetings  Feedback from moderation activity  Parent/carer views on children’s experiences of BGE  Children’s views gathered through class groups and pupil focus groups on the learning experiences across the curriculum  **Observations**  Forward planning documentation monitoring  Jotter sampling – literacy/numeracy and other curriculum areas  Classroom observations linked to identified areas of the curriculum (QA calendar)  Focus for LP – analysis of data, Learning experiences across identified subjects, parent/pupil views of the delivery of the curriculum | Sept 2024  December 2024  October 2024  September 2024  November 2024  January 2025  April 2025  Sept/Nov 2024 Feb 2025  Feb 2025  May/June 2025  June 2025  October 2024  February 2024  April 2025  May 2025 |
| **Ongoing Evaluation** | | | | | |
| **This should be updated as part of on-going cycle of self-evaluation** | | | | | |
| **Education Directorate Improvement Plan:**  Equality & Equity/**Achievement**/Health & Wellbeing/Positive Destinations/Attendance & Engagement | | | | | |
| **Focused Priority 2:**  Develop high-quality learning, teaching and assessment experiences for all children in maths/numeracy ensuring that children make good progress. | | | | | |
| **HGIOS4 Quality Indicators** | | | **HGIOELC Quality Indicators** | | |
| QI 1.3 Leadership of change QI 1.2 Leadership of Learning  QI 2.3 Learning, Teaching and Assessment  QI 2.4 Personalised support  QI 3.2 Raising Attainment | | | QI 1.3 Leadership of change QI 1.2 Leadership of Learning  QI 2.3 Learning, Teaching and Assessment  QI 2.4 Personalised support  QI 3.2 Raising Attainment | | |
| **Expected Impact** | **Strategic Actions Planned** | **Responsibilities** | | **Measure of Success**  ***(Triangulation of Evidence/QI Methodology)*** | **Timescales** |
| All staff across our school and nursery will enhance their learning, teaching and assessment skills in Numeracy and ICT, this will ensure that all children experience high quality learning experiences both indoors and outdoors.  All staff across our school and nursery will develop their pedagogical knowledge and expertise in numeracy and maths (concrete, pictorial and abstract) and mental arithmetic, to ensure children’s understanding of maths concepts and increase automaticity.  All staff across our school and nursery will adopt an agreed, consistent approach in using learning pathways to ensure progression, breadth and depth in children’s learning.  All staff across our school and nursery will develop an agreed approach to gathering assessment evidence, which informs next steps and levels of attainment. This will ensure that professional judgements are accurate and ensure appropriate challenge and pace for all children. | All Early Years and teaching staff will engage in professional learning in the five mental maths strategies  All pupil support staff will engage with professional learning in conceptual numeracy and mental maths, developing their understanding of how best to use a range of concrete and visual materials.  All staff will engage in professional learning in taking maths/numeracy learning outdoors.  Create bank of ideas linked to maths and numeracy organisers  Create numeracy ‘learning bags’ to support in ELC.  As part of collegiate sessions staff will engage in collaborative moderation sessions with school and cluster colleagues:   1. Attend training sessions 2. Plan differentiated unit of learning together 3. Peer discussion/feedback 4. Assessment Evidence   All Early Years staff and Play Pedagogy leaders across the school to develop Numeracy and Maths experiences across the core provision, ensuring differentiation.  Planned opportunities for all staff to look outwards and observe in other school and nursery settings.  **Forward Planning**  All staff will engage in creating and agreeing on a consistent approach in using learning pathways progressively across N – P7.  **Parents/Carers**  Share with all parents/carers our learning, teaching and assessment approaches in Numeracy/Maths | **Maths/Numeracy**  Led by Lynda Keith (ME), Leigh Graham (CL) and delivered by Leanne Bain (CPT) and Sharren Maxwell (DHT)  Shirley Harley  Linda Sutherland  **Taking Learning Outdoors**  Stuart Thynne (DHT)  **Shared Agreements**  Led by SLT  All staff  **Sharing with Parents/Carer**  All teaching staff  SLT | | **Data**  Analysis of attainment data in Maths/ Numeracy.  Analysis of CFE and BASE/NSA/Elips data  Analysis of data for identified cohorts eg SIMD ASN, EAL, LAC, AF.  **People’s Views**  Teacher feedback  EYO Feedback  PSA feedback  Feedback from moderation activity  Parent/carer views  Children’s views  **Observations**  Forward planning discussions and feedback  Jotter/PLJ sampling – numeracy  Classroom and playroom observations  Focus for Learning Partnership – Curricular focus Numeracy and ICT | Sept, Oct, Jan, Feb 2024  Throughout the session in line with quality assurance calendar. |
| **Ongoing Evaluation** | | | | | |
| **This should be updated as part of on-going cycle of self-evaluation** | | | | | |

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| **Education Directorate Improvement Plan:**  Equality & Equity/Achievement/**Health & Wellbeing**/Positive Destinations/Attendance & Engagement | | | | | |
| **Focused Priority 3: :**  *All staff and children demonstrate health and wellbeing approaches that meet the needs of the whole school community* | | | | | |
| **HGIOS4 Quality Indicators** | | | **HGIOELC Quality Indicators** | | |
| QI 2.2 Curriculum  QI 1.2 Leadership of Learning  QI 2.3 Learning, Teaching and Assessment  QI 3.1 Ensuring wellbeing, equality and inclusion | | | QI 2.2 Curriculum  QI 1.2 Leadership of Learning  QI 2.3 Learning, Teaching and Assessment  QI 3.1 Ensuring wellbeing, equality and inclusion | | |
| **Expected Impact** | **Strategic Actions Planned** | **Responsibilities** | | **Measure of Success**  ***(Triangulation of Evidence/QI Methodology)*** | **Timescales** |
| All families and children will have more strategies to support their wellbeing. This means children will be more ready to learn  Teachers and EYOs more confident in planning for children’s learning in health and wellbeing ensuring pace, challenge and progression. This ensures that children’s learning experiences are planned appropriately to meet children’s needs.  Staff and children across the school empowered to support each other and lead health and wellbeing strategies throughout the school.  All Teachers and EYOs will be able to provide high quality learning experiences in outdoor learning, linked to meta skills. This means that all children will experience consistent, high quality outdoor learning experiences and be able to talk about skills developed.  All staff and children will demonstrate a better understanding of an inclusive school environment. This will support all children’s wellbeing and capacity to access education. | KWPS to link with The Cottage to provide a variety of parental supports for children and their families.    Regulation strategies consistently taught and used throughout the school communities. Training will include sensory circuits, energy accounting, and refresh of 4 Rs (Relate, Regulate, Reason and Reflect) to enable further emotional support for pupils.    HWB pupil voice from across the school to be listened to and acted upon.  Intergenerational links made within the local community to support health and wellbeing of children and members of local community.    Professional learning on progressive outdoor learning opportunities.  Tree of Knowledge resources purchased and planned collegiate session to implement resource.  All staff to attend collegiate ‘Circle Framework’ training sessions.  All teachers to engage with prompts and checklist for ‘environment’ and ‘structures and routines’ when setting up new classrooms, revisiting and reflecting throughout the year. | Stuart Thynne, DHT  Lucy Mitchell (sfL)  Hayley Ovens (CT)  Chloe Strugnell (CT)  Linda Sutherland (PNT)  Kim Shields (EYO) | | Planning meetings evaluating coverage of health and wellbeing experiences and outcome  Class/playroom observations of outdoor learning  Questionnaire to children about their understanding of their emotional wellbeing and approaches to help them  Evaluations from teachers regarding depth and breadth of outdoor learning  Children’s ability to talk about outdoor learning  Planning and tracking meetings evaluating planning of outdoor learning  Feedback from parents/carers regarding supporting children’s wellbeing | Throughout term 1 – 4 in line with collegiate calendar |
| **Ongoing Evaluation** | | | | | |
| **This should be updated as part of on-going cycle of self-evaluation** | | | | | |

**Session 2024-2025 Improvement Plan –**

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| **Pupil Equity Fund allocation for session 2024/25** | | **£** 166,000 |
| **School Context (copied from SIP)** | | |
| Our overarching vision is for our learners to develop within the four capacities to ensure they grow and learn as Successful Learners, Confident Individuals, Effective Contributors and Responsible Citizens.  This will enable them to contribute to a modern Scotland as young people and adults.  To celebrate achievements, learners identify one of the four capacities to focus on, with pupils sharing their success in the identified capacity with their teacher.   Successes are celebrated in class as well as at assemblies.  Success is also shared on corridor display boards around the school.  Our recently refreshed values are now Respect + Knowledge + Wellbeing + Perseverance + Success underpin our ethos, expectations, positive behaviour approaches and classroom practice.  Pupils work throughout the school session to collect our RKWPS badges and proudly wear them to share their successful journey in showing our school values in practice.  Sitting alongside our values is our Aims which is a set of agreed aims and principles that we live our school lives by namely: showing respect, helping others, making good choices, showing good manners and looking after our school.  The language of our values is regularly used, discussed and incorporated into class charters.  In school, our children are split across 15 classes and in our ELC we have one large playroom that children access. | | |
| **Cost of the School Day** (In what key ways do you plan to mitigate against Costs within the School Day) | | |
| In our school we recognise the need to reduce the Cost of the school Day for all of our learners and particularly for our young people who are already experiencing poverty. We examine the school day through the following headings: Uniform, Learning, Travel, Friendship and Community, School Trips, Eating and Clubs. This does not include an exhaustive list of ways we reduce the school day as individual circumstances and provisions are always considered out with the broad headings. This work is ongoing.  **Uniform and Clothing**  Families who are entitled to the School Clothing Grant can seek support from our office staff in relation to the application process. We provide an interpreter if this is required.  We operate a second-hand uniform scheme (New to You Rail) where we accept donations from families that are then available to families free of charge. We also discreetly supply children with clothing that has been donated to the school. This includes clothing for P.E. and outdoor learning.  **Learning**  All core learning activities are paid for by the school. This includes all stationery, printing, science and technology resources.  Travel  Transport if provided for some of our pupils by the Local Authority. To minimise cost on school trips/activities staff or parents/carers transport children to and from the destination.  **Friendships and Community**  We work in partnership with The Cottage Family Centre to provide free clubs for children and families to participate in. These include health and Wellbeing Sessions, Mother and Toddler Group and a Family Time Group. We work in partnership with The Big Hoose Project and discreetly place orders and provide families with essential household items, food and clothing. We work in partnership with The Cottage Family Centre to provide a termly Fill a Bag Session where families can collect household items, food and clothing that has been donated from The Big Hoose Project. Any events held during the school day e.g. Red Nose Day, Dress Down Days are either free or are on an optional donation basis. This ensures all children can be included and no expense to families.  **School Trips**  To ensure that all children participate in additional learning experiences we apply for grants, appeal to businesses and charities and subsidise or pay for trips using our Pupil Equity Funding in order to keep costs as low as possible.  **Eating**  This year we have just over 30% of children receiving Free School meals. Our newsletters and office staff have shared and offered guidance and support in the Free School Meals application process. This has included an interpreter if required. We have a breakfast club that costs 60p. This provides toast, cereal and a drink each morning. We have paid for this provision using our pupil equity funding for a cohort of children. Staff donate snacks to school. If any child requires breakfast or a snack when they arrive at school, this is provided free of charge.  **School Clubs**  We have various school clubs running after school. Many of these clubs are free if they are operated by a member of the school staff. Our paying clubs are funded by pupil equity funding for children in receipt of free school meals.  The cost of the school day is and will continue to be monitored at Kirkcaldy West Primary School. | | |
| **Stakeholder engagement**  (in what ways have you engaged with your stakeholders – learners/parents/community etc.) | **Participatory Budgeting**  (Are you using any of your PEF allocation to support participatory budgeting. If yes, what is the focus?) | |
| Microsoft Form Questionnaire to all parents/carers | PSA support to support literacy, numeracy and wellbeing.  Extra teacher support to support literacy, numeracy and wellbeing | |

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| **Rationale**  Attendance  **This does not all have to have a PEF cost** | | | **Amount of Fund allocated £37,000** | |
| **Focussed Intervention 1:**  We have identified a group of children across the school living in SIMD 1 or 2 and/or FME and who have attendance between 75%-85%  We have identified a group of children across the school who have attendance below 60% | | | | |
| **Expected Impact**  (What is the expected impact on outcomes for children and young people)    If this links to a SIP priority, please reference | **Interventions Planned**  (What is the intervention? How will it be delivered? Who is responsible?) | **Measure of Success**  (Triangulation of Evidence/QI Methodology) | | **Impact on learners**  **Ongoing evaluation Dec/June**  **(**What has been the actual impact/outcome, in particular for the targeted group of learners)  (What data/evidence shows the impact of the project/intervention? Refer to outcome statement. Did you achieve what you set out?) |
| By June 2025, all identified learners will have increased their attendance by 5% | * PEF DHT to plan, support, facilitate and gather evidence * Pupil Support Assistant to liaise with the families of the identified children to identify and remove barriers to attendance. * Parental communication for identified learners will include attendance discussions with DHT and PSA * Weekly SLT attendance meetings to monitor attendance rates across the identified children and the school as a whole. * Breakfast club funded for all children who are entitled to FME and/or live in SIMD 1 or 2 and who are in the targeted groups * Use of interpreter and PSA to support adult group meeting in school once per month. Discussion to support families and also raise awareness and promote attendance | * Pupil Support Assistant will identify and collate potential barriers to attendance. * Parents and pupils views on attendance barriers sought. * Attendance records will identify trends and improvements. * Attendance % for identified learners will be monitored weekly | | What has been the impact? Have you met your original expected impact? |

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| **Rationale**  Attainment  **This does not all have to have a PEF cost** | | | **Amount of Fund allocated £37,000** | |
| **Focussed Intervention 2:** We have identified a group of learners who are between 6-12 months off track in numeracy and maths. | | | | |
| **Expected Impact**  (What is the expected impact on outcomes for children and young people)    If this links to a SIP priority, please reference | **Interventions Planned**  (What is the intervention? How will it be delivered? Who is responsible?) | **Measure of Success**  (Triangulation of Evidence/QI Methodology) | | **Impact on learners**  **Ongoing evaluation Dec/June**  **(**What has been the actual impact/outcome, in particular for the targeted group of learners)  (What data/evidence shows the impact of the project/intervention? Refer to outcome statement. Did you achieve what you set out?) |
| To raise attainment in P5 and P6 numeracy by 10% by June 2025. | * Baseline numeracy/maths assessments to be completed with identified learners. * Identified learners will have additional support to foocus on core conceptual numeracy strategies to support learning * Increased time will be allocated for numeracy/maths targeted work * PSA will be upskilled in core activities to support individuals as identified. * Regular attainment meetings will identify the progress for the identified children * IDL numeracy will be used and assessment tracked | * CT will complete baseline assessment and identify explicit areas to be taught * Termly numeracy/maths assessments * Raising attainment teacher will explicitly teach agreed targeted areas * Attainment discussions and records will identify trends and improvements. * NSA data * Regular tracking meetings with SLT, Teachers and PSA * Feedback from children about their progress | | What has been the impact? Have you met your original expected impact? |

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| **Rationale**  Wellbeing and Engagement  **This does not all have to have a PEF cost** | | | **Amount of Fund allocated £50,000** | |
| **Focussed Intervention 3:** We have identified a group of children across the school who are displaying distressed and deregulated behaviours. This is having a negative impact on their attainment and achievement. | | | | |
| **Expected Impact**  (What is the expected impact on outcomes for children and young people)    If this links to a SIP priority, please reference | **Interventions Planned**  (What is the intervention? How will it be delivered? Who is responsible?) | **Measure of Success**  (Triangulation of Evidence/QI Methodology) | | **Impact on learners**  **Ongoing evaluation Dec/June**  **(**What has been the actual impact/outcome, in particular for the targeted group of learners)  (What data/evidence shows the impact of the project/intervention? Refer to outcome statement. Did you achieve what you set out?) |
| By June 2025, all identified pupils for nurture intervention will have improved wellbeing, their barriers to learning will have been reduced. | * Weekly sessions of individual or small groups to focus on individual targets * Weekly session of alternative curriculum provision. Individuals or groups to be led by DHT, CT and PSAs * PSA and PEF DHT to run afternoon nurture sessions for identified pupils (2 age and stage appropriate groups) 3 x weekly with each group. * PSAs to be trained in regulation strategies and approaches including lego therapy, kit bag and sensory circuits and gathering evidence of impact * Boxall Profile for each identified pupil termly. * Leuven’s scale of engagement completed for each identified pupil on a termly basis. Strengths and developments highlighted and individual plans adapted. | * Attendance and engagement data will be gathered daily. * Individual pupil targets will be created and monitored * Feedback from children, parents and staff * Boxall Profile data will be analysed * Leuven’s scale data   will identify pupils engagement in their learning (age and stage dependent) | | What has been the impact? Have you met your original expected impact? |

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| **Rationale**  (what poverty-related attainment gap are you trying to address?)  **This does not all have to have a PEF cost** | | | **Amount of Fund allocated £** **42,000** | |
| **Focussed Intervention 4**: We have identified children a cohort of children who are 6-12 months off track in reading. We have also identified a cohort of children who are EAL and are 12 months plus off track . | | | | |
| **Expected Impact**  (What is the expected impact on outcomes for children and young people)    If this links to a SIP priority, please reference | **Interventions Planned**  (What is the intervention? How will it be delivered? Who is responsible?) | **Measure of Success**  (Triangulation of Evidence/QI Methodology) | | **Impact on learners**  **Ongoing evaluation Dec/June**  **(**What has been the actual impact/outcome, in particular for the targeted group of learners)  (What data/evidence shows the impact of the project/intervention? Refer to outcome statement. Did you achieve what you set out?) |
| .To raise reading attainment in P5 and P6 by 10% by June 2025. | * Increased time will be allocated for reading on a weekly basis. Each pupil will read age and stage appropriate books with a PSA on a daily basis. * Reading focus on comprehension strategies, understanding of text, summarising and word attack strategies * PSA will be trained in intervention by PEF DHT and will support individuals as identified. (Digital Tools) * IDL to be completed 3 x weekly for 15 mins each time (PSAs trained to do this) | * assessment in August 2024 to be used as baseline (appropriate to age and stage). This will be repeated in December 2024 * NSA data * Ongoing assessment throughout the year. * IDL assessment beginning, middle and end of academic session | | What has been the impact? Have you met your original expected impact? |