KIRKHILL NURSERY AND PRIMARY SCHOOL IMPROVEMENT PLAN

2017 / 2018

Factors Influencing the Improvement Plan

School factors

Addressing Action Points identified in School's Self Evaluation procedures
Cluster Improvement Plan
Consistency in learning and teaching, implementing recommendations of *Improving Scottish Education*
Flexible early learning and childcare implementation
On-going implementation of GIRFEC
Significant changes in Senior Management teams across the cluster (ongoing)
Cluster profile: diverse range of needs arising from socio-economic factors
PIPS/CEM Assessments/Achievement of a Level
New Scottish Standardised Assessments
Further staffing and budgetary constraints
Reduction and changing roles and remits of Link Officer team
Increased collegiate working between Primaries and with the Secondary
Prioritising of parental engagement/family learning
Pupil Equity Funding
Impact of Governance Review (Scottish Government)

Local authority factors

Moving Forward in Learning – Leadership for Improvement; Learning, Teaching and Assessment; Wellbeing and Inclusion; Early Years Framework
Raising attainment, including closing the gap
Delivering Better Outcomes
Single Outcome agreement
Corporate Plan
Integrated Children's Services Plan (Life Stages)
Education Services Management Plan
West Lothian's Early Years' Framework
West Lothian Parental Engagement Framework
Increased entitlement to early years' provision

National factors

National Improvement Framework / Scottish Attainment Challenge / National Improvement Hub / Raising Attainment for All
How Good is Our School? 4th Edition and How Good is Our Early Learning and Childcare
Getting it Right for Every child (GIRFEC)
Curriculum for Excellence
Developing Scotland's Young Workforce
Building the Ambition
Standardised Assessments

Child Protection Issues / Guidance
National Legislation: Children and Young People (Scotland) Act 2014
GTCS standards and professional update
Scottish Government – Governance Review
Closing the Gap – Pupil Equity Funding

Our School Vision

Mission Statement

"Playing, Growing, Learning Together"

Our Values

Knowledge

Independence

Rights Respecting

Kindness

Honesty

Inspiring

Life Long Learning

Laughter

Our School Aims

At Kirkhill we aim to:

Keep ourselves and others **safe** in a safe environment for learning.

Keep ourselves **healthy** so that our brains and bodies are ready to learn.

Never stop trying to **achieve** our best.

Make sure that everyone feels welcome, secure and valued in a **nurturing** environment.

Keep **active** through our play and learning.

Be **responsible** for our own actions and learning.

Respect each other's property, opinions and beliefs.

Ensure that everybody is **included**, matters and succeeds.

Anywhere School/Cluster/Faculty			Ensuring Excellence and Equity			
Desired outcomes linked to NIF priorities *(observable, measurable outcomes which focus on learning, achievement and wellbeing)*	NIF driver mapping *(check as appropriate)*	HGIOS4 HGIOELC QIs	Proposed Actions	By Whom	By When	Evidence *(include performance data, quality indicators and stakeholders' views)*
Raising attainment for all: ***To ensure that all children experience a broad general education through well planned IDL which makes links to literacy, numeracy and health and wellbeing as well as DSYW, STEM and Outdoor Learning opportunities**	☒School Improvement ☐School Leadership ☒Teacher Professionalism ☐Parental Engagement ☐Assess. of Children's Progress ☐Performance Information	3.2	• Staff CLPL opportunities – school visits/nursery visits • Professional reading incorporated into planned CAT/INSET sessions • Professional reading programme – rich tasks/storyline • Moderation Activities – understanding of planning for IDL • Staff to develop planning for IDL which takes into account literacy/numeracy outcomes as well as opportunities to develop skills for work (DSYW), STEM and Outdoor Learning. • Teacher/NN Leadership opportunities in some of the above • 0.6 RCC Teacher to deliver STEM subjects across the school	All All All All All All RCC	Jun 18 Jun 18 Jun 18 Nov17 Dec17 Aug17 Aug17	Professional dialogue – are teaching staff ensuring that well planned IDL is taking into account all key themes? What impact have CLPL visits had on nursery/school practice? SLT Classroom QI visits/monitoring – are staff applying their learning?
Improvement in Literacy for all: ***To further develop and embed the Literacy Strategy to ensure that all children are making good progress in reading and writing with a particular focus on the early years**	☒School Improvement ☐School Leadership ☒Teacher Professionalism ☒Parental Engagement ☒Assess. of Children's Progress ☐Performance Information	2.3	• Literacy Strategy – used to guide developments • Staff training in specific focus areas e.g. Big Writing, emergent writing, assessment of writing, reading routes, literacy evolve, early reading • Cataloguing of all resources available to support learning and teaching • Literacy Benchmark grids to be implemented to support professional assessment judgements of achievement of a level • Moderation activities – see moderation plan and CIP for details • New WL Literacy formats to be introduced and used to plan for learning and teaching • Reflective Reading as a focus for cluster improvements – see CIP for details • Children involved in target setting using online learning profiles – shared with parents • Parental Involvement – bitesize sessions, parent information leaflets, blog updates, newsletters, establishing Curriculum Café strategy • Teacher/staff leadership opportunities in some of above (if identified by the staff team)	HT All HT/PS W All All All All All FLC All	Aug17 Jun 18 Jan 18 Aug17 Jun 18 Aug17 Jun 18 Oct 17 Jun 18 Aug17	Professional dialogue – are staff able to discuss their children's progress and attainment and identify next steps? SLT QI Visits/Monitoring – what impact has staff CLPL opportunities having on classroom practice Data Analysis – are development leading to improvements in literacy for all Support for Identified Children – are staff able to identify supports for children with ASN? Stakeholder Feedback – are all stakeholders informed about how to support learning out of school?

Improvement in Numeracy for all: ***To continue to embed our Numeracy Strategy and the use of SEAL, Number Talks and Numicon practices to increase staff confidence in learning, teaching and assessment against the numeracy benchmarks and the use of pictorial, abstract, concrete processes.**	☒School Improvement ☐School Leadership ☒Teacher Professionalism ☒Parental Engagement ☒Assess. Of Children's Progress ☐Performance Information		• Numeracy Strategy – to be used to guide developments • Develop growth mindsets in maths approach across the whole school • Staff training opportunities • Cataloguing of all resources to support learning and teaching • Numeracy Benchmark grids to be implemented to support professional assessment judgements on achievement of a level • New WL Numeracy formats to be introduced and used to plan for learning and teaching • Moderation activities – see moderation plan for details • Children involved in target setting using online learning profiles – shared with parents • Parental involvement – bitesize sessions, parent information leaflets, blog updates, newsletters, establishing Curriculum Café strategy • Teacher/staff leadership opportunities (if identified by the staff team)	DHT All DHT/P SW All All All All FLC All	Aug17 Sep17 Jan 18 Aug17 Aug17 Jun 18 Oct 17 Jun18 Aug17	Professional dialogue – are staff able to discuss their children's progress and attainment and identify next steps? SLT QI Visits/Monitoring – what impact has staff CLPL opportunities having on classroom practice Data Analysis – are development leading to improvements in literacy for all Support for Identified Children – are staff able to identify supports for children with ASN? Stakeholder Feedback – are all stakeholders informed about how to support learning out of school?
Improvement in all children and young people's wellbeing: ***To engage children in their learning journey through online profiling and reporting which is shared between home and school**	☐School Improvement ☐School Leadership ☐Teacher Professionalism ☒Parental Engagement ☒Assess. of Children's Progress ☒Performance Information		• Staff training session from Online Learners Journeys • Implementation of online LJs throughout the school • All teaching staff to have access to an iPad/mobile device to support implementation • Profile Month guidance to be updated to reflected ongoing profiling using online LJs • Parent information session • Gather feedback from parents and evaluate success • Identify lead learner to support staff in implementation of these (teacher leadership opportunity)	All All All DG FLC SLT All	Sep17 Oct17 Aug17 Jan18 Oct17 Jun18 Aug17	Monitoring of online profiles – are staff using these with children to profile learning journeys? Stakeholder Feedback- are parents/carers sharing in their child's learning journey? Professional dialogue – are staff supported in developing the use of online profiling?
Improvement in employability skills and sustained, positive school leaver destinations for all young people: ***All of the above to ensure that all children across the school are equipped with skills for life, learning and work.**	☐School Improvement ☒School Leadership ☐Teacher Professionalism ☐Parental Engagement ☐Assess. Of Children's Progress ☐Performance Information		• Establish a careers fayre which involves parents and community partners (teacher leadership opportunity (if identified by staff team)	SLT All	May18	Stakeholder Feedback – are children able to make links between classroom learning and the world of work?

Additionality: Pupil Equity Funding Plan:
Closing the attainment gap between the most and least advantaged children

PART 1: Contextual Data Analysis & Rationale

*

a) **Background**
   The HT was appointed in August 2015 as since this the school has been on a very steep learning journey with the key focus being on raising attainment for all and ensuring excellence and equity for all of our learners. During this time school improvement priorities have focussed on ensuring the GIRFEC agenda is high on the list of priorities for the school and this has led to an increase in the number of opportunities available to our children who have barriers to learning. Through ongoing self-evaluation using HGIOELC and HGIOS4 further gaps in learning continue to be identified and our value added results show that children are making progress in their learning although there continues to need to be a focus on raising attainment for all.

b) **Data**
   Our data is showing that there are gaps in the middle/upper years in reading and writing which may be as a result of the lack of development in the early years on emerging practices. Our children on the whole perform below their chronological age which has been a key focus for improvements in learning and teaching during Session 2016-2017 although value added scores are showing that our priorities for improvement are leading to children making progress in their learning. We continue on this learning journey across the school through school improvement priorities and increasing our children's aspirations for their learning as well as through professional learning opportunities.

c) **What is our 'gap' and who are our target groups and their barriers to learning?**
   Our gap would appear to be in the early years literacy and numeracy which is leading to children not making progress towards achievement of a level at the upper school stages. A number of our identified children experience gaps due to lack of parental literacy/numeracy, Looked After Children status, ASD, early life experiences and ongoing family issues which have an impact on their aspirations for learning. Our target groups will be for identified children in the early years (this will also be a key focus of our SIP) who experience barriers in literacy and numeracy as well as all of our children who currently require additional supports e.g. life skills, outdoor learning, play therapy to help them to overcome barriers to learning and raise their aspirations for what they are able to achieve.

d) **Summary/overview of proposal & non-negotiable outcomes**
   Our intention is to appoint a PEF Co-ordinator to oversee all of the programmes identified by our evaluation strategies so that we have a focus on developing our staff team's knowledge and skills in learning and teaching to support our identified children – given that PEF has a time limit it is key to ensure that once this funding is no longer available that we have a staff team who are equipped with the skills to ensure excellence and equity for all. Our Family Learning Co-ordinator will be responsible for ensuring that we further involve parents/carers in their children's learning and development starting in the pre nursery years – this will involve working with partners and positive parenting programmes.

PART 2: Actions & Outcomes

PEF Priority	Proposed Actions & Resources *(These should be based around the organisers of Learning & Teaching, Leadership, and Families & Communities. Also consider activities within and beyond the classroom)*	What is the expected impact on reducing the gap in your context of your proposed actions? *(What story will your data tell by end of next session? By June 2020? You should include any targets linked to data)*	How will you measure the impact? *(You must be specific here in terms of:* • *new and existing performance data and other quantitative and qualitative information that will be required* • *plans for how data will be collected and reported)*
Literacy	*Appointment of PT (0.7 FTE) as Pupil Equity Funding Co-ordinator* *Appointment of Family Learning Co-ordinator (0.5 FTE)* *Resources – Literacy Box* *Family Learning Packs to be issued to all early years children*	*Increased %age of children achieving expected levels at P1, P4 and P7* *Increase levels of parental engagement in children's learning*	Renfrew Word Vocabulary Test POLLAR assessments CEM/PIPs data Achievement of a level data Language Link data Benchmark grids QI – pupil engagements evidence - baseline 5 Minute Box
Numeracy	*Appointment of PT (0.7 FTE) as Pupil Equity Funding Co-ordinator* *Appointment of Family Learning Co-ordinator (0.5 FTE)* *Maths Recovery Training for x1 CT* *Family Learning Packs to be issued to all early years children*	*Increased %age of children achieving expected levels at P1, P4 and P7* *Increase levels of parental engagement in children's learning*	Benchmark grids SEAL assessments Maths Recovery assessments and interventions Achievement of a level data QI – pupil engagement evidence - baseline
Health and Wellbeing	*Appointment of PT (0.7 FTE) as Pupil Equity Funding Co-ordinator* *Appointment of Family Learning Co-ordinator (0.5 FTE)* *Play Therapist (0.3 FTE)* *Outdoor Learning Programme – developed by H&WB Development Officer* *Steven Turnbull to deliver workshops throughout session on resilience etc.* *Individual counselling for P7 children identified who may require additional support for transitions*	*Increased levels of motivation and aspirations for learning for identified children* *Increased confidence and self-esteem for identified children*	Glasgow Motivation and Wellbeing Profile – identified children will be monitored and data analysed to give us a greater understanding of the gap Pupil engagement evidence – baseline using Leuven's Scale

Across Learning	*Targeted interventions for children who have LAC status and those with ASD diagnosis or characteristic behaviours associated with ASD*	*Increased levels of engagement in learning across the curriculum and raised attainment for all identified groups*	
Across Learning	Central PEF Posts: Numeracy, Literacy and Health & Wellbeing PEF Leads have been established to provide strategic advice, support and CLPL to schools. PEF Manager post has been provided to assist schools in relation to Finance, HR and Procurement.	This team will support schools as follows: • Identifying the gap and providing a baseline • Assist with sourcing appropriate staff and resources to fulfil the intervention strategies • Assist with measuring the impact of the strategies • Sharing good practice across the schools to assist with 2018 planning • Provide Professional Learning Opportunities for Literacy, Numeracy and H&WB in order to upskill staff	HTs will be asked at the end of the financial year to provide feedback in relation to these central posts. This information will be used to determine if these positions have been effective in assisting schools to fulfil their strategies aimed as closing the gap. A decision will be made in March 2017 if these posts should be extended beyond this date. Professional Learning Opportunities will be evaluated and their impact will be measured in schools by staff undertaking the training.

Kirkhill Nursery and Primary School

Pupil Equity Funding

Planning for Interventions

Principal Teacher (0.7 FTE)

Excellence and Equity

Data Analysis - Identifying the Gaps

CLPL/Supporting staff

Class cover (staff developing programmes)

Intervention Development

Quality Improvement

Evaluating Impact

Line Manage Family Learning Co-ordinator

Early Intervention Packs

PSW Intervention

Targeted Intervention (ASD)

CT - Maths Interventions

Family Learning Co-ordinator (0.5 FTE)

Interventions in LIT/NUM/H&WB

PEEP 4/5

Ready Steady Nursery

Link to partner agencies

Family Learning Programmes

Sharing Our Learning

LITERACY INTERVENTIONS

Vocabulary Building

Oral Literacy/Big Talk

Language Link

Literacy Rich Environments

Renfrew Reading Assessment

POLLAR

Literacy Box (PrimEd)

EAL

5 Minute Box

ReadingWise

NUMERACY INTERVENTIONS

Mental Maths

SEAL

Number Talks

Numicon

Numeracy Rich Environments

Maths Recovery

HEALTH AND WELLBEING INTERVENTIONS

Outdoor Learning

Life Skills

Play Therapy

Nurture Strategies

Bubble Time

Celebrating Wider Achievements

Glasgow Motivation and Wellbeing

Steven Turnbull Workshops