

2023-2024

School Improvement Plan and Standards & Quality 2023/2024

Kirktonholme Primary School and Early Learning Class

EAST KILBRIDE

Learning is the HEART of Kirktonholme



Happiness Excellence Achievement Respect Teamwork

Strategic Improvement Priorities over 3 year cycle

Timescale: 2023-2026

Strategic Priority	Year 1 2023-2024	Year 2 2024-2025	Year 3 2025-2026
1. Ethos	Complete year 3 of attachment plan and embark on establishing a nurture provision	Continue to develop nurture provision & emotional literacy. Launch of Relationships policy	Evaluation of attachment informed practice and nurture approaches. Review of school vision, values and aims.
2. Refreshing our Curriculum	Improve attainment in reading through Reading Schools Award, reading assessments and making literacy connections across the curriculum Expanding vocabulary in ELC	Develop curriculum offer to include cultural diversity, racial education and BSL	Develop curriculum offer based on self evaluation. Spotlight on family learning & a stakeholder blether on homework.
3. Pedagogy	Develop the use & consistency of questioning to challenge learners Develop questioning to increase quality of interactions within the ELC Focus of questioning/enquiry within science	Develop enquiry based learning and imaginative outdoor spaces.	Continue to develop pedagogy based on self evaluation. Use of Digital Technology including AI
4. Learning Community or Nursery	Transitions within Learning Community		

Context of school

Context of the school: **Kirktonholme Primary & Early Learning Class**

Kirktonholme Primary School and Early Learning Class is in a residential area of East Kilbride. It serves the communities of West Mains and Stewartfield. For 2022/23 our school roll was 377 over 14 classes, with a nursery class of 40. The new school building was opened in 2009 and provides a modern environment in which our children can learn and achieve. The building has 12 classrooms, a nursery, a gym hall with a large stage, dining area, ICT suite, and an Active Learning Zone. Over recent years we have developed our outdoor space creating versatile spaces to play and learn.

Our school community worked together to create our school vision and values. Last session this was reviewed and it was agreed to refine the values to align more with our school vision. Our community is focused on learning being at the heart of Kirktonholme. The values we live by are Happiness, Excellence, Achievement, Respect and Teamwork.



Learning is the HEART of Kirktonholme
Happiness Excellence Achievement Respect Teamwork

The Senior Leadership Team are well established and supported by the Kirktonholme Improvement Team, all of whom drive improvement through self evaluation and pupil voice. One of the strengths of our staff team is the shared values and they should be commended for their strong ethos of teamwork. Learners are well respected and listened to. Our school support team have worked hard to compensate for absences within the support team.

This session we have strived to increase our parental engagement by providing stay and play sessions, family workshops in Robotics and Loose Parts and we hosted our second annual KOP Climate Change Conference. Sustainability is a strong driver within our Curriculum. We have an active and engaged Parent Council, and an interested and supportive parent forum, who play an integral role in school life in many ways, including fundraising. We are continually developing our curriculum and our profile within our local community by supporting and working with local charities and groups, such as the EK Food Bank, Memory Café, Guide Dogs and Kilbryde Hospice. Local businesses support our curriculum delivery, especially in the areas of Farm to Fork, Sustainability and Digital Learning. We have developed good links with our local library to support our reading for pleasure programme.

We are part of the Duncanrig Learning Community, and we have strong links with the other local eight feeder primary schools. Staff have the opportunity to work in collaboration across the schools. We work very well with Duncanrig Secondary School to ensure that a smooth and strong transition programme is planned for and achieved. In session 2021/2022 our nursery class moved to 1140 hours and this session 23 of our children have transitioned into our school.

Strategic Priority 1 Improvement Planning and Standards and Quality Reporting for 2023/2024



<u>NIF Priority (select from drop down menus)</u> Improvement in children and young people's health and wellbeing <u>NIF Driver</u> School and ELC leadership Teacher and practitioner professionalism	<u>SLC Priority (select from drop down menus)</u> Improve Health and Wellbeing to enable children and families to flourish Support children and young people to develop their skills for learning, life and work	<u>SLC Stretch Aims</u> ACEL Primary – literacy – P1, P4 & P7 combined ACEL Primary – numeracy – P1, P4 & P7 combined	<u>HGIOS?4 QIs (select from drop down menus)</u> 3.1 Ensuring wellbeing, equality and inclusion 2.4 Personalised support 1.5 Management of resources to promote equity <u>HGIOELC QIs (select from drop down menus)</u> 3.1 Ensuring wellbeing, equality and inclusion 2.4 Personalised support 1.5 Management of resources to promote equity	
Rationale for strategic priority	Outcome (Intended impact)	Operational activity	Measures	School Lead
NURTURE We are in year 2 of 3 year of our Attachment Action plan. Analysis of our attachment audit informs us that nurturing approaches are required to meet the changing wellbeing needs of our learners. Most learners have responded well to the attachment-informed approaches implemented over past 2 years, however further personalised interventions are required to support wellbeing for some learners. Close scrutiny of attainment and attendance of targeted learners indicates a need for 'readiness to learn' supports.	1 By June 24 learners identified with emotional based school avoidance will have an increase in attendance levels compared to 22/23. 2 By October 23 a nurture space will be set up and resourced. A nurture group will be identified and assessed and begin to engage with this support. By June 24 identified learners 3 By December 23, further groups of P3-P5 learners will benefit from the additional wellbeing supports of social comms group and Listen 2 Me. Learners will report that they feel listened to. 4 By December 23, all staff will have engaged in and be more knowledgeable about a nurturing schools approach. 5 By June 24 a KPS Positive Relationships (Happy & Healthy?) policy will be agreed	1 Create & resource a flexible good morning space to aid morning transitions into school. 2 Staff member (S Little) to engage in training, professional reading, school visits and professional dialogue with Nurture DO. Set up and resource a small group Nurture provision. 3 S Little to identify learners for and facilitate a social comms group using Emotion Works training and resources. 4 Nov Inset Nurture training for all staff by Susan Tullett SLC Nurture DO. Training to be further supported by purchasing of professional learning materials. 5 Establish a Nurture KIT group and mini KIT group (pupils & parents). Staff group	Attendance Number of learners accessing. Teachers will report on transition of learners into class. Boxall Profiles Pre & post questionnaires Attachment-informed practice and the 6 principles of nurture will be evident throughout the school. Observations will be captured through nurture class visits. Glasgow Wellbeing & Motivation tool Training evaluations Class S&Q reports Pre & post pupil questionnaires	<i>Attachment Ambassadors</i> <i>S Souter</i> <i>DHT</i> <i>S Little</i> <i>Improvement Team Lead</i> <i>S Little</i>

	6. By June 24 almost all learners will report on feeling nurtured, safe and included at Kirktonholme.	<p>to develop Beacon House materials for implementation during Wellbeing Week is 5th – 9th Feb and showcase for parents 16th Feb. Mini KIT group to create positive relationships policy.</p> <p>6 All staff trained in using Glasgow Motivation & Wellbeing Profile (GMWP) data to improve wellbeing for learners.</p> <p>Attachment Ambassadors to consult with stakeholders and evaluate current 3 year attachment (S Souter)</p>	Stakeholder consultation	
Progress and Impact				Next Step(s) and rationale to inform SIP for 2024/2025 or establishment maintenance agenda

<p><u>NIF Priority (select from drop down menus)</u></p> <p>Improvement in attainment, particularly in literacy and numeracy.</p> <p><u>NIF Driver</u></p> <p>Curriculum and assessment Performance information</p>	<p><u>SLC Priority (select from drop down menus)</u></p> <p>Provide a rich and stimulating curriculum that helps raise standards in literacy and numeracy</p> <p>Ensure inclusion, equity and equality are at the heart of what we do</p>	<p><u>SLC Stretch Aims</u></p> <p>ACEL Primary – literacy – P1, P4 & P7 combined</p> <p>Choose an item.</p>	<p><u>HGIOS?4 QIs (select from drop down menus)</u></p> <p>2.2 Curriculum 2.3 Learning, teaching and assessment 1.2 Leadership of learning</p> <p><u>HGIOELC QIs (select from drop down menus)</u></p> <p>2.2 Curriculum 2.3 Learning teaching and assessment 1.2 Leadership of learning</p>	
Rationale for strategic priority	Outcome (Intended impact)	Operational activity	Measures	School Lead
<p>READING</p> <p>Reading attainment P1/4/7 has been sustained at 84%. Despite closing the reading gap pre pandemic, the gap has now increased. The data tells us that the greatest gap is in Reading at P1. Staff have identified that support is required for assessing reading. Connections are needed between reading and writing to make our literacy programme coherent and relevant for our learners.</p>	<p>1 By June 2024 KPS will achieve Reading Schools core status and be working towards silver award.</p> <p>2 By December 2024 all children will have visited EK local library and become members.</p> <p>3 By October 23 P1 teachers will have delivered new P1 FLIPP programme. Assessments will indicate an increased in phonological awareness.</p> <p>4 By June 2024 reading assessment criteria will be created to support teacher professional judgements and staff will report an increased confidence in making their judgements. Reading attainment will increase.</p>	<p>1 Establish a Mini Kirktonholme Improvement Team (pupils & parents) to evaluate, create & action an implementation plan for Reading Schools</p> <p>2 Term 1 P3-P7 classes to visit EK Library & Rhona to visit ELC-P3</p> <p>3 P1 teachers to implement P1 FLIPP training. Development time provided during Inset 1. K Clow DHT to oversee implementation and evaluate through class visits and pupil assessment.</p> <p>4 Improvement Team</p> <ul style="list-style-type: none"> ➤ develop reading assessment criteria and guidance to support teacher professional judgement. ➤ Connect Reading & T4W Writing opps within our literacy programme & further connect to 	<p>The reading age of almost all children will become less than 18 months below their chronological age.</p> <p>Almost all children will have an SLC library membership.</p> <p>Running records Staff evaluations of training and implementation.</p> <p>The combined attainment for Reading will have increased by at least 3%. The attainment gap will be reduced by 10%.</p> <p>Pupil engagement in Literacy will increase.</p>	<p><i>WMcLaughlin (Reading Schools)</i></p> <p><i>K Clow, DHT Early Level</i></p>

	5 By June 2024 learners within ELC will expand their vocabulary and raise attainment in literacy.	other curricular areas (IDL) Use SLC Literacy Hub ➤ Identify (& purchase) additional resources including digital, fiction & information texts 5 ELC Staff will agree key vocabulary for each area of focus and reinforce during learning experiences. Vocabulary to be shared with parents to support learning.	Key vocabulary assessment Parent and pupil feedback	
Progress and Impact			Next Step(s) and rationale to inform SIP for 2024/2025 or establishment maintenance agenda	

<p><u>NIF Priority (select from drop down menus)</u></p> <p>Improvement in skills and sustained, positive school-leaver destinations for all young people</p> <p><u>NIF Driver</u></p> <p>School and ELC improvement Curriculum and assessment</p>	<p><u>SLC Priority (select from drop down menus)</u></p> <p>Support children and young people to develop their skills for learning, life and work</p> <p>Provide a rich and stimulating curriculum that helps raise standards in literacy and numeracy</p>	<p><u>SLC Stretch Aims</u></p> <p>ACEL Primary – literacy – P1, P4 & P7 combined ACEL Primary – numeracy – P1, P4 & P7 combined</p>	<p><u>HGIOS?4 QIs (select from drop down menus)</u></p> <p>2.3 Learning, teaching and assessment 3.3 Increasing creativity and employability 1.2 Leadership of learning</p> <p><u>HGIOELC QIs (select from drop down menus)</u></p> <p>2.3 Learning teaching and assessment 3.3 Developing creativity and skills for life and learning 3.2 Securing children’s progress</p>	
Rationale for strategic priority	Outcome (Intended impact)	Operational activity	Measures	School Lead
<p>QUESTIONING</p> <p>Using questioning to increase the quality of learning experiences and challenge our learners.</p> <p>Teacher self-evaluations and classroom observations indicate that Effective Questioning is an area for development.</p> <p>This will build upon previous good practice of Tapestry Group.</p> <p>Our learners need to develop their voice within their learning.</p> <p>29.5% of our learners told us through the pupil</p>	<p>1 By December 2023 all staff will have enhanced their understanding of the effective questioning component of our teaching and learning cycle.</p> <p>2 By June 2024 teaching staff will indicate an increase in confidence in their knowledge and use of effective questioning. Class observations will indicate an improvement in this area.</p> <p>3 Learners will demonstrate a deeper understanding and curiosity particularly in the areas of science. Tracking in science will indicate an increase in engagement and attainment.</p>	<p>1 Effective questioning training for all staff using pedagogy palette & Ed Scot resources. Further resources signposted to develop professional reading and learning associated with effective questioning (EEF)</p> <p>2 Improvement Team – to create consistent approach to questioning from ELC to P7 in consultation with learners (eg key questions to ask at the beginning, middle and end of a learning experience to promote a deeper understanding and curiosity) Connect SLC Skills Framework</p> <p>3 Signpost STEM challenges (Inset 2) to provide a context for enquiry and curiosity. Develop the use of What if...? Pilot questioning techniques in science (and reading). Audit practices and begin journey for STEM national award</p>	<p>Training evaluations</p> <p>Class observations</p> <p>Teachers' forward planning</p> <p>Pupil surveys</p> <p>Evaluations/ reflections of STEM showcase in March 24</p>	<p><i>C Scott</i></p> <p><i>V/Miller, DHT STEM Enquiry</i></p>

<p>survey that they were unsure whether we took their views into account. Whilst 85% of our children were happy with the quality of teaching all of the time, 47.7% of our learners told us they feel that the work in school was hard enough only some of the time. Therefore our learners require more challenge. Effective questioning will challenge our learners.</p>	<p>4 Through dialogue generated by effective questioning learners will be able to identify the skills within their learning and experiences and talk confidently about them.</p> <p>5 By June 24, playroom observations will indicate a strength in questioning techniques used by staff. As a result, high quality experiences will be provided along with high quality interactions and children will be able to demonstrate a depth to their learning.</p> <p>6 By June 24, a more robust schedule of learner observations at Early Level will be established. This robust evidence will be used within a body of evidence and inform professional judgements.</p>	<p>4 Mini Improvement Team (pupils & parents) to consider use and create a pupil reflection tool focusing on skills. Pilot and evaluate reflection tool.</p> <p>5 ELC Staff will undertake training in questioning. Professional dialogue sessions. Develop the idea of Ask the Expert to share learning? Develop the idea of What if? Staff visits to other establishments & P1 classes to observe practices.</p> <p>6 Pilot observation schedule. Consult and collaborate with Early Level staff and agree a consistent approach.</p>	<p>How Good Is OUR School theme 2 L&T</p> <p>EYP planning Floorbooks Expert sessions?</p> <p>Staff feedback Observation schedules Learning Journals</p>	<p>C Scott</p> <p>SLC's ELC Excellence & Equity Lead</p> <p>L Ferguson, PT</p>
Progress and Impact				Next Step(s) and rationale to inform SIP for 2024/2025 or establishment maintenance agenda

PEF Improvement Planning and Standards and Quality Reporting for 2023/24



Excellence



Teamwork

<p>SLC Stretch Aims</p> <p>ACEL Primary – literacy – P1, P4 & P7 combined ACEL Primary – numeracy – P1, P4 & P7 combined Cost of the School Day</p>						
Rationale for PEF / PB Spend	Allocation of PEF / PB spend	Outcome (Intended impact)	Operational activity	Measures	Mid year review RAG	End of year review RAG
<p>Inclusion</p> <p>7 learners in P4 (3) and P5 (4) have been identified as having distressed behaviour and/or social, emotional and behavioural needs. 50% of these pupils are challenged within their mainstream classroom setting. Staged interventions and ASP evaluations identified nurture as possible intervention to support these pupils. The PEF funded teacher will lead a Nurture Group for these identified pupils. An additional group of 6 P6 learners have been identified to</p>	<p>£45000 Teacher 0.4FTE SSA 10hrs</p>	<p>By June 2024, all pupils targeted for Nurture intervention (7 pupils) will have improved wellbeing; their barriers to learning will have reduced and they will be sustaining longer periods of time in their mainstream class.</p>	<p>PEF funded class teacher will create and resource a Nurture space in consultation with SLC DO.</p> <p>Baseline profiles will be undertaken in Aug & Sept 23 Nurture group will comprise of 6 pupils 3 times per week, as part of their weekly intervention timetable. This group will take place in a newly developed Nurture space</p> <p>Boxall Profiles will be used as baseline and every 12 weeks to monitor progress.</p> <p>Attendance and engagement at sessions will be monitored weekly.</p>	<p>Boxall Profile Scores for both developmental and diagnostic strands. (Pre and post assessment)</p> <p>Monitoring of time sustained in mainstream class x weekly</p> <p>Engagement will be tracked termly</p>		

participate in a Social communication group.						
<p>Attainment : Literacy</p> <p>Analysis of attainment data highlights an increase in the literacy gap. The greatest gap is in Reading at P1 stage.</p>	<p>£10000 SSA 11.5hrs</p>	<p>By September 23 Targeted learners within P1 will be identified.</p> <p>By January 24 a small group of P2 learners will increase their attainment in listening and talking. By June 24 a small group of P1 learners will increase attainment in listening and talking by participating in the NELI programme.</p> <p>By Oct 23 all P1 learners will demonstrate a better understanding of phonological awareness.</p> <p>By Nov 23 parents of P1 targeted learners will have participated in a Meet the Teacher and a Come Learn with me about reading workshop.</p>	<p>Access Free School Meal information & make class teachers aware</p> <p>Assess P2 (Sep) and P1 (Feb) to identify learners for NELI intervention. SSA will facilitate intervention programme. DHT to oversee.</p> <p>Staff to work collaboratively to implement and evaluate SLC P1 FLIPP programme. Additional teacher support will be provided for further reinforcement of FLIPP with targeted learners.</p> <p>Parent Workshop focusing on reading and supporting reading at home in November. Parent cue cards Re-establish home lending library. Re-establish homework diary</p>	<p>NELI baseline and final assessments.</p> <p>PAST scores</p> <p>Reading running records SWRT (Feb) SNSA (May)</p> <p>Homework diaries</p>		
<p>Participation</p> <p>In 2022/23 we increased the participation levels of targeted learners. 84% of P3-P7 targeted pupils attend small group Homework Clubs. All P1&P2 targeted pupils (100%) attended afterschool play sessions. 78% of P1-P7 targeted pupils participated in other after school</p>	<p>£3000 30 wks of supported study PB ~ £4000 Arts project £1500</p>	<p>By June 2024 almost all targeted children will benefit from additional teacher time to support homework.</p> <p>By June 2024 all targeted children will have had the opportunity to participate in extra curricular clubs and activities increasing their sense of belonging and worth.</p> <p>By April 2024, all targeted learners in P7 will have engaged</p>	<p>Class teachers to volunteer for Tuesday supported study classes for targeted learners. 6 small group homework classes (including play) will be set up across 6 stages over 3 terms.</p> <p>Continuation of KPS Dance Academy with targeted learners accessing this on a rolling programme.</p> <p>Consultation with learners regarding the choice of after school club/activities.</p>	<p>Attainment tracker</p> <p>Targeted learner trackers</p> <p>Pre and post project questionnaires</p> <p><i>Possibility of Participatory budget to be spent in this area. Pupil Council evaluations will measure impact.</i></p>		

clubs. We will continue to build on this provision this year.		<p>in an outdoor residential experience to Millport.</p> <p>By October 2023 targeted P6 leaners will have participated in an expressive arts project providing them with an opportunity for personal achievement.</p>	P6 Art Project with Alex Allen - design challenge, photography, observing the environment and creating an outdoor sculpture.			
<p>Attendance</p> <p>18 pupils have been identified to improve their attendance After a robust analysis of the school's attendance figures, it was identified that 18 learners across P2-7 who reside in SIMD 1 and 2 and entitled to FSM have attendance below 90%.</p> <p>We have identified two key groups, 1 group of 10 with average baseline attendance below 85% and one group of 8 with an average baseline of 72%..</p>		<p>By June 2024, at least 8 identified learners across P1-7 will have improved attendance of 90% or above (average baseline for these pupils is 85%)</p> <p>By June 2024, at least 4 identified learners across P1-7 will have improved attendance of 80% or above (average baseline for these pupils is 72%)</p>	<p>Equity PT will monitor attendance data weekly in partnership with office staff.</p> <p>Equity PT will undertake push and pull exercise with identified pupils to establish root cause to attendance. A personalised plan for each child will be developed in partnership with parent and pupil and implemented.</p> <p>Equity PT will build relations with identified families through family engagement activity to ensure they feel supported and promote partnership working.</p> <p>Whole-school attendance marketing campaign to be developed by November and launched to pupils at assembly and parents at Parents' Evening. This will then be rolled out using school's normal communication channels.</p>	Attendance % for targeted learners monitored x weekly.		
	TOTAL SPEND (incl carry forward) £63700					
Progress and Impact			Next Step(s) and rationale to inform PEF spend session 2024/2025.			

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Maintenance Agenda

Key actions	Relevant stakeholder involvement	Timeline for completion
Continue to embed play pedagogy at P1 and develop beyond Early Level	Staff & Pupils	June 2024
Implementation of recommendations from writing moderation group	Staff	June 2024
Re-establish mini KIT groups and invite parent participation	Staff, parents, pupils	June 2024
Assemblies to focus on rights and HWB	Rights Mini KIT & pupils	June 2024
Tracking and target setting in the ELC	ELC Team, learners	June 2024