

Education – Improvement Planning Document

Establishment Name: Kilmacolm Primary School

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Signatures:

Head of Establishment	Simone McCredie	Date	June 2021
Quality Improvement Officer	Sabrina McCready	Date	June 2021

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

*please note the school and nursery Vision, Values and Aims will be reviewed this session

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 2021-2022

Session 2022-2023

Session 2023-2024

Overview of rolling three year plan

National Priorities	Session 2021-2022	Session 2022-2023	Session 2023-2024
Improvements in attainment, particularly in literacy and numeracy	<ul style="list-style-type: none"> Review the Vision, Values and Aims and Curriculum Rationale Evaluate the impact and effectiveness of Literacy and Numeracy pedagogical approaches Further develop Play Pedagogy 	<ul style="list-style-type: none"> Embed the new Vision, Values and Aims and Curriculum Rationale Continue to evaluate the impact and effectiveness of Literacy and Numeracy pedagogical approaches Continue to develop Play Pedagogy 	<ul style="list-style-type: none"> Continue to embed the new Vision, Values and Aims and Curriculum Rationale Ensure all Literacy and Numeracy pedagogical approaches are embedded into daily practice Ensure Play Pedagogy is embedded into daily practice
Closing the attainment gap between the most and least disadvantaged children	<ul style="list-style-type: none"> Review Support for Learning Procedures (annual basis) Improve staff knowledge and expertise using a range of support strategies Develop parental engagement for a targeted group of children 	<ul style="list-style-type: none"> Review Support for Learning Procedures (annual basis) Continue to improve staff knowledge and expertise using a range of support strategies across the whole staff team Continue to develop parental engagement for targeted groups of children 	<ul style="list-style-type: none"> Review Support for Learning Procedures (annual basis) Further development of staff knowledge and expertise using a range of support strategies across the whole staff team Further development of parental engagement across the nursery and school
Improvement in children and young people's health and wellbeing	<ul style="list-style-type: none"> Further develop the children's health and well-being Continue to raise awareness of children's rights and apply for the Gold Award Further develop parental engagement in the nursery 	<ul style="list-style-type: none"> Continue to develop the children's health and well-being Ensure children's rights are embedded into daily practice Ensure parental engagement continues in the nursery 	<ul style="list-style-type: none"> Ensure the developments of children's health and well-being is embedded into daily practice Continue to ensure children's rights are embedded into daily practice
Improvement in employability skills and sustained positive school leaver destinations for all young people	<ul style="list-style-type: none"> Develop Digital Literacy skills for the children and staff Continue to develop the Outdoor Learning skills of the children and staff Continue to embed the KPS Super Skills for the nursery children 	<ul style="list-style-type: none"> Continue to develop Digital Literacy skills for the children and staff Ensure the development of Outdoor Learning skills of the children and staff are embedded into daily practice Ensure the KPS Super Skills for the nursery children are embedded into daily practice 	<ul style="list-style-type: none"> Ensure the development of Digital Literacy skills for the children and staff are embedded into daily practice Apply for national awards re Outdoor Learning

Pupil Equity Fund -Session 2021-22

NIF Priority

Closing the attainment gap between the most and least disadvantaged children

Rationale:

- Tracking and assessment data shows that attainment results have been affected for a small group of children across the school due to lack of parental and child engagement during the lockdown period.
- Teacher observations and tracking data shows that the health and wellbeing of a small group of children has been affected by Covid, which has had a negative impact on their engagement with their learning.

<p>Project / priority (details of what you are doing and who you are targeting with additional intervention)</p> <p><i>(Outcomes)</i></p>	<p>Timescale</p>	<p>Details of spend <i>(Intervention)</i></p>	<p>How will you evidence improvement? <i>(Measures)</i></p>
<ul style="list-style-type: none"> • Increase attainment levels in Numeracy from 71% to 85% by June 2022 for a targeted group of children in Primary 7. • Increase attainment levels in Writing from 80% to 90% by June 2022 for a targeted group of children in Primary 7. • Increase attainment levels in Reading from 84% to 90% by June 2022 for a targeted group of children in P4-7. • Close the poverty related attainment gap in Reading by 10%, Writing by 5% and Numeracy by 20% by June 2022. • Increase parental engagement at school events/activities by June 2022 for a targeted group of parents/children. • Increase engagement in learning with a targeted group of Primary 3 children by December 2021. 	<p>June 22</p>	<p>In Session 2021/22 our PEF allocation is £40860.65 there is an underspend of £3278.76</p> <p>Total allocation is £44139.41</p> <p><u>PEF Recovery Team</u></p> <ul style="list-style-type: none"> • The PEF Recovery Team will consist of a group of class teachers who will support the targeted groups of children. • There will be a review of interventions/support every 4-6 weeks. • All staff will be trained in appropriate pedagogical and assessment strategies. • An additional 0.2 class teacher to be added to the Recovery Team (approximate cost £12285.60). <p><u>Parental Engagement Strategy</u></p> <ul style="list-style-type: none"> • A class teacher (from the PEF Recovery Team) will lead the Parental Engagement Strategy. • The focus will be to support a group of parents/ children through a range of curriculum parent/child workshops. • The workshops will start as soon as Covid restrictions are eased. • Cost will be approximately £24571.20 <p>Total: £36856.80 (approx)</p> <p>Please note: The additional funding of £7282.61 (approx) will be used to 'top up' the days of the PEF Recovery Team when required throughout the school year and to purchase resources to support the children eg Toe by Toe, reading resources</p>	<ul style="list-style-type: none"> • Assessment and professional judgements will see an increase in the attainment levels in Numeracy, Writing and Reading, for the targeted group of children. • Assessment and professional judgements will see a decrease in the poverty related attainment gap in Reading, Writing and Numeracy. • Parent feedback and increased participation in events/ activities for the targeted group of parents/children. • Teacher observations in the Primary 3 class show an increase in the level of engagement for a targeted group of children (modified Leuven Scale to be used).

Plan -Session 2021-22

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

1. Involvement of all children, staff and stakeholders in the review of the school and nursery Vision, Values and Aims
2. Involvement of all children, staff and stakeholders in the review of the school and nursery Curriculum Rationale
3. Consistent approach and increased effective use of pedagogical approaches in Literacy and Numeracy across all classes and nursery bubbles
4. Increase in attainment levels in Literacy and Numeracy
5. Improved confidence of the children's use of Metacognition, Independence and Growth Mindset skills
6. Increased confidence of the staff when planning, assessing and tracking Play Pedagogy
7. Increased engagement of all children during play pedagogy sessions across the nursery and school
8. Improved confidence of the Nursery staff with the delivery of French 1+2
9. Increased confidence of the children's French knowledge and skills

Tasks to achieve priority	Timescale	Those involved - including partners	Resources and staff development
1.1 VISION, VALUES & AIMS <ul style="list-style-type: none"> Review the school and nursery Vision, Values and Aims 	August 2021-Dec 2021	<ul style="list-style-type: none"> All nursery and school children, staff, stakeholders and Parent Partnership 	<ul style="list-style-type: none"> 1 x Inservice Day 2 x Professional Learning Sessions Forms Surveys Consultation Meetings
1.2 CURRICULUM RATIONALE <ul style="list-style-type: none"> Review the school and nursery Curriculum Rationale 	August 2021-Dec 2021	<ul style="list-style-type: none"> All nursery and school children, staff, stakeholders and Parent Partnership 	<ul style="list-style-type: none"> 1 x Inservice Day 2 x Professional Learning Sessions Forms Surveys Consultation Meetings West Partnership Curriculum Rationale Focus Group
1.3 NUMERACY <ul style="list-style-type: none"> Evaluate the impact of pedagogical approaches across the school and nursery in Numeracy (ie SEAL Maths, Number Talks, Outdoor Learning) Ensure all staff are trained in the relevant Numeracy pedagogical approaches 	August 2021-May 2021	<ul style="list-style-type: none"> All nursery and school staff Online training for staff Support from CMOs if needed 	<ul style="list-style-type: none"> 1 x Inservice Day 4 x Professional Learning Sessions Inverclyde Numeracy Strategy Inverclyde Attainment Challenge (online training)

Tasks to achieve priority	Timescale	Those involved - including partners	Resources and staff development
<p>1.4 LITERACY</p> <ul style="list-style-type: none"> Evaluate the impact of pedagogical approaches across the school and nursery in Literacy (ie Phonological Awareness, positive reading culture, Writing) Ensure all staff are trained in the relevant Literacy pedagogical approaches Apply for the Scottish Booktrust Award 	<p>August 2021-Dec 2021</p>	<ul style="list-style-type: none"> All nursery and school staff Online training for staff Support from CMOs if needed 	<ul style="list-style-type: none"> 1 x Inservice Day 4 x Professional Learning Sessions Inverclyde Literacy Strategy Moderation Meetings Inverclyde Attainment Challenge (online training)
<p>1.5 METACOGNITION</p> <ul style="list-style-type: none"> Evaluate the impact of Metacognition, Independence and Growth Mindset strategies across the school 	<p>August 2021-May 2021</p>	<ul style="list-style-type: none"> All school staff 	<ul style="list-style-type: none"> Inverclyde Educational Psychology Metacognition resources Support from Educational Psychologist 2 x Professional Learning Sessions
<p>1.6 PLAY PEDAGOGY</p> <ul style="list-style-type: none"> Further develop Play Pedagogy across the nursery and school (focus on Early and First Level Play Pedagogy, Loose Parts Play, Playground Development and STEM) 	<p>August 2021-May 2021</p>	<ul style="list-style-type: none"> All nursery and school staff PGHS Cluster 	<ul style="list-style-type: none"> 1 x Inservice Day 4 x Professional Learning Sessions Inverclyde Play Pedagogy Strategy Support from Play Pedagogy CMO Inverclyde Play Pedagogy professional learning sessions PGHS Cluster Meetings
<p>1.7 FRENCH</p> <ul style="list-style-type: none"> Further develop French in the nursery 	<p>August 2021-May 2021</p>	<ul style="list-style-type: none"> All nursery staff 	<ul style="list-style-type: none"> French 1+2 Platform Support from school staff 2 x Professional Learning Sessions

Evidence of Impact

1. Minutes of Staff/Parent/Pupil meetings, results of Forms surveys, agreed Vision, Values and Aims
2. Minutes of Staff/Parent/Pupil meetings, results of Forms surveys, agreed Curriculum Rationale
3. Evidence from Quality Assurance Week (one per term), Tracking Meetings and staff feedback, achievement of the Gold Scottish Booktrust Award
4. Professional judgements (P4-7 Literacy and Numeracy levels to increase to over 90%), evidence from Quality Assurance Week, SNSA results and Tracking Meetings
5. Staff observations, pupil feedback (24/7), evidence from Quality Assurance Week and Tracking Meetings
6. Staff feedback, planning formats, evidence from Quality Assurance Week, Tracking Meetings and Cluster minutes
7. Leuvens Scale results, staff observations, evidence from Quality Assurance Week and Tracking meetings
8. Staff feedback and evidence from Quality Assurance Week
9. Staff observations, pupil feedback and evidence from Quality Assurance Week

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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Expected outcomes for learners which are measurable or observable

1. Development of Support for Learning plan
2. Increased participation of parents in project and participation in the nursery parents group
3. Increased confidence of staff re Dyslexia knowledge and strategies
4. Increased engagement and confidence in the children who have Dyslexia
5. Increased staff confidence re nursery ASN
6. Consistent and confident approach to tracking and planning children's progress in the nursery

Tasks to achieve priority	Timescale	Those involved - including partners	Resources and staff development
2.1 SUPPORT FOR LEARNING PROCEDURES <ul style="list-style-type: none"> Review planning/assessment/tracking of children's progress (ie SMART Targets, individual Learning Journey profiles, 4/6 week blocks, Nursery Online Journeys) 	August 2021-May 2021	<ul style="list-style-type: none"> Lynn McPherson (DHT and ASN Coordinator) School Recovery Team 	<ul style="list-style-type: none"> 1 x Inservice Day 2 x Professional Learning Sessions Weekly Recovery Team meetings
2.3 STAFF KNOWLEDGE <ul style="list-style-type: none"> Continue to develop staff knowledge and expertise using a range of support and assessment strategies (ie Dyslexia, Literacy Toolbox, Catch Up Literacy, Catch Up Numeracy, Toe by Toe, GL Assessments, SNSAs) 	August 2021-May 2021	<ul style="list-style-type: none"> Lynn McPherson (DHT and ASN Coordinator) Chris Orr (Nursery Depute) School Recovery Team All nursery staff 	<ul style="list-style-type: none"> 1 x Inservice Day 2 x Professional Learning Sessions Weekly Recovery Team meetings
2.2 PARENTAL ENGAGEMENT <ul style="list-style-type: none"> Develop parental engagement for targeted group of children in the school 	August 2021-May 2021	<ul style="list-style-type: none"> Lynn McPherson (DHT and ASN Coordinator) School Recovery Team 	<ul style="list-style-type: none"> 1 x Inservice Day 2 x Professional Learning Sessions Weekly Recovery Team meetings

Evidence of Impact

1. Minutes of Recovery Team meetings, finalised Recovery Team plan
2. Tracking of parental engagement and attendance at parents group
3. Staff feedback
4. Pupil feedback
5. Staff feedback
6. Staff feedback, Learning Journals

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

1. Increased staff knowledge and understanding of Nurture, Five to Thrive and PATHS principles and approaches
2. Improvement in the children's health and well-being and resilience skills across the nursery and school
3. Increased awareness and knowledge of rights, through Rights Respecting Schools project (children, staff and stakeholders)
4. Achievement of the Gold Rights Respecting Schools Award
5. Improved nursery parental engagement

Tasks to achieve priority	Timescale	Those involved - including partners	Resources and staff development
<p>3.1 HEALTH AND WELLBEING</p> <ul style="list-style-type: none"> • Introduce Nurturing Principles, PATHS and Mindfulness in the nursery • Continue to work in partnership with agencies to support children's wellbeing across the school and nursery • Further develop the children's resilience skills 	<p>August 2021-Dec 2021</p>	<ul style="list-style-type: none"> • Barnardos • Action for Children • All nursery and school staff 	<ul style="list-style-type: none"> • Inverclyde Educational Psychology Resilience resources • Support from Educational Psychologist • 1 x Inservice Day • 4 x Professional Learning Sessions
<p>3.2 RIGHTS RESPECTING SCHOOLS</p> <ul style="list-style-type: none"> • Continue to raise awareness of Rights Respecting Schools across the nursery, P1-7 and the school community • Apply for the Gold Rights Respecting Award 	<p>August 2021-March 2022</p>	<ul style="list-style-type: none"> • All nursery and school staff • Aileen Wilson (Rights Officer) • Rights Respecting Schools Strategic Team 	<ul style="list-style-type: none"> • 1 x Inservice Day • 4 x Professional Learning Sessions
<p>3.3 PARENTAL ENGAGEMENT</p> <ul style="list-style-type: none"> • Further develop parental engagement in the nursery (ie nursery parent group) 	<p>August 2021-May 2022</p>	<ul style="list-style-type: none"> • All nursery staff 	<ul style="list-style-type: none"> • 1 x Inservice Day • 2 x Professional Learning Sessions

Evidence of Impact

1. Staff feedback, minutes from Professional Learning Sessions, evidence from Quality Assurance Week
2. Staff observations, evidence from Tracking meetings, feedback from partner agencies, parent and pupil feedback
3. Pupil, staff and stakeholder feedback
4. Achievement of the Gold Rights Respecting Schools award
5. Record of attendance at the nursery parent group meetings, minutes of meetings, parent feedback

Priority 4 Improvement in employability skills and sustained positive school leaver destinations for all young people

<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

1. Improved staff Digital Literacy knowledge and skills
2. Improved pupil Digital Literacy knowledge and skills
3. Increased pupil confidence and evidence of the development of skills when participating in Outdoor Learning activities
4. Increased pupil confidence when discussing the KPS Super Skills
5. Improved creativity skills for the nursery children

Tasks to achieve priority	Timescale	Those involved - including partners	Resources and staff development
<p>4.1 DIGITAL LITERACY</p> <ul style="list-style-type: none"> • Implement Digital Literacy Skills progression planner across Early, First and Second Levels • Create monthly Sway Class Newsletters • Introduce Microbits into Digital Literacy across the school • Continue to develop home learning on Teams • Apply for the Digital Schools Award (nursery & school) 	<p>August 2021-May 2022</p>	<ul style="list-style-type: none"> • All nursery and school staff • Inverclyde Digital Literacy CMO • Nursery and School Digital Champions 	<ul style="list-style-type: none"> • 2 x Inservice Day • 4 x Professional Learning Sessions • Inverclyde Digital Literacy Strategy • Inverclyde Digital Literacy training • Digital Champions meetings
<p>4.2 OUTDOOR LEARNING</p> <ul style="list-style-type: none"> • Continue to build staff capacity in Outdoor Learning (ie tools and gardening skills) • Embed woodwork into daily practice in the nursery • Redesign outdoor nursery area • Introduce woodland programme in the nursery • Continue to develop the children's Outdoor Learning skills with the KPS Outdoor Explorers Award (with a focus on COP 26 November 2021) 	<p>August 2021-May 2022</p>	<ul style="list-style-type: none"> • All nursery and school staff • Inverclyde Digital Literacy CMO • Nursery and School Digital Champions 	<ul style="list-style-type: none"> • 2 x Inservice Day • 4 x Professional Learning Sessions • Inverclyde Play Pedagogy Strategy • 'Our Creative Journey' • 'Out To Play' • Outdoor Play and Exploration - a Froebelian Approach' • 'My World Outdoors'
<p>4.3 KPS SUPER SKILLS</p> <ul style="list-style-type: none"> • Continue to embed the Super Skills into daily practice, condense into 6 Mini Super Skill • Continue to develop the nursery children's creativity Skills 	<p>August 2021-May 2022</p>	<ul style="list-style-type: none"> • All Nursery Staff 	<ul style="list-style-type: none"> • 2 x Professional Learning Sessions • KPS Super Skills resources • Adventures with Alice resources

Evidence of Impact

1. Staff feedback, evidence from Quality Assurance Week, achievement of the Digital Schools Award, Sway class newsletters, minutes from Digital Champion meetings
2. Pupil feedback (24/7), evidence from Quality Assurance Week
3. Staff observations, pupil feedback (24/7), evidence from Quality Assurance Week
4. Staff observations, Twitter posts, pupil feedback (24/7), evidence from Quality Assurance Week
5. Staff observations, Twitter posts, pupil feedback (24/7), evidence from Quality Assurance Week, achievement of the class badges for the KPS Outdoor Explorers Award