

Education – Improvement Planning Document

Establishment Name:

Kilmacolm Primary School

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Signatures:

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|-----------------------|-----------------|------|-----------|
| Head of Establishment | Simone McCredie | Date | June 2018 |
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| Quality Improvement Officer | Norman Greenshields | Date | June 2018 |
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Our Vision, Values and Aims

Vision

“Love Learning, Learning for Life”

Values

- Determination
- Endeavour
- Compassion
- Aspiration

Aims

At Kilmacolm Primary School and Nursery Class we aim to provide education and care of the highest quality which:

- fosters creativity and confidence whilst developing every child’s skills, personality and talents
- ensures they can achieve their full potential academically, emotionally and physically
- provides a safe, happy and motivating learning environment, at the heart of our community

The school’s Vision, Values and Aims were reviewed with the whole school community in session 2017/18.

3 Year Overview of Establishment Priorities

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

Our Improvement Priorities extend in a rolling programme over three years. Each priority has been coded accordingly:

Session 2018-2019

Session 2019-2020

Session 2020-2021

Overview of rolling three year plan

| National Priorities | Session 2018-2019 | Session 2019-2020 | Session 2020-2021 |
|--|---|--|--|
| Improvements in attainment, particularly in literacy and numeracy | <ul style="list-style-type: none"> Further develop teaching and learning approaches and review the 'KPS Good Lesson' Further develop parental engagement Develop second level Numeracy, as a cluster approach Continue to develop staff confidence in planning and assessment through moderation activities Further develop 1+2 French and introduce 1+2 Spanish | <ul style="list-style-type: none"> Embed the 'KPS Good Lesson' across the whole school Further develop second level Numeracy, as a cluster approach Continue to develop 1+2 Spanish and embed 1+2 French | <ul style="list-style-type: none"> Further develop second level Numeracy, as a cluster approach Embed 1+2 Spanish |
| Closing the attainment gap between the most and least disadvantaged children | <ul style="list-style-type: none"> Continue to analyse data to provide support and challenge for all children Further develop staff knowledge and expertise in using a range of support strategies | <ul style="list-style-type: none"> Continued use of data to support the children's learning across the school Continue to develop staff knowledge and expertise in using a range of support strategies | <ul style="list-style-type: none"> Continued use of data to support the children's learning across the school Continue to develop staff knowledge and expertise in using a range of support strategies |
| Improvement in children and young people's health and wellbeing | <ul style="list-style-type: none"> Foster nurturing approaches and introduce new initiatives to develop children's health and wellbeing Develop staff knowledge and expertise of new initiatives (Five to Thrive and PATHS) | <ul style="list-style-type: none"> Further develop staff knowledge and expertise of new initiatives (Five to Thrive, Nurture, PATHS) | <ul style="list-style-type: none"> Embed Five to Thrive, Nurture and PATHS across the school |
| Improvement in employability skills and sustained positive school leaver destinations for all young people | <ul style="list-style-type: none"> Continue to develop children's skills for learning life and work through the 'Let's Grow and Cook Together' project and through new learning experiences with Outdoor Learning (Year 1), Active Play (Year 1), Digital Literacy (Year 1 - review) and STEM | <ul style="list-style-type: none"> Further develop children's skills through the 'Let's Grow and Cook Together' (Year 3), Active Play (Year 2), Outdoor Learning (Year 2), Digital Literacy (Year 2 – create/implement plan) and STEM | <ul style="list-style-type: none"> Embed the development of the children's skills through the 'Let's Grow and Cook Together', Active Play, Outdoor Learning, Digital Literacy (implement/review plan) and STEM |

Pupil Equity Fund –Session 2018-2019

NIF Priority

Closing the attainment gap between the most and least disadvantaged children

In Session 2017/18 our PEF allocation was £18,000. Through discussions with the whole school community, it was agreed that the money would be spent on funding a 0.4 teacher. The teacher's role was to identify gaps in children's learning through analysis of data, professional dialogue with the class teachers and the School Leadership Team. The information regarding SIMD 1 and 2 and entitlement to free school meals was also taken into account.

As a result, a range of children from across the school were given targeted support over a six week period. The support was reviewed on a regular basis. There has been an observed increase in confidence in reading, writing and numeracy, resulting in reading, writing and numeracy at all levels as shown through assessment data, jotter monitor, learning conversations (children and staff) and classroom observations.

Improved staff confidence, knowledge and skills regarding closing the attainment gap has resulted in a more effective use of support strategies and resources. This has contributed to a rise in attainment as shown through assessment data.

There was an underspend, which was used to fund new reading resources, PATHS resources, outdoor learning and active play equipment. These resources will be used to improve children's learning across the whole school.

| Project / priority (details of what you are doing and who you are targeting with additional intervention) | Timescale | Details of spend | How will you evidence improvement? |
|---|-----------------------------|--|--|
| <p>TARGETED SUPPORT</p> <ul style="list-style-type: none"> Continue to support small groups of children over 6 week blocks of time The PEF teacher will also work alongside the class teachers to plan and implement pedagogical approaches that will support all the children in the class, but with particular focus on closing the gap for the targeted children <p>NURTURE GROUPS</p> <ul style="list-style-type: none"> Further develop nurturing principles across the school, with the creation of more afternoon nurture groups to support a wider group of children <p>CREATIVITY SKILLS/PEDAGOGICAL APPROACHES</p> <ul style="list-style-type: none"> Develop the Early Years Pedagogical approaches (Five to Thrive, Froebel, Learning Through Play) across the whole school to promote Active Play and Outdoor Learning | <p>Aug 2018 - June 2019</p> | <p>Allocated amount for Session 2018-19 - £24,000</p> <p>Basic teacher 0.5 (approx cost £22,000)</p> <p>Cluster Maths Teacher 0.1 (approx cost £4500)</p> <p>Total cost: <u>£26,500*</u> *with additional amount of £2500 from 2017/18 underspend</p> | <ul style="list-style-type: none"> Review of the targeted support (every 6 weeks) Termly Monitoring and Tracking meetings with all staff SNSA, Professional Judgements results SEAL, Numeracy Progression and Active Literacy assessments Boxall Profiles (comparisons at the start and end of the intervention period) |

Plan –Session 2018-2019

| Priority 1 Improvements in attainment, particularly in literacy and numeracy | | |
|---|---|--|
| <p>NIF Driver Assessment of children's progress Teacher professionalism Performance information</p> | <p>HGIOS?4 3.2 Raising attainment and achievement 2.3 Learning, teaching and assessment 2.4 Personalised support 2.6 Transitions</p> | <p>Other Drivers HGIOELC? 1.2 Leadership of learning 1.4 Leadership and management of practitioners RRS Article 28: (Right to education): Article 28: (Right to education): Developing in Faith Celebrating and worshipping Honouring Jesus Christ as the Way, the Truth and the Life</p> |

| Expected outcomes for learners which are measurable or observable |
|--|
| <ul style="list-style-type: none"> • Consistent approach across all classes and across the cluster re pedagogy, planning and assessment • Quality Assurance procedures will show that all children receive the highest quality learning experiences and the 'best lesson' possible • Parents/carers will be active participants in their child's learning journey, and the life of the school through opportunities for engagement in learning • Staff will have greater confidence in the delivery of 1+2 Languages, the children will show increased confidence, skills and knowledge of French and Spanish • Staff will show increased confidence through moderation in using national benchmarks to confirm and challenge professional judgements to ensure appropriate pace and challenge for all children |

| Tasks to achieve priority | Timescale | Those involved – including partners | Resources and staff development |
|--|---|---|--|
| 1.1 Review the “KPS Good Lesson” and nursery procedures in line with the updated Inverclyde Teaching and Learning Policy | August 2018 – November 2018 28/8/18 18/9/18 6/11/18 | All staff Simone McCredie (HT) Lynn McPherson (DHT) Pauline McPhee (Senior EYECO) | “KPS Good Lesson” Nursery Teaching and Learning procedures ‘Inverclyde Teaching and Learning Policy’ 3 x Professional Learning Meetings |
| 1.2 Continue to embed pedagogical approaches with support and advice from the Attainment Challenge team | August 2018-May 2019 Inservice Day 2 (4/9/18) Progress Review 27/11/18 23/5/19 | Attainment Challenge Team SEAL (Zoe Boyle, Hayley Lennon) Active Literacy Number Talks Talk for Writing Visible Learning *lead teachers will be added in August 2018 | Training from Attainment Challenge Team Staff Strategic Teams (Early, 1 st and 2 nd Levels) will support each other to develop and embed pedagogical approaches across the school. 1 x Inservice Day, 2 x Professional Learning Meetings |
| 1.3 Develop a consistent approach across the school and PGHS cluster for 2nd Level Maths (assessments and pedagogies) with Cluster Maths teacher | August 2018-May 2019 27/9/18 1/11/18 Progress Review 9/5/19 | PGHS Cluster Schools Cluster Teacher 2 nd Level Strategic Team: Heather Gunn Emily Buchanan/Hannah Mutton Audrey O’Donnell Ailie Glover | 4 x Cluster Meetings (dates tbc) 3 x Professional Learning Meetings |
| 1.4 Development of a KPS Parental Engagement Strategy | August 2018-May 2019 Launch in May 2018 | Simone McCredie Wendy McKeegan Pauline McPhee (Senior EYECO) Parent Partnership | Inverclyde Parental Engagement Strategy Parent Partnership Meetings (dates tbc) |

| Tasks to achieve priority | Timescale | Those involved – including partners | Resources and staff development |
|---|---|--|---|
| 1.5 Further development of 1+2 French across the school and nursery (introduction of Spanish in Term 2) | Inservice Day 2 4/9/18 Progress Review 2/10/18 Inservice Day 3 22/10/1 Progress Review 16/4/18 | All staff Christine Carruth (lead teacher) Pauline McPhee (Senior EYECO) 1+2 Inverclyde Teacher | 1+2 Platform and Guidelines (for French and Spanish) 2 x Inservice Days, 2 x Professional Learning Meetings |
| 1.6 Continue to develop moderation opportunities across the school, cluster and authority | Cluster Moderation Plan 25/10/18 30/10/18 (Reading) 20/11/18 (Numeracy) 26/3/19 (Reading) 30/4/19 (Numeracy) | All staff from: PGHS Newark PS Newark Nursery Kilmacolm Primary School and Nursery Class | Inverclyde Moderation Plan PGHS Cluster Moderation Plan 4 x Cluster Meetings (dates tbc), 5 x Professional Learning/Moderation Events |

Evidence of Impact

- Quality Assurance evidence of Learning Walks and Learning Conversations
- Minutes of Professional Learning events, Staff Meetings, Inservice Days, Cluster Meetings and Tracking Meetings
- Staff Planning, Tracking & Assessment folders
- Staff review of Moderation events
- Minutes from ASN Meetings
- Feedback from parents/carers and partner agencies
- Showcase events
- Twitter posts

- Class and School Newsletters

Priority 2 Closing the attainment gap between the most and least disadvantaged children

| | | |
|---|---|--|
| <p>NIF Driver Assessment of children's progress Assessment of children's progress Assessment of children's progress</p> | <p>HGIOS?4 3.2 Raising attainment and achievement 2.3 Learning, teaching and assessment 2.4 Personalised support 2.6 Transitions</p> | <p>Other Drivers HGIOELC? 1.2 Leadership of learning 1.4 Leadership and management of practitioners RRS Article 28: (Right to education): Article 28: (Right to education): Developing in Faith Celebrating and worshipping Honouring Jesus Christ as the Way, the Truth and the Life</p> |
|---|---|--|

Expected outcomes for learners which are measurable or observable

- Updated Support for Learning policy in place, all staff aware of new procedures
- Data analysed to identify development needs for individual learners which build upon prior levels of attainment and ensures continuous progress for children
- Identified children will have targeted support to raise their attainment

| Tasks to achieve priority | Timescale | Those involved – including partners | Resources and staff development |
|---|--|--|--|
| 1.1 Review Support for Learning procedures/policy | August –September 2019 23/8/18 13/9/18 | Sheila Taylor (Support for Learning Teacher) | Links with Support for Learning Teacher (Aileymill PS) 2 x Professional Learning Meetings |

| Tasks to achieve priority | Timescale | Those involved – including partners | Resources and staff development |
|---|---|--|---|
| 1.2 Continued use of data to support targeted children with their learning | August 2018 – June 2019 Inservice Day 1 15/8/18 | All staff Simone McCredie (HT) Lynn McPherson (DHT – ASN Coordinator) Pauline McPhee (Senior EYECO) Sheila Taylor (Support for Learning Teacher) | Neil Campbell (Attainment Challenge Team) Termly tracking meetings (dates tbc) 1 x Inservice Day |
| 1.3 Develop staff knowledge and expertise using a range of support strategies (ie Catch Up Literacy, Toe By Toe, Nurturing Principles, Clicker 6) | August 2018 – June 2019 | All staff (including support staff) Lynn McPherson (DHT – ASN Coordinator) Pauline McPhee (Senior EYECO) Sheila Taylor (Support for Learning Teacher) | Attainment Challenge training (dates tbc) Catch Up Literacy training (Sheila Taylor) 4 th and 5 th September Support Staff training (dates tbc) Review of Support Staff training needs (21/8/18) |

| Evidence of Impact |
|--|
| <ul style="list-style-type: none"> • Support for Learning Policies/Procedures in place • Quality Assurance evidence of Learning Walks and Learning Conversations • Minutes of Professional Learning events, Staff Meetings • Information from termly Tracking and Assessment meetings • Assessment information from Support for Learning teacher (ie Boxall, smart targets etc) • Minutes from ASN Meetings • Feedback from parents/carers and partner agencies • Showcase events • Twitter posts • Class and School Newsletters |

| Priority 3 Improvement in children and young people's health and wellbeing | | |
|--|--|---|
| NIF Driver Assessment of children's progress Assessment of children's progress Assessment of children's progress | HGIOS?4 3.2 Raising attainment and achievement 2.3 Learning, teaching and assessment 2.4 Personalised support 2.6 Transitions | Other Drivers HGIOELC? 1.2 Leadership of learning 1.4 Leadership and management of practitioners RRS Article 28: (Right to education): Article 28: (Right to education): Developing in Faith Celebrating and worshipping Honouring Jesus Christ as the Way, the Truth and the Life |

| Expected outcomes for learners which are measurable or observable |
|---|
| <ul style="list-style-type: none"> Through staff increased knowledge and understanding of nurture principles and approaches, Five to Thrive and PATHS, children will experience appropriate interventions in response to wellbeing needs |

| Tasks to achieve priority | Timescale | Those involved – including partners | Resources and staff development |
|--|---|---|---|
| 1.1 Further develop knowledge of nurture across all staff to implement theories/ethos into all areas of the school | August 2018 – June 2019 Inservice Day 22/10/18 (share with staff) | Support Staff Lynn McPherson (DHT) Sheila Taylor (Support for Learning Teacher) | Attainment Challenge training (dates tbc) Support Staff Meetings – review Nurturing Principles/Ethos around the school, create the KPS Nurturing Playground/School procedures 1 x Inservice Day |

| Tasks to achieve priority | Timescale | Those involved – including partners | Resources and staff development |
|--|---|---|--|
| 1.2 All P1-7 staff trained in ‘Five To Thrive’ approach, with support from Barnardos | August 2018 – June 2019 Inservice Day 15/8/19 Progress Review 21/3/19 | Barnardos All staff (including support staff) | Staff training led by Barnardos and with continued support and guidance from the nursery staff 1 x Inservice Day, 1 x Professional Learning Meeting |
| 1.3 Introduction of PATHS into P1-7 classes | August 2018 – June 2019 Progress Review 21/3/19 | Staff Strategic Teams (Early, 1 st and 2 nd) | Staff training with Wemyss Bay Primary School (led by Educational Psychologist) – dates tbc 3 x Professional Learning Meetings (dates tbc when training has been arranged) Support and guidance from the nursery staff |

Evidence of Impact

- KPS Nurturing School and Playground procedures in place
- Support for Learning Policies/Procedures in place
- Quality Assurance evidence of Learning Walks and Learning Conversations
- Minutes of Professional Learning events, Staff Meetings, Inservice Days
- Information from termly Tracking and Assessment meetings
- Assessment information from Support for Learning teacher (ie Boxall, smart targets etc)
- Minutes from ASN Meetings
- Feedback from parents/carers and partner agencies
- Twitter posts
- Class and School Newsletters

| Priority 4 Improvement in employability skills and sustained positive school leaver destinations for all young people | | |
|--|--|---|
| NIF Driver Assessment of children's progress Assessment of children's progress Assessment of children's progress | HGIOS?4 3.2 Raising attainment and achievement 2.3 Learning, teaching and assessment 2.4 Personalised support 2.6 Transitions | Other Drivers HGIOELC? 1.2 Leadership of learning 1.4 Leadership and management of practitioners RRS Article 28: (Right to education): Article 28: (Right to education): Developing in Faith Celebrating and worshipping Honouring Jesus Christ as the Way, the Truth and the Life |

| Expected outcomes for learners which are measurable or observable |
|--|
| <ul style="list-style-type: none"> • Increased understanding and insight of children, parents and staff into the skills required for learning, life and work • Through observation children will demonstrate a variety of leadership skills through participation and responsibility for tasks at class and whole school level • Children will participate in self evaluation tasks using the child friendly HGIOS document • Children will develop their creativity and leadership skills through the cooking classroom, outdoor learning and active play opportunities • Children will confidently engage and make informed choices about the use of digital literacy and technologies through STEM activities • All staff will develop confidence to fully utilise the cooking facilities |

| Tasks to achieve priority | Timescale | Those involved – including partners | Resources and staff development |
|---|--------------------------|--|--|
| 1.1 Develop a skills focused curriculum and tracking system | August 2018 – April 2019 | All staff Simone McCredie (HT) | 4 x Professional Learning Meetings |

| Tasks to achieve priority | Timescale | Those involved – including partners | Resources and staff development |
|--|--|--|--|
| | 13/9/18 22/11/18 27/1/19 Progress Review 25/4/19 | Lynn McPherson (DHT) Pauline McPhee (Senior EYECO) | |
| 1.2 Further develop leadership roles across the school, using the new Education Scotland Pupil HGIOS | August 2018 – November 2018 13/9/18 22/11/18 | All staff Simone McCredie (HT) Lynn McPherson (DHT) Pauline McPhee (Senior EYECO) | HGIOS – child friendly version 2 x Professional Learning Meetings |
| 1.3 Continue with Year 2 of the ‘Let’s Grow and Cook Together’ project/plan | August 2018 – March 2019 Progress Reviews 6/12/18 12/3/18 | Linda Isaksen Christine Carruth (lead teachers) Pauline McPhee (Senior EYECO) | 2 x Professional Learning Meetings |
| 1.4 Development of a KPS Outdoor Learning Programme (2 year plan) | August 2018 – June 2019 Inservice Day 22/10/18 Progress Review 12/3/18 | Alison Gemmell Linda Isaksen (lead teachers) Pauline McPhee (Senior EYECO) | 1 x Professional Learning Meeting, 1 x Inservice Day |

| Tasks to achieve priority | Timescale | Those involved – including partners | Resources and staff development |
|--|--|---|--|
| 1.5 Development of a KPS ‘Learning Through Play’ Programme (2 year plan) | August 2018 – June 2019 Inservice Day 2 4/9/18 | Early Strategic Team: Laura Meiklejohn Zoe Boyle Wendy McKeegan (lead teachers) Pauline McPhee (Senior EYECO) | Inverclyde Authority ‘Learning Through Play’ pilot led by Educational Psychologist Gillian Docherty and Cathy Stewart (dates tbc) 1 x Inservice Day With support and guidance from the nursery staff |
| 1.6 Raising awareness and highlighting STEM approaches in the nursery and P1-7 classes | August 2018 – January 2019 2/10/18 8/1/19 | Lynn McPherson (DHT) Pauline McPhee (Senior EYECO) Emma Nicholson (lead teacher) | 2 x Professional Learning Meetings |
| 1.7 Development of a Digital Literacy programme (3 year plan) Year 1 – Review development needs Year 2 – Create/implement Plan Year 3 – Implement/Review Plan | August 2018 – March 2019 17/1/19 7/3/19 | Lynn McPherson (DHT) Pauline McPhee (Senior EYECO) | 2 x Professional Learning Meetings |

Evidence of Impact

- Skills tracking system in place
- Support for Learning Policies/Procedures in place
- Quality Assurance evidence of Learning Walks and Learning Conversations
- Minutes of Professional Learning events, Staff Meetings
- Information from termly Tracking and Assessment meetings
- Assessment information from Support for Learning teacher (ie Boxall, smart targets etc)

- Minutes from ASN Meetings
- Feedback from parents/carers and partner agencies
- KPS Outdoor Learning Programme in place
- KPS 'Learning Through Play' Programme
- Showcase events
- Twitter posts
- Class and School Newsletters

