

Education – Improvement Planning Document

Establishment Name: Kilmacolm Primary School

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Signatures:

Head of Establishment	Simone McCredie	Date	June 2019
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Quality Improvement Officer	Norman Greenshields	Date	June 2019
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Our Vision, Values and Aims

Vision

“Love Learning, Learning for Life”

Values

- Determination
- Endeavour
- Compassion
- Aspiration

Aims

At Kilmacolm Primary School and Nursery Class we aim to provide education and care of the highest quality which:

- fosters creativity and confidence whilst developing every child’s skills, personality and talents
 - ensures they can achieve their full potential academically, emotionally and physically
 - provides a safe, happy and motivating learning environment, at the heart of our community
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3 Year Overview of Establishment Priorities

The improvement priorities for our establishment are noted on the following page. They have been expressed in the context of the National Improvement Framework

Our Improvement Priorities extend in a rolling programme over three years. Each priority has been coded accordingly:

Session 2018-2019

Session 2019-2020

Session 2020-2021

Overview of rolling three year plan

National Priorities	Session 2018-2019	Session 2019-2020	Session 2020-2021
Improvements in attainment, particularly in literacy and numeracy	<ul style="list-style-type: none"> • Further develop teaching and learning approaches and review the 'KPS Good Lesson' • Further develop parental engagement • Develop second level Numeracy, as a cluster approach • Continue to develop staff confidence in planning and assessment through moderation activities • Further develop 1+2 French and introduce 1+2 Spanish 	<ul style="list-style-type: none"> • Embed the 'KPS Good Lesson' across the whole school • Continue to develop 1+2 Spanish and embed 1+2 French 	<ul style="list-style-type: none"> • Embed 1+2 Spanish
Closing the attainment gap between the most and least disadvantaged children	<ul style="list-style-type: none"> • Continue to analyse data to provide support and challenge for all children • Further develop staff knowledge and expertise in using a range of support strategies 	<ul style="list-style-type: none"> • Continued use of data to support the children's learning across the school • Continue to develop staff knowledge and expertise in using a range of support strategies 	<ul style="list-style-type: none"> • Continued use of data to support the children's learning across the school • Continue to develop staff knowledge and expertise in using a range of support strategies
Improvement in children and young people's health and wellbeing	<ul style="list-style-type: none"> • Foster nurturing approaches and introduce new initiatives to develop children's health and wellbeing • Develop staff knowledge and expertise of new initiatives (Five to Thrive and PATHS) 	<ul style="list-style-type: none"> • Further develop staff knowledge and expertise of new initiatives (Five to Thrive, Nurture, PATHS) 	<ul style="list-style-type: none"> • Embed Five to Thrive, Nurture and PATHS across the school

<p>Improvement in employability skills and sustained positive school leaver destinations for all young people</p>	<ul style="list-style-type: none"> Continue to develop children's skills for learning life and work through the 'Let's Grow and Cook Together' project and through new learning experiences with Outdoor Learning (Year 1), Active Play (Year 1), Digital Literacy (Year 1 - review) and STEM 	<ul style="list-style-type: none"> Further develop children's skills through the 'Let's Grow and Cook Together' (Year 3), Active Play (Year 2), Outdoor Learning (Year 2), Digital Literacy (Year 2 – create/ implement plan) and STEM 	<ul style="list-style-type: none"> Embed the development of the children's skills through the 'Let's Grow and Cook Together', Active Play, Outdoor Learning, Digital Literacy (implement/review plan) and STEM
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Pupil Equity Fund –Session 2019-2020

NIF Priority

Closing the attainment gap between the most and least disadvantaged children

In Session 2018/19 our PEF allocation was £24,000. Through discussions with the whole school community, it was agreed that the money would be spent on funding a 0.4 teacher. The teacher's role was to identify gaps in children's learning through analysis of data, professional dialogue with the class teachers and the School Leadership Team. The information regarding SIMD 1 and 2 and entitlement to free school meals was also taken into account.

As a result, a range of children from across the school were given targeted support over a six week period. The support was reviewed on a regular basis. There has been an observed increase in confidence in reading, writing and numeracy. This has resulted in reading, writing and numeracy at all levels as shown through assessment data, jotter monitor, learning conversations (children and staff) and classroom observations.

Improved staff confidence, knowledge and skills regarding closing the attainment gap has resulted in a more effective use of support strategies and resources. This has contributed to a rise in attainment as shown through assessment data.

In Session 2019/20 we have a PEF allocation of £27,600. Through discussions with the whole school community, it was agreed that the money would be spent on funding a 0.2 teacher. It has been agreed that this teacher (combined with the Support for Learning role) will provide the 'core targeted' support for Literacy, Numeracy and Health and Wellbeing. The remaining amount of money will fund a teacher who will provide targeted support for 6 week blocks. Each block will have a focus on involving the parents/carers in supporting their child's learning at home.

Project / priority (details of what you are doing and who you are targeting with additional intervention)	Timescale	Details of spend	How will you evidence improvement?
<p>TARGETED SUPPORT</p> <ul style="list-style-type: none"> • Continue to support small groups of children over 6 week blocks of time • The targeted support will be given by the Support for Learning Teacher (0.7), the PEF Teacher (0.4 over 6 week blocks) and the Cluster Maths Teacher • The focus will be to raise attainment in Literacy, Numeracy and Health and Wellbeing • Further develop nurturing principles across the school, with the creation of 6 afternoon Health and Wellbeing groups to support a wider group of children 	<p>Aug 2019 - June 2020</p>	<p>Allocated amount for Session 2019-20 - £27,600</p> <p>Basic teacher 0.2 (approx cost £8,863) - increase the Support for Learning Teacher role from 0.5 to 0.7)</p> <p>Basic Teacher (supply rate) 0.4 per week for 6 week blocks of time</p> <p>(Approx cost £300 per day - £3600 per 6 week block, 5 blocks will cost approx £18,000)</p> <p>Total cost: £8863 + £18,000 = £26,863 (approx)</p>	<ul style="list-style-type: none"> • Review of the targeted support (every 6 weeks) • Termly Monitoring and Tracking meetings with all staff • SNSA, Professional Judgements results • SEAL, Numeracy Progression and Active Literacy assessments • Boxall Profiles (comparisons at the start and end of the intervention period)

Plan – Session 2019-2020

Priority 1 Improvements in attainment, particularly in literacy and numeracy		
NIF Driver Assessment of children's progress Teacher professionalism Performance information	HGIOS?4 3.2 Raising attainment and achievement 2.3 Learning, teaching and assessment 2.4 Personalised support 2.6 Transitions	Other Drivers HGIOELC? 1.2 Leadership of learning 1.4 Leadership and management of practitioners RRS Article 28: (Right to education): Article 28: (Right to education): Developing in Faith Celebrating and worshipping Honouring Jesus Christ as the Way, the Truth and the Life

Expected outcomes for learners which are measurable or observable

- Consistent approach across all classes re pedagogy, planning and assessment
- Quality Assurance procedures will show that all children receive the highest quality learning experiences and the 'best lesson' possible
- Parents/carers will be active participants in their child's learning journey, and the life of the school through opportunities for engagement in learning
- Staff will have greater confidence in the delivery of 1+2 Languages, the children will show increased confidence, skills and knowledge of French and Spanish
- Staff will show increased confidence through moderation in using national benchmarks to confirm and challenge professional judgements to ensure appropriate pace and challenge for all children
- Staff will be responsible for producing evidence for a level and curricular area for moderation activities (cluster, authority and inter-authority levels)

Tasks to achieve priority	Timescale	Those involved – including partners	Resources and staff development
1.1 Review the school Vision, Values and Aims to include the new focus on STEM, Outdoor Learning and Play Pedagogy	August 2019-May 2020	All staff, stakeholders, children, Parent Partnership	1 x Inservice Day 2 x Professional Learning Sessions
1.2 Further embed pedagogical approaches with support and advice from the Attainment Challenge team <ul style="list-style-type: none"> • SEAL Maths • Number Talks • #KPSLovesMaths • North Lanarkshire Active Literacy and Writing • Phonological Awareness & #KPSLovesReading (nursery class) • Creativity/Starcatchers (nursery class) 	August 2019-May 2020	Attainment Challenge Team Early, First and Second Staff Strategic Teams #KPSLovesReading Strategic Team	Training from Attainment Challenge Team (dates tbc) Staff Strategic Teams (Early, 1 st and 2 nd Levels) will support each other to develop and embed pedagogical approaches across the school. 1 x Inservice Day (August) 9 x Professional Learning Sessions - Strategic Team Meetings (Early, 1st and 2nd) 8 x #KPSLovesReading Strategic Team Meetings Care Inspectorate Document - 'My Creative Journey'

Tasks to achieve priority	Timescale	Those involved – including partners	Resources and staff development
1.3 Embed the 'KPS Best Lesson' and the 'KPS Best Jotter'	August 2019-May 2020	All staff	1 x Inservice Day 1 x Professional Learning Session 'KPS Best Lesson' and 'KPS Best Jotter' posters
1.4 Further development of 1+2 French across the school and nursery and Spanish (P5-7)	August 2019-December 2019	All staff 1+2 Inverclyde Teacher PGHS French and Spanish teachers	1 x Inservice Day 2 x Professional Learning Sessions 1+2 Platform and Guidelines (for French and Spanish) KPS French and Spanish Guidelines
1.5 Continue to develop moderation opportunities across the school, cluster and authority and review the current school planning and assessment procedures	Cluster/Authority/ Inter-Authority Moderation Plan August 2019-June 2020	All staff from: PGHS Newark PS Newark Nursery Kilmacolm Primary School and Nursery Class Early, First and Second Strategic Teams	1 x Inservice Day Inverclyde Moderation Plan PGHS Cluster Moderation Plan Staff will be responsible for producing evidence for a level and curricular area for moderation activities (cluster, authority and inter-authority levels) Dates tbc

Tasks to achieve priority	Timescale	Those involved – including partners	Resources and staff development
<p>1.6 Implement the KPS Parental Engagement Strategy</p> <ul style="list-style-type: none"> Focus on engaging parents in their children's learning across the curriculum 	<p>August 2019-December 2019</p> <p>Launch in September 2019</p>	<p>Simone McCredie (HT) Lisa Conway (Senior EYECO) Parent Partnership Parents/carers</p>	<p>1 x Inservice Day</p> <p>KPS Parental Engagement Strategy</p> <p>Inverclyde Parental Engagement Strategy</p> <p>Parent Partnership Meetings (dates tbc)</p>

Evidence of Impact

- Quality Assurance evidence of Learning Walks and Learning Conversations
- Minutes of Professional Learning events, Staff Meetings, Inservice Days, Cluster Meetings and Tracking Meetings
- Staff Planning, Tracking & Assessment folders
- Staff review of Moderation events
- Minutes from ASN/Tracking Meetings
- Feedback from parents/carers and partner agencies
- Showcase/Parental Engagement events
- Termly Profiles
- Twitter posts
- Class and School Newsletters
- KPS School App
- Use 'Our Creative Journey' as a Self Evaluation Tool re GIRFEC and Play Pedagogy in the nursery class and across the school

Priority 2 Closing the attainment gap between the most and least disadvantaged children

<p>NIF Driver Assessment of children's progress Assessment of children's progress Assessment of children's progress</p>	<p>HGIOS?4 3.2 Raising attainment and achievement 2.3 Learning, teaching and assessment 2.4 Personalised support 2.6 Transitions</p>	<p>Other Drivers HGIOELC? 1.2 Leadership of learning 1.4 Leadership and management of practitioners RRS Article 28: (Right to education): Article 28: (Right to education): Developing in Faith Celebrating and worshipping Honouring Jesus Christ as the Way, the Truth and the Life</p>
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Tasks to achieve priority	Timescale	Those involved – including partners	Resources and staff development
<p>2.1 Review Support for Learning procedures/policy</p> <ul style="list-style-type: none"> Introduce 'Core Support for Learning' and 'Targeted Support for Learning' (6 week blocks with a focus on Parental Engagement) 	August – December 2019	<p>Christine Carruth (Support for Learning Teacher)</p> <p>Lynn McPherson (DHT and ASN Coordinator)</p>	<p>1 x Inservice Day</p> <p>2 x Professional Learning Sessions</p>
2.2 Continued use of data to support targeted children with their learning	August 2019 – June 2020	<p>All staff</p> <p>Simone McCredie (HT)</p> <p>Lynn McPherson (DHT – ASN Coordinator)</p> <p>Lisa Conway (Senior EYECO)</p> <p>Christine Carruth (Support for Learning Teacher)</p>	<p>1 x Inservice Day</p> <p>Tracking Meetings</p> <p>ASN Meetings</p> <p>Review Meetings</p>
2.3 Continue to develop staff knowledge and expertise using a range of support strategies (ie Catch Up Literacy, Toe By Toe, Clicker 6, Literacy Toolbox)	August 2019 – June 2020	<p>Simone McCredie (HT)</p> <p>Lynn McPherson (DHT – ASN Coordinator)</p> <p>Christine Carruth (Support for Learning Teacher)</p> <p>Attainment Challenge Team</p>	<p>1 x Inservice Day</p> <p>2 x Professional Learning Sessions</p> <p>Attainment Challenge training/support (dates tbc)</p>

Evidence of Impact

- Support for Learning Policies/Procedures in place
- Quality Assurance evidence of Learning Walks and Learning Conversations
- Minutes of Professional Learning events, Staff Meetings
- Information from termly Tracking and Assessment meetings
- Assessment information from Support for Learning teacher (ie Boxall, smart targets etc)
- Minutes from ASN Meetings
- Termly Profiles
- Feedback from parents/carers and partner agencies
- Data of parent/carer participation in 6 week targeted support sessions

Priority 3 Improvement in children and young people's health and wellbeing

<p>NIF Driver Assessment of children's progress Assessment of children's progress Assessment of children's progress</p>	<p>HGIOS?4 3.2 Raising attainment and achievement 2.3 Learning, teaching and assessment 2.4 Personalised support 2.6 Transitions</p>	<p>Other Drivers HGIOELC? 1.2 Leadership of learning 1.4 Leadership and management of practitioners RRS Article 28: (Right to education): Article 28: (Right to education): Developing in Faith Celebrating and worshipping Honouring Jesus Christ as the Way, the Truth and the Life</p>
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Expected outcomes for learners which are measurable or observable

- Through staff increased knowledge and understanding of nurture principles and approaches, Five to Thrive and PATHS, children will experience appropriate interventions in response to wellbeing needs
- Increased knowledge of parents/carers and participation in Parental Engagement sessions
- Increased knowledge of their rights, through the Rights Respecting Schools project (children, staff and parents/carers)

Tasks to achieve priority	Timescale	Those involved – including partners	Resources and staff development
<p>3.1 Further develop knowledge of nurture across all staff to implement theories/ethos into all areas of the school, including the development of Health and Wellbeing groups (including Five to Thrive, PATHS)</p>	<p>August 2019 – June 2020</p>	<p>Lynn McPherson (DHT & ASN Coordinator) Christine Carruth (Support for Learning Teacher) Support Staff Laura Hogan (Inverclyde Nurture Advisor)</p>	<p>1 x Inservice Day 2 x Professional Learning Sessions</p>
<p>3.2 Further develop parent/carer knowledge and expertise of new initiatives (Five to Thrive, Nurture, PATHS)</p> <ul style="list-style-type: none"> • Inform parents/carers via newsletters, website, Twitter, App, Barnardos Parent/Carer Group 	<p>August 2019 – June 2020</p>	<p>Lynn McPherson (DHT & ASN Coordinator) Christine Carruth (Support for Learning Teacher)</p> <p>Barnardos</p>	<p>1 x Inservice Day 2 x Professional Learning Sessions</p>
<p>3.3 Raise awareness of Rights Respecting Schools across the nursery, P1-7 and the school community</p> <ul style="list-style-type: none"> • Inform parents/carers via newsletters, website, Twitter, App • Apply for the Gold Rights Respecting Award 	<p>August 2019 – June 2020</p> <p>(reassessment for Silver Award in Nov 2019)</p>	<p>All staff</p> <p>Aileen Wilson (Rights Officer) All staff</p> <p>Rights Respecting Schools Strategic Team</p>	<p>1 x Inservice Day 8 x 'RRS' Strategic Team Meetings 2 x Professional Learning Sessions</p>

Tasks to achieve priority	Timescale	Those involved – including partners	Resources and staff development
<p>3.4 Raise awareness of the new Inverclyde Anti-Bullying Policy and updated PRPB Policy across the school community</p> <ul style="list-style-type: none"> • Develop Parental/Community engagement with Anti-Bullying (Rookie Rockstars Show, Twitter, website, newsletters, App) 	Aug-Nov 2019	<p>All staff</p> <p>Rookie Rockstars</p>	<p>1 x Inservice Day</p> <p>2 x Professional Learning Sessions</p> <p>School Show in collaboration with Rookie Rockstars (Nov 2019)</p> <p>Inverclyde Anti-Bullying Policy (date tbc)</p> <p>Inverclyde PRPB Policy</p>

Evidence of Impact

- KPS Nurturing School and Playground procedures in place
- Support for Learning Policies/Procedures in place
- Quality Assurance evidence of Learning Walks and Learning Conversations
- Minutes of Professional Learning events, Staff Meetings, Inservice Days
- Information from termly Tracking and Assessment meetings
- Assessment information from Support for Learning teacher (ie Boxall, smart targets etc)
- Minutes from ASN Meetings
- Feedback from parents/carers and partner agencies
- Termly Profiles
- Twitter posts
- Class and School Newsletters
- School App
- Rights Respecting Schools Gold Award by June 2020
- Use 'Our Creative Journey' as a Self Evaluation Tool re GIRFEC in the nursery class and across the school

Priority 4 Improvement in employability skills and sustained positive school leaver destinations for all young people		
NIF Driver Assessment of children's progress Assessment of children's progress Assessment of children's progress	HGIOS?4 3.2 Raising attainment and achievement 2.3 Learning, teaching and assessment 2.4 Personalised support 2.6 Transitions	Other Drivers HGIOELC? 1.2 Leadership of learning 1.4 Leadership and management of practitioners RRS Article 28: (Right to education): Article 28: (Right to education): Developing in Faith Celebrating and worshipping Honouring Jesus Christ as the Way, the Truth and the Life

Expected outcomes for learners which are measurable or observable

- Increased understanding and insight of children, parents and staff into the skills required for learning, life and work
- Through observation children will demonstrate a variety of leadership skills through participation and responsibility for tasks at class and whole school level
- Children will participate in self evaluation tasks using the child friendly HGIOS document
- Children will develop their creativity and leadership skills through the cooking classroom, outdoor learning and active play opportunities
- Children will confidently engage and make informed choices about the use of digital literacy and technologies through STEM activities
- All staff will develop confidence to fully utilise the cooking facilities

Tasks to achieve priority	Timescale	Those involved – including partners	Resources and staff development
<p>4.1 Further develop the ‘KPS Super Skills’ into daily classroom practice and across the school community</p> <ul style="list-style-type: none"> • Develop Parental/Community engagement with the ‘KPS Super Skills’ (highlight ‘KPS Super Skills’ in newsletters, website, Twitter, assemblies, App) 	<p>August 2019 – April 2020</p>	<p>All staff</p>	<p>1 x Inservice Day 2 x Professional Learning Sessions</p>

Tasks to achieve priority	Timescale	Those involved – including partners	Resources and staff development
<p>4.2 Further develop leadership roles and pupil voice across the school, using the new Education Scotland Pupil HGIOS</p> <ul style="list-style-type: none"> • Link with Rights Respecting Schools • Set up 'Mini JLT' (nursery and P1) 	<p>August 2019 – November 2020</p>	<p>All staff</p> <p>Simone McCredie (HT) Lynn McPherson (DHT) Lisa Conway (Senior EYECO)</p>	<p>1 x Inservice Day 1 x Professional Learning Sessions</p> <p>HGIOS – child friendly version</p>
<p>4.3 Continue with Year 3 of the 'Let's Grow and Cook Together' project/plan</p> <ul style="list-style-type: none"> • Set up 'Gardening Club' • Further develop Parental/Community engagement in developing the children's gardening and cooking skills 	<p>August 2019 – March 2020</p>	<p>All staff</p> <p>'Let's Grow and Cook Together' Strategic Team</p> <p>The Haven</p>	<p>1 x Inservice Day 8 x Outdoor Learning Strategic Team Meetings 1 x Professional Learning Session</p>
<p>4.4 Continue with the KPS Outdoor Learning Programme (Year 2)</p> <ul style="list-style-type: none"> • See KPS Outdoor Learning Plan for planned outcomes for the session • Further develop Parental/Community engagement in Outdoor Learning (see KPS Parental Engagement Strategy) 	<p>August 2019 – June 2020</p>	<p>All staff</p> <p>Outdoor Learning Strategic Team</p> <p>Clydemurishiel Rangers</p>	<p>1 x Inservice Day (August - Clydemuirshiel Rangers) 8 x Outdoor Learning Strategic Team Meetings 2 x Professional Learning Sessions</p> <p>Documents - 'My Creative Journey', 'My World Outdoors', 'Out To Play', Education Scotland Document - 'CFE Through Outdoor Learning', 'Outdoor Play - A Frobelian Approach'</p>

Tasks to achieve priority	Timescale	Those involved – including partners	Resources and staff development
<p>4.5 Continue with the KPS ‘Learning Through Play’ Programme (Year 2)</p> <ul style="list-style-type: none"> • Develop play pedagogy into P2 and P3 • Increase staff knowledge of key documents and policies • Develop Parental engagement in developing play in P1-3 	<p>August 2019 – June 2020</p>	<p>P1-3 Staff Play Strategic Team</p>	<p>1 x Inservice Day 8 x Play Strategic Team Meetings 2 x Professional Learning Sessions</p>
<p>4.6 Continue to develop STEM approaches in the nursery and P1-7 classes</p> <ul style="list-style-type: none"> • Further develop Parental/Community engagement in developing children’s STEM skills 	<p>August 2019 – June 2020</p>	<p>All staff STEM Strategic Team</p>	<p>8 x STEM Strategic Team Meetings 2 x Professional Learning Sessions</p>
<p>4.7 Development of a Digital Literacy Programme (Year 2)</p> <ul style="list-style-type: none"> • Year 1 – Review development needs • Year 2 – Create/implement Plan • Year 3 – Implement/Review Plan • Develop Parental/Community engagement in developing children’s digital literacy skills 	<p>August 2019 – March 2020</p>	<p>All staff William Brown - Digital Officer Digital Literacy Strategic Team</p>	<p>1 x Inservice Day 8 x Digital Literacy Strategic Team Meetings 2 x Professional Learning Sessions Digital Schools Programme Visits to ‘Digital Schools’</p>

Evidence of Impact

- Skills tracking system in place
- Three year Curriculum Plan in place
- Quality Assurance evidence of Learning Walks and Learning Conversations
- Minutes of Professional Learning events, Staff Meetings
- Information from termly Tracking and Assessment meetings
- Feedback from parents/carers and partner agencies
- KPS Outdoor Learning Programme in place
- KPS 'Learning Through Play' Programme
- Termly Profiles
- Showcase events, Twitter posts
- Class and School Newsletters, School App
- Data showing increased participation of parents/carers/community in school events
- Use 'Our Creative Journey', 'Out To Play', 'Outdoor Play and Exploration - a Froebelian Approach' and 'My World Outdoors' as a Self Evaluation Tool re GIRFEC and Play Pedagogy in the nursery class and across the school