

Education – Improvement Planning Document

Establishment Name:

Kilmacolm Primary School

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Signatures:

Head of Establishment	<i>Grace Reid - Acting HT</i>	Date	<i>27.5.15</i>
	<i>Simone McCredie HT</i>		<i>30.10.15 (updated)</i>
Quality Improvement Officer	<i>Norman Greenshields</i>	Date	

Our Vision, Values and Aims

Our vision;

Our vision is to provide a happy, caring and stimulating school community where children are encouraged to thrive intellectually, emotionally, physically and socially and are proud of their achievements.

Our values; Aspiration, Determination, Endeavour & Compassion

Our aims;

To develop our children to be nurtured, safe, active, healthy, achieving, included, respected and responsible.

To create successful learners by providing the highest quality of learning and teaching to ensure all children achieve their potential

To create confident individuals by encouraging self-respect, ambition, and a sense of physical, mental and emotional wellbeing with secure values and beliefs.

To create responsible citizens by developing and fostering positive attitudes and skills for all pupils enabling them to have respect for themselves and others and to prepare them for life in a diverse society.

To create effective contributors by encouraging an enterprising attitude, resilience and independent learning skills.

1. How we carried out our self-evaluation and involved our stakeholders

We have carried out a number of self evaluative processes this session:

- GIRFEC audit of parental views to highlight key strengths and areas for development
- GIRFEC audit of school and nursery staff views to highlight key strengths and areas for development
- Tracking of Pira Comprehension assessments at P:3, P:5 and P:7 have shown improvements of 90%, 82% & 87% respectively in reading ages across the session
- Promoting Parent Partnership questionnaire
- Staff Evaluation form
- Nursery audit of aspects for development following HMIE visit
- Nursery audit of requirements following HMIE visit
- Improvements in grades from Care Inspectorate following their visit
- Pupil evaluation questionnaire
- Spelling evaluation by staff in P:4-7 with regard to proposed purchase of new spelling scheme
- Tracking of spelling assessments P:4-7 to ensure progression and value added
- Parent and staff visits to decant accommodation were evaluated and comments distributed to all parents
- Changes to timetable of Parents Evenings was evaluated and reported back to parents
- Moderation of writing held and tracking of Big Write assessment results show continued improvements in writing results.
- Parental survey of Refurbishment options held and reported to parents - majority of parents choosing the option whereby the whole school decants to previous St. Stephens building and the nursery remains in modular accommodation at KPS.

- Audit of parent views on communication e.g. using e-mails to contact parents in future. The majority of parents agreed that their preferred method of contact is by text but they also thought e-mails were an efficient way to be contacted
- Feedback from working parties on Science and Religious & Moral Education have indicated continued work is required
- Parents are encouraged to add their evaluative comments on “sticky notes” following parent workshops, class assemblies or other events
- Evaluation of Eco Work in school contained within application for 4th Green Flag
- Continuous assessment of progress for Rights Respecting Schools Level One award, including discussion with Children’s Rights Development Officer

2. Overview of the main findings from our self-evaluation

- Continued close and regular communication with all stakeholders regarding the progress of the School Refurbishment process is vital in managing a smooth transition between establishments. Investigate use of Groupcall.
- Science and RME programmes will be developed to show progression across all levels and avoid repetition of some aspects of learning. Collaboration with all local authorities via Education Scotland to develop a progression and skills framework
- Providing opportunities for pupils to be more aware of Wellbeing Outcomes and the language of GIRFEC
- Nelson spelling scheme will be re- introduced in P.4-7

- House system/Golden time procedures to be reorganised to provide a more structured approach
- Numicon is used well in nursery & P.1 but further development is necessary across the whole school

3 Year Overview of Priorities

The improvement priorities for our establishment are noted on the following page. They have been expressed in the context of the Wellbeing Indicators.

Our Improvement Priorities extend from Year 1 - Year 3. Each priority has been coded accordingly:

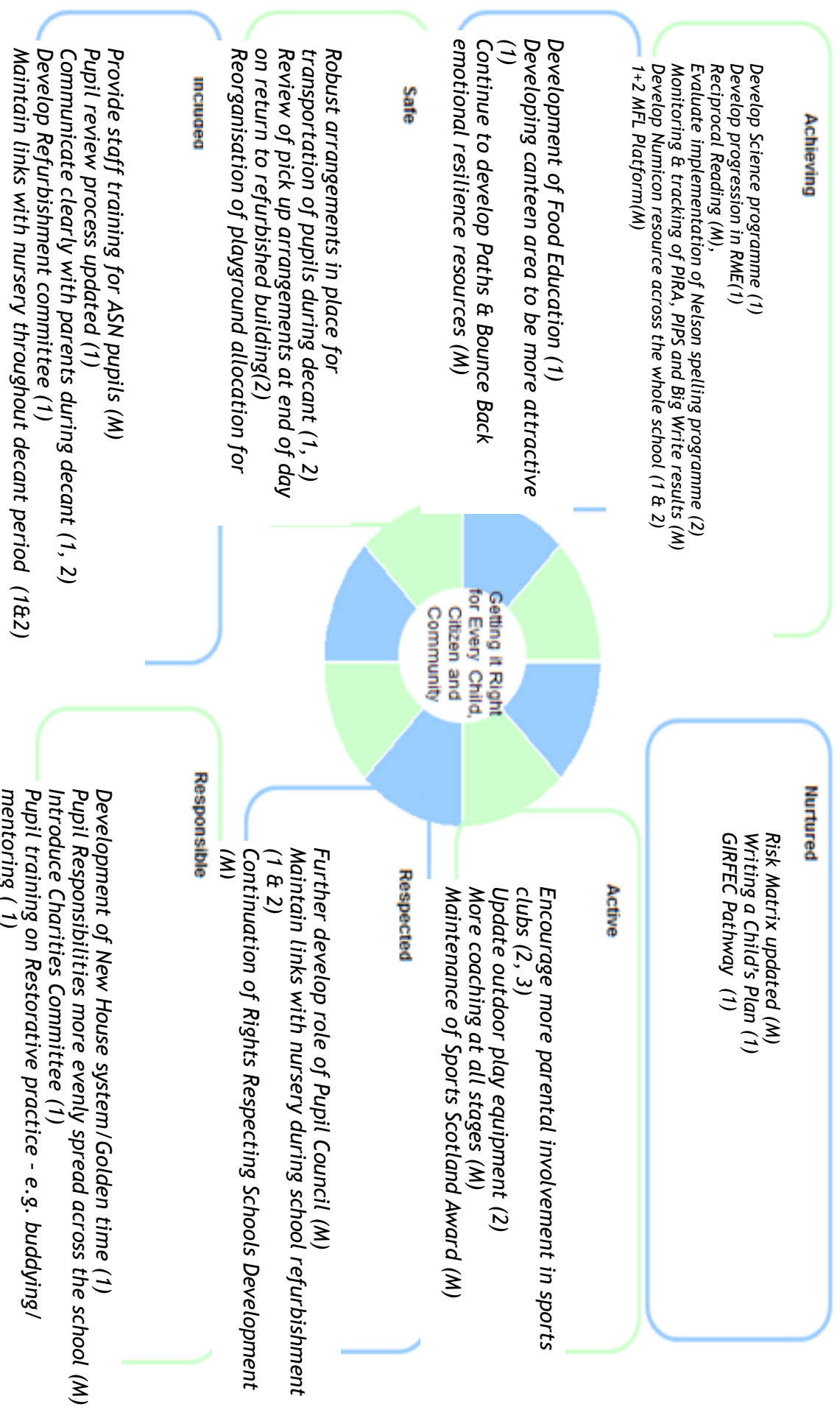
Year 1: Session 2015-2016	(1)
Year 2: Session 2016-2017	(2)
Year 3: Session 2017-2018	(3)

In addition to our Improvement Priorities, there are also aspects of our work which are ongoing - work that is significant, but nonetheless can be classified as “Business As Usual”. Such aspects of work have been coded as:

Maintenance (M)

Our Year 1 Action Plan for 2015-2016 follows the overview.

- to highlight key strengths and areas for development



Action Plan – Year 1 Session 2015 -2016

Focus Area	GIRFEC: Responding to the Young People and Children's Act legislation.
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Where are we now?	Where do we want to be?	How will we get there?	When will we get there?	How will we know?	Who will lead?	Which partners will be involved?
The school has clear procedures in terms of identifying the needs of individual children. Staged intervention levels are identified for specific pupils within the school.	The school will have responded to the new authority GIRFEC Pathway levels and will be using the appropriate strategies to identify wellbeing needs.	The school will ensure that the information included in the Risk Matrix is accurate and updated on a regular basis. Following SEEMiS training, Staged Intervention levels will be recorded onto the SEEMiS system.	Risk Matrix to be updated ahead of the September school census. A review of wellbeing assessment information will have been undertaken by May 2016.	Risk Matrix to be updated ahead of the September 2015 school census. The pupil review process will have included opportunities to revisit the wellbeing assessment information by May 2015.	HT will oversee implementation of the GIRFEC Pathway process. DHT (ASN Coordinator) to lead the implementation of the wellbeing assessments. Editing student information: Office Manager	Inverclyde SEEMiS development Coordinator SEEMiS training providers. Educational Psychologist

<p>The school has a range of different support plans in place for pupils depending upon their needs,</p>	<p>An individual Child's Plan will be created for identified children who are currently involved on current stages 2 - 4.</p>	<p>Specific Staff Training on the use of SEEMIS Planning for Pupils, to be given to key staff. Staff GIRFEC Working Group to be set up.</p>	<p>Working Group to develop school GIRFEC Policy by June 2016. Staff Training to be in place by February 2016 with first Child's plans in place by April 2016.</p>	<p>SEEMIS Child's Plans will be accessible for annual reviews. SMT will be able to monitor the effectiveness of the wellbeing assessments/ targets</p>	<p>HT/ Chair of GIRFEC working Group.</p>	<p>Partner agencies, including the School Nurse, Family Support Workers and Social Workers.</p>
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Action Plan – Year 1: Session 2015-2016

<p>Focus Area</p>	<p>Raising Attainment in Literacy, Numeracy, Health & Wellbeing</p>
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<p>Where are we now? The school has planning/ assessment procedures in place that are not consistent across the whole school and nursery class</p>	<p>Where do we want to be? All planning/ assessment procedures follow a consistent whole school 'skills based' approach</p>	<p>How will we get there? Review of the planning/ assessment procedures to ensure they include reference to the Principle and Practice Papers, Significant Aspects of Learning and Progression Pathways</p>	<p>When will we get there? First draft of new planning/ assessment procedures to be in place by January 2016 (Term 3) with an evaluation in June 2016</p>	<p>How will we know? Quality Assurance by SLT Stage Meetings Staff Discussions Nursery Meetings Evaluation (June 2016)</p>	<p>Who will lead? HT Staff (Working Group)</p>	<p>Which partners will be involved? All school staff</p>
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<p>The school has a system for tracking and collection of assessment data in place</p>	<p>Analysis of data and the tracking of each child's progress is used to ensure all learners achieve their full potential</p>	<p>Review of the tracking and assessment data system to ensure each child's progress is tracked for Literacy, Health & Wellbeing</p>	<p>The reviewed monitoring & tracking process will be in place by December 2015</p>	<p>Quality Assurance procedures by SLT Tracking Process clearly shows progression in children's learning (from pre-5) and support mechanisms put in place where necessary</p>	<p>HT will lead monitoring and tracking through professional dialogue, stage meetings, nursery meetings and classroom visits</p>	<p>All school staff</p>
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<p>The school has Literacy and Numeracy policies and procedures in place</p>	<p>Clear guidance for staff to ensure pace and challenge in Literacy and Numeracy (to include Challenge Days, Homework Challenges, IDL topics)</p>	<p>Review of the Literacy and Numeracy policies and procedures (including resources)</p>	<p>First draft of reviewed policy and procedures to be in place by January 2016</p>	<p>Quality Assurance by SLT Stage Meetings Staff Discussions Nursery Meetings Evaluation (June 2016)</p>	<p>SLT Staff (Working Group)</p>	<p>All school staff</p>
<p>The parents have some knowledge of the Literacy and Numeracy approaches in the school and nursery class</p>	<p>Parent will have a deeper understanding of the skills based approach in Literacy and Numeracy</p>	<p>Parents will be informed about the skills based approach eg leaflet, information film, workshop</p>	<p>March 2016</p>	<p>Parent Evaluations</p>	<p>SLT Staff (Working Group)</p>	<p>All school staff Parents</p>

<p>The school has a process for reflection of learning experiences in place for P1-P7</p>	<p>Learners will be involved in more 'reflective' dialogue about their learning experiences from nursery to P7</p>	<p>Development of 'Learner Conversations' throughout the school as part of the QA process, Reflection Time, HT QT and Nursery Buddies</p>	<p>Learner Conversations (Reflection Time, QA, HT QT) in place by December 2015 Nursery Buddies in place by March 2016</p>	<p>Quality Assurance by SLT Staff Discussions Nursery Meetings Staff & Pupil Evaluation (June 2016)</p>	<p>SLT Staff (Working Group)</p>	<p>All school staff Pupils Parents</p>
<p>Numicon resource is already in use effectively in use at early level</p>	<p>To further develop Numicon as an effective resource at first and second levels</p>	<p>Use staff member as Numicon trainer to support staff in developing skills to use Numicon across all stages. Numicon Parent Workshops. Investigate the use of Progress in Understanding Maths Assessments (PUMA)</p>	<p>Timetable of classroom/ nursery class support in place by October 2015 Parent workshops held by February 2016</p>	<p>Parent workshops held and evaluated</p>	<p>DHT will plan timetable of classroom/ nursery class support and monitor Numicon in use through class observations</p>	<p>DHT Parents Numicon Trainer Local authority Pupils</p>

<p>The school has implemented Reciprocal Reading as an approach to improving reading skills</p>	<p>The school will have the Reciprocal Reading approach fully embedded in all classes in order to raise attainment in reading</p>	<p>Staff will receive further training on Reciprocal Reading. A Reciprocal Reading baseline assessment will be carried out and repeated to assess pupil progress in Reading Assessments (Pira) will be used to evaluate progress and identify development needs</p>	<p>Classroom observations will be carried out. by February 2016 Baseline assessment completed by September 2015 Follow up assessments by May 2016</p>	<p>Classroom observations completed Assessments completed Tracking and monitoring of assessment data</p>	<p>DHT will lead Monitor classroom practice and track data</p>	<p>Staff Pupils DHT</p>
<p>The school has a progressive programme of study for P.E. in place across the levels.</p>	<p>The school will implement local authority PE planners, launched in September 2015, across all levels</p>	<p>Familiarisation of planners followed by staff training for implementation of new programme. Opportunities for CPD in PE related areas</p>	<p>New programme introduced to staff October 2015 Programme in use by December 2015</p>	<p>Staff training held Discussion of assessment at professional dialogue PE observations</p>	<p>DHT to lead implementation and manage monitoring of skills development through observation and professional dialogue</p>	<p>DHT Staff Active Schools Local authority</p>

Action Plan – Year 1: Session 2015-2016

Focus Area	<i>RME - Develop a more progressive programme of study in Religious and Moral Education</i>
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Where are we now?	Where do we want to be?	How will we get there?	When will we get there?	How will we know?	Who will lead?	Which partners will be involved?
The school has a progressive programme of study in place across the levels.	The school will have an streamlined and progressive programme of study incorporating new resources and eliminating repetition of learning at different levels	The school will develop a working group to audit current practice and through collaboration with staff will develop a more coherent & relevant programme of study	An audit of current practice will be held by December 2015 A new programme will be developed by March 2016 New resources will be introduced by March 2016 New programme in place by April 2016	Audit of current practice complete by Dec.2016. Timetable of planned working group meetings by October 2015. Feedback from group at February 2016 In Service day. New programme presented to staff April 2016 and implemented by May 2016	DHT will oversee the timetable of meetings and work of group.	Staff members Parents

<p>The school has a current policy for Religious and Moral Education</p>	<p>The school will have an updated RME policy to better reflect national curriculum guidelines</p>	<p>Through research of current Education Scotland documents a new policy will be written in line with current initiatives</p>	<p>New policy in compiled by January 2016</p>	<p>New policy will be written, distributed to staff and used to define new RME Programme of Study</p>	<p>DHT will manage the development of a new RME policy.</p>	<p>DHT Staff members Parents</p>
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Action Plan – Year 1: Session 2015-2016

<p>Focus Area</p>	<p>Science - development of progressive skills based science programme of study.</p>
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<p>Where are we now?</p>	<p>Where do we want to be?</p>	<p>How will we get there?</p>	<p>When will we get there?</p>	<p>How will we know?</p>	<p>Who will lead?</p>	<p>Which partners will be involved?</p>
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<p>The present programme of study lacks coherence and clear skills progression</p>	<p>To have developed a progressive, skills based science programme</p>	<p>A science working group will be formed to develop a new programme of study. One member of staff will attend Education Scotland Science Delegate Conference</p>	<p>An audit of current practice will be held by December 2015 A new programme will be developed by March 2016 New resources will be introduced by March 2016 New programme in place by April 2016</p>	<p>Audit of current practice complete by Dec. 2016. Timetable of planned working group meetings by October 2015. Feedback from group at February 2016 In Service day. New programme presented to staff April 2016 and implemented by May 2016</p>	<p>HT will oversee the timetable of meetings and work of group. P.7 teacher will liaise with staff.</p>	<p>Staff HT DHT Cluster staff</p>
<p>The school has a current policy for Science Education</p>	<p>The school will have an updated Science policy to better reflect national curriculum guidelines</p>	<p>Through research of current Education Scotland documents a new policy will be written in line with current initiatives</p>	<p>New policy in compiled by January 2016</p>	<p>New policy will be written, distributed to staff and used to define new Science Programme of Study</p>	<p>Science Working Group will manage the development of a new Science policy.</p>	<p>HT Staff members</p>
<p>All staff have attended science workshop. One member of staff attended Education Scotland Science Delegate Conference</p>	<p>Practitioners who are confident in delivering a skills based science programme to raise attainment in this curricular area</p>	<p>Providing opportunities for SSERC training for some staff, as budget allows. Working collaboratively with cluster schools.</p>	<p>Staff training attended by June 2016</p>	<p>Confirmation of professional learning for some staff members through Professional Review & Development process.</p>	<p>HT will lead project and carry our PRD process</p>	<p>HT Staff Cluster Education Scotland</p>

<p>One member of staff has attended Education Scotland Science Delegate Conference</p>	<p>Maintain links with Education Scotland Science Establish links with cluster schools.</p>	<p>Maintain attendance at Education Scotland Science Delegate Conference. Develop moderation of science with cluster establishments</p>	<p>Attendance at Education Scotland Science conference Meetings held with Cluster schools by December 2015</p>	<p>Developing links with Ed Scotland and cluster schools will ensure agreement of a progression pathway</p>	<p>HT will oversee the timetable of meetings and work of group/ cluster.</p>	<p>HT Working group Cluster group Education Scotland</p>
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