



## **Improvement Plan**

### **Part One: Strategic Overview**

**Session 2015/16**

School: **Kildrum Primary School**

Date submitted **June 2015**  
to the Authority:

## **Aspirational Vision & Values**

(Developed by and shared with staff, learners, parents/carers and those with whom the school/centre works in partnership)

We endeavour to create a safe, high quality learning environment which will allow our children to become resilient, independent and responsible as well as being engaged and motivated to achieve everything they can.

We aspire to be a school community, recognised for high standards of teaching and learning; with a strong commitment to the provision of appropriately challenging learning experiences geared to meet the needs of all of our children and to equip them with the skills for learning, life and work.

We aim to ensure that there are strong partnerships within our immediate school community and beyond.

## **Rationale**

In arriving at our improvement priorities, we took account of North Lanarkshire's LLS Service Plan, our audit of last year's improvement plan, and engagement with staff, parents/carers and learners. We also took account of current national expectations in respect of Curriculum for Excellence, as outlined in Education Scotland's Inspection Advice Note (2014-15).

**Over this session we will take forward each of these aspects in the following ways:**

**Curriculum for Excellence**

The main focus of this plan is to further develop numeracy and maths to ensure progression, taking account of the significant aspects of learning. Procedures for assessment and tracking progress will be improved and we will increase opportunities to develop mental agility and outdoor learning.

**Health Promotion**

We will continue to reinforce embedded practice in relation to GIRFEC principles when planning for additional support as well as Child Protection.  
We will audit our current practice in relation to food and health to ensure that it meets the requirements of the newly published '*Better Eating, Better Learning – A New Context for School Food*' document".)  
We will continue to work with Active School and NHS staff to promote healthy lifestyles in our daily practice and in focused health weeks and events.

**Promotion of Equalities**

Equality of opportunity will continue to be embedded across the school regardless of gender, creed or race. Classroom activities and whole school assemblies will continue to promote equality, anti-racism, anti-bullying and respect for others. Careful assessment and monitoring will ensure additional support is targeted effectively to overcome barriers to learning.

**Parental Involvement**

Parents will continue to be involved in the life and work of the school via parent groups such as the Parent Council, Parents Association, ASP and CSP Reviews and target setting and Nurture Group events and meetings. This is an area for improvement to try to engage more parents.

**Pupil Involvement**

Pupils views are sought through class visits, curricular focus weeks, and surveys. They are encouraged to lead their own learning through assessment and self-evaluation processes, recording this in e-portfolios and are encouraged to take leadership roles in embedded themes such as Eco, Charity Fundraisers and Enterprise. There are further opportunities for pupils to be involved in leadership roles via various committees e.g. pupil council, Global Citizenship Committee, ECO Committee etc.

**Staff Involvement**

Identify staff strengths and areas for development through the implementation of self-evaluation against GTCS standards and offer high quality CLPL opportunities to support and challenge. Continue to encourage and develop distributive leadership across the school, regardless of role.

**Improvement Priorities: Expressed as outcomes for learners** (A maximum of five. These may span up to three years. If appropriate, please indicate year 1, 2 or 3)

**Improvement Priority 1:**

Year 3

Numeracy and Mathematics  
Teachers will develop their knowledge of the significant aspects of learning in maths and develop procedures for assessment and tracking resulting in improvements for learners in pace, challenge, support, breadth, depth and continuity of learning.

**Improvement Priority 2:**

Year 1

Parental Involvement and Engagement  
Parents will actively contribute to the life and work of the school, resulting in improved experiences for learners and increased parental knowledge of the work of the school and ways to support the school and their child.

**Improvement Priority 3:**

Year 3

GIRFEC  
Learners needs will be further assured through full implementation of GIRFEC principles and practice.

**Improvement Priority 4:**

**Improvement Priority 5:**

**Longer term improvement priorities over three years – can be indicative only:**

To continue to review and refresh our curriculum in line with the values, purposes and principles of Curriculum for Excellence to meet the needs of all learners in Social Studies.

To continue to develop and enhance our approaches to planning, assessment and moderation to support improvement across the cluster.

<p><b>Improvement Priority 1:</b> (Expressed as an outcome for learners)</p> <p><u>Numeracy and Mathematics</u> Teachers will develop their knowledge of the significant aspects of learning in maths and develop procedures for assessment and tracking resulting in improvements for learners in pace, challenge, support, breadth, depth and continuity of learning.</p>	<p><b>Person(s) Responsible:</b></p> <p>Kate Watt <i>HT</i> Jade Barr <i>Maths Champion</i></p>
<p><b>Outcome(s) focused on Learning and Achievement</b> What do we want to achieve?</p> <ol style="list-style-type: none"> <li>1. Teachers will become familiar with the significant aspects of learning in maths and feel better able to plan a coherent maths programme meeting the needs of all learners while taking into account the principles of curriculum design.</li> <li>2. Learners will have opportunities for developing breadth of knowledge through improved planning and more varied contexts for learning.</li> <li>3. Learners will engage in planned opportunities where they apply their skills and knowledge across learning, developing their capacity to think, analyse and be critical. These opportunities will include personalization and choice, challenge and enjoyment.</li> </ol>	<p><b>Measures of Success</b> (Data, observations, views) <b>Success Criteria</b> (Using evaluative language)</p> <ol style="list-style-type: none"> <li>1. Staff surveys confirm that they feel they have a better understanding of the significant aspects of maths and are more confident in planning a coherent, progressive maths curriculum. Forward plans are reflective of the principles of curriculum design. <u>Views:</u> Results of staff baseline, Aug 2015, and survey May 2016. <u>Data:</u> Forward plans</li> <li>2. Teacher planning shows appropriate opportunities to develop breadth of knowledge and a range of contexts for learning are evident. <u>Data:</u> Forward plans</li> <li>3. Classroom visits confirm there are opportunities for challenge and pupils are able to explain the ways they have been challenged in their learning and how they are enjoying maths. Teacher planning shows planned opportunities for personalisation and choice. Pupils are able to talk about the opportunities they have had to make choices in their learning which might be different from that of their peers.  <u>Observation:</u> Feedback sheets from peer and SMT monitoring. <u>Views:</u> Pupil dialogues.</li> </ol>

4. Learners will be more aware of the relevance of their learning through improved teaching and learning approaches. They will be able to articulate their strengths and next steps in learning.

5. Teachers will develop their knowledge of mental agility strategies which learners will benefit from in daily lessons.

6. Learners will experience increased opportunities for outdoor learning in maths.

4. Learners are able to explain that teachers routinely make the relevance of learning clear, along with learning intentions and success criteria. Pupils are able to confidently discuss that they can do well and areas they need to improve in.

Views: Pupil dialogues/learning conversations.

Data: Forward plans

Observation: Feedback sheets from SMT learning conversations with pupils.

5. Teacher planning shows mental agility strategies being developed and pupils are able to describe the mental maths skills they are using.

Data: Forward plans

Observation: Feedback sheets from peer and SMT monitoring visits.

6. Teacher planning will show opportunities for outdoor learning. Pupils will be able to talk about their numeracy and maths outdoor learning opportunities.

Data: Forward plans

Observation: Feedback sheets from SMT learning conversations with pupils.

<p><b>Improvement Priority 2:</b> (Expressed as an outcome for learners)</p> <p><u>Parental Involvement and Engagement</u> Parents will actively contribute to the life and work of the school, resulting in improved experiences for learners and increased parental knowledge of the work of the school and ways to support the school and their child.</p>	<p><b>Person(s) Responsible:</b></p> <p>Ann Davis <i>Principal Teacher</i></p>
<p><b>Outcome(s) focused on Learning and Achievement</b> What do we want to achieve?</p> <ol style="list-style-type: none"> <li>1. More parents will join the Parent Council, attending meetings and giving opinions. They will be more involved in evaluating current practice in order to contribute to shaping future policy, thus allowing us to develop policies which better reflect the views of the whole school community.</li> <li>2. Increased numbers of parents will attend workshops and events to learn more about what and how their children are learning and as a result, learners will be better supported at home with their learning.</li> <li>3. Parents will be involved in shaping the ways they receive information from the school, both about school policies and procedures and pupil progress.</li> <li>4. Parents will be involved in social/recreational events to improve sense of community.</li> </ol>	<p><b>Measures of Success</b> (Data, observations, views) <b>Success Criteria</b> (Using evaluative language)</p> <ol style="list-style-type: none"> <li>1. The parent Council will have more than 4 parents attending meetings. They will feel more confident to contribute their views and to ask questions. <u>Data:</u> Agendas and minutes of parent council meetings.</li> <li>2. More than 30% of parents attend workshops/events and give positive feedback. <u>Data:</u> Register of parents/carers attending events. <u>Views:</u> Parent survey re. workshops which would be beneficial and evaluations of workshops attended.</li> <li>3. Parents will willingly give their opinions and make suggestions. <u>Data:</u> Minutes of meetings with parent consultative groups. <u>Views:</u> Parent survey responses.</li> <li>4. More than 30% of parents attend workshops/events and give positive feedback. <u>Data:</u> Register of parents/carers attending events. <u>Views:</u> Parent survey</li> </ol>

<p><b>Improvement Priority 3:</b> (Expressed as an outcome for learners)</p> <p><u>GIRFEC</u> Learners needs will be further assured through full implementation of GIRFEC principles and practice.</p>	<p><b>Person(s) Responsible:</b></p> <p>Karen McBride <i>DHT</i> Shirley McPahil <i>Nurture Teacher</i></p>
<p><b>Outcome(s) focused on Learning and Achievement</b> What do we want to achieve?</p> <ol style="list-style-type: none"> <li>Learners needs will be met through careful planning at every stage within the GIRFEC agenda.</li> <li>Learners will be comfortable about their views and those of their parents being sought on a termly basis.</li> <li>The school nurture group will work towards achieving the standards for a 2<sup>nd</sup> Boxall Quality Award extending nurture practices throughout the school and ensuring learners need are being catered for in the best ways possible.</li> <li>The symbols we use to label the environment and display timetables will be standardised throughout the school, in line with those used to support ASD learners. ASD learners will be better able to access this information, but all learners will benefit from the standardisation.</li> </ol>	<p><b>Measures of Success (Data, observations, views)</b> <b>Success Criteria (Using evaluative language)</b></p> <ol style="list-style-type: none"> <li>GIRFEC paperwork is completed and leads to positive actions which support and have a positive impact on learning and well-being. <u>Data:</u> Completed SAA, completed well-being assessments, teacher planning and evaluations, ASN overview grids, records of ASN interventions, completed ASPs and CSPs. <u>Views:</u> Parental comments on ASPs/ASN interventions are positive.</li> <li>Children and their parents/carers are aware of pupil strengths and development needs and will willingly comment. <u>Data:</u> ASP comments, Termly Target Setting Logs <u>Views:</u> Surveys of pupils and parents.</li> <li>Nurture children are happy, settled and making progress educationally and related to their boxall profile targets. Nurture parents engage well with the group. The nurture practice is evaluated using “How nurturing is our School” and improvements are made to ensure our good nurturing practice is extended throughout the school to achieve a 2<sup>nd</sup> Boxall Quality Award. <u>Data:</u> Boxall profiles, teacher planning and evaluations, pupil target setting logs, tracking and monitoring data, records of parent meetings, nurture audit. <u>Views:</u> Pupil and parent surveys <u>Observations:</u> SMT and peer monitoring</li> <li>The school will achieve the ‘bronze symbols award’ and ASD pupils will be more independent within the school and better able to cope at times of transition. <u>Data:</u> Submission for ‘bronze award’. <u>Observations:</u> Observation records from SMT class visits and teacher evaluations. <u>Views:</u> ASD pupil survey and whole school pupil survey.</li> </ol>