

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

School: Kirkpatrick Fleming and Springfield
Primaries

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 Statements

Springfield statement

At Springfield Primary we aspire to be the best we can be within our small, rural school and in our community. We will do this through working hard in our learning, demonstrating our school motto and trying hard in all we do. We will experience and celebrate success in school and the Partnership. Our key value is represented by the anvil on our badge-togetherness and teamwork.

Kirkpatrick Fleming statement

Our key values are those of Bruce's spider on our badge- creativity and perseverance which we aim to demonstrate daily in our learning. We are visible within, and contribute to, the strong community of Kirkpatrick Fleming. We strive to always keep progressing forward to be the best we can be in our school, Partnership and Cluster. We will try our best in class, when we are learning out of school and on the sports field.

Our shared values

Respect Honesty Manners Resilience. These are the values that make our Partnership work.

Review Date: Session 2019-20

Review Activities (as appropriate): To review and refresh vision if required.

Schools should evidence how all of their stakeholders; parents, learners, staff and partners are closely involved in creating and reviewing the Vision, Values and Aims. (If these have not been recently reviewed, please indicate likely review date).

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 (<i>Include evidence of impact.</i>)	Next Steps (Looking Forwards)
<p>School Priority 1 Moderation and holistic assessment</p> <p>NIF Priority Improvement in attainment, particularly in literacy and numeracy Closing the attainment gap between the most and least disadvantaged children</p> <p>NIF Driver Performance information Assessment of children's progress</p> <p>HGIOS4 Qis 1.3 2.1 2.3 2.6 2.7 3.2</p>	<p>Teachers have better understanding of, and confidence in assessing achievement of a level through working through the holistic assessment process.</p> <p>Produced holistic assessment examples in literacy and numeracy were moderated across the Cluster.</p>	<p>Moderate the evidence from the tasks, not just the tasks themselves. Liaise with Primary and Secondary QAMSO colleagues. Develop and try out holistic assessments in literacy and numeracy.</p>
<p>School Priority 2 Self evaluation</p> <p>NIF Priority Improvement in attainment,</p> <p>NIF Driver School leadership</p>	<p>Staff ensured all planning, monitoring, tracking and evaluating is manageable and relevant. We have a sharper focus on learning, teaching, assessment and attainment to help bring about further improvements and positive outcomes for learners. The partnership has developed a framework for assessment and linked this more closely to evaluation of planning for learning. A shared self evaluation strategy and assessment framework is in place</p>	<p>Evaluate curriculum bundles and adapt to closer link to each school's context and outdoor learning.</p>

<p>School improvement Parental Engagement</p> <p>HGIOS4 Qis 1.1</p>	<p>across the six small schools in the Cluster (KPF, Springy, St C's, B'kirk, C'trees, C'town.) Evaluate curriculum bundles and adapt to closer link to each school's context and outdoor learning – not complete</p>	
<p>School Priority 3 Outdoor Learning</p> <p>NIF Priority Improvement in children and young people's health and well being</p> <p>NIF Driver School improvement Assessment of children's progress</p> <p>HGIOS4 Qis 2.5 2.7 3.1 3.2</p>	<p>Curriculum has outdoor learning embedded and as a central feature of pupils' learning.</p> <p>Grounds at Kirkpatrick Fleming continued to be developed alongside garden in order to provide more opportunity for outdoor learning.</p> <p>Outdoor spaces were resourced in a widening range of curricular areas and lessons planned accordingly in order to continue to raise attainment. Adapted bundles at KPF to provide more opportunities for outdoor learning and to maximise potential for learning in new area of playground. Resources for topic bundles, loose parts and HWB purchased as well as additional resourcing for literacy and numeracy. (PEF)</p>	<p>Adapted bundles at KPF will provide more opportunities for outdoor learning and to maximise potential for learning in new area of playground.</p>
<p>Annan Cluster Priorities</p> <p>NIF Priority Improvement in attainment, particularly in literacy and numeracy Closing the attainment gap between the most and least disadvantaged children</p> <p>NIF Driver Performance information Assessment of children's progress</p>	<p>Cluster moderation strategy will be developed in order to ensure a continuity of level data, especially at points of transition.</p> <p>QAMSO will be identified Groups for literacy and numeracy moderation/holistic assessment established with Primary and Secondary staff(LD) Each Primary will write and submit one literacy and one numeracy holistic assessment to the Cluster groups.</p> <p>Each Primary will write and submit one literacy and one numeracy holistic assessment to the Cluster groups</p> <p>SAMSON maths extended to S1 to provide seamless transition for this year's S1 cohort and how it aligns to SAMSON/holistic assessment (LD) Evaluate SAMSON data from 2017-18</p>	<p>QAMSOs will take forward the development of holistic assessment in the Cluster.</p>

HGIOS4 QIs
1.3 2.1 2.3 2.6 2.7 3.2

Evaluate S1 2017 against S1 2018 and 2019 (NA)

Talk for Writing INSET delivered to 10 Cluster Primaries in August

Talk for Writing event (SG)

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?

Literacy
TLQ Assessment Tracking 2018/19

Name	Class	Age at Test 1	Age at Test 2	Info Score 1	Info Score 2	Difference (YY:MM)	Grammar Score 1	Grammar Score 2	Difference (YY:MM)
A	P1	05:04	05:11	03:11	05:10	+01:11	03:09	07:09	+04:00
B	P1	05:01	05:07	<03:06	05:10	+02:04	03:08	08:03	+04:01
C	P2	06:04	06:11	05:06	08:03	+02:09	06:03	08:03	+02:00
D	P2	06:08	07:02	05:06	07:02	+01:08	05:09	05:09	No change
E	P3	06:11	07:06	03:09	08:05	+04:08	03:09	08:00	+04:03
F	P3	06:08	07:03	05:11	06:08	+00:09	06:09	08:05	+01:07
G	P4	08:06	08:11	05:06	06:02	+00:08	06:08	04:10	-01:10

Talk for Writing. (Scores are Scottish Criterion Scale.)

	Baseline Sept 18	January 19
A P1	Did not score	E3
B P1	E1	E3
C P1	E2	E3
D P2	E3	F2
E P3	F2	F3
F P4	F3	F5
G P4	F1	F4
H P4	E3	F2
I P5	F4	F5
J P5	F5	F5
K P6	F2	F3
L P6	F4	F5
M P6	F5	F5
N P7	F4	F5

Data for all PEF pupils. Grey section indicates those in P3-4 that were given increased intervention and writing input. Data from May 2019 has yet to be completed.

Numeracy

Work undertaken on attitudes and attainment in maths shows an increase in enjoyment of maths since the full implementation of SAMSON. SAMSON data is extensive and shows most pupils are achieving at the level expected. Full data can be accessed from the school.

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
<p>1.3 Leadership of Change</p> <ul style="list-style-type: none"> <i>Developing a shared vision, values and aims relevant to the school and its community</i> <i>Strategic planning for continuous improvement</i> <i>Implementing improvement and change.</i> 	<p>Staff work effectively together as a team. They are highly motivated and work well across the schools.</p> <p>This joint working is valued by staff and is beginning to help them develop greater confidence in their own self-evaluation and professional judgements. Children are also motivated by the links they have with children in the partnership school. This has helped pupils foster a strong sense of pride and achievement. The school works closely with other schools in the cluster to take forward improvement priorities such as transition and mental maths.</p> <p>The headteacher provides clear leadership and communicates effectively to support staff in identifying change in their own practice and across the work of the school.</p> <p>Staff are using challenge questions from HGIOS 4 to evaluate the school's progress and improvements. They are developing professional enquiry skills through teacher-led small tests of change in literacy and numeracy, eg TLQ, SAMSON maths.</p>	<p>The refresh of our rationale together with the shared vision and values has been embedded through session 18-19 and now needs refreshed once more across the partnership.</p>	<p>4</p>

<p>2.3 Learning, Teaching and Assessment</p> <ul style="list-style-type: none"> • <i>Learning and engagement</i> • <i>Quality of teaching</i> • <i>Effective use of assessment</i> • <i>Planning, tracking and monitoring.</i> 	<p>All staff work hard to create a positive learning environment in each school. Relationships are consistently positive between staff and children and across schools.</p> <p>Outdoor learning is developing well across the partnership and supports all children to engage in their learning.</p> <p>Teachers give clear explanations and use questioning well to challenge children’s learning and encourage them to think. They identify opportunities to develop literacy and numeracy skills and take account of the different needs of learners in planning their lessons.</p> <p>Teachers provide helpful, oral feedback to learners through individual discussions, plenary sessions and opportunities for peer assessment.</p> <p>Teachers gather a range of information at key points in children’s learning to inform the next steps.</p> <p>The use of digital technologies is extending through teachers and is used effectively to motivate learners across the schools.</p> <p>Teachers use an appropriate range of assessment approaches to evaluate children’s learning and inform their planning. All children have individual targets in literacy and numeracy. Children’s personal learning targets provide a clear focus for regular learning conversations between children and teachers.</p> <p>The partnership is successfully encouraging parents to become involved in learning conversations. This approach is helping children and their parents to understand what children need to do to improve in their learning and how well they are progressing.</p>	<p>Further develop the use of a wider range of digital technology to support children’s learning in different contexts including outdoor learning. Continue to refine the amount of assessment and increase teacher confidence in achievement of a level.</p>	<p>5</p>
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<p>3.1 Ensuring wellbeing, equality and inclusion</p> <ul style="list-style-type: none"> • <i>Wellbeing</i> • <i>Fulfilment of statutory duties</i> • <i>Inclusion and equality</i> 	<p>The partnership's approach to wellbeing is well embedded and firmly focused on improving outcomes for children and their families. Staff are committed to creating a positive climate for learning where children are supported well and enjoy learning. Relationships are positive and respectful between all members of the school community. The headteacher and staff work in collaboration with key partners to promote awareness of health and wellbeing and the importance of healthy lifestyles. Children show a good awareness of their rights and take on responsibilities willingly such as welcoming and escorting visitors to their schools. Children act responsibly and work together well in pairs and groups to support one another to learn.</p> <p>The partnership has developed positive relationships with partners such as the Active Schools Coordinator and Health Improvement team at SONAS which promote healthy life styles. Key partners such as community police officers, fire officers and the NHS improvement team enhance and support children's learning around keeping themselves safe and the importance of exercise and healthy lifestyles. The schools works with others to ensure children have good opportunities to build social networks with peers out with their school through after school clubs, inter-school festivals, competitions and a residential excursion. Children's attendance across the partnership is high. When the headteacher has concerns about individual pupil absence, she is proactive in communicating with parents. There have been no exclusions this year.</p>	<p>Positive Behaviour policy. Rights Respecting schools bronze award will be completed.</p>	<p>4</p>
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<p>3.2 Raising attainment and achievement</p> <ul style="list-style-type: none"> • <i>Attainment in literacy and numeracy</i> • <i>Attainment over time</i> • <i>Overall quality of learners' achievement</i> • <i>Equity for all learners</i> <p>3.2 Securing children's progress (for Early Learning Childcare)</p> <ul style="list-style-type: none"> • <i>Progress in communication, early language, mathematics, health and wellbeing</i> • <i>Children's progress over time</i> • <i>Overall quality of children's achievement</i> • <i>Ensuring equity for all children</i> 	<p>Attainment is tracked for individuals and small groups of learners, including samples at each stage tracked across the partnership. Data is gathered through a variety of standardised assessments and summative assessments to inform teachers' professional judgements on progress in Curriculum for Excellence. Tracking is monitored and dialogue regularly involves how well children are making progress. Overall, the partnership's CfE levels accurately reflect good achievement in literacy and numeracy.</p> <p>Most children are making good progress in reading, writing, talking and listening, and most children are making good progress in numeracy.</p> <p>Teachers make use of data to reflect on children's attainment and progress over time.</p> <p>Teachers are developing a shared understanding of standards through regular discussions and moderation work with partner and cluster schools, including the use and development of holistic assessment.</p> <p>Across the schools, teachers have focused on children apply their learning in numeracy and literacy to real life contexts and using the outdoors.</p> <p>Pupils are developing leadership skills as house captains and junior road safety officers. Children are responsible and effective contributors and through assemblies are learning about the wellbeing indicators, rights and responsibilities</p> <p>The partnership places a strong importance and value placed on children's achievements, celebrating these at weekly and partnership joint monthly assembly.</p> <p>Children are involved in making decisions and sharing ideas on how to improve school life. The school communities actively support a variety of local causes. Children are involved in organising events which have been well supported and successful in raising funds for selected charities.</p> <p>Outcomes for children in wider</p>	<p>Continue to make the approach to tracking achievement more systematic and reflecting an increasing range of the curriculum. Use our tracking information to ensure all children are participating as fully as possible in and out of school.</p>	<p>4</p>
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	<p>achievements is a growing feature in both our schools. We offer a growing range of opportunities to children which gives them a choice that appeals to their interests.</p>		
<p>2.2 Curriculum: Theme 3 Learning Pathways</p>	<p>The curriculum rationale shapes the current thinking, vision, values and aims of each school community. Children experience a broad curriculum which is based on a three year planning cycle. The curriculum includes a clear focus on health and wellbeing and outdoor learning to reflect the partnership's small, rural context.</p> <p>The curriculum outlines a helpful overview of literacy and numeracy skills, and highlights opportunities to develop higher order thinking skills. This ensures that tasks maximise opportunities to develop literacy and numeracy skills in a progressive way and higher attaining children are appropriately challenged. Regular, planned opportunities for outdoor learning allow children to be creative and reinforce their understanding of learning concepts. Inter-disciplinary learning is well planned to ensure that children experience a range of themes and learn skills coherently across different curriculum contexts.</p> <p>The programme for Religious and Moral Education is set out clearly in a calendar and opportunities for religious observance are supported through regular visits by the partnership's minister.</p> <p>Continuity from P7 to S1 is strengthened through visits from secondary school staff and discussions within the cluster group to support curriculum continuity. Children with identified additional support needs and those who are vulnerable, experience enhanced transitions which help them to settle well in secondary school and ensure that secondary teachers plan to meet their needs effectively.</p>	<p>Continue to develop and refresh bundles to ensure they accurately reflect the schools' context. Amend technology Es and Os.</p>	
<p>2.7 Partnerships – Theme 3: Impact on Learners</p> <p>The impact of parental</p>	<p>The headteacher and teachers are well respected by parents and the wider school community. They work well together to provide welcoming and supportive school environments.</p>	<p>Involve parents in the Respect policy and the Rights Respecting Schools work. Evaluate the impact of learning conversations and whether this needs refreshed.</p>	

involvement on improving children and young people's learning.	Good use is made of texting, newsletters and leaflets to share information about events and children's learning experiences. Staff are committed to improving parental engagement and welcome ideas from parents on how they would like to be more involved. The schools are supported effectively by their Parent Councils	Introduce the Engaging parents and families toolkit to Parent Council.
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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)
<p>School Priority 1 Rights Respecting Schools/Positive Behaviour</p> <p>NIF Priority Improvement in children and young people's health and well being</p> <p>NIF Driver School improvement</p> <p>HGIOS4 QIs 3.1</p>	<p>Pupils, parents and staff will have shared ownership, and development of, a whole school approach to Rights Respecting Schools award (bronze) Positive Behaviour Policy.</p>	<p>Write positive behaviour policy. Staff member to attend Rights Respecting Schools training. Engage with all stakeholders.</p>	<p>Pupil meetings Parent sub group meetings Staff training x 2 collegiate</p>
<p>School Priority 2 Visible Learning</p> <p>NIF Priority Improvement in attainment, particularly in literacy and numeracy Closing the attainment gap between the most and least disadvantaged children</p>	<p>Teachers will demonstrate an increased confidence and understanding on how to improve practice and take forward an element of 'small test of change.'</p>	<p>All teachers in the Cluster will be trained in the visible learning methodology and approach a small test of change in their classroom based on the training given.</p>	<p>2 X INSET for all teaching staff 2 X partnership (or with Gretna PS) collegiate for progress discussions</p>

<p>NIF Driver Teacher professionalism School improvement</p> <p>HGIOS4 Qis 1.1 2.3</p>			
<p>School Priority 3 Curriculum refresh</p> <p>NIF Priority Improvement in attainment</p> <p>NIF Driver School improvement Assessment of children's progress</p> <p>HGIOS4 Qis 2.2 2.3 3.2</p>	<p>Pupils will experience a curriculum that demonstrated more relevance to their local context, advance in digital technologies and opportunity for outdoor learning.</p>	<p>Analyse all 45 bundles. Remove, add, adjust Es and Os Amend technology outcomes. Replace irrelevant bundles.</p>	<p>4 x school collegiate, 4 x pupil meetings, Parent Council agenda item throughout the session</p>