Education Resources
Curriculum and Quality Improvement Service

Establishment Improvement Plan

2019 - 2020

Kirkton Primary School

Education Resources
Curriculum and Quality Improvement Service

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National Improvement Framework Key Priorities

- Improvement in attainment, particularly in literacy and numeracy;
- Closing the attainment gap between the most and least disadvantaged children;
- Improvement in children and young people's health and wellbeing; and
- Improvement in employability skills and sustained positive school leaver destinations for all young people.

National Improvement Framework Key Drivers	HGIOS 4 and Early Learning and Childcare Indicators	SLC Education Resources Themes
• School leadership • Teacher professionalism • Parental engagement • Assessment of children's progress • School improvement • Performance information	• 1.1 Self Evaluation for self-improvement • 1.2 Leadership for learning • 1.3 Leadership of change • 1.4 Leadership and management of staff • 1.5 Management of resources to promote equity • 2.1 Safeguarding and child protection • 2.2 Curriculum • 2.3 Learning teaching and assessment • 2.4 Personalised support • 2.5 Family learning • 2.6 Transitions • 2.7 Partnership • 3.1 Ensuring wellbeing, equality and inclusion • 3.2 Raising attainment and achievement/Securing children's progress • 3.3 Increasing creativity and employability/ Developing creativity and skills for life and learning	Transforming Learning and Teaching Implementing Curriculum for Excellence Meeting the Needs of all Learners', GIRFEC and Statutory Duties Skills for Learning, Life and Work Professional Learning Leadership (Change and Improvement)

Strategic Priorities 3 Year Cycle		
Session 2020/2021	**Session 2021/2022**	**Session 2022/2023**
• Pedagogy for Effective Reading • Pedagogy for Effective Writing • Assessment & Moderation of Reading, Writing & Numeracy • Pedagogy & Curriculum progression STEM • Assessment is for Learning	• Pedagogy for Effective Reading • Assessment & Moderation of Reading, Writing & Numeracy • Pedagogy & Curriculum progression STEM • Assessment is for Learning • Leadership of Change • Transitions within and across the school	• Leadership of Change • Pedagogy & Curriculum progression RME • Pedagogy & Curriculum progression 1+2 (Spanish & French) • Pedagogy & Curriculum progression Health & Wellbeing • Family Learning

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Collaboration and consultation

Who?	When?	How?
Staff	Across the year	Various methods
Pupils	Termly	Pupil Voice Groups & Assemblies
Parents	Twice yearly	Questionnaires & Surveys
Other Stakeholders	Annually	Various Methods

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Operational Improvement Planning (Action Plan) for Establishment: Session: 2019/20

Strategic Priority 1: To Improve the Quality of Learning & Teaching across the School (Pedagogy)

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Key Actions (How)	Lead Person	Timescale	Comments
Learner's experience high quality, interactive and stimulating learning and teaching which is based on sound pedagogical practice.	Lynne Brennan	In-Service Day 2	
All learners will receive feedback that moves learning forward.	Fiona Taylor Rhonda Jones Whole Staff Team	In-Service Day 2 CAT sessions x3	LC In-Service Day November 2019.
All learners will become owners of their own learning, with a clearer understanding of their next steps. (Within Writing/Spelling & Numeracy)	Fiona Taylor Rhonda Jones Whole Staff Team	Improvement Groups	
All learners and members of staff will use Assessment is for Learning strategies to support children's understanding of the achievement, attainment and next steps.	Lynne Brennan	In-Service Day 4 CAT sessions x2	
All learners will experience HOTS (Higher Order Thinking Skills) questions and pedagogy to support and deepen their learning across the curriculum, ensuring effective progression.	Lynne Brennan	In-Service Day 4 CAT session x1	
All learners will be involved in supporting the learning of others (collaborative learning, peer tutoring and peer assessment)	Lynne Brennan	CAT session x1	
All learners will be supported by school staff who have worked collaboratively to develop a consistency of expectations of pedagogy and assessment with a focus on writing, spelling, problem solving and numeracy	Fiona Taylor Rhonda Jones Whole Staff Team	In-Service Day 4	
Our school curriculum pathways and Learning & Teaching policy will have a clear focus on effective Learning & Teaching strategies.	Lynne Brennan	In-Service Day 5	

Strategic Priority 2: To Improve Attainment in Spelling

National Improvement Framework Key Priorities

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Key Actions (How)	Lead Person	Timescale	Comments
Audit of confidence as well as strengths and development needs of all practitioner to be completed to inform CLPL	Fiona Taylor SLT	In-service Day 2	
All learners will complete spelling assessments in September & May to identify spelling age as well as common errors	All staff	In-Service Day 5	
All learners will improve their spelling skills through a progressive spelling programme which focusing on phonological knowledge as well as spelling rules and topic specific vocabulary.	Fiona Taylor	In-service Day 3 CAT session x1 Improvement Groups	
Improved teacher confidence in teaching spelling across the school with a focus on effective questioning feedback and assessment will raise outcomes and attainment for learners across the school.	Fiona Taylor Whole Staff Team	In-service Day 3 CAT session x1 Improvement Groups	
Increased teacher familiarity with spelling benchmarks as well as new Active Literacy programme will improve outcomes for all learners	Fiona Taylor Whole Staff Team	CAT session x1	
All learners will experience a spelling programme which is based on sound pedagogy and uses an interactive approach with links to reciprocal teaching.	Fiona Taylor Whole Staff Team	CAT session x1 Peer Visits	
All teachers will improve and develop effective learning & teaching strategies which build on sound foundations.	Fiona Taylor Whole Staff Team	In-service Day 3 CAT session x1 Improvement Groups	

All staff will work together to develop effective on-going assessments for spelling	Fiona Taylor Whole Staff Team	In-service Day 3 CAT session x1 Improvement Groups	
Moderation of spelling achievement as well as learning and teaching strategies across the school by all members of staff will continue to raise expectations as well as pupil achievement.	Fiona Taylor Whole Staff Team	CAT session x1	
All learners will be more confident in their spelling ability and be able to apply their skills more consistently across their learning.	Fiona Taylor Whole Staff Team	On-going In-Service Day 5	
All learners will benefit from well trained staff who will be involved in quality in house CLPL.	Fiona Taylor SLT	On-going	
Learners will benefit from increased Parental Engagement which ensures clear understanding of the pedagogy behind our spelling programme and teaching methodologies.	Whole Staff Team	May 2020	
There will be an increase in pupil engagement and enjoyment in spelling across the school.	Whole Staff Team	On-going In-Service Day 5	
There will be increase confidence and motivation in writing and using spelling strategies across the school.	Whole Staff Team	On-going In-Service Day 5	
Narrow the gap ensuring the majority of pupils will make chronological progress in spelling	Whole Staff Team	On-going In-Service Day 5	

Strategic Priority 3: To Improve Attainment in Numeracy & Maths with a focus on breadth, depth & application (Real Life Situations)

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Key Actions (How)	Lead Person	Timescale	Comments
Audit of confidence as well as strengths and development needs of all practitioner to be completed to inform CLPL.	Rhonda Jones SLT	In-Service Day 2	
All learners will complete in house assessments in September & May to identify common errors and inform planning.	Rhonda Jones Whole School Team	In-Service Day 5	
All learners will experience a progressive problem solving programme which is based on sound pedagogy (concrete-pictorial-abstract) and uses an interactive approach with links to reciprocal teaching and clear assessments to support attainment and allow staff and pupils to make judgements on their progress (Teacher Professional Judgement).	Rhonda Jones Whole School Team	In-service Day 3 CAT session x1 Improvement Groups	
Improved teacher confidence in teaching applications of maths across the school with a focus on effective questioning feedback and assessment will raise outcomes and attainment for learners across the school.	Rhonda Jones Whole School Team	In-service Day 3 CAT session x1 Improvement Groups	
All learners will improve their ability to apply their mathematical knowledge through real life problems.	Rhonda Jones Whole School Team	CAT session x1	
Increased a familiarity with numeracy & maths benchmarks as well as school problem solving programme will improve learning and teaching as well as attainment for the majority of learners within the school.	Rhonda Jones Whole School Team	CAT session x1 Peer Visits	
Moderation of Numeracy & Mathematical achievement as well as learning and teaching strategies across the school by all members of staff will continue to raise expectations as well as pupil achievement.	Rhonda Jones Whole School Team	CAT session x1 Peer Visits	
All learners will be more confident in applying their maths skills in real life situations.	Rhonda Jones Whole School Team	In-service Day 5	

Learners will benefit from increased Parental Engagement which ensures clear understanding of the pedagogy behind our spelling programme and teaching methodologies.	Whole School Team	May 2020	
There will be an increase in pupil engagement and enjoyment in applying numeracy and maths in real life and problem based contexts across the school.	Whole School Team	On-going In-Service Day 5	
There will be increase confidence and motivation in applying and using maths across new contexts of learning.	Whole School Team	On-going In-Service Day 5	

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Key Actions from Previous Plans	Lead Person	Timescale	Comments
Continue to implement Emotion Works across the school with a focus on developing all learner's emotional resilience.	Gillian Black	In-Service Day 1	
Continue to focus on Children's Rights, updating our promoting Positive Behaviour Policy across the school.	Jemma Burns	On-going	
Continue to work with all stakeholders to revise our Vision & Values.	SLT	On-going	
Continue to improve pupil involvement across the school with an increased focus on Pupil Voice Groups.	Jemma Burns	On-going	
Continue to improve our Curriculum focusing on our Curriculum Pathways as well as Curriculum Rationale.	Jemma Burns	On-going	
Continue to implement effective learning & teaching in Spanish across the school, ensuring all learners are making progress through a progressive pathway.	Gillian Black	On-going	
Increase Parental Engagement in their child's learning through workshops as well as class assemblies and class visits. Parents to be increasingly involved in the wider life of the school and contributing to our improvement priorities.	SLT	On-going	
Increase Leadership of Change opportunities for all staff. All staff to recognise the leadership roles they already take and to build on these. Staff to be fully involved in the self-evaluation and improvement agenda within the school.	Lynne Brennan	On-going	

Pupil Equity Fund

Planning and Reporting

2019-2020

The Gap:

Please provide an overview of your school's poverty related attainment gap making reference to data.

Look at the 5 key indicators for closing the poverty related attainment gap:

Attainment, Attendance, Exclusion, Participation and Engagement.

What is the gap for these 5 areas? How does your data for SIMD 1-2 + FME compare with your data for SIMD 3-10 without FME.

Within the school we currently have 19 pupils who live in SIMD 1&2 and/or are in receipt of Free School Meals, this is 9% of our school population. The graphs show our poverty related attainment gap at June 2018. This information is a collation of the % of children who are attaining their expected CFE levels at P1, P4 & P7 according to teacher professional judgement, which is based on going class assessments and well as class work and activities.

Attainment

Numeracy
We currently have a significant attainment gap in Numeracy for pupils living in SIMD 1&2 and/or in receipt of Free School Meals, which increased during session 2017/18. We are aware of this gap and during session 2018/19, pupils were supported through targeted interventions within class as well as, for some children, additional support out with the classroom. This gap has reduced during session 2018/19, and our School Improvement Plan for session 2019/20, identifies further supports and improvements we are planning to make.

Reading
The gap within Reading is decreasing over time with overall attainment remaining static. A focused approach to School Improvement and ensuring our children are receiving high quality teaching across the school. We have introduced some targeted interventions aimed at improving decoding, phonics and sight vocabulary.

Writing
During session 2017/18, there was a significant gap in attainment, this can, in part, be directly linked to the attainment of 3 pupils. Due to our attainment in writing across the school, this was part of our whole school improvements during session 2018/19. Our pupils are more effectively supported with lessons focusing on genre and specific knowledge and skills. Staff have a greater understanding of genre features as well as benchmarks. Some pupils have also been supported using a spelling programme aimed at pupils with specific spelling difficulties.

Talking & Listening
Our gap is declining over time and we are continuing to focus on specific skills for identified individuals.

Attendance & Exclusions

Our children living in SIMD 3-10 with no FSM attend better than children living in SIMD 1&2 and/or in receipt of FSM. Children living in SIMD 1&2 and/or in receipt of FSM had less exclusions than our children living in SIMD 3-10.

Participation & Engagement

Our pupils are all involved in the life of the school through our Pupil Voice groups. All children are involved in the decision making within the school as well as actively contributing to the life of the school. All children expressed enjoyment in these groups. All children feel increasingly empowered within the school to contribute to our successes.

We have a range of extra-curricular activities on offer, the majority of which are run by Active Sports Co-ordinator. We have been approached this session by parents who are looking to support this further during session 2019/20.

Our participation levels at Extra Curricular Activities (out with the school day) are approximately 37%, activities within the school day (lunchtime) have a higher participation level at 52%.

We communicate with our parents through a variety of methods. Our new Twitter feed is proving to be very popular and gives parents and members of the local community an insight into the life of the school. Our new website is informative and easy to navigate. Newsletters and Parent Guides are distributed on a monthly basis. This session we have introduced "Come & See" sessions, these have been very successful and will be extended in session 2019/20.

Outcomes and Measures	Intervention Description New Interventions – description and clear rational Max 200 words	Intervention Theme			Organiser			Type of intervention				Continuation of 2018/189Plans Y or N?	Mid-Year Progress To be completed at Mid-Year Stage	Actual Impact To be completed at End of Year
		Literacy	Numeracy	HWB	Learning & Teaching	Leadership	Family & Communities	School generated	Partnership/charity	Commercial Resource	Consultant			
Outcomes: Improve the attainment and experiences of children living in SIMD 1 & 2 and those receiving FSM (as well as those at risk of missing out due to other ACE) in reading & writing across the school. **Measures:** • Pre/ Post teacher judgement • Writing comprehension scores • Pre/ post pupil surveys • Standardised assessments • Class formative assessment • Levels of staff engagement with CLPL	**Intervention 1:** • Develop learning and teaching strategies for writing. • Supporting assessments administered in spring 2020.	✓			✓	✓		✓				✓	Continuing to work on this with a focus on	
Outcomes: Narrow the gap at first level writing for identified children compared to their cohort. Narrow the gap at second level writing for identified children compared to their year cohort. Improved confidence and motivation in writing. **Measures:** • Relevant programme assessment measures • L and T improvement group minutes • Pre/ post evaluations on staff confidence and understanding • Professional tracking meetings with learning assistant and class teacher	**Intervention 2:** • Provide professional learning for staff involved with the target group to support literacy and writing in particular. • Sourced PL opportunities leading to the training in pedagogy for staff. • Calendar of in house CLPL opportunities created for staff. • 1:1 support from learning assistants for identified group by October 2019.	✓			✓	✓		✓				✓		

Outcomes and Measures	Intervention Description New Interventions – description and clear rational Max 200 words	Intervention Theme			Organiser			Type of intervention				Continuation of 2018/189Plans Y or N?	Mid-Year Progress To be completed at Mid-Year Stage	Actual Impact To be completed at End of Year
		Literacy	Numeracy	HWB	Learning & Teaching	Leadership	Family & Communities	School generated	Partnership/charity	Commercial Resource	Consultant			
Outcomes: Improve the attainment and experience of children living in SIMD 1 & 2 and those receiving FSM (as well as those at risk of missing out due to other ACE) in Numeracy & Mathematics. Increased pupil engagement and enjoyment in Numeracy & Mathematics activities Supporting assessments demonstrating progress- Spring 2020. **Measures:** • Pre/ Post teacher judgement • Writing comprehension scores • Pre/ post pupil surveys • Standardised assessments • Class formative assessment • Levels of staff engagement with CLPL	**Intervention 3:** • Provide professional learning for staff involved with the target group in P4 & P7 to support literacy and writing in particular. • Sourced PL opportunities leading to the training in pedagogy for staff. • Calendar of in house CLPL opportunities created for staff. • 1:1 support from learning assistants for identified group by October 2018.		✓		✓	✓		✓		✓		✓		
Outcomes: Improved Learning & Teaching across the curriculum. Children and staff are clear about what they are learning & the skills they are developing. All learning is underpinned by skills development and real life opportunities Developing Scotland's Young Workforce. **Measures:** • Pre/ Post teacher judgement • Planning evidence • Pre/ post staff & pupil surveys • Levels of staff engagement with CLPL • Peer and SLT observations • Annual Monitoring Calendar • Pre/ post evaluations on staff confidence and understanding	**Intervention 4:** • Develop a skills for learning, life and work progression grid focusing on ways in which these skills link to school and nursery and real life experiences. Links to curriculum rationale, which lifelong learning & values are we developing. • Use and development of the use of skills based learning in the curriculum to be monitored by SLT	✓	✓		✓	✓	✓	✓						

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		Literacy	Numeracy	HWB	Learning & Teaching	Leadership	Family & Communities	School generated	Partnership/charity	Commercial Resource	Consultant			
Outcomes: Increased number of children will demonstrate a positive growth mindset, leading to improved attainment across the curriculum. **Measures:** • Pre/ Post teacher judgement • Planning evidence • Pre/ post staff & pupil surveys • Peer and SLT observations • Annual Monitoring Calendar • Pre/ post evaluations on pupil confidence and understanding • Professional tracking meetings with learning assistants and class teacher	**Intervention 5:** • Growth Mindset sessions for all children. • Reinforced through assemblies and class activities. • Increased displays around the school and nursery, in all curricular areas, focusing on growth mindset • Additional In school awards for Growth Mindset introduced. • Use and development of the use of Growth Mindset in the curriculum to be monitored by SLT			✓	✓	✓		✓		✓				

Sustainability:

Please outline how you plan to mainstream or exit initiatives if required to enable sustainability in the longer term.

We aim to build on the Pupil Equity Funding by improving Learning & Teaching across the school. All teachers will be clear about the purpose of learning and the skills the skills are developed. Understanding of relevant pedagogy will be increased. All learning is underpinned by skills development and real life opportunities.

More rigorous tracking and monitoring is in place to allow for early identification of pupils who are missing out as well as to ensure effective support and challenge is offered to all pupils across the school.

Having undertaken a varied programme of Continuous Professional Learning E.g. Active Literacy, Big Maths 5 Minute Box, etc. staff will have the confidence, knowledge, skills, capability and capacity to ensure work continues if/when funding stops. An increased number of staff have increased their ability to lead in-house training. All resources to support these approaches have been purchased sand so the school is better resourced.

The whole school community have and will continue to benefit from improved learning & teaching in all areas with a focus on Literacy and Numeracy.