

MILESMARK PRIMARY SCHOOL

School Improvement Plan 2023 - 2024

Aiming MILES high to make our MARK



Context of the School

Milesmark Primary School is a small school in the local community. It consists of 4 classes in a listed Victorian building, and hatted accommodation which houses an infant classroom. The new extension to our building opened at the beginning of 2018 and we now have an extra classroom, new entrance, toilets and office space.

There is a gym/dining/assembly hall and a fairly large resources room, which has been revamped to incorporate a library. The Learning Support Teacher and PSAs use this room.

There is a very mature garden with picnic tables to create a quiet area for pupils which is also used by our gardening club, Eco Committee and for outdoor learning activities. There is a trim trail and fixed playground equipment that are well used by all children.

During our Education Scotland Inspection, the team reported that the staff at Milesmark Primary School work as a team to provide the children with high quality learning experiences tailored to their individual needs and that all staff in school know the children and families very well. There are strong positive relationships between the school and the community.

We engage families and the community in continuous improvement and parents and pupils know that their views inform change and improvement.

This session the school roll has increased to to 98 pupils. We will have 4 classes in session 2023-2024 organised as P1/2, P2/P3/4, P4/5/6 and P6/7. We will be allocated a probationary teacher again and Mrs Mohammed will mentor her.

The children attend a number of local nurseries before joining us in Primary 1.

The catchment high school is Queen Anne High School which is generally where all of our pupils go.

The school offers brass instrumental instruction.

One full time and two part time Pupil Support Assistants support our children at Milesmark.

School Vision, Values & Aims

School Motto: Aiming MILES high to make our MARK

Vision statement

At Milesmark Primary School we aspire to create a learning community where all are challenged and supported to aim high, and where the needs of children are at the heart of all that we do.

School values

In carrying out all aspects of our work, the following values will underpin our actions:

Milesmark Primary School – where children SHINE and feel;

Successful

Happy

Included

Nurtured

Engaged

School aims

At Milesmark Primary School we aim high to:

- Make sure our school is happy and safe and everyone enjoys being here. We want parents, people from our area and new families to feel welcome.
- Learn lots of new skills to help us be responsible citizens in our local and global environment.

- Be confident individuals, successful learners and effective contributors.
- Do the best we can in everything we do.
- Be an eco friendly school through our work with the Eco Council, children, staff and parents and aim to be responsible citizens.

CURRICULUM RATIONALE

The key drivers that currently shape our curriculum are improvement in attainment particularly in literacy and numeracy and improvement in children's health and wellbeing.

Our curriculum identifies key values for learning and is set within the four contexts in which learning takes place. Our planning is organised in line with the 7 principles for curriculum design and is covered within the eight curricular areas.

Overall we are delivering very good learning and teaching within a range of experiences which enhance the curriculum offered. Our approach to school improvements planning and self-evaluation underpins our ambition in working towards consistently very good learning and teaching. Our curriculum focuses on the child as a learner, and allows for breadth and depth of learning offering challenge and participation and opportunities for personalisation and choice.

Almost all of our learners are achieving national levels in literacy and numeracy. Progression through levels has been achieved through rigorous analysis of data and teachers tracking pupil progress.

Across the school there is an ethos of high aspiration and ambition for all our learners. Almost all children self-regulate their behaviour and can use restorative scripts to independently resolve conflict. All staff and children are developing skills to promote a positive approach to learning and behaviour through the visible learning input and developing growth mindset work this year.

Attainment, achievement and participation are recognised, celebrated and shared with children and parents through regular 'sharing learning' sessions throughout the year, parents evenings, Seesaw app, end of session reports, wider achievement assemblies, and sharing learning assemblies. At Milesmark we are responsive to our wide demographic. We have a number of links with the local community including Stephens the bakers and local garages. We engage all children in meaningful learning to develop skills enabling them to become effective contributors and responsible members of the community by engaging in community litter pick and working with the community council to revamp the 'Bullsey' park. Our curriculum is responsive to our community and reflects the need to support personal development and empowerment so that each child is able to develop as a healthy, balanced, self-contained individual who fulfils their full potential.

Closing the attainment gap

We identified the individuals who face barriers in their learning by gathering evidence and analysing data. A range of activities were then put in place to support children in their learning.

We will continually evaluate the impact of initiatives and review and plan our next steps.

There is a focus to continually support the professional learning of all our staff including the developing of conceptual understanding of numeracy and developing health and wellbeing. Next session we will focus on moderation of teaching and learning which links with our cluster focus.

AIMING **MILES** HIGH TO MAKE OUR **MARK**



MILESMARK SCHOOL



Rationale for Change and Improvement

In developing our School Improvement Priorities and Planning for session 2023-24 we have taken account of what our self-evaluation has told us we need to improve. Staff would like more moderation opportunities and so we will have collegiate time with McLean Primary School regularly.

Through feedback in questionnaires and discussions we know that almost all children and parents feel safe, nurtured and respected in our school. Pupils and parents know that any concerns that they have will be listened to and treated in a fair and just manner.

Our policies for pastoral care are clear, appropriate and well implemented and our focus on the wellbeing indicators has given us a framework for ensuring we are meeting the health and wellbeing needs of all children. We also have well-embedded systems in place to promote wellbeing across all aspects of the life of the school including our nurturing approaches and development of 'growth mindsets'. We use learning and teaching approaches and the curriculum to promote resilience and responsible citizenship.

It is a priority for us to ensure that there is parental confidence in our approach and we are committed to involving parents more. As the impact of change and improvement is increasingly evident, there is also a greater understanding of, and an ever increasing confidence, in the progress made by the children and the engagement of our parents in improving the work we do.

With staff changes we have identified skilled and experienced practitioners who are supporting across both schools in our joint headship. They have a particular focus on raising attainment and supporting staff to identify interventions which have most impact in closing the poverty related attainment gap. (PEF Plan).

Session 2023 -2024 Improvement Plan - Curriculum

National Improvement Framework Priority: Improvement in attainment in literacy and numeracy				
Focused Priority: Curriculum				
QI (HGIOS 4)				
1.2 Leadership of learning 2.2 Curriculum 2.3 Learning, teaching and assessment 3.2 Raising attainment and achievement				
Expected Impact	Strategic Actions Planned	Responsibilities	Measure of success	Timescales
<ul style="list-style-type: none"> Revised Planning using Fife Learning Pathways will ensure consistency across all stages and less bureaucracy. Effective planning and assessment will ensure stretch targets are achieved across all stages in literacy and numeracy. Stretch targets will be achieved in literacy (88.2%) and numeracy (88.2%) for session 23/24. Revision of our curriculum rationale will ensure our curriculum is tailored to our individual setting and is relevant to all learners. Play based learning will be further developed across P1 and into other stages. Staff and children will be able to confidently talk about the skills taught and developed through play. Leadership opportunities will be available to pupils at all levels within Eco, RRS, Pupil Voice, Buddies etc. 	<ul style="list-style-type: none"> Look at planning documents as a whole staff and ensure confidence in using pathways and Record of Understanding tool for literacy and numeracy. Moderate learning, teaching and assessment across stage partners between McLean and Milesmark regularly. All staff involved in the self-evaluation process, evaluating the current curriculum and identifying best practice. Views sought from children, parents and the wider school community on what they feel the key features are that bring the curriculum 'alive'. Consider how play-based learning can be evidenced across the curriculum. Creation of Curriculum Rationale. All staff and stakeholders involved in revising our vision, 	<p>All staff led by SLT</p> <p>Play Pedagogy led by SLT, Susan Montgomery and Carlie Brash Curriculum Rationale: All stakeholders but led by HT.</p>	<ul style="list-style-type: none"> All staff will confidently use the Fife progression pathways and records of understanding in literacy and numeracy and this will be evident in Forward Planning documents and discussions. Staff will have a deeper understanding around play pedagogy. This will be evidenced in FP meetings and through early years attainment. A curriculum rationale will be devised with input from all stakeholders. This will be understood by 	<ul style="list-style-type: none"> By Dec 2023 By May 2024 but may cross into next session.

<ul style="list-style-type: none"> Revision of our vision, values and aims across school will ensure they are in line with our Rights Respecting bronze status and will help us achieve our silver status. 	<p>values and aims across school.</p> <ul style="list-style-type: none"> Ensure these are shared across all stakeholders in school and incorporated into our school policies and discussed at weekly assemblies. 	<p>RRS: Laura Walker, Joanne Docherty, Lauren Service</p>	<p>our whole school community (info gathered via forms survey)</p> <ul style="list-style-type: none"> All stakeholders will be clear about what Milesmark's vision, values and aims are (gathered via questionnaire) 	<ul style="list-style-type: none"> By May 2024
<p>Ongoing Evaluation</p>				

Session 2023 - 2024 Improvement Plan Improvement Priority 2 – Health and Wellbeing

National Improvement Framework Priority: Improvement in children’s health and wellbeing.				
Focused Priority: Improvement Priority: Improving Health and Wellbeing.				
QI (HGIOS 4)				
3.1 Improving wellbeing, equality and inclusion 2.2 Curriculum 2.7 Partnerships				
Expected Impact	Strategic Actions Planned	Responsibilities	Measure of success	Timescales
<ul style="list-style-type: none"> Improving pupil emotional wellbeing will continue to be a focus in 2023-24, building resilience and self-regulation in all pupils. Pupils will have more resilience and be able to talk and problem solve situations. Pupils will have a more positive attitudes to dealing with emotions. They will use emotion works cogs to support this. Increased Family engagement will lead to improved partnership working across school. Families will feel more involved in their child’s learning and life at school. Pupils and staff are using the updated Positive Relationships and Anti-Bullying Policy and this is becoming embedded across the school. Staff will confidently support children to resolve peer conflict and self-regulate their emotions effectively. Pupil data will confirm this. 	<ul style="list-style-type: none"> Continue to use Emotion Works language at whole school level. Family workshops organised in school to share strategies that we use with family members to ensure a more joined up approach. Create action plan for De-escalation across whole school. Work closely with EP to support training in de-escalation for all staff. Share this work with all stakeholders. Embed our Positive Relationships and Anti-Bullying Policy and ensure it is used consistently across school. Embed SHINE values across school and with all stakeholders. Introduce through assemblies and on social media feeds. 	<ul style="list-style-type: none"> De-escalation led by Naveedah Mohammed Embedding Policy and Values resp of all staff 	<ul style="list-style-type: none"> All stakeholders will have a working knowledge of our revised Positive Relationships and Anti-Bullying Policy almost all will agree it is used effectively (data via questionnaire) Staff have an increased knowledge and understanding of de-escalation strategies and use these confidently (data gathered via training and exit passes). Children will be able to work with families and increased resilience will be seen with most parents and pupils (through PG and parental concern data) Increased percentage of families surveyed will say they feel involved and have a say in school improvement. 	<ul style="list-style-type: none"> Improved attendance by Dec 2023 and again in May 2024

Ongoing Evaluation