**Dumfries & Galloway COUNCIL**

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


**School:**  KELLOHOLM PRIMARY

**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

Kelloholm Primary has the vision to be a happy motivated environment where we can all **work together, learn together and grow together.** Our values are rooted within the heart of the community and we aspire to be **honest, caring and respectful** to our school and community friends. We strive to be open and equal to all and have the integrity and compassion to work for every child and family.

At Kelloholm Primary we aim to learn with a positive attitude, to be the best we can so our collective potential can be realized.

### Review Date: 2020

### Review Activities (as appropriate)

Whole school review and refresh May 2018 involving all stakeholders.

*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:<br>Learners' successes and achievements<br>The school community's successes and achievements - as appropriate<br>*(Include evidence of impact.)* | Next Steps (Looking Forwards) |
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| **School Priority 1**<br>**To increase attainment in Reading**<br><br>**NIF Priority**<br>**Improvement in attainment**<br><br>**NIF Driver**<br>**Performance information**<br>**Assessment of children's progress**<br><br>**HGIOS?4 / HGIOELC Qis**<br>**3.2**<br>**2.3**<br>**2.7** | • Mid term report for SAC and PEF to Scottish Government identified positive change with focus children using Closing the Literacy Gap model. All focus children have closed the gap between reading age and chronological age. The range of attainment is between 3 months and 25 months for reading accuracy. Those with over 2 years gap are now at parity with their chronological age or have surpassed with an 8-week intervention programme. Parental involvement is at over 80% with the programme with at least one workshop attendance.<br>• TLQ programme evidence has all but 2 pupils succeeding and pre-assessment data indicating strong levels of phonological awareness and not requiring TLQ intervention. TLQ pedagogy is used by all staff in the nursery and Infant setting<br>• Attendance whole school stands at average 92%; there are significant groups with poor attendance. Opportunities for All working with families to support improved attendance | • Expand the scope for intervention to be used universally using Closing the Literacy Gap and Fastlane<br>• Relevant staff to evaluate the TLQ programme to ensure future use is 'fit for purpose' and question if overlap between assessment from Closing the Gap and work of the communication champions occurs.<br>• School currently working with Parental Engagement Programme. PEP to continue into session 2019/20 delivering 8-week block of support. Challenge will be to engage with focus families. |

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| **School Priority 2**<br>**To implement Restorative Practices across the school and school community**<br><br>**NIF Priority**<br>**Improvement in attainment**<br><br>**NIF Driver**<br>**School Leadership**<br>**Teacher Professionalism**<br>**Parental Engagement**<br><br>**HGIOS?4 / HGIOELC Qis**<br>**3.1**<br>**3.2**<br>**1.3**<br>**1.2** | • Classroom exclusions for all but one class are at zero year to date. There have been 2 school exclusions year to date.<br>• Whole school use of Restorative Practice is supported using Restorative Justice pack developed in term 3<br>• All staff have accessed training and CPD in session 2018/19<br>• School works collaboratively with the Inclusion team to develop best practice Kelloholm Primary presenting at Inclusion Team seminar May 2019 to showcase approaches to Restorative Practice<br>• All classrooms use the class charter to support Positive Relationships<br>• Nurture room is centrally placed within the school<br>• Staff report a more consistent approach to behavior concerns | • Establish Positive Relationship policy document<br>• Nurture training for new staff<br>• Nurture training refresh for existing staff<br>• Develop purposeful deployment of support staff during interval and lunch to work with focus children<br>• Evaluate value of Restorative Justice pack<br>• Cluster approach to restorative policy developed with Sanquhar Academy using Pivotal Education training August 2019 inset<br>• Develop whole school Rights Respecting School programme<br>• Plans to expand nurture room with school refit/building investment proposed for session 2019/20 and 2020/21 |

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| **School Priority 3**<br>To increased levels of emotional literacy to support mental and emotional health and wellbeing.<br><br>**NIF Priority**<br>**Improvement in Health and Wellbeing**<br><br>**NIF Driver**<br>**Teacher Professionalism**<br>**Parental Engagement**<br>**Assessment of Children's Progress**<br><br>**HGIOS?4 / HGIOELC Qis**<br>**2.3**<br>**3.1** | • All staff and support staff completed Emotion Works training<br>• Greater use of collaborative learning between stages<br>• Use of 'scrapbooks' to record evidence of understanding and learning<br>• Reported expansion of emotional vocabulary<br>• Lesson planning cross-curricular, linking to nurture, Restorative Practice and Rights Respecting School | • Parent engagement and workshops<br>• Build on current understanding with next 'cog' approach<br>• Evaluate learning across the curriculum using consistent assessment and recording – making links with Rights Respecting School and Restorative Practice<br>• Embed learning and teaching – use evidence from best practice<br>• Continue to record evidence consistently using floor-books and scrapbooks |

| **2.1.1 Report on the impact of PEF**<br><br>• **Comment specifically on how PEF is making a difference / closing the attainment gap for identified cohorts of children / young people?**<br><br>• **How rigorous is the school's approach to providing robust evidence of closing the attainment gap?**<br><br>• **How well are you removing barriers to learning and ensuring equity for all?** | • Closing the Literacy Gap intervention increased reading and comprehension ability for focus groups<br>• All learning assistants have accessed training for CLG<br>• All learning assistants can deliver programme<br>• Senior learning assistant can assess and evaluate programme impact with project lead and key personnel.<br>• Intervention programme has a rigorous structure of assessment modeled by Elaine Callander. Elaine has supported key staff throughout the year to ensure consistency and high standards are used during implementation.<br>• Project is now developed for senior pupils using Fastlane, targeting focus groups.<br>• Project is sustainable as the school have all learning assistants trained for CLG and Fastlane<br>• Parental feedback supports intervention programme<br>• All staff indicate improved literacy across the curriculum. |

## 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 |
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| **1.3 Leadership of Change**<br>• *Developing a shared vision, values and aims relevant to the school and its community*<br>• *Strategic planning for continuous improvement*<br>• *Implementing improvement and change.* | • Specific remits for teaching staff and middle leaders as indicated in individual PRD – Digital School Award/Eco School Green Flag award/ presenting at authority seminars for Raise and the Inclusion Team/moderation champion/communication champion<br>• Devolved leadership model<br>• Many pupils involved with working groups – pupil council/digital leaders/eco-school<br>• Refresh House Captain and Vice-Captain structure for the school. Role given a central place within the school. | • Robust tracking and monitoring of improvement<br>• Robust monitoring of impact of remits<br>• True and value adding parental engagement process<br>• Embrace opportunities for peer collaborative learning and enquiry<br>• Refine House Captain role to support Vision Value Aims and include in the decision-making process.<br>• Include pupil council with decision-making process | 4 |
| **2.3 Learning, Teaching and Assessment**<br>• *Learning and engagement*<br>• *Quality of teaching*<br>• *Effective use of assessment*<br>• *Planning, tracking and monitoring.* | • Learning conversations embedded as norm. Parental feedback supports current model of reporting on learning<br>• Use of play-based learning supported by parents as a value adding approach to maximizing success and achievement in the infant department<br>• Use of STEM in most classrooms developing innovative learning experiences<br>• Use of outdoor spaces is enhancing the learning experience for our younger pupils | • Planning formats consistent across stages<br>• Refresh of literacy programme of work and progression frameworks<br>• Develop innovative responses to the learning needs for our older learners – develop STEM/outdoor learning/experiential learning<br>• Staff to access and use data records to support planning and reporting consistently and knowingly | 4<br><br><br><br>6 |

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| | • Use of focus groups to observe and report in detail on is benefiting the planning of next steps and reporting to parents<br>• Assessment data is richer, consistent and adding value to the information we have about our learners | • Embrace moderation, improve assessment across stages and across the curriculum | |
| **3.1 Ensuring wellbeing, equality and inclusion**<br>• *Wellbeing*<br>• *Fulfilment of statutory duties*<br>• *Inclusion and equality* | • GIRFEC officer supporting all staff to improve the outcomes for all<br>• Use of Restorative Justice to record the pupil voice | • Refine remit for GIRFEC officer and track impact of post<br>• Ensure all staff and nursery staff understand statutory duties for Child Protection<br>• Engage with the Rights of the Child convention using Rights Respecting School programme<br>• Establish Positive Relationship policy document | 4 |
| **3.2 Raising attainment and achievement**<br>• *Attainment in literacy and numeracy*<br>• *Attainment over time*<br>• *Overall quality of learners' achievement*<br>• *Equity for all learners*<br><br>**3.2 Securing children's progress (for Early Learning Childcare)**<br>• *Progress in communication, early language, mathematics,* | • Use of Progress and Achievement module improving recording of progress over time<br>• Closing the Literacy Gap and Fastlane has changed how literacy attainment is achieved – use of focus individuals and smaller intervention blocks of time with a clearly defined structure of assessment is making real change. All support staff trained to deliver CLG/Fastlane<br>• Principal Teacher with clear remit for raising attainment and support staff to use benchmarking consistently and confidently | • Engage with Developing Number Knowledge programme<br>• Working collaboratively with Sanquhar Academy to enhance the transition of pupils to Secondary | 4 |

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| *health and wellbeing*<br>• *Children's progress over time*<br>• *Overall quality of children's achievement*<br>• *Ensuring equity for all children* | | • Develop robust monitoring and tracking of attainment within the ELC setting<br>• Develop robust systems to improve equity for all in the ELC setting | 2 |
| **2.2 Curriculum: Theme 3 Learning Pathways** | | | |
| **2.7 Partnerships – Theme 3: Impact on Learners**<br><br>**The impact of parental involvement on improving children and young people's learning.** | | | |

## 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. | | | |
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| | | **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** **Raise attainment in numeracy** **NIF Priority** **Improvement in attainment** **NIF Driver** **School Improvement** **Teacher professionalism** **HGIOS?4 / HGIOELC Qis** **3.2** **2.5** **2.3** **2.2** **3.2** **3.3** | Raise attainment in Numeracy for learners in P5/P6/P7 using Developing Number Knowledge. Teachers will have enhanced understanding of pedagogy. Focus learners will close the gap. Every child making very good progress in numeracy. Robust framework for the development of pedagogy is effective. | Developing Number Knowledge resource and pedagogy will be used to change the delivery of numeracy in upper school. Develop Fluency of number. Develop Reasoning in numeracy. Develop teacher knowledge of numeracy and mathematics. Develop high quality early mathematics. Develop high quality opportunities to apply investigative, problem solving and thinking skills. | **PEF is used to release class teacher (SM) to lead improvement (0.8FTE/PEF).** **SM will engage with CPD to enhance knowledge; will facilitate staff to attend relevant training.** **SM will deliver training to support staff.** **SM will use assessment to highlight focus learners and deliver intervention.** **SM will work collaboratively with colleagues to support learning and teaching.** **SM will report to HT termly on progress with Closing the Gap and Raising Attainment.** **SM will analyse data and share with relevant stakeholders.** **SM will engage with parents to share new learning and knowledge.** |

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| | | | <span style="color:red">Early Years Team will use self-evaluation of the curriculum to ensure children needs are at the centre of planning of the curriculum. Practitioners share development and progress with child and parents. Reporting will be systematic and review by the Manager Practitioners will evaluate the creative process and include opportunities for digital leaning.</span> |
| **<span style="color:green">School Priority 2</span>** **Implement Rights Respecting School** **NIF Priority** **Improvement in Health and Wellbeing** **NIF Driver** **School Leadership** **Parental Engagement** **Teacher Professionalism** **HGIOS?4 / <span style="color:red">HGIOELC</span> Qis** 3.1 3.2 1.3 <span style="color:red">2.1</span> <span style="color:red">3.1</span> | UN Convention on the Rights of the Child. All children to be Safe, Respected and Engaged. Positive relationships lead to high levels of wellbeing and engagement. <span style="color:red">All practitioners know and understand the Rights of the Child.</span> <span style="color:red">All practitioners know and understand and use the wellbeing indicators.</span> | Invest resources into Right Respecting School (RRS). Have RRS champion for the school and ELC – Attend RRS course 6/9/19 Stirling. Develop calendar of themes and focus for learning. Programme orientation Term 1 – include Theory of Change methodology. Classroom charters established Term 1. <span style="color:red">ELC to follow school key tasks.</span> | **HT to support whole school and <span style="color:red">ELC</span> development of programme using collegiate allocation.** **Termly planning to include RRS. HWB to reference RRS (Emotion Works and Restorative Practice). <span style="color:red">Manager to include RRS into planning.</span>** **HT to deliver assemblies with monthly RRS theme. <span style="color:red">Nursery Manager to communicate themes to stakeholders.</span>** **All Staff to access relevant CPD opportunities.** **Class teachers and <span style="color:red">practitioners</span> to monitor impact using pupil voice feedback and questionnaires. Evidence in HWB 'scrapbooks'** **School to apply for Bronze Award Term 4.** |

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| **School Priority 3**<br>**Self-Evaluation of Change**<br><br>**NIF Priority**<br>**Improvement in attainment**<br><br><br>**NIF Driver**<br>**School improvement**<br>**Teacher professionalism**<br><br><br>**HGIOS?4 / HGIOELC Qis**<br>**1.1 1.3 2.3**<br>**1.1**<br>**1.4** | Improved levels of professional knowledge across school and nursey for self-evaluation using HGIOS/HGIOELC/National Care Standards and Benchmarks.<br><br>Embed models of moderation across the school and nursery including peer -2-peer observation, collaboration and evaluation.<br><br>Embed Making Thinking Visible across the school and nursery. All teachers can confidently access a range of AifL strategies. All staff and practitioners improve knowledge of effective communication.<br><br>Build capacity in staff skills in analyzing data and using this to plan next steps for targeted improvement.<br><br>Intervention programme accurately used to close the gap, raise attainment and increase achievement. | Collegiate calendar in place to support HGIOS/HGIOELC<br>Monitoring and Tracking documents updated to reflect SIP priorities Monitoring and Tracking calendar in place to support Peer observation.<br><br>Moderation Champion (1x school; 1 x nursery) representative for the school to support collaborative planning and evaluating.<br><br>Continue the Tapestry and Communication Champion role in the school and nursery. Continue TLQ in the Early Years and nursery<br><br>Closing the Literacy Gap and Fastlane maintained by key staff. TLQ and pre-TLQ programme core to raising<br><br>Developing Number Knowledge maintained by key staff.<br><br>Nurture intervention maintained by key staff. | HT/Nursery Manager to observe practice of teachers and staff and report during professional dialogue. Managers must use robust systems.<br><br>AY to support moderation process and liaise with cluster QAMSO. AY will access the QAMSO calendar and report back to school using collegiate time.<br><br>SMcK to use collegiate time to support staff with teaching strategies, assessment strategies and communication techniques. SMcK/DD to access relevant CPD for Communication Champion.<br><br>Nursery manager will use monitoring calendar to build and sustain improvement. CB to liaise with support staff to assess, track intervention and evaluate impact for targeted groups. SM to liaise with support staff to asses, track intervention and evaluate impact for targeted groups. |

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| | | | CB to assess using Boxall Profiling, support staff with interventions and liaise with parents. |
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