

***Driving Equity and Excellence***

**Improvement Action Plan**

**Session 2019-20**

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| **School/Establishment:** | Kildrum Primary School |
| **Date Submitted:** |  |

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| **Scottish Attainment Challenge School:** | Yes / No |

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| **Pupil Equity Fund Allocation:** | £106,000 |

**Education and Families Priorities**

* **Priority 1: Attainment and Achievement-** **Improvement in attainment, particularly in literacy and numeracy.**

**Improvement Actions**

* Raising Attainment Strategy
  + There is a commitment to improve data informed practice across the Directorate, to increase numbers of young people achieving national benchmarks.
* Self- Evaluation Leading to Improvement
  + There will be a comprehensive refresh of quality improvement, based on a comprehensive review of HGIOS 4 and self-evaluation strategies.
* Review of Additional Support Needs
  + This review will provide a radical set of responses to the evolving needs of young people, including review of policy and practice, training and estate provision.

**Priority 2: Equity - Closing the attainment gap between the most and least disadvantaged children and young people**

**Improvement Actions**

* SAC/ PEF Plan
  + There is a well-established plan for the Scottish Attainment Challenge and Pupil Equity Fund which will require to be rolled out until 2022. It focuses on closing the attainment gap.
* Anti- Poverty Programmes
  + There are a number of specific programmes devoted to ensuring North Lanarkshire is typified by a commitment to addressing barriers to achievement, due to poverty.
* North Lanarkshire Research Lab
  + The project involves drawing together all research based activity undertaken across the Directorate into one manageable system, so as to ensure leaders are informed.

**Priority 3: Improvement in children and young people’s health and wellbeing with a focus on mental health and wellbeing.**

**Improvement Actions**

* GIRFEC
  + There will be a refresh of GIRFEC approaches, focussing on ensuring that named persons and lead professionals have a clear understanding of the planning pathways.
* 1140 ELC Expansion
  + The expansion involves 1140 hours of nursery education being available to all 3-4 year olds and 2 year olds experiencing disadvantage.
* Mental Health and Wellbeing
  + Our practice in this area will be aligned with wider partnership approaches, translated into a **Mental Health and Wellbeing Strategy** for young people and those who work with them.

**Priority 4: Developing the Young Workforce**- **Improvement in employability skills and sustained, positive school-leaver destinations for all young people**

**Improvement Actions**

* Curricular Progression
  + A North Lanarkshire approach to ensuring a coherent, progressive curricular experience in Literacy, Numeracy, HWB and STEM will be established in all clusters.
* DYW Strategy
  + The work ensures that the Universal: Enterprising Learning; Additional: Work Based Learning Experience; Intensive: Pathways Programme.
* Digital Classroom
  + Young people learn across schools through digital learning opportunities, provided by host schools through Virtual Learning environments.

**Priority 5: Vulnerable Groups**- Improved outcomes for vulnerable groups.

**Improvement Actions**

* Support for Families/ Young People at Risk
  + There is a comprehensive focus on supporting families of young people at risk, who experience challenges and require support.
* Care Experienced Young People
  + There is a systematic approach being built to ensure positive outcomes for Care Experienced young people (and those at risk). The Virtual School is a key component of this activity.
* Support for Adults
  + There is a critical focus on improving systems to support vulnerable adults, including those in the justice system and victims of domestic violence.

**Rationale for the Improvement Plan**

Please consider the following challenge questions when developing your rationale for the new School Improvement Plan.

* What action are we currently taking to ensure excellence and equity for all learners?
* Which attainment gaps exist in our school?
* What action do we need to take to close these gaps?
* What data will we use to monitor progress?
* What action are we currently taking which will address the four priorities in the NIF?
* How good are our children’s outcomes in these areas?
* What further targeted interventions do we need to plan next year to improve outcomes for key groups of learners?
* How well are we improving across the 6 key drivers in the NIF?
* School Leadership
* Teacher Professionalism
* Assessment of Children’s Progress
* Parental Engagement
* School Improvement
* Performance Information
* How good are we now? What do we need to improve further?
* Which approaches to change will we use to ensure progress and impact with our key priorities?

“Kildrum Primary School… Achieving everyone’s potential. Be the best you can be!”

Responsibility, Achievement, Resilience, Aspiration, Respect

**School Vision and Values**

**Audit and Consultation**

In arriving at our improvement priorities, the school has taken account of Education and Families’ priorities, an audit of the previous year’s improvement plan and engagement with parents/carers and learners.

Parent/carers have been consulted throughout the school year through Parent Council meetings. An end of session survey was completed by 53% of families. The results of this survey were discussed by teaching staff and influenced decisions made about the School Improvement Plan.

**Details of engagement with parents/carers**

**Details of engagement with learners**

Learners have been consulted on a range of issues throughout the school year through the Pupil Council. All learners completed an end of session survey in June. The results were reviewed by staff and taken into account when agreeing priorities for the School Improvement Plan.

**2019-20 Improvement Plan**

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| **Establishment Priority 1:** | Increase overall attainment in Numeracy and Mathematics and to decrease the attainment gap between children living in SIMD 1/2 and SIMD 3+ by June 2020. |
| **Establishment Priority 2:** | Improve the emotional wellbeing of target pupils by December 2019. |
| **Establishment Priority 3:** | Ensure children have access to high quality learning and teaching in all curricular areas by May 2020. |
| **Establishment Priority 4:** |  |

When considering your School/Establishment Improvement Priorities, you are asked to provide links to the following, as well as the Quality Indicators within HGIOS4 and HGIOELC:

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| **Education and Families Priorities** | **PEF Interventions** | **NIF Drivers** | **NIF Priorities** |
| 1. Improvement in attainment, particularly literacy and numeracy 2. Closing the attainment gap between the most and least disadvantaged children 3. Improvement in children and young people’s health and wellbeing with a focus on mental health and wellbeing 4. Improvement in employability skills and sustained, positive school leaver destinations for all young people 5. Improved outcomes for vulnerable groups | 1. Early intervention and prevention 2. Social and emotional wellbeing 3. Promoting healthy lifestyles 4. Targeted approaches to literacy and numeracy 5. Promoting a high quality learning experience 6. Differentiated support 7. Using evidence and data 8. Employability and skills development 9. Engaging beyond the school 10. Partnership working 11. Professional learning and leadership 12. Research and evaluation to monitor impact | 1. School Leadership 2. Teacher Professionalism 3. Parental Engagement 4. Assessment of Children’s Progress 5. School Improvement 6. Performance Information | 1. Improvement in attainment, particularly in literacy and numeracy; 2. Closing the attainment gap between the most and least disadvantaged children; 3. Improvement in children's and young people’s health and wellbeing; and 4. Improvement in employability skills and sustained, positive school leaver destinations for all young people |

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| *Roman Catholic Schools are required to provide links within their SIP and SIR to the themes contained within ‘Developing in Faith’, as requested by the Bishops’ Conference of Scotland.* | **Developing in Faith Themes** | *All schools are encouraged to consider links to Rights Respecting Schools. Where appropriate please list the relevant articles which will be a focus for the coming year in the box opposite and on the action plan(s) below.*  *The articles can be found* [*here*](https://downloads.unicef.org.uk/wp-content/uploads/2010/05/UNCRC_summary-1.pdf?_ga=2.247971279.913671124.1519647897-1043211882.1519647897)*.* | *3, 4, 12, 28, 29, 31, 39, 42* |
| 1. Honouring Jesus Christ as the Way, the Truth and the Life |
| 1. Developing as a community of faith and learning |
| 1. Promoting Gospel Values |
| 1. Celebrating and Worshiping |
| 1. Serving the common good. |

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| **IMPROVEMENT PRIORITY 1:** | Increase overall attainment in Numeracy and Mathematics and to decrease the attainment gap between children living in SIMD 1/2 and SIMD 3+ by June 2020. | | | | | |
| **Person(s) Responsible**  Who will be leading the improvement? | | | **Karen McBride (DHT) and Jade Barr (Numeracy Champion)** | | | |
| **HGIOS/ HGIOELC Quality Indicators** | | **PEF Interventions** | **NIF Drivers** | **NIF Priorities** | **Education and Families Priorities** | **Developing in Faith/ RRS Article(s)** |
| 1.1, 2.2, 2.3, 3.2 | | 4, 5, 6, 7 | 5, 6 | 1, 2 | 1, 2 | 28, 29 |

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| **Outcome(s) / Expected Impact**  Detail targets, %, etc. | **Tasks/ Interventions to achieve priority** | **Measures**  What ongoing information will demonstrate progress? (Qualitative, Quantitative – short/medium/long term data) | **Resources**  Please include costs and, where relevant, state if cost is being met from PEF. | **Timescale**  What are the key dates for implementation? When will outcomes be measured? Checkpoints? |
| All pupils will receive appropriate targeted support.  *Specific % targets for improvement in attainment will be added after analysis has taken place.* | Staff will have a clear understanding of the school attainment gap through analysis of SNSA, PIPS and Big Maths data. | Target for improvement to be added to priority statement. | No cost | To be completed by September 2019 |
| Almost all pupils will be working at a level appropriate for their own age.  *Specific % targets for improvement in attainment will be added after analysis has taken place.* | Full implementation of Big Maths, specifically “Wider Maths” and identification of any CfE areas which are not covered by this resource.  Use of Number Talks will be consistent throughout the school.  SEAL strategies will be used throughout the school. | Assessment data shows an increase in pupils’ mental agility.  Class teacher observations show appropriate support and challenge. | No cost | Throughout the session, assessments in May 2020 |
| All pupils will experience a broad and balanced Numeracy and Maths curriculum. | Numeracy and Maths policy to be written. | Policy will be in place.  Staff will have a clear understanding of progression and interventions. | No cost | Policy to be in place by December 2019. |
| Almost all pupils will feel positive about their ability in Numeracy. | Growth mindset strategies to be implemented in P4-7 classes | Pupil questionnaires will show an increase in pupil confidence. | No cost | Baseline to be taken in August/September 2019, follow-up in March 2020. |

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| **Evaluative Statement & Actual Impact/ Evidence** | |
| **November** |  |
| **February** |  |
| **May** |  |

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| **IMPROVEMENT PRIORITY 2:** | Improve the emotional wellbeing of target pupils by December 2019. | | | | | |
| **Person(s) Responsible**  Who will be leading the improvement? | | | **Kate Watt (HT) and Karen McBride (DHT)** | | | |
| **HGIOS/ HGIOELC Quality Indicators** | | **PEF Interventions** | **NIF Drivers** | **NIF Priorities** | **Education and Families Priorities** | **Developing in Faith/ RRS Article(s)** |
| 1.1, 2.4, 3.1 | | 2 | 5 | 3 | 3, 5 | 12, 29, 39, 42 |

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| **Outcome(s) / Expected Impact**  Detail targets, %, etc. | **Tasks/ Interventions to achieve priority** | **Measures**  What ongoing information will demonstrate progress? (Qualitative, Quantitative – short/medium/long term data) | **Resources**  Please include costs and, where relevant, state if cost is being met from PEF. | **Timescale**  What are the key dates for implementation? When will outcomes be measured? Checkpoints? |
| All pupils will be well supported to build strong relationships with peers and staff. | Partnership with Pivotal Education.  Nurture Principles and Resilience Toolkit training sessions conducted by Educational Psychologist.  Staff involvement in VERP. | Pivotal Education staff will assess the school and provide guidance on the best way forward.  Improvement in learning environment.  Professional dialogue | TBC | Pivotal staff will first visit the school in early September, staff training will take place 18th September  Initial training from Educational Psychologist booked for August in-service days.. |
| Almost all pupils will be aware of their own rights and the rights of others. | Start working towards RRSA. | The school will be awarded at least a Bronze level award.  Audits contained within the programme. | Bronze Award – paid for previously | From Term 1 |

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| **November** |  |
| **February** |  |
| **May** |  |

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| **IMPROVEMENT PRIORITY 3:** | Ensure children have access to high quality curriculum by May 2020. | | | | | |
| **Person(s) Responsible**  Who will be leading the improvement? | | | **Ann Davis (PT) and Susan Haining (Pedagogy Practitioner)** | | | |
| **HGIOS/ HGIOELC Quality Indicators** | | **PEF Interventions** | **NIF Drivers** | **NIF Priorities** | **Education and Families Priorities** | **Developing in Faith/ RRS Article(s)** |
| 2.2, 2.3 | | 5 | 2, 5 |  |  | 28, 29, 31 |

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| **Outcome(s) / Expected Impact**  Detail targets, %, etc. | **Tasks/ Interventions to achieve priority** | **Measures**  What ongoing information will demonstrate progress? (Qualitative, Quantitative – short/medium/long term data) | **Resources**  Please include costs and, where relevant, state if cost is being met from PEF. | **Timescale**  What are the key dates for implementation? When will outcomes be measured? Checkpoints? |
| All pupils will experience a broad and balance curriculum. | Creation of school Structure and Balance policy.  Creation of curricular pathways for all curricular areas. | Curriculum rationale will be updated to include structure and balance information.  Pathways will be available for planning and assessment purposes. | No costs | Structure and Balance to be in place for start of Term 1.  Pathways to be completed by March 2020. |
| All pupils will have more opportunities to learn outdoors. | Staff training | Pre and post learner and staff questionnaires. | TBC | TBC |
| All pupils will receive appropriate targeted support. | Increase staff confidence and skill in assessing achievement of a level.  Continue cluster working.  Implement school moderation sessions. | Teacher confidence with planning a Periodic Assessment using connecting Experiences and Outcomes, Learning Intentions and Success Criteria.  Teacher confidence/ability to Moderate the plan and make any adjustments/advice before implementation.  Teacher awareness/understanding of reliable/valid/robust evidence to match/underpin the planned assessment.  Teacher confidence around discussions with colleagues in relation to understanding the Benchmarks for each level.  Improving teacher professional judgement which in turn will lead to more robust/confident ACEL data over time. | No costs | Cluster events have been arranged for October/November and March/May.  School events will take place each term. |

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