School Improvement Planning
Returns to Local Authority
(2019 - 2020)

School: Kirkcudbright Primary School and ELCC

Date: May 2019

1. Vision, Values and Aims

An essential element in the improvement process is a shared and agreed vision and set of values. These need to be dynamic, reviewed and referred to continuously.   The Vision, Values and Aims statement should indicate the school's stance in ensuring excellence and equity for all learners.

Refer to HGIOS?4 / HGIOELC?: Leadership and Management - QI 1.3 Leadership of Change – Theme 1: Developing a shared vision, values and aims relevant to the school and its community; Learning Provision - QI 2.2 Curriculum – Theme 1: Rationale and design; Successes and Achievements - QI 3.1 Ensuring Wellbeing, Equality and Inclusion - Theme 1: Wellbeing & Theme 3: Inclusion & Equality; Successes and Achievements - QI 3.2 Raising Attainment and Achievement - Theme 4: Equity for All Learners

Our Vision, Values and Aims
School Statement

To have a secure, happy, safe and inclusive learning environment, where staff, pupils, parents and all partners work together to provide a variety of learning experiences that inspire confidence, celebrate achievement and supports pupils to reach their full potential.

Our values: Wisdom, compassion, justice and integrity.

We aim:

- To provide a balanced curriculum with emphasis on language and literacy, maths and numeracy and health and well being
- Provide an environment which is caring, stimulating, challenging and where the needs of all pupils are met
- To work towards closing the attainment gap between the most and least disadvantaged children and ensure we provide equity for all pupils
- Encourage an environment of mutual respect and fairness
- Work closely with parents, carers, other colleagues, outside agencies and our community to share best practice and develop a variety of innovative learning experiences
- Work with our community and partners to develop a variety of learning experiences
- Recognise achievement, celebrate success, develop resilience and determination, build confidence and raise self-esteem
- Encourage individuality, creativity, independence and leadership at all levels

We Encourage our pupils to: Be Kind, Try Hard, Listen and Act, Believe in themselves, Look after things.

Our vision, values and aims have been developed by our whole school community. There were a number of evenings with all parents and community member were invited. Parents, staff & upper school pupils ultimately voted on their preferred statement as drawn up by the 'group.

With a new Parent Council in February 2012 we revisited VVA to see if this was still appropriate. The Parent Council decided that we did not need to alter it in any way as it was still fresh and reflected the school vision. The statement was last reviewed in September 2015 where it was agreed that no change was necessary. In 2017 it was agreed by the Parent Forum to include the third aim regarding equity.

Review Date: Sept 2019

2. School Improvement Progress Report

Looking inwards, looking outwards: What key outcomes have we achieved? What are our strengths and areas for improvement? What is our capacity for improvement?

In completing this section, it may be useful to refer to the statements of impact within the Level 5 Illustration for relevant HGIOS? 4 / HGIOELC? Quality Indicators, National Improvement Framework (NIF) 4 key priorities and the 6 NIF drivers.

2.1 Progress against Previous Year's School Improvement Priorities

Area for Improvement	Progress and Impact on: Learners' successes and achievements The school community's successes and achievements - as appropriate *(Include evidence of impact.)*	Next Steps (Looking Forwards)
School Priority 1 **Science** **NIF Priority** Improve attainment Improve employability skills **NIF Driver** Teacher professionalism School leadership Assessment of children's progress School improvement **HGIOS?4 / HGIOELC QIs** 1.2, 1.3, 2.2, 2.3, 3.2	• Staff have been empowered to develop their leaderships role by leading Science in the school and working across the cluster. • Lead teacher has attended the SSERC training and developed their knowledge and understanding. • Cluster lead teachers have led staff training to cascade the knowledge which has enhanced skills and subject knowledge of staff. – Twilights and two INSET days – all staff are motivated and committed to the programme. • Lead teachers are developing a Cluster programme for science ensuring better coverage of E's and O's for all pupils. – All staff are delivering the lessons giving pupils greater access to the science curriculum. • Staff report positive feedback from pupils, staff have observed higher motivation and pupils engagement leading to good understanding of the topics covered • Pupils say they enjoy the lessons and are learning more about science. • ELCC staff continue to develop the outdoor learning environment – children have having greater access to more activities outside • Funding for a new outdoor covered area secured (council and school budget)	SSERC leaders to continue to develop the Cluster programme over the year. Staff to engage in training relating to the next two years of the programme. Moderate learning outcomes across the cluster.

	• SSERC and Edina Trust Fund money has increased school resources across the levels.	
School Priority 2 **Moderation** **NIF Priority** Improve attainment **NIF Driver** Teacher professionalism Assessment of children's progress School improvement **HGIOS?4 / HGIOELC Qis** **1.1, 2.2, 3.2**	• Cluster twilight moderation of literacy (November) with all primaries and secondary school. This has given staff greater confidence in awarding levels in writing and makes for a more consistent approach to assessment across the cluster. • Assessment sheets show next steps in learning giving pupils a clear pathway of progression. • All primary pupils tackled a maths problem at different levels developed by cluster staff. This was a step towards moderation in maths across the cluster. Feedback and evaluation is timetabled for later this year. • Our whole school tracking sheet is developing. It includes academic progress in mathematics and literacy; it also shows pupils addition needs including free school meals and SMDI index. – Staff are aware of the needs and background of their pupils. They can track their progress over the year and years. • Personal Learning plans have been redesigned in light of advice from the Care Inspectorate. – Paper work links better to care plans and reduced workload. Nursery staff aware of and helped develop the changes.	Continue to develop moderation of mathematics across the Cluster. Develop science moderation as part of the Cluster SSERC science work. Continue to develop the whole school tracking spreadsheet.
School Priority 3 To continue to develop our intervention and support strategies **NIF Priority** Closing the attainment gap between the most and least disadvantaged children. **NIF Driver** Parental engagement School improvement **HGIOS?4 / HGIOELC QIs** 1.5, 2.2, 2.4, 2.5, 3.1,3.2	• ELCC have developed the four Stay, Play and Learn sessions. Feedback from parents has been very positive; carers commented how they can better engage with children at home. • TLQ interventions having a positive effect (See PEF impact) • SRS continued but we have found this is not as effective as we has hoped (See PEF impact) • Maths groups have had a very positive effect on pupils who say they enjoy the session and are able to learn 'better' in the groups. Malt maths assessments administered in April will give a better idea of impact on attainment.	The school has investigated and secured training for Closing the Literacy Gap.

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| 2.1.1 Report on the impact of PEF

• Comment specifically on how PEF is making a difference / closing the attainment gap for identified cohorts of children / young people?

• How rigorous is the school's approach to providing robust evidence of closing the attainment gap?

• How well are you removing barriers to learning and ensuring equity for all? | **Maths:**
Good feedback from pupils regarding maths group, they like the smaller groups and working at their level. 50% of FSM pupils are in the two lower groups with fewer pupils (10 and 14 pupils) although all groups are in the low 20's. Class results show targeted pupils are beginning to catch up with their peers.
Malt maths test will show progress in May. We have managed to improve standardized scores the three year groups where the work has taken place.
P7- Sept 2018: 102.6 – May 2019: 105.3
P6- Sept 2018: 94.7 – May 2019: 102.6
P7- Sept 2018: 96.7 – May 2019: 102.5

Literacy:
SRS groups organised average progress was 5 months greater than expected however pupils receiving FSM made less than expected progress.
TLQ groups organised for 29 pupils including all P1 pupils receiving FSM. Gain for targeted pupils range from – 6 months to +2 years 3 months progress. Nearly all closed the gap between chronological age and information age.
Pupils say they like Accelerated Reading and now read a lot more books. Overall targeted pupils have made on average only one month's progress better than expected but have increased motivation.

Equity: breakfast club, curling, Lockerbie, Stay, play and learn, teacher time for group work.
A learning assistant attends breakfast club every morning and has helped pupils who may not have had support at home before school. The LA talks to pupils about what to expect in school and readies them for their day. She talks about home and school and is a support for pupils. Pupils report they like having her there 'to help us'. Class teachers have reported that pupils attending breakfast club are more ready to learn and engage better at the beginning of the day. On average 26 pupils attend of which 42% (10) are pupils who attract PEF.
Four families have been supported financially to enable their pupils to attend a residential trip to Lockerbie Manor ensuring equity for all.
Transport has been provided for pupils to experience sports they would not normally be involved in addressing rural poverty.
Materials have been bought to support Stay, Play and Learn sessions in ELCC. This has brought carers into school we would not normally see, they commented on how much <u>they</u> learnt from the sessions.
Class Teachers have been bought out of the classroom to give them opportunity to work with pupils who attract PE Funding. Every teacher has completed a planning and progress sheet for their group. |

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2.2 Summary of Key Strengths and Areas for Improvement		
(What is our capacity for continuous improvement?)		
Refer to HGIOS? 4 / HGIOELC? Quality Indicators relevant to your school's context in making comment.		

Quality Indicator	How well are you doing? What's working well for your learners? *(Include evidence of impact.)*	Areas for Improvement	Evaluation of this QI using the HGIOS?4 six-point scale
1.3 Leadership of Change • *Developing a shared vision, values and aims relevant to the school and its community* • *Strategic planning for continuous improvement* • *Implementing improvement and change.*	Partners including, staff, parents and pupils have been involved in forming the values and aims of the school. All staff are committed to doing the best for all children and have an understanding of the varying backgrounds and contexts of our children. Through our assemblies and school ethos we promote our values and aims. The school is calm, caring and supportive; visitors to the school often comment on how calm the school is how well behaved our pupils are. Staff regularly engage in professional dialogue and discuss ideas to bring about positive change. The SIP is managed effectively with input and support from staff. Staff take responsibility for implementing change relating to the SIP but also within their own classroom with guidance and support from SMT. Attainment meeting are used to discuss change and improvement at class level.	Staff are creative and innovative, however this is not always formally recorded.	4 6

| 2.3 Learning, Teaching and Assessment
• *Learning and engagement*
• *Quality of teaching*
• *Effective use of assessment*
• *Planning, tracking and monitoring.* | Our pupils are motivated and engaged in their learning. During classroom observation nearly all pupils were fully engaged in the lesson and their learning. Our learners show confidence when given opportunity to talk, discuss and perform in class and before the whole school.
Teachers are experienced and talented. Our explanations are clear and appropriate. We use questioning effectively, our questions promote curiosity and deep thinking.
Teachers use assessments to guide next steps. They know where pupils are through regular informal and formal assessment. The school has engaged in moderation work across the cluster and is starting to use the benchmarks to develop holistic assessments. Regular assessment identifies pupils in need of extra support; we have effective intervention strategies for literacy.
We have a clear long term curricular plan ensuring good coverage of the Es and Os. We track progress in maths and literacy. | Continue to develop our tracking system

Use benchmarks and develop cluster assessment for science | 4 |

3.1 Ensuring wellbeing, equality and inclusion • *Wellbeing* • *Fulfilment of statutory duties* • *Inclusion and equality*	We have a caring school that understands the value of mutual respect. Our pupils are well cared for and happy, relationships across the school and community are good. Staff are valued and we work well as a team supporting all pupils. The school continues to focus on SHANARRI. Staff understand GIRFEC principles and practice and SMT fulfil statutory and local duties. All pupils are encouraged to do their best. We endeavour to remove barriers to learning and participation, we believe in equality and we work to overcome discrimination of any kind. All staff have undertaken training relating to attachment issues.	Explore how the school can better support pupils who may miss out due to lack of opportunity or poverty.	5
3.2 Raising attainment and achievement • *Attainment in literacy and numeracy* • *Attainment over time* • *Overall quality of learners' achievement* • *Equity for all learners* **3.2 Securing children's progress (<u>for Early Learning Childcare</u>)** • *Progress in*	Teacher assessment show good progress against CfE levels 	% 2017-18	P1	P4	P7
Reading	78	78	81
Writing	82	68	75
Listen & Talk	82	81	84
Numeracy	82	81	75 | SNSA (2019) in P7 show 92% of pupils at level 9 or above with 27% at level 11and above in numeracy. Reading levels Show 69% level 9 or		5

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communication, early language, mathematics, health and wellbeing • *Children's progress over time* • *Overall quality of children's achievement* • *Ensuring equity for all children*	above with no pupils in band 6 or below and only 3 pupils in band 7 (EAL/ASN). Writing 73% level 9+ Primary 1 SNSA of the pupils tested 21/34 62% are in band 6 and above. In P4 33% are band 9+ for reading with 66% 7+ Writing 56% 7+ and Numeracy 60% 7+ During monitoring activities and dialogue with staff we have discovered that presentation/handwriting is an issue we would like to address. We want to improve in the school and will start with a programme for teaching grammar. Our ELCC setting provides a very good environment for children to grow and learn, as assessed by the Care Inspectorate. Staff offer a wide range of opportunities for pupils to engage in activities that promote health and wellbeing, language and maths. Children make very good progress in their learning and social interaction; this has been commented on by parents and carers. In partnership with parents and other agencies our children work well towards the four capacities. We are inclusive and staff work hard to ensure equity for all children. Families and children are not limited due background or lack of finance.	Staff working party to investigate presentation and handwriting with a view to developing a school strategy with guidance for teachers. Staff working party to develop a simple to follow whole school grammar programme.	

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2.2 Curriculum: Theme 3 Learning Pathways	Our curriculum reflects the principles of curriculum design and demonstrates good coverage of the Es and Os. It is flexible in order to meet the needs of individuals and support their learning. Teachers use the local environment to enhance learning experiences for pupils.	Explore ODL opportunities
2.7 Partnerships – Theme 3: Impact on Learners The impact of parental involvement on improving children and young people's learning.	Our school engages with and works alongside our partners. We have parent volunteers who regularly help in school and on trips. Parents have been into classes to share their experiences and work.	Continue to involve and engage parents in the life of the school and their child's learning

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3. SCHOOL IMPROVEMENT PLAN 2019 - 2010

Clearly identify within your School Improvement Plan where you are using Pupil Equity Funding to improve outcomes for learners.

The 'Planned Management of Improvement Area' (Column 4) should indicate lead person/s, resources, time allocations; for example, collegiate sessions. Consideration should be given to how bureaucracy will be reduced and workload managed with the school's 35-hrs Working Time Agreement.			
		How are you using pupil equity funding to improve outcomes for learners?	
Improvement Area	**Outcomes for Learners / School Community**	**Key Tasks**	**Planned Management of Improvement Area** (Include: Responsible/Lead Person, Time Allocations, Funding – including PEF and Expected Completion Date)
School Priority 1 **Science** **NIF Priority** Improve attainment Improve employability skills **NIF Driver** Teacher professionalism School leadership Assessment of children's progress School improvement **HGIOS?4 / HGIOELC QIs** 1.2, 2.2, 2.3, 3.2	A consistent science programme over the cluster, giving pupils increased access to science E's and O's. Continue to develop science across the cluster.	SSERC leaders to continue to develop the next two years of the Cluster programme over the year. Staff to engage in training relating to the next two years of the programme. Moderate learning outcomes across the cluster.	One day supply cover for each leader. 2 x 1.5 hour training sessions from STEM CPD calendar (2hours development + two hours flexibility) Cluster development session 10th Feb 2020

School Priority 2 Maths **NIF Priority** Improve attainment **NIF Driver** Teacher professionalism Assessment of children's progress School improvement **HGIOS?4 / HGIOELC Qis 2.2 2.3 2.6 3.2**	Develop teacher's understanding of how maths concepts are learnt by pupils enabling more effective intervention. Aid transition from primary to secondary. Help moderation of a level across the cluster	Staff training in Developing Number Knowledge. Cluster HT's To attend information session To develop a cluster transition document linked to benchmarks that identifies knowledge and understanding and level attained	August 2019 INSET Inset day and twilight
School Priority 3 **Literacy** **NIF Priority** Improve attainment **NIF Driver** Teacher professionalism Assessment of children's progress School improvement **HGIOS?4 / HGIOELC QIs 2.2 2.3 2.6 3.2**	Improve the standard of writing and presentation	Staff working party to investigate presentation and handwriting with a view to developing a school strategy with guidance for teachers. Staff working party to develop a simple to follow whole school grammar programme.	Staff development time and time out of class supported by SMT
School Priority 3 **ELCC** **NIF Priority** Improvement in attainment, particularly in literacy and numeracy Closing the attainment gap between the most and least disadvantaged children and young people **NIF Driver** Assessment of children's progress School improvement **HGIOELC Qis** 2.1,2.2,2.3,2.4, 1.4	Continue to develop tracking and monitoring Develop outdoor learning in the Early Years Continue to build relationship and communication with parents and carers Work towards 1140 hours	Use Early level benchmarks to assess progress and help with transition. Re-visit Personal Learning Plans. Make use of the new shelter as a learning area Develop gardens and mud kitchens Build on Stay, Play and Learning sessions in the Early Years. Recruit a Nursery Manager Liaise with HR over staffing Audit space and resources	

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