



***KNIGHTSRIDGE PRIMARY
And
EARLY YEARS CENTRE***

SCHOOL IMPROVEMENT PLAN

2016 - 2017

School Engagement with the National Improvement Framework



Factors Influencing the Improvement Plan

School factors

- Addressing Action Points identified in school's Self Evaluation procedures
- Cluster Improvement Plan
- Consistency in learning and teaching, implementing recommendations of *Improving Scottish Education*
- Flexible early learning and childcare implementation
- Curriculum design

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

Our Vision

Knightsridge pupils will receive a quality learning experience with positive outcomes for all learners where achievement and attainment is encouraged and celebrated at all levels. We are committed to working in partnership with all our stakeholders to break down barriers for all. Inclusion is fundamental to work at Knightsridge as we aim to Be The Best We Can Be.

Our Values

In carrying out all aspects of our work, we:

- Conduct our business with integrity, impartiality, fairness, tolerance and mutual respect.
- Value diversity, promoting social inclusion in an environment where everyone is welcome.
- Seek progress through partnership, working closely with people with whom we share a common purpose.

Our Aims

Leadership and Management

- To ensure a clear direction for the school which is shared by and involves all stakeholders.
- To promote, encourage and provide opportunities for leadership at all levels.
- To improve the quality of educational experiences for learners through a programme of continuing professional development for all staff.
- To promote an ethos of self -evaluation for all leading to whole school improvement.

Learning Provision

- To ensure a broad and balanced curriculum that provides young people with the best possible learning opportunities and experiences.
- To provide the highest quality of learning and teaching experiences that enable young people to enjoy their education and develop positive attitudes towards learning.
- To build and maintain effective partnerships between the school and its parental body, external support agencies and its wider community.
- To provide a welcoming, safe, caring and healthy environment in which each learner is valued and supported.
- To provide pupils with opportunities to develop knowledge and understanding in relation to their duties and responsibilities of citizenship in a democratic society.

Successes and Achievements

- To ensure that all learners are able to realise their potential through the promotion and recognition of achievement and excellence.
- To provide effective support systems for all learners which promote personal and social development and underpin academic achievement.
- To ensure that all learners are able to experience a calm, positive and safe environment that promotes good behaviour, self-discipline, resilience and respect for others.

| Session | Area for Improvement | 3 Year Strategic Plan Outcomes |
|-----------|---|--|
| 2015/2016 | Raising Attainment – To develop thinking skills in numeracy focusing on mental agility and problem solving. | <ul style="list-style-type: none"> To raise attainment for all learners in Numeracy Further develop mental agility to include SEAL strategies Thinking Skill/Problem Solving will be utilised across the curriculum Progression pathway will inform the planning process Further develop staff skills and abilities in the delivery of Numeracy and Mathematics. |
| | Raising Attainment - To reduce barriers to learning and to increase opportunities for all taking into account personal achievements and skills for learning, life and work. | <ul style="list-style-type: none"> To remove barriers to learning for all and close the attainment gap Increase learners' awareness of the importance of social, mental, emotional and physical wellbeing and their importance in developing skills for life To further promote positive partnership working and increase pupil/parent confidence Learners will benefit from increased opportunities to learn from and within their community |
| 2016/2017 | Excellence through raising attainment and achieving equity – To continue to embed learning and teaching strategies in Numeracy and make relevant links to skills for learning, life and work. | <ul style="list-style-type: none"> To ensure all learners experience progression, depth, challenge, coherence and relevance in Numeracy across all curricular areas. To continue to work collaboratively in school and across the cluster to further improve attainment in Numeracy To use effective approaches to learning, teaching and assessment through quality assurance procedures and feedback To raise attainment in Numeracy through rigorous planning, teaching and assessment. |
| | Excellence through raising attainment and achieving equity – To further develop Listening and Talking skills across the curriculum. | <ul style="list-style-type: none"> To raise attainment in Literacy for all learners with a focus on Listening and Talking to ensure the equity gap is closed To upskill staff knowledge and understanding of Listening and Talking through explicit teaching strategies To increase vocabulary for all learners and transfer this learning across the four context for learning To ensure all learners will become increasingly aware of the impact that Listening and Talking skills have on improving life chances for learning, life and work |
| 2017-2018 | Excellence through raising attainment and achieving equity – To further embed Listening and Talking skills ensuring that increased vocabulary is transferred to writing skills. | <ul style="list-style-type: none"> To raise attainment for all learners in Literacy with a focus on Writing All learners will become more confident and articulate in the use of ambitious vocabulary and be able to transfer this knowledge across learning An increased motivation, desire and ability to write in a variety of genre |

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| | Excellence through raising attainment and achieving equity – To develop a programme of study in Science | <ul style="list-style-type: none">• Progression pathways will ensure breadth, depth, coherence, pace and challenge across the BGE• Teaching staff will increase their knowledge and understanding of Science pedagogy and be more confident in delivering Science outcomes• Learners will experience a wide range of scientific concepts and develop higher order thinking skills such as analysing, evaluating and problem solving through collaborative group investigation• Further links with the Science department at Deans Community High School will be developed |
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Priority 1: EXCELLENCE THROUGH RAISING ATTAINMENT AND EQUITY

Area for development: To continue to embed learning and teaching strategies in Numeracy and make relevant links to skills for learning, life and work.

| Desired Outcome | Implementation Process (Actions) | By whom? | Time Scale | Resources / Costs / Training needs | Monitoring by whom ? how? |
|--|---|--|---|---|--|
| <p>To ensure all learners experience progression, depth, challenge, coherence and relevance in Numeracy across all curricular areas.</p> | <p>Through rigorous interrogation of CEM data identify areas of focus to target support</p> <p>To undertake action research and identify Problem Solving learning and teaching resources from Nursery to Primary 7 which link with learning, life and work</p> <p>To implement action from outcome across whole school ensuring progression and challenge in programmes of work</p> | <p>HT and all staff to include SfL and identified PSW</p> <p>Numeracy Team</p> <p>All teachers</p> | <p>August 2016</p> <p>October 2016</p> <p>From January 2017</p> | <p>Maths Recovery</p> <p>HAM – Problem Solving ‘Real life context’ ½ day In Service Day</p> | <p>All teaching staff SMT – through attainment meetings</p> <p>SMT - Numeracy and Maths Tracking Overview Proforma</p> <p>SMT Through quality assurance procedures: Forward plans Class observations Professional dialogue</p> |
| <p>To use effective approaches to learning, teaching and assessment through quality assurance</p> | <p>To further embed SEAL strategies from Nursery to Primary 3 to ensure milestones in learning are consolidated</p> | <p>EY teachers and Nursery staff</p> | <p>August 2016</p> | <p>SEAL Training Peer observations WL Numeracy Team</p> | <p>SMT Through quality assurance procedures: Forward plans</p> |

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| <p>procedures and feedback</p> | <p>Primary 4 to 7 will continue to embed the WL Numeracy progression pathways to include the mental maths framework.</p> <p>Every class will have a Maths and Numeracy learning and teaching wall to include mathematical vocabulary. This will be referred to daily during maths and maths across learning lessons</p> | <p>P 4 – 7 teachers</p> | <p>August 2016</p> | <p>KPS Numeracy Team ½ day In Service Day</p> <p>WL Pathways</p> | <p>Class observations (SMT and peer) Pupil dialogue Pupil work/progress planners Shared practice visits with partner school</p> |
| <p>To raise attainment in Numeracy through rigorous planning, teaching and assessment.</p> | <p>By the use of summative assessment data to provide universal and targeted support and challenge as appropriate</p> <p>Learners demonstrate an increased awareness of their targets and an understanding of their next steps</p> | <p>All teachers</p> <p>All Staff</p> | <p>August 2016</p> <p>By mid Sept 2016</p> | <p>Professional reading – Linda Keith, Big Maths</p> | <p>SMT Through quality assurance procedures: Classroom observation Pupil dialogue</p> |
| <p>To continue to work collaboratively in school and across the cluster to further improve attainment in Numeracy</p> | <p>Professional dialogue, critical friend/partnership with cluster High School and Deans Primary School</p> <p>Share learning and teaching strategies</p> <p>Moderate ongoing work to ensure consistency and progression</p> | <p>All Staff and Pupils</p> | <p>By mid Sept 2016</p> | | <p>SMT – attainment meeting Tracking & monitoring procedures</p> <p>Formative assessment Pupil/teacher dialogue KPS profiles</p> |

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| To work in partnership with parents/carers | To offer bite sized workshops for parents/cares to up level parents/carers understanding and knowledge of numeracy and Mathematics | SMT Numeracy Team Pupils | Termly | | HT Questionnaires and evaluations |
| <p>Evaluation (linked to challenge questions within HGIOS4 / HGIOELC)</p> <ul style="list-style-type: none"> • 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? • How confident are we that all learners experience activities which are varied, differentiated, active and provide effective support and challenge? • How well do our questioning strategies enhance the learners' experience and enable higher order thinking skills? • How well do we make use of a range of valid reliable and relevant assessment tools and approaches to support approaches to support the improvement of children and young people's learning? • How well do we record, analyse and use assessment information to identify development needs for individual learners and specific groups? | | <p>Evidence (How do we know?) (Why? How? Who? What? When? for gathering planned evidence)</p> <ul style="list-style-type: none"> • Verbal and written feedback focusing on robust tracking and monitoring of Overview Proformas in Mathematics and Numeracy recorded in Forward Plans • Feedback from forward/daily plans ensuring Progression Pathways are in place and being used for all aspects of Mathematics and Numeracy • Dialogue and reflection with pupils, teachers as well as observations in classrooms will ensure learners receive a range of learning experiences including collaborative group work to promote and develop higher order thinking skills • Dialogue and reflection with teacher to ensure that formative and summative assessment data is used effectively to inform group or individual learning and next steps, whilst providing pace and challenge • Dialogue with pupils will demonstrate children's understanding of their learning and next steps • Parents will have a greater understanding of the relevance of maths in a context and be able to support their children's learning. • All staff, pupils and parents make links with maths and translate the skills into real life contexts | | | |

Priority 2: EXCELLENCE THROUGH RAISING ATTAINMENT AND EQUITY

Area for development: To further develop Listening and Talking skills across the curriculum.

| Desired Outcome | Implementation Process (Actions) | By whom? | Time Scale | Resources / Costs / Training needs | Monitoring by whom ? how? |
|---|---|--------------------------|--------------|--|--|
| To raise attainment in Literacy for all learners with a focus on Listening and Talking to ensure the equity gap is closed | To undertake action research and find out the skills required to explicitly teach listening and talking in a progressive way. | All EYC and school staff | October 2016 | ½ day In Service | Whole school training and research |
| To ensure all learners develop listening and talking skills, improve their vocabulary and are able to transfer these skills into all aspects of learning, life and work | <p>To ensure all staff have an understanding of the importance of explicitly teaching listening and talking skills including creating their own 'Rules and Routines' for use in every class</p> <p>To ensure that these are prominently displayed in classroom, halls and referred to when teaching across the four contexts for learning.</p> <p>To teach vocabulary and endeavour to use new vocabulary daily to enhance children's phonological awareness and develop their language skills in literacy.</p> <p>To make use of Walking Thesaurus in each class and use and implement 'Goldilock's words in order to raise attainment and close the equity gap.</p> <p>To further embed the use of ambitious vocabulary and to transfer this learning into reading and writing activities</p> | All Staff | October 2016 | <p>Inverclyde Listening and Talking pack, ('Talking round corners.'),</p> <p>Education Scotland SSLN resources, on-line presentations,</p> <p>Listening and Talking question stems to support group discussion</p> <p>Professional Reading</p> | SMT, forward plans and daily plans. Professional dialogue Classroom observations |

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| | across the school. | | | | |
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Evaluation (linked to challenge questions within HGIOS4 / HGIOELC)

- How well is our focus on Literacy leading to raising attainment across the curriculum?
- How well do we take action to remove barriers to success?
- How do we know that our professional learning is improving outcomes for learners?
- Do we have a shared understanding of what progression looks like?
- How well do we provide opportunities for staff to be involved in and lead aspects of school improvement?
- How effective is our whole school overview in ensuring children's knowledge and skills are built appropriately over time?
- How well do our questioning strategies enhance the learners' experience and enable higher order thinking skills?
- How do we know that the changes we have made have improved outcomes for children?

Evidence (How do we know?) (Why? How? Who? What? When? for gathering planned evidence)

Increased numbers of children attending SaLT and referrals to the Literacy Base, Murrayfield Language Centre as a result of this our focus must be to develop Listening and Talking skills in order for our learners to communicate and access the curriculum thus removing barriers to success

- Pupil voice and group discussions will enable teachers to measure impact of teaching skills and vocabulary
- Verbal and written feedback focusing on robust tracking and monitoring of Overview Proformas in Listening and Talking recorded in forward plans
- Pupils are demonstrating a positive approach to learning by becoming more confident when talking and listening in individually, in groups and at whole class level
- Question stems provide a framework for learners to develop evaluative and analytical language
- Evidence will be through dialogue with pupils across the four context of learning, it will be evident in writing and reading activities
- Pupils will have a greater ownership of their learning and feel motivated and empowered to participate more fully
- Pupils will be more able to articulate their feelings, negotiate, problem solve and manage and regulate their behaviour for learning

Plan for Additional Tasks

| Additional Tasks | Responsibilities | SLT Point of contact |
|---|---|----------------------|
| <ul style="list-style-type: none"> Further embed wellbeing indicators and identify differentiated targets from Nursery to Primary 7 | Health Improvement Team Class Teachers | SMT |
| <ul style="list-style-type: none"> Further developing skills for learning, life and work and link this to ongoing Growth Mindset work across the school | ADHT All Staff | SMT |
| <ul style="list-style-type: none"> To evaluate current Social Studies programme of study to ensure breadth, depth, coherence, progression, personalisation and choice, pace and challenge, relevance | HT and ADHT | SMT |
| <ul style="list-style-type: none"> Attain First Green Flag of Eco School Scotland Award in the EYC | HT, PT and Nursery Staff | HT |
| <ul style="list-style-type: none"> Attain Fairtrade status | International coordinator, HT and all staff | HT |
| <ul style="list-style-type: none"> Promote healthy eating and cooking skills maximising the use of the kitchen facilities | All teaching staff and PSW | HT |
| <ul style="list-style-type: none"> Utilise the playground area to enhance children's outdoor learning experiences through the use of playground games, trim track, gardening areas, reflection area, buddy stops and imaginary and physical play areas. (Operation Playground) | HT, Pupil Council, PSW | SMT |