

Kirkhill Nursery and Primary School School Improvement Plan

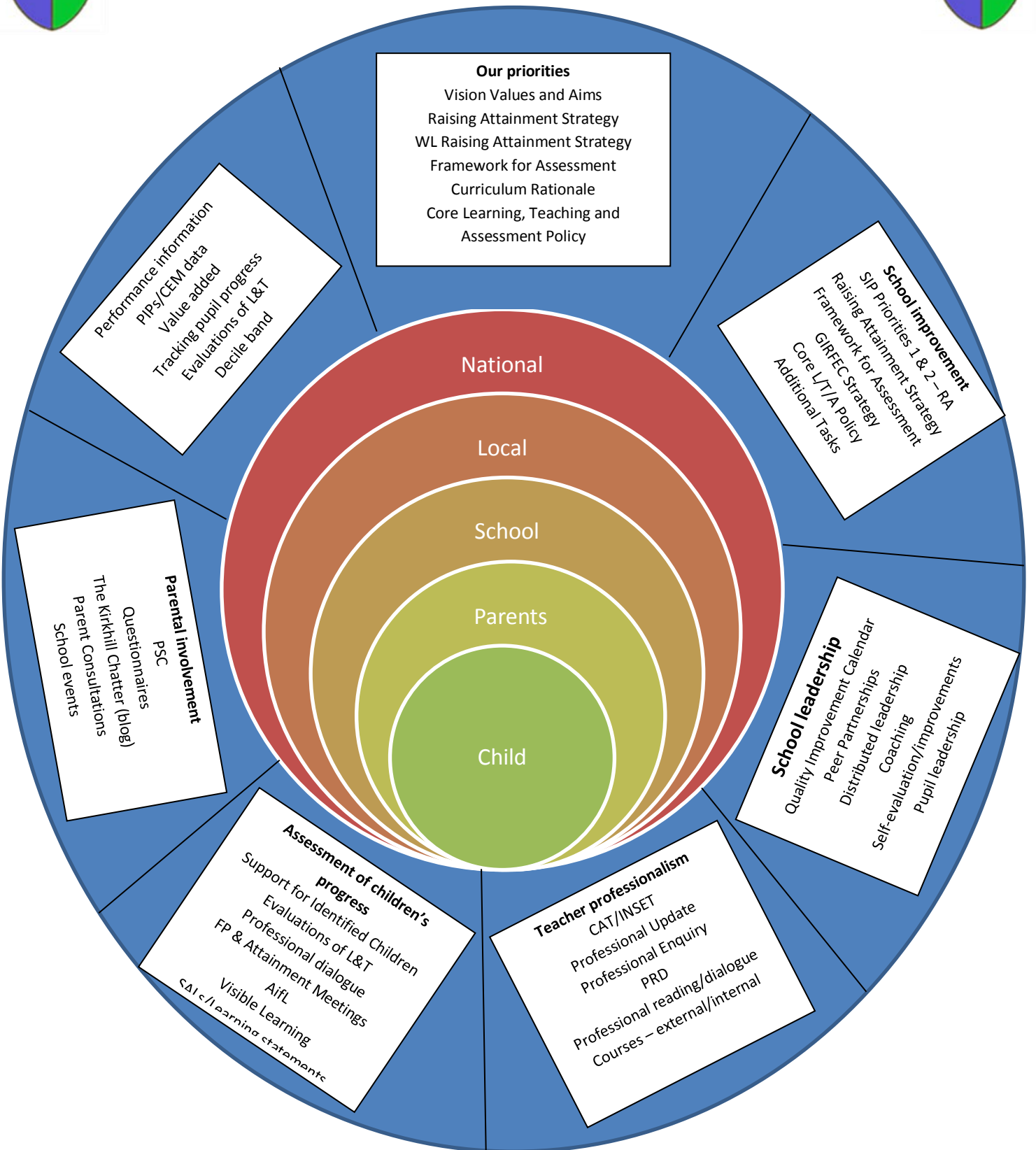
2016 / 2017

School Engagement with the National Improvement Framework

Next Steps



Our Framework for Improvement



Factors Influencing the Improvement Plan

School factors

Addressing Action Points identified in school's Self Evaluation procedures and Validated Self-Evaluation Report (February 2016)
Cluster Improvement Plan
Consistency in learning and teaching, implementing recommendations of *Improving Scottish Education*
Flexible early learning and childcare implementation

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
Better Outcome agreement
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
OECD recommendations
Getting it Right for Every child (GIRFEC)
Curriculum for Excellence
Developing Scotland's Young Workforce
Building the Ambition
National Qualifications
Child Protection Issues / Guidance
National Legislation: Children and Young People (Scotland) Act 2014
GTCS standards and professional update

Vision Statement

**At Kirkhill we promise to educate hearts and minds by providing education of the highest quality. We value the following attributes in which our school and its wider community agree –
RESPECT, HONESTY, FAIRNESS, EMPATHY and PERSEVERANCE.**

Our Aims

Leadership and Management

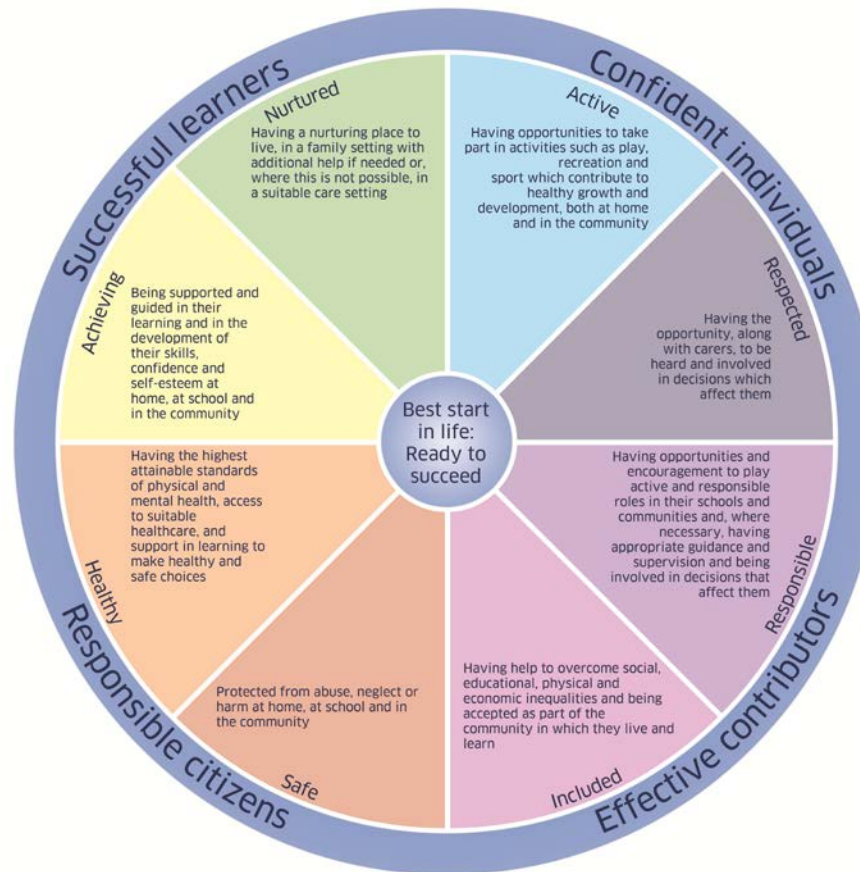
- To foster an ethos of effective partnership working with school, home, partner agencies and the wider community to empower our children.
- To ensure that the leadership team provide high quality leadership, management and support for all, developing capacity for distributive leadership at every level.
- To ensure that the leadership team improve the quality of educational experiences for learners through a programme of continuing lifelong professional learning for staff.
- To ensure the leadership team develop capacity for self- evaluation in staff
- To ensure that the leadership team provide and manage high quality resources fit for purpose

Learning Provision

- To create a safe and enjoyable learning environment where children and staff can thrive and succeed, and each individual’s uniqueness is celebrated.
- To develop a progressive and challenging curriculum, which develops skills for life-long learning, which is meaningful, relevant and enjoyable.
- To deliver a curriculum based on the seven principles of CfE.
- To improve the quality of educational experiences for learners by promoting and recognising achievement and encouraging each child to realise their potential and develop skills for learning, life and work.
- To make learning fun and develop positive attitudes.
- To maintain and build upon the very good partnerships with outside agencies, pupils, parents and the wider local and world- wide community.
- To ensure that everyone at Kirkhill promotes positive relationships for the benefit of all.

Successes and Achievements

- To ensure the best possible outcomes
- To continue to develop pupil voice increased opportunities to take
- To encourage independence from learners in the problem solving and
- To provide a welcoming and caring valued and supported.
- To be inclusive and support every child
- To develop an ethos of respect and school community and beyond.
- To implement the principles of the



for all our learners from nursery to P7 giving pupils responsibility for their learning nursery to P7 through involving our decision making process environment in which each learner is in achieving his/her full potential. tolerance towards all others in the well-being wheel

Session	Area for Improvement	3 Year Strategic Plan	
		Outcomes	
2015/2016	Raising Attainment – Raise attainment for all learners through engaging with CfE Es and Os, progression pathways, tracking and evaluative evidence and Education Scotland Significant Aspects of Learning (SAL). Planning for clear progression taking account of the CfE design principles while reducing bureaucracy and improving coherence; pupils included in planning to develop relevance, personalisation and choice.	<ul style="list-style-type: none"> • Planning takes account of pupil views to develop relevance, personalisation and choice. • Long term planning and medium term planning are guided by backward mapping information, Progression Pathways, evaluation of learning, tracking information and Significant Aspects of learning and takes account of changing priorities • Pace and challenge across the curriculum is improved 	
	Raising Attainment - To raise attainment in literacy and numeracy for all pupils through collegiate moderation and development of pedagogy, planning and assessment.	<ul style="list-style-type: none"> • To further develop learning and teaching approaches in numeracy and mathematics across the school to ensure all children are supported and challenged in their learning at a pace appropriate to their needs. • Staff engagement in moderation activities and professional reading enhances staff knowledge of learning and teaching approaches and the impact on children’s learning and attainment. • Quality Improvement and self-evaluation practices lead to improvements in performance and raised attainment in literacy and numeracy in a culture where critical reflection and professional learning enhance outcomes for all children 	
2016/2017	Excellence through raising attainment and achieving equity – Continue to develop assessment procedures in line with Building the Curriculum 5 – A Framework for Assessment	<ul style="list-style-type: none"> • A consistent and effective approach to assess children’s progress in learning across N – P7 to ensure all children achieve CfE levels at key points in their learning journey • Focus on 'The Voyage of Learning' and developing staff skills and knowledge of assessment methods • Enhance staff knowledge, skills and strategies in assessing children’s learning, and identifying and sharing next steps in learning • The schools’ framework for assessment is developed and reflective of the practice in all classrooms 	
	Excellence through raising attainment and achieving equity – Curriculum development of Expressive Arts (N-P7)	<ul style="list-style-type: none"> • Review and development of schools’ knowledge and skills progressions within the areas of Music, Art and Design and Drama and Dance • Audit and enhance resources to support the development and implementation of the Expressive Arts curriculum • CLPL activities to develop current staff knowledge and skills in the delivery of each area of Expressive Arts with a particular focus on creative dance • Development of a performing arts programme across the nursery and school to raise aspirations and self-confidence 	
2017-2018	Excellence through raising attainment and achieving equity – Curriculum development of Science and Social Studies (N-P7)	<ul style="list-style-type: none"> • Review and development of schools’ knowledge and skills progressions within Science and Social Studies with a focus on context for learning and links to DSYW – BtC4 Skills for life, learning and work • Audit of resources and enhanced, as required. • CLPL activities to develop staff understanding of teaching approaches LAC and Discrete – storyline approach, rich tasks etc. 	
	Excellence through raising attainment and achieving equity – framework for assessment	<ul style="list-style-type: none"> • Further develop our framework for assessment with a particular focus on differentiation, challenging able pupils and online profiling. 	

Priority 1: EXCELLENCE THROUGH RAISING ATTAINMENT AND EQUITY

Area for development: Assessment is for Learning (Building the Curriculum 5 and development of our Framework for Assessment)

As a result of self-evaluation against HGIOS 4 quality indicators in preparation for our VSE in February 2016 and through quality improvement processes it has become clear that our children are unable to articulate their learning in any great depth. During Session 2015-2016 the staff team worked together on developing our Voyage of Learning to show what an excellent/outstanding lesson should contain. Now that this has been developed and initially introduced it is important that we now focus on each of the areas within this to ensure that our staff team have a greater knowledge and understanding of what they are teaching, why they are

teaching and how they are ensuring that their children are developing higher order learning skill in order to take ownership of their own learning and are able to so that children are able to articulate this.

Desired Outcome	Implementation Process (Actions)	By whom?	Time Scale	Resources / Costs / Training needs	Monitoring by whom ? how?
Teaching staff are skilled in making learning visible and explicit so that children are able to take responsibility for and articulate their own learning.	<p>A focus on the Voyage of Learning areas to further develop our staff teams knowledge and understanding of the following areas and that these are visible in classroom practice:</p> <ul style="list-style-type: none"> • Learning Intentions and Success Criteria What makes a good LI? How do we ensure that success criteria is linked to LI's and used to positively impact on learning? • Effective Questioning Introduction of tools for questioning e.g. questioning books/Bloom's Mats/Bloom's Fans • Giving effective feedback – Growth Mindset (using the language to ensure the focus is on performance)/Making Learning Visible in Kirkhill Nursery and Primary School is further developed to inform policy and practice. 	SLT	October 2016	CAT Session	SLT observations Peer Partner observations Pupil discussions – formal and informal
		SLT All staff	November 2016	CAT Session Material resources	Classroom visits – formal and informal Staff feedback
		SLT All staff	January 2017	CAT Session/INSET Making Learning Visible document Professional reading	
	<ul style="list-style-type: none"> • Differentiation Medium/Spicy/Hot 	PT (Boghall PS)	June 2017	CAT Session Medium/Spicy/Hot materials	
Children are able to articulate their own learning and identify strengths and next steps and can discuss these confidently with others.	Developing children's ability to set targets, review these and identify next steps and ensuring they can articulate their learning:				
	<ul style="list-style-type: none"> • Didbook developments (sharing good practice in school and across cluster and LA) 	P5-7 Staff PR/HT	Dec 2016	WTA hours Cover for good practice visits	SLT monitoring of Didbook and LJ Review Jotters
	<ul style="list-style-type: none"> • Learner's Journey Review Jotters – evaluate and enhance 	P1-3 Staff DHT	Dec 2016	WTA hours	Pupil discussions – formal and informal
	<ul style="list-style-type: none"> • IEP Target Boards developed 	SfL teacher/HT	Dec 2016	Target Boards WTA hours	Staff feedback
Teaching staff's are able to use a variety of assessment methods and have a raised awareness of assessment is for learning and children are making progress in their learning as a result.	Teaching staff are using professional judgement to assess children's progress in learning and there is a focus on Write, Say, Make and Do.	All staff	June 2017	Forward plans	SLT – FP monitoring Professional dialogue Classroom observations
CLPL activities are impacting on classroom practice and this is positively impacting on children's learning.	All teaching staff will develop their professional knowledge and understanding of assessment is for learning and higher order pedagogical approaches to learning through:	All staff	June 2017	Cluster IP WTA hours INSET	SLT Cluster HT's Ed. Psych. Team
	<ul style="list-style-type: none"> • All staff will complete a practitioner enquiry as part of the Cluster Improvement Plan priority – working with colleagues across the cluster and developing skills to evaluate the impact of 	All staff	June 2017	Professional reading materials	Professional dialogue Lead learner feedback
		HT/All staff	June 2017	and sessions -WTA	Teacher leader

<p>Our Framework for Assessment is informed by practice and all staff are confident in using this and it is shared with parents so they have an understanding of how we assess children's progress in learning.</p>	<p>classroom practices</p> <ul style="list-style-type: none"> • Opportunities for staff to share good practice – teacher leadership is promoted and staff learn from each other • Professional reading programme – LI's/SC/Effective feedback • Moderation meetings/weeks are introduced to give staff the opportunity to moderate against the SALs and identify achievement of outcomes and levels • All staff will have a moderation folder to keep evidence of children's work which shows achievement of SALs and outcomes and levels <p>Our Framework for Assessment is developed as the session progresses and is shared with children and parents/carers.</p> <ul style="list-style-type: none"> • AifL leaflet for parents produced and sent home/posted on school blog/highlighted in newsletter 	<p>SLT/All staff</p> <p>All staff</p> <p>HT</p>	<p>June 2017</p> <p>August 2016</p> <p>June 2017</p>	<p>Moderation meetings – WTA</p> <p>Annual calendar</p> <p>Moderation folders</p>	<p>observations</p> <p>Survey Monkey results</p> <p>Moderation activity observations</p> <p>SLT professional dialogue</p> <p>Feedback from parents</p>
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<p>Evaluation (linked to challenge questions within HGIOS4 / HGIOELC)</p> <p>HGIOS 4</p> <p>How well are we enabling learners to become independent learners and develop the four capacities? How well do we communicate the purpose of learning and give effective explanations for all learners? How well do our questioning strategies enhance the learners' experience and enable higher-order thinking skills? How well do we apply the principles of planning, observation, assessment, recording and reporting as an integral feature of learning and teaching? How well do we make use of a range of valid, reliable and relevant assessment tools and approaches to support the improvement of children and young people's learning? How well do we enable all children and young people to engage in self- and peer-assessment to improve their learning? How do we know this benefits learning?</p> <p>HGIOELCC</p> <p>How do we know that all children are making very good progress in their learning? What information do we already have and what do we still need to find out? How well are we enabling children to become independent learners and develop the four capacities? How do we ensure that processes for planning, assessment and reporting are manageable and effective in improving learning and teaching? How well do we support practitioners in undertaking their role in evaluating children's progress? How well does the information we gather about children's progress inform our planning and improvement?</p>	<p>Evidence (How do we know?) (Why? How? Who? What? When? for gathering planned evidence)</p> <p><i>FP and Attainment Meetings – challenge questions as part of agenda for meetings and professional dialogue.</i></p> <p><i>Professional dialogue through CAT/INSET/Moderation Meetings</i></p> <p><i>Pupil Voice – focus for Kirkhill Chatter/SLT</i></p> <p><i>SLT QI processes focussing on evidence to support the challenge questions</i></p> <p><i>Pupil Voice – through informal and formal discussions with children/Sharing Learning with..... discussions</i></p> <p><i>SLT monitoring of pupil's work in Profile Jotters/Review Jotters/LJ's/Didbook</i></p> <p><i>Structured Walks with a focus on SIP Priority 1</i></p> <p><i>SLT observations of learning, teaching and assessment</i></p> <p><i>Peer observations</i></p> <p><i>Evaluations completed by teacher leadership/PLGs</i></p>
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Priority 2: EXCELLENCE THROUGH RAISING ATTAINMENT AND EQUITY

Area for development: Curriculum Development – Expressive Arts

During our Kirkhill Chatter where the children were asked to identify the areas of the curriculum that they were aware of and as part of our self-evaluation for the need to raise aspirations across the school community in order to raise attainment for all in Literacy and Numeracy it was agreed that our curriculum focus for next session should be on the Expressive Arts with a particular focus on dance and the teaching of the conventions in each of the areas of the expressive arts culminating in a Performing Arts programme (N-P7) being developed. As we have introduced progression pathways in Literacy, Numeracy and Health and Wellbeing during Session 2015-2016 there is a need to introduce these for other curriculum areas to ensure that the children are receiving their entitlement to a broad general education.

Desired Outcome	Implementation Process (Actions)	By whom?	Time Scale	Resources / Costs / Training needs	Monitoring by whom ? how?
<p>Children have raised aspirations for their learning through developing confidence within the Expressive Arts</p> <p>Teaching staff use progression pathways and LAC and discrete planning as a means to enhance Literacy and Numeracy outcomes for all children through the Expressive Arts</p> <p>Opportunities for staff CLPL are enhancing confidence in teaching the Expressive Arts outcomes and resources are supporting staff to deliver these effectively</p> <p>Parents/carers and the wider community are involved in the celebration of learning within the Expressive Arts</p>	<p>Planning for progression using WL progression pathways to ensure that children are learning the conventions of each of the expressive arts and this informs backward mapping information.</p> <ul style="list-style-type: none"> Introduce progression pathways for Drama, Music, Art and Design and Dance Staff use LAC and discrete planners to plan for experiences within the Expressive Arts making links to Literacy and Numeracy outcomes Open Morning focus on Expressive Arts as part of a rich task approach (context for learning) <p>A Performing Arts programme is developed to ensure that all children have opportunities to use their learning within the Expressive Arts and celebrate success in learning with parents/carers and the wider community.</p> <ul style="list-style-type: none"> Performing Arts programme: Nursery – Nativity Primary 1-3 – Nativity Primary 4-5 – Mini Show Primary 6 – School Show Primary 7 – Pantomime Planned for by teaching staff as part of annual overview planning Focus for Celebrating Success assembly and class assemblies <p>Staff have opportunities to develop their skills in teaching within the Expressive Arts through CLPL activities.</p> <ul style="list-style-type: none"> Helen O’Grady Drama Workshops for children with staff observing during first visit and on second visit planning for learning and working alongside drama specialist who will support learning Active Schools – dance CLPL/other opportunities Professional Reading programme Making links with Nancy Douglas – arts co-ordinator Dance Ambassadors from Broxburn Academy to work with children and staff to support <p>Resources to support the teaching of Expressive Arts are audited and enhanced, as required.</p>	<p>All staff</p> <p>All staff</p> <p>All staff</p> <p>All staff</p> <p>All staff</p> <p>All staff</p> <p>All staff</p> <p>Glyn</p> <p>AS/A-MD All staff SLT S6 pupils</p>	<p>Sept 2016</p> <p>Sept 2016</p> <p>Feb/Mar 2016</p> <p>June 2017</p> <p>September 2016</p> <p>June 2017</p> <p>June 2017</p> <p>TBD June 2017 Oct 2016</p> <p>TBD</p>	<p>CAT Session</p> <p>Annual Calendar</p> <p>£400 to purchase resources Links with EA colleague</p> <p>WTA planning</p> <p>Annual calendar</p> <p>£400 CAT Session</p> <p>CAT/WTA Professional Reading – WTA</p>	<p>SLT FP and Attainment Meetings</p> <p>Observations Staff/Parent Feedback</p> <p>Observations Parent feedback Pupil Feedback</p> <p>SLT – FP and Attainment Meetings Observations</p> <p>Moderation activities Feedback from partners SLT and Peer observations</p> <p>Professional dialogue</p>

	<ul style="list-style-type: none"> Professional reading Imoves Dance online resource Catalogue school resources for supporting the Expressive Arts curriculum Moderation of SALs within the Expressive Arts 	All staff All staff TBD	Jan 2017 Oct 2016 June 2017	£500	Professional dialogue PRD Teacher Leadership Group evaluations Moderation meetings – observations/feedback
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<p>Evaluation (linked to challenge questions within HGIOS4 / HGIOELC)</p> <p><i>HGIOS4</i> To what extent does our curriculum promote equity and raise attainment for all children and young people? Do we have a shared understanding of what progression looks like? How effective is our whole school overview in ensuring children’s knowledge and skills are built appropriately over time? Do we make best use of our partners, including international partners, to provide opportunities for young people to develop skills and achieve?</p> <p><i>HGIOELCC</i> What evidence do we have that our children are developing a positive attitude to learning? In our work with colleagues in other settings and sectors, to what extent do we focus on a shared understanding of continuity and progression in learning? What are the arrangements to share children’s learning across, for example, the early level of Curriculum for Excellence?</p>	<p>Evidence (How do we know?) (Why? How? Who? What? When? for gathering planned evidence)</p> <p><i>FP and Attainment meetings – focus on challenge questions as part of agenda for professional dialogue</i></p> <p><i>CAT/INSET discussions</i></p> <p><i>SLT Observations of learning and teaching</i></p> <p><i>Pupil Voice – informal and formal discussions with children</i></p> <p><i>Feedback from all stakeholders</i></p> <p><i>Moderation Meetings – professional dialogue</i></p> <p><i>Evidence of pupil’s work</i></p> <p><i>Evaluation of summative assessment data</i></p>
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Plan for Additional Tasks

Additional Tasks	Responsibilities	SLT Point of contact
<ul style="list-style-type: none"> GIRFEC focus on Attachment Disorders, Dyslexia Friendly Classrooms, Spelling Strategies, Foetal Alcohol Syndrome – development of pupil target boards 	JB LH	HT/DHT
<ul style="list-style-type: none"> Introduction of new behaviour system and policy 	A-MD	SLT
<ul style="list-style-type: none"> Development of Parent Zone in line with Family Learning using Innovation Fund budget to develop this along with our successful PEEP 4 group 	EW TBD	HT
<ul style="list-style-type: none"> Home Learning – a consistent approach for this to be developed and introduced across the school 	LD	PT
<ul style="list-style-type: none"> Rights Respecting Schools – continue to embed across the work of the school 	LD	SLT
<ul style="list-style-type: none"> 1+2 Modern Languages – continue to develop staff confidence in delivering this within their classrooms 	A-MD	SLT
<ul style="list-style-type: none"> Preparation for AAL switch on – plan of action developed and implemented 	A-MD BS JW	HT
<ul style="list-style-type: none"> Development of school Vision, Values and Aims in line with current practice and local and national agendas 	All stakeholders	SLT
<ul style="list-style-type: none"> Numeracy Development – SEAL Champion work and embedding SEAL, Number Talks, Mental Maths Boxes and Numicon practices. 	All stakeholders	PT
<ul style="list-style-type: none"> Literacy Development – Big Writing/literacy plan for use of resources from early to second level 	LC-C LH	DHT