



Parent Guide School Improvement

2017/2018

In Kildrum Primary we are committed to self-evaluation and continuous improvement. Each year we listen to feedback from pupils, parents and staff in order to review our developments.

We then plan improvements for the next session.

In 2017/2018 our areas of focus were:

- Improve attainment in Maths for all learners by developing highly effective teaching approaches through the implementation of “Big Maths” strategies across the school. Appropriately targeted interventions will address any attainment gaps which are identified.
- Improve the physical health of children by increasing opportunities for Health and Food education and developing teacher capacity in Health and Wellbeing. Interventions will be targeted where appropriate to ensure equity.
- Involve all stakeholders in the development of an aspirational vision and rationale for our curriculum so that everyone understands what we are trying to do and how we plan to achieve it.
- Improve the ethos of the school through the introduction of a new positive behaviour programme designed to encourage all children to achieve their best.

This booklet reviews the progress we made. A full version of the 2017/2018 School Improvement Report and 2018/2019 School Improvement Plan can be found on the school website.



School Improvement Update

Numeracy and Maths

All classes are working towards implementing the *Big Maths* programme. CLIC and Learn Its challenges are well established. A number of pupils started at CLIC levels lower than average for their age and stage but they have made good progress in closing the gap.

SNSA assessments show 98% of pupils in Primary 1, 85% of Primary 4 and 82% of Primary 7 scoring High or Medium for Maths. PIPS and InCas assessment data shows that 81% of Primary 1, 89% of Primary 3, 85% of Primary 5 and 24% of Primary 7 pupils achieved an average or above average score and staff professional judgement was that 84% of Primary 1, 78% of Primary 4 and 78% of Primary 7 pupils achieved the appropriate Curriculum for Excellence level by the end of the session.

A number of ASNA staff have received training in the use of the *Number Box* resource, purchased for the school by NLC as a universal support. Teachers identified pupils requiring additional support with numeracy and we have supported 20 children with this intervention. Anecdotally teachers have said that this has had a positive impact in supporting children with their basic numeracy skills and helping to keep them with the group within the class.

Next Steps:

- Teaching staff need to have a clearer understanding of the attainment data held by the school.
- Continue to implement *Big Maths* with a particular focus on SAFE aspects.
- Continue to track progress using the *Big Maths* mechanisms and tying these in with the benchmarks and Curriculum for Excellence. Address any inconsistencies and/or gaps.
- Implement *Number Talks* strategies along side *Big Maths*.
- Provide additional staff in order to further support those children who are currently not attaining as expected.

Health

For a second year we have attempted to work with other departments within North Lanarkshire in order to convert a classroom in a cooking room. Further delays have meant that this has still not been possible. However, plans have now been drawn up and a request for a building warrant has been submitted. It is hoped that the building work will take place during the summer break or early in the new session. The delay has meant that, once again, the *Kildrum Cooking Together* parent and child class has not taken place.

A new Food and Health whole school plan has been written. This will provide pupils with increased opportunities to cook and discuss healthy eating as part of their curriculum. The plans will be put into use from the start of next session.

Next Steps:

- Staff will continue to work with other departments in order to convert a classroom into a cooking room.
- The new cooking room will allow pupils to experience a range of cooking experiences.
- The new cooking room will allow the *Kildrum Cooking Together* class to run.

Vision, Values and Aims

All stake holders were consulted about our school vision, values and curriculum rationale. A parents' conference was held in the school and led by William Collum (Continuous Improvement Officer). This allowed parents to discuss what makes our school unique and what they want for their children. In addition to this a wider number of parents took part in a parental survey where they were asked for their views on what the school vision and values should be.

Pupils were consulted through a number of class lessons and workshops where they were asked what they want from their school and how this can be achieved. Later in the year they were also asked for their views of the school values and vision. Staff were consulted through a number of workshops, one led by William Collum, and a questionnaire.

The results for all three sets of stakeholders were fairly similar and so our vision was agreed as:

"Kildrum Primary, achieving everyone's potential. Be the best you can be!" and our core values were agreed to be: *Responsibility, Achievement, Resilience, Aspiration, Respect.*

Using the information from these various consultations a curriculum rational has been started. This will be completed and launched, along with the vision and values, at the start of the new session.



Next Steps:

- Our curriculum rationale document will be completed.
- Vision, values and curriculum rationale will be launched and promoted throughout the school.

Ethos

Interventions such as *Fab Fifty*, 50 minutes of reward time which can be earned throughout the week, and *Lunchtime Timeout*, a time for reflection on inappropriate behaviour, were introduced but anecdotally this had little impact on low level behaviour.

More recent research into Adverse Childhood Experiences (ACEs) and more positive methods of supporting children with their behaviour meant that developments in this area were postponed until more research could be carried out. Aspect of this priority will be incorporated into a Mental Health and Wellbeing priority for next session.

Next Steps:

- Work to be carried out to improve the mental health of pupils and so improving their behaviour in school.
- Staff training to take place to make staff more “trauma aware”.
- New interventions to be put in place in line with a more supportive methods and recent research.

PEF Update

Additional ASNAs have implemented a number of Literacy and Numeracy interventions including: Rainbow Reading, Wave 3, Number Box and Colorful Semantics. Children were targeted if they were working significantly below their chronological age. Initial analysis shows that these interventions have increased the attainment of these pupils, however, more analysis of the data is required. Resources have been purchased in order to support the interventions mentioned above.

The development of our outdoor space has started but it is too early to evidence any impact on attainment.

A pilot of *Snacks for Success* involved four classes having a selection of healthy food easily available for the children throughout the day. This was to ensure that hunger wasn't the cause of loss of concentration or negative behaviour. Teachers observations show that this had a positive effect on some pupils, most obviously children living in SIMD 1 or 2. Further analysis and discussion will take place to see how this can be taken forward next session.

Resources have been purchased to develop a school library and nurture space. Delays mean that this will not be operational until the start of next session. The space will allow reading for enjoyment to be developed through the school and children who have experiences a high number of ACEs to be further supported.

This year we also used PEF budget for a 0.4 FTE CLD Worker. The general remit of this member of staff was to work with identified individual parents who required additional support and to run workshops which would enhance parents' abilities to support their children. Work with individual did take place but little impact on pupils was seen. Workshops were very poorly attended, and no impact was measured. Planning and support for the worker also added workload to the school management team. On evaluation of this form of intervention it has been decided not to continue with this form of support.

Feedback from Parents

In a parental survey, which was completed by 52% of our parents, 98% stated that their child was learning and progressing well (this is up 2% from the previous year), 94% said their child felt safe in school (up 6%) and 92% felt that they were treated as a partner in their child's education (up 6%). 92% felt that the school was well led (up 4%) and 95% said that, overall, they were happy with the school (this is up 5%).

Priorities for 2018/2019

After evaluating the improvements which we made last session, and consulting with parents and pupils, we have agreed the following priorities for this session.

- To 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 2019.
- To improve the emotional wellbeing of target pupils by May 2019.
- To improve assessment and moderation processes, within Literacy, throughout the school by December 2018.



Explanation of Terms

SIMD

Scottish Index of Multiple Deprivation (SIMD) is a grading put on each postcode in Scotland to show how deprived the area is. 1 is the most deprived and 10 is the least deprived. 31% of our pupils live in SIMD 1 or 2. In general, across Scotland, children living in SIMD 1 and 2 are less likely to achieve well in school. We work hard to ensure that deprivation is not a barrier to learning and we work to close the gap between those living in SIMD1/2 and those living in SIMD 3+.

SNSA

Scottish National Standardised Assessments (SNSA) are completed by children in Primary 1, 4 and 7. The assessment covers Numeracy and Literacy and is completed on a computer or tablet.

ACEL

Achievement of a Curriculum for Excellence Level (ACEL) is information which teachers submit to the Scottish Government each June. This shows which children in Primary 1, 4 and 7 have achieved the expected level. Most children will achieve Early Level by the end of Primary 1, First Level by the end of Primary 4 and Second Level by the end of Primary 7. However, some children will achieve these level earlier and some will achieve them later.

ACEs

Adverse Childhood Experiences (ACEs) are specific traumatic events which occur before the age of 18. Without appropriate support these can have a negative effect on a child's attainment, relationships and health.

PEF

The Pupil Equity Fund (PEF) is additional money given directly to schools by the Scottish Government for the purpose of raising attainment in Literacy, Numeracy and Healthy and Wellbeing in order to close the gap between the most and least deprived children. This year we were given £117,000 for this purpose.

If you have any feedback which you would like to share in relation to our School Improvement programme please come along to one of our Parent Council meetings. Dates and times for these meetings were issued at the start of the session and can be found on the school website.

Kate Watt
Head Teacher

