

### School Improvement Plan

**Kippen Primary School**

**Session 2023-24**

**The School**

Kippen Primary School is a non-denominational school serving the rural community of Kippen and its surrounding area. The school role for 2023/24 is 135 children within 6 composite classes. We have a Head Teacher, 7.0 teaching members of staff, including a Principal Teacher post, 3 Support for Learning Assistants, a part time administrative assistant and visiting specialist teacher for Support for Learning as well as partnerships with Active Stirling, who promote Health and Wellbeing and extra-curricular activities.

The school is very well supported by parents and highly regarded within the community. Attainment is high and the school prides itself in the wide range of learning opportunities it provides to support and develop skills in our young people.

At Kippen Primary School we aim to develop every child to be the best he/she can be by providing quality learning and teaching in a nurturing environment. To achieve this we plan for continuous school improvement and work with parents, children, and the wider community whilst being supported by Stirling Council’s Education Service.

**Vision, Values and Aims**

These are influenced by the priorities identified by the Scottish Government, National Improvement Framework, Stirling Council’s aims and reflect the values of our learning community.

**Our Vision**

As a community of learners we aim to: **Be All We Can Be**

Our work at Kippen Primary is firmly grounded in a vision for a school that puts children first.

**Our Values**

As a school we continue to promote our school values of: **Respect Responsibility Honesty Courage Integrity**

These values are revisited with children throughout the year and form the foundation of our whole school ethos.

**Our Aims**

We aim to fulfil this vision by:

* We aim to ‘Get it Right for Every Child’ by working in partnership with staff, children, parents and carers, other agencies and our local, national and global community to deliver learning in an active, relevant and engaging way.
* Raising standards of attainment by providing an appropriate, challenging and stimulating environment.
* Promoting an ethos of mutual respect and care which supports children and staff in achieving their best.
* Supporting children in developing confidence, positive attitudes and lifelong learning skills to enable them to be active, responsible citizens.
* Demonstrating our values Responsibility, Respect, Honesty, Integrity and Courage in all that we do.
* Promoting and developing partnership between school, home and community.

Promotion and development of Curriculum for Excellence continues to be achieved through staff development, Balfron Learning Community partnership working, parental involvement, whole school events, “Sharing the Learning” events and through the Parent Council. The Parent Council is advised throughout the year about the School’s progress with improvements, and about how the budget is directed towards meeting the school’s needs.

**Self-Evaluation**

Self-Evaluation for Self-Improvement is at the heart of our practice in Kippen. We continue to develop our practice in making robust use of evidence as a basis for judgements regarding the impact of our work on our learners.

* How are we doing?
* How do we know?
* What are we going to do now?

**Looking inwards** to analyse our work

**Looking outwards** to find out more about what is working well for others locally and nationally

**Looking forward** to gauge what continuous improvement might look like in the longer term.

Learners, parents/carers and staff take part in ongoing consultation and self-evaluation and their views are taken into consideration when planning for school improvement.

We do this by:

Learners- class discussions, surveys, Pupil Council meetings. Responsibility Group action plans

Parents/Carers – feedback from parent consultations, questionnaires, Parent Council meetings and parent focus groups.

Staff – regular staff meetings, professional dialogue, quality assurance, self-evaluation, Head Teacher dialogue and visits as part of School Improvement Partnerships.

**National Improvement Framework**

The learner remains at the centre of all that we do. The NIF sets out the key areas for improvement in our schools.



**Strategic Priorities 2023-24**

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| **Priority 1****Literacy** | Raising attainment in literacy |
| **Priority 2****Numeracy** | Raising attainment in numeracy |
| **Priority 3****Health and Wellbeing** | Improving the health and wellbeing of our learners  |
| **Priority 4****Moderation**  | Develop consistent approaches to moderation throughout the learning community |

**Key Priorities**

Our vision is of an education system which delivers both excellence and equity in equal measure for all children in Scotland.

**Improvement Planning Overview 2023-24**

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| **National Improvement Framework Priorities** | **HGIOS 4 & HGIOELC Quality Indicators** | **Regional Improvement Collaborative 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.
* Improvement in employability skills and sustained, positive destinations.

Key drivers of improvement1. School leadership
2. Teacher professionalism
3. Parental engagement
4. Assessment of children’s progress
5. School improvement
6. Performance information
 | 1.1 Self-evaluation for self-improvement1.2 Leadership for learning1.3 Leadership of change1.4 Leadership and management of staff/ practitioners1.5 Management of resources to promote equity2.1 Safeguarding and child protection2.2 Curriculum2.3 Learning teaching and assessment2.4 Personalised support2.5 Family learning2.6 Transitions2.7 Partnerships3.1 Improving/ ensuring wellbeing, equality and inclusion3.2 Raising attainment and achievement3.3 Increasing creativity and employability | * Develop collaborative approaches which build staff capacity to deliver high quality literacy learning experiences for all.
* Work together to strengthen and improve teacher confidence, understanding and teaching of numeracy.
* Work as a collaborative to strengthen the quality of the ELC workforce to support the quality dimension of the expansion.
* Provide professional learning that helps drive forward collaborative leadership at all levels.
* Ensure performance information and improvement approaches support raising attainment for all.
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| **Children’s Services Plan Outcomes** |
| **Some key outcomes are:*** The attainment gap relating to poverty, additional support needs and looked after children and young people is reduced.
* All children thrive as a result of nurturing relationships and stable environments in their own school and community.
* Children, young people and their families are respected as equal partners in decision making and planning.
* Children’s and young people are mentally and emotionally healthy.
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| **Improvement Priority 1** | **Outcomes for Learners** | **Impact Measurement** | **PEF** |
| Priority 1**RAISING ATTAINMENT IN LITERACY** NIF 2,4,5 6 HGIOS 2.3 3.2* Further develop Highland Writing criteria for use in assessment and moderation of writing.
* Develop a strategic plan for Colourful Semantics roll out for P1-3
* Fun with narrative to be introduced for P1 and P2 learners
* All pupils to take part in listening lessons using Teach your Children to Listen games and activities
* Continue to moderate writing at school level using skills developed last session.
* Develop a progression for listening and talking across the school
* Staff to take part in CPD to further develop outdoor literacy lessons
* P1-3 to use new outdoor classroom for weekly literacy lessons
* A parent session to share strategies for good listening that are taught in the classroom
 | * All Learners engage in high quality learning and teaching in writing lessons
* Learner’s writing is assessed and tracked by teachers confident in using criteria to identify next steps
* Learners writing is moderated at school level
* All pupils will take part in Teaching Children to Listen lessons.
* All P1-3 leaners will take part in weekly outdoor literacy sessions
* All P1 and P2 learners will have a greater enjoyment of reading through fun with narrative work
* Parents will have a greater understanding of what good listening is and how to support their child
 | * Attainment in writing
* Quality assurance
* Learner’s next steps are identified and shared
* Attainment data and tracking
* Feedback from learners, parents and staff
* Classroom observations demonstrating consistent approaches
* Learner’s reading and writing examples
* Tracking and monitoring shows an increase in engagement with listening and talking
* An increased number of pupils will use the strategies from Colourful Semantics to construct sentences
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| **Improvement Priority 2** | **Outcomes for Learners** | **Impact Measurement** | PEF |
| Priority 2**RAISING ATTAINMENT IN NUMERACY**NIF 2,4,5,6 HGIOS 2.3 3.2* Further develop problem solving strategies and develop a progression planner for use throughout the school
* Create a bank of problem solving strategies to be used throughout the school
* Introduce number talks at all stages across the school
* Ensure learning and teaching approaches are appropriately differentiated with an opportunity for support and challenge within numeracy and problem solving
* Data champion to support staff on critical analysis of numeracy data for all learners
* P1-3 to use new outdoor classroom for weekly numeracy lessons
 | * All Learners engage in high quality learning and teaching in maths lessons
* Learners understand different problem solving strategies and can articulate when different strategies are appropriate
* Learners are supported by support staff with an increased knowledge and skills in teaching problem solving within early, first and second level.
* Learner’s numeracy is assessed and tracked by teachers confident in using criteria to identify next steps
* Learner’s progress will be tracked more effectively using a range of assessments to support teacher judgement.
* Learners can discuss strategies they are using for number calculations.
 | * Tracking progress in numeracy shows progress for all pupils
* Range of assessments are used and recorded to track progress and attainment
* Feedback from learners, parents and staff
* Analysis of numeracy data by all teaching staff
* Increased engagement in numeracy through opportunities to discuss strategies
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| **Improvement Priority 3** | **Outcomes for Learners** | **Impact Measurement** | PEF |
| * Priority 3 IMPROVING THE HEALTH AND WELLBEING OF OUR LEARNERS
* NIF 4, HGIOS 3.1
* P6 and P7 play buddy’s to be established to develop loose parts play during lunch and break times
* Further develop the outdoor classroom space to allow for further play opportunities
* Opportunities provide to engage parents with developing play.
* To develop a pupil friendly version of our school anti-bullying policy
* Further develop the use of 5 point scales to support individual pupils
* Further develop our school buddy system to enhance opportunities for leaders of learning
* Develop a nurture space within each class environment
 | * Learners feel supported in the transition into new classes through planned class learning activities
* Learners have a sense of community by being included in developing class charters and house and responsibility groups
* Learners will feel safe in school and can use the class 5 point scale to share how they are feeling
* Nurture spaces continue to be provided for pupils who require this.
* Nurture spaces will be available in each classroom for any learner who needs it
* Pupils will have a greater understanding of bullying behaviour is dealt with at Kippen Primary
* Learners will have opportunities for loose parts play and benefit from working with P7 play leaders
* Parents engaged in play opportunities for leaners and able to share skills
 | * Feedback from learners, parents and staff
* Staff observations
* Check ins with learners and staff
* Tracking and monitoring
* Pupil questionnaires
* Staff and learners nurture audit
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| **Improvement Priority 4**  | **Outcomes for Learners** | **Impact Measurement** | PEF |
| Priority 4- Balfron Learning Community Improvement PriorityTo build on school moderation processes and extend moderation to all schools and nurseries in the Learning CommunityTo improve  staff capacity across the Learning community to assess and moderate using a consistent, evidence based approach To improve engagement between staff across schools by working in moderation partnerships across the Learning Community.Strathblane-Killearn-Balfron-Fintry-BuchlyvieDrymen-KippenThis will culminate in a Learning community moderation event on INSET day in April 2024 at BHS | Children will  be assessed through a consistent and evidence based approach  across nursery, primary and secondary staff  in the learning community | This will be evidenced through* Commitment of staff to the moderation process
* Consistency of approach
* Moderation activity at school level
* Quality of moderation dialogue
* Quality and range of assessment information used for moderation
* Staff confidence in assessing children’s achievement of CfE levels
* Partnership working across schools in the LC
* Schools/LC ACEL data
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