



The very best!



Renfrewshire Council Children's Services

Kilbarchan PS
Improvement plan
2016-2019

Vision

Renfrewshire's Council Plan and Community Plan sets out a vision for Renfrewshire, identifying the challenges and opportunities and provides a framework for improving outcomes for the citizens of Renfrewshire.

From this, Children's Services has developed an action plan setting out how it intends to achieve the outcomes identified in the Council and Community Plan.

As part of Children's Services, Kilbarchan Primary School has developed this establishment improvement plan which provides a framework for how we intend to continue our work towards achieving better outcomes for those associated with our school community.

In both the national and local context, tackling poverty, getting it right for every child, closing the poverty attainment gap and providing our learners for life beyond school are the focus for education and responding to these priorities will be a central aspect for Kilbarchan Primary School.

The priorities within this plan set out how we will improve our school and work towards achieving the vision for our school and for Renfrewshire.

Our vision and aims

Our Vision! The Very Best!

The very best for our children to allow them to become their very best!

Here is what we value!

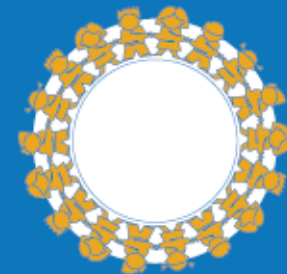


Happiness!

Ensuring that children are happy and safe. That they learn and grow in a positive environment and become successful learners.

Partnerships!

Listening to and working with parents, children, agencies and the wider community to support our children and to continuously develop our school. Encouraging our children to foster their own partnerships and become responsible citizens.

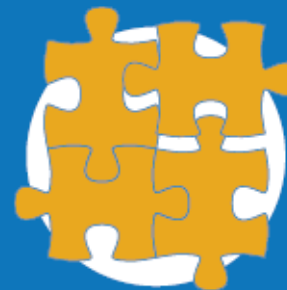


Success!

Valuing and celebrating all types of success that will help children become confident individuals.

Skills!

Developing skills needed for learning, work and for life to enable children to become effective contributors.



Created by pupils, parents and staff

Our aims of Kilbarchan Primary are:

Through a process of continuous self evaluation we aim to reflect the aims and principles of Curriculum for Excellence.

1. Successful Learners

- a) To provide a broad, balanced and integrated curriculum, consistent with the outcomes and experiences of Curriculum for Excellence.
- b) To enable all pupils to achieve high standards appropriate to their age, stage and ability.
- c) To sustain effective systems of support to meet the educational, pastoral, personal and social needs of all pupils.

2. Responsible Citizens

- a) To develop partnerships between pupils, staff, parents and the wider community.
- b) To promote an ethos of equality that respects and values all members of the school's community.
- c) To help all pupils develop respect for their world and make informed choices.

3. Effective Contributors

- a) To ensure all pupils are given opportunities to develop their communication skills in a variety of situations.
- b) To provide pupils with a variety of group challenges which allows them to develop team skills and make effective contributions.

4. Confident Individuals

- a) To provide a safe and challenging environment in which pupils are encouraged to grow in confidence.
- b) To provide opportunities for pupils to become confident when making presentations to groups of varying sizes, both within and beyond the school environment.

Who did we consult?

In developing this plan, we sought the views of pupils, parents & staff. We also used a variety of methods of getting the views of those who are involved in the life and work of Kilbarchan Primary School such as questionnaires, focus groups, workshops.

We have also consulted with our partners across and outwith the Council to assist us in the delivery of our priorities.

How we will know if we are achieving our aims?

We will monitor and evaluate the progress we are making to achieve the key outcomes set out in this plan. We do this by reviewing the plan monthly and tracking the impact of the plan appropriately.

Each year we also complete a standards and quality report which is monitored by our link education officer within headquarters.

Action Plan

Council Priority: Council Plan Priority 6: Raising Attainment and Closing the Attainment Gap

National Priority: Improvement in attainment, particularly in literacy and numeracy
Improvement in employability skills and sustained, positive school leaver destinations for all young people

Key Improvement Driver	Task(s)	Responsibility	Timescale			Resources	Is an *EHRIA required (Y/N)	Expected impact (on learners; staff; families etc)
			16/17	17/18	18/19			
3, 4 & 6	Expand the use of Sharing the Learning across all classes	HT & LS	*			Time for individual training	N	Learners are skilled to confidently share targets/successes with parents. Robust tracking in place. Parents are able to discuss pupil targets/progress at home.

Action Plan

Council Priority: Council Plan Priority 8: Improving care, health and Wellbeing

National Priority: Improvement in children and young people's health and wellbeing

Key Improvement Driver	Task(s)	Responsibility	Timescale			Resources	Is an *EHRIA required (Y/N)	Expected impact (on learners; staff; families etc)
			16/17	17/18	18/19			
1	Implement Named Person guidance	HT	*			Time / Training	N	Pupil Wellbeing is better safeguarded
	Implement new Pastoral Notes guidance	HT & DHT	*			Seemis	N	Pupil data is more effectively recorded
	Review Positive Behaviour policy/strategies	All	*			Cluster training on positive behaviour Inset day time	Y	Learning environment more effective. Staff refreshed on approaches
	Introduce P6 mediators	DHT	*				N	Pupils more resilient as resolving conflict
	Introduce masterclass led by pupils	DHT		*			Y	Pupils able to recognise wider achievements with respect to the .four capacities

Action Plan

Council Priority: Council Plan Priority 6: Raising Attainment and Closing the Attainment Gap

National Priority: Improvement in attainment, particularly in literacy and numeracy

Key Improvement Driver	Task(s)	Responsibility	Timescale			Resources	Is an *EHRIA required (Y/N)	Expected impact (on learners; staff; families etc)
			16/17	17/18	18/19			
2, 4, 5, 6	Review numeracy planning/resources	HT, DHT and KR	*			Time/ purchase of TJ maths	N	Staff are able to plan for effectively. Staff are also able to assess and track using the SALs from Education Scotland
	Review assessment of numeracy	Numeracy working party	*			Time from WTA	Y	Staff are more confident in planning quality assessments tasks that measure application Pupils are more engaged with learning and assessment
	See moderation plans							

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3, 5	Establish an annual CEOPs day for P1-4 and a safety day for P1-3	DHT, P6 Teacher	*	*		Pupil led Parent Workshop		

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			16/17	17/18	18/19			
2, 4, 5	Review and improve the use of Higher Order Thinking skills, in particular in maths and in the creation of questions in literacy	Working Party	*			Time from WTA	N	Pupils are able to apply their learning to more challenging tasks
	Implement the 2+ language across the school	All	*	*	*	Training for staff in French and Spanish	N	Staff are confident delivering quality language experiences
	Create a list of optional topics from each level	To be decided	*			Time to undertake task	N	Staff are able to plan effectively

Action Plan

Council Priority: Council Plan Priority 6: Raising Attainment and Closing the Attainment Gap

**National Priority: Improvement in attainment, particularly in literacy and numeracy
Closing the attainment gap between the most and least disadvantaged children**

Key Improvement Driver	Task(s)	Responsibility	Timescale			Resources	Is an *EHRIA required (Y/N)	Expected impact (on learners; staff; families etc)
			16/17	17/18	18/19			
1, 2, 4, 5, 6	Enable staff to interpret data from GL assessments	HT	*			Time on inset	N	Pupil data is used to identify next steps for pupils. Staff feel confident in determining a child's progress at a particular time
	Ensure staff have a clear understanding of how to determine if a child has 'achieved a level'	HT	*			HT one to one training	N	

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			16/17	17/18	18/19			
1, 3, 5	Review Homework Policy	HT, Staff, Parents, Pupils	*	*		Time for consultation	Y	Pupils are more engaged with homework, parents have a better understanding of how to support at home
	Train staff how to upload to website	All staff	*			Time, ipads	N	Parents are more aware of what happens in school and how we teach the different areas of the curriculum

Cluster Action Plan

Council Priority: Council Plan Priority 6: Raising Attainment and Closing the Attainment Gap

National Priority: Improvement in attainment, particularly in literacy and numeracy

Key Improvement Driver	Task(s)	Responsibility	Timescale			Resources	Is an *EHRIA required (Y/N)	Expected impact (on learners; staff; families etc)
			16/17	17/18	18/19			
1. School leadership 2. Teacher professionalism 3. Parental engagement 4. Assessment of children's progress 5. School improvement 6. Performance information	Following self-evaluation activity, establish implementation group to take forward actions identified as result of self-evaluation, with a particular focus on P7 – S1 curricular transition, literacy and numeracy	Cluster Heads	✓			Termly meetings	N	A comprehensive, well-planned programme of transition
1, 2, 3, 4, 5, 6	Self-evaluate transition process Pre-Five – P1	Cluster Heads	✓			September Cluster meeting	N	Action plan developed for Pre-Five transition

*equality and human rights impact assessment

Cluster Action Plan

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			16/17	17/18	18/19			
2, 4, 6	Cluster moderation sessions with a focus on Numeracy across the curriculum	All staff	✓			October and February InService (am)	N	Staff better equipped to make judgements on pupil progress and next steps

*equality and human rights impact assessment

Cluster Action Plan

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			16/17	17/18	18/19			
2, 4, 6	Pilot agreed format of cluster tracking and monitoring of Significant Aspects of Learning – Sciences, Social Studies, Expressive Arts and HWB: PE	All staff	✓	✓	✓	Existing tracking resources within cluster Collegiate time	N	Staff better equipped to make judgements on pupil progress and next steps Increased professional dialogue and communication across cluster

*equality and human rights impact assessment

Cluster Action Plan

Council Priority: Council Plan Priority 5: Reducing the Level and Impact of Poverty

**National Priority: Improvement in children and young people’s health and wellbeing
Closing the attainment gap between the most and least disadvantaged children**

Key Improvement Driver	Task(s)	Responsibility	Timescale			Resources	Is an *EHRIA required (Y/N)	Expected impact (on learners; staff; families etc)
			16/17	17/18	18/19			
3	Promote Families First service to support families	All staff	✓			Families First Communication strategy	N	Families benefit from collaboration with Families First

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Cluster Action Plan

Council Priority: Council Plan Priority 5: Reducing the Level and Impact of Poverty

**National Priority: Improvement in attainment, particularly in literacy and numeracy
Closing the attainment gap between the most and least disadvantaged children**

Key Improvement Driver	Task(s)	Responsibility	Timescale			Resources	Is an *EHRIA required (Y/N)	Expected impact (on learners; staff; families etc)
			16/17	17/18	18/19			
2, 4, 5	Implementation of Council's Literacy Strategy	Associated Primaries	✓	✓	✓	Literacy Teachers Council training	N	Raised attainment in literacy

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