

# Education – Improvement Planning Document

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Establishment Name:

King's Oak Primary and Nursery

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Signatures:

Head of Establishment	Graeme Marshall	Date	June 2017
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Quality Improvement Officer	Norman Greenshields	Date	August 2017
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# Our Vision, Values and Aims

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Our Core Values H.E.R.E at King's Oak are Honesty, Empathy, Respect and Encouragement. These were agreed several years ago by staff, parents and pupils. These will be reviewed this year within our King's Oak community. Our Curriculum Rationale will also be agreed and celebrated.

**Getting it right for every child (GIRFEC)** is a national policy to help all children and young people grow, develop and reach their full potential. Its focus is to improve outcomes for children and their families based on a shared understanding of their wellbeing.

Inverclyde Council recognises the importance of GIRFEC and has developed an approach that puts the child at the centre but recognises that every child grows up to become a citizen of Inverclyde and a part of the local community. Inverclyde aims to 'get it right for every child, citizen and community.' This 'nurturing' approach has been awarded a gold 'COSLA' award by the Convention of Scottish Local Authorities.

GIRFEC is based on 8 wellbeing outcomes and it is our vision at King's Oak for **every child** to be provided with, and contribute to, a service which maximises their wellbeing. In King's Oak, we have used these wellbeing outcomes to establish our school aims. These aims are central to everything we do in the school and ensure that our children are...Safe, Healthy, Achieving, Nurtured, Active, Respected, Responsible & Included.

## **Safe:**

*In King's Oak we believe that every child has the right to feel secure and to live and learn in an environment which is free from harm and danger.*

*We ensure our children...*

- *do not experience or engage in bullying behaviour or discrimination with peers or adults at school or in the local community.*
- *feel safe at school.*
- *have the resilience to cope with adverse circumstances.*
- *feel confident enough to tell a responsible adult if they have been harmed or threatened with harm.*

**Healthy:**

*In King's Oak, we believe that every child has the right to feel healthy and happy and to learn the knowledge and skills needed to make healthy, safe choices.*

*We ensure our children...*

- *are able to cope with the normal stresses of everyday life without undue or persistent anxiety, depression, withdrawal or aggression.*
- *are confident and competent when faced by problems and new challenges in everyday life.*
- *are mostly satisfied with life.*
- *have good relationships with family and friends, care about and respect others.*
- *have strategies for assessing and managing avoidable risks to health.*
- *are developing their understanding of their body and can use this knowledge to maintain and improve their wellbeing and health.*
- *are supported to overcome health issues which prevent full participation in activities which positively affect their wellbeing.*

**Achieving:**

*In King's Oak, we believe every child has the right to receive the support that they need in order to make progress in the knowledge, skills and personal qualities required to unlock further opportunities for learning.*

*We ensure our children...*

- *are developing skills for learning, life and work.*
- *are progressing towards agreed learning objectives with appropriate additional supports.*
- *are developing independence and autonomy in relation to their learning.*
- *experience depth of learning within engaging and relevant contexts.*

**Nurtured:**

*In King's Oak, we believe every child has the right to belong to a nurturing and stimulating home, school and local community where they can live and learn.*

*We ensure our children...*

- *belong to families which are supported.*
- *have a level of physical care where they are clean, adequately and appropriately clothed and kept warm.*
- *receive sufficient and appropriate nutrition.*
- *feel valued in a culture of praise and encouragement.*
- *develop confidence and competence when faced by problems and new challenges in their everyday lives.*
- *develop their emotional intelligence.*

**Active:**

*In King's Oak, we believe that every child has the right to access a broad range of opportunities for physical activity which are enjoyable and contribute to building a sustainable, active lifestyle.*

*We ensure our children...*

- *are encouraged to play and interact in positive ways.*
- *receive encouragement to develop their interests.*
- *actively engage in sporting and recreational activities.*
- *express and celebrate achievement from their activities.*
- *are encouraged to build physical competencies, improve fitness, develop personal and interpersonal attributes which are likely to lead to a sustained interest in physical activity in adult life.*

**Respected:**

*In King's Oak, we believe that every child has the right to have their views, concerns and goals taken into account when decisions about their wellbeing are made.*

*We ensure our children...*

- *have a well-developed sense of identity and belonging with which they feel comfortable.*
- *are generally optimistic and realistic about what they can achieve.*
- *are actively involved in any assessment, planning and review process affecting them.*
- *feel that they are listened to and valued by peers and adults.*
- *feel that they are treated as individuals in their own right with their own needs, expectations and aspirations.*
- *are able to contribute to making their school community one which values individual equality and is a welcoming place.*

**Responsible:**

*In King's Oak, we believe that every child has the right to develop the skills and personal qualities needed to contribute to a responsible and compassionate community.*

*We ensure our children...*

- *attend school regularly and engage with learning.*
- *show respect, concern and compassion to others.*
- *demonstrate a willingness to take responsibility for their actions.*
- *participate in appropriate school and voluntary activities to develop responsibility, leadership, social networking and decision making skills.*
- *have good strategies for minimising risks.*
- *have opportunities to demonstrate leadership.*

***Included:***

*In King's Oak, we believe every child has the right to be accepted and valued as an individual and as part of a team in school and the wider community.*

*We ensure our children...*

- receive additional support and care when they need it.*
- are aware that the school has a positive attitude towards all people and understand that it is everyone's responsibility to challenge discrimination.*
- feel that they and their family are accepted and valued by friends and staff.*
- have genuine access to a range of opportunities for making friends and participating in social and recreational activities.*

## 3 Year Overview of Establishment Priorities

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The improvement priorities for our establishment are noted on the following page. They have been expressed in the context of the National Improvement Framework

Our Improvement Priorities extend in a rolling programme over three years. Each priority has been coded accordingly:

Session 2017-2018

Session 2018-2019

Session 2019-2020

The School Improvement Plan will be evaluated by the King's Oak Senior Management Team, consisting of the HT, DHT, PT, SEYECO (and other temporary promoted staff, such as PTs- PEF and Senior Family Learning Worker). Other than day-to-day evaluations of the School Improvement Plan, the SMT will meet to review progress and gather evidence of progress formally at the end of every term. The wider staff team will contribute to reviewing this progress as required. This progress will be then shared with the Parent Circle at their meetings and with the wider Parent Forum through a range of communication strategies. The School Improvement Plan will be formally reviewed and evidence collated within our Standards and Quality Report towards the end of the school year. Again, the wider staff team will be involved, as appropriate, and the report will be published for the school community.

# Overview of rolling three year plan

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National Priorities	Session 2017/18	Session 2018/19	Session 2019/20
<p>Improvements in attainment, particularly in literacy and numeracy</p>	<ul style="list-style-type: none"> <li>• Increase parental engagement in evidence-based family learning activities.</li> <li>• Improve parents/carers' engagement in reviewing their child's progress in learning.</li> <li>• Improve the average standardised scores and CfE Levels in reading, writing and maths for all stages.</li> <li>• Improve teachers' understanding of the rationale for our curriculum and improve the quality of learning and teaching in all classes accordingly.</li> <li>• Improve teachers' ability to articulate a year's worth of progress in reading, writing and maths using benchmarks and progression frameworks.</li> </ul>	<ul style="list-style-type: none"> <li>• Improve the quality of structured leadership learning pathways for teachers seeking promotion.</li> <li>• Improve the proportion of pupils achieving expected CfE Levels in writing.</li> </ul>	
<p>Closing the attainment gap between the most and least</p>	<ul style="list-style-type: none"> <li>• Improve the proportion of our lowest achieving pupils</li> </ul>	<ul style="list-style-type: none"> <li>• Improve the educational performance of our Looked</li> </ul>	

disadvantaged children	<p>making expected or better than expected progress in reading and maths.</p> <ul style="list-style-type: none"> <li>• Improve the educational performance of our pupils on our Enhanced Universal Pathway.</li> <li>• Improve the attendance levels of pupils in SIMD 1&amp;2 and maintain the attendance levels of pupils in SIMD3 and above.</li> </ul>	After at Home pupils.	
Improvement in children and young people's health and wellbeing	<ul style="list-style-type: none"> <li>• Improve pupil participation in school improvement activities.</li> <li>• Improve the quality of Wellbeing Assessments and Single-Agency Chronologies in response to wellbeing concerns.</li> <li>• Improve the mental health of pupils requiring targeted interventions.</li> </ul>	<ul style="list-style-type: none"> <li>• Improve the health and wellbeing of pupils on GIRFEC Pathways requiring health-related plans.</li> </ul>	<ul style="list-style-type: none"> <li>• Improve the health and wellbeing of all pupils on GIRFEC Pathways requiring single-agency and multi-agency plans.</li> </ul>
Improvement in employability skills and sustained positive school leaver destinations for all young people	<ul style="list-style-type: none"> <li>• Improve the understanding of senior pupils (and their parents/carers) of employability skills.</li> <li>• Improve the progressive experiences in the 1+2 curriculum for all pupils.</li> </ul>	<ul style="list-style-type: none"> <li>• Improve senior pupils' performance in using employability skills during interdisciplinary learning.</li> </ul>	<ul style="list-style-type: none"> <li>• Improve senior pupils' ability to reflect on employability skills as part of their e-portfolio.</li> </ul>

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## Pupil Equity Fund –Session 2017-2018

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### **NIF Priority**

Closing the attainment gap between the most and least disadvantaged children

*The King's Oak school roll is made up of children who are almost exclusively from SIMD 1&2. Around half of our pupils are entitled to Free School Meals.*

*We have made very good progress in improving the overall progress of pupils' attainment as shown through Standardised PIPS Assessments. We have higher proportions of children achieving expected or better than expected progress in all year groups compared to average progress in all Inverclyde Primary Schools and in Attainment Challenge Schools. However, our average attainment scores are still lower than average, especially with older groups of pupils, and clearly indicative of a poverty-related attainment gap. We also have low levels of achievement when considering our Teachers' Professional Judgement of CfE Levels. This may, in part, be due to teachers' lack of confidence and understanding in using the National Benchmarks in Literacy and Numeracy to form judgements about pupils' achievement. We need to ensure that progress is being maximised for our lowest attainers without being to the detriment of our highest achieving pupils.*

*A survey of parents last year showed that almost all parents are very happy with the achievement levels and progress their children are making. This may indicate that more work needs to be done to engage families in their child's learning, to share and enhance expectations of achievement and to provide better opportunities to monitor their child's progress. Since becoming part of the Attainment Challenge Project, we have noticed improvements, more noticeably in the infant classes, but across the whole school in reading and maths. In general terms, we have seen greatest improvements in maths in the infant classes and in reading in the upper school.*



Project / priority (details of what you are doing and who you are targeting with additional intervention)	Timescale	Details of spend	How will you evidence improvement?
<p>Worker. This post will:</p> <ul style="list-style-type: none"> <li>- Devise and lead a whole community approach to Family Learning.</li> <li>- Develop materials and activities that help identified parents/carers to support their child's learning and development.</li> </ul> <p>Provide funding to create a Family Hub within the school and budget to support Family Learning activities. This space will be made available for parents/carers to use for a range of opportunities led by our SFLW, FSW, CLDW and other school staff or partners. These opportunities will extend beyond the school day and beyond term-time.</p> <p>Appoint a part time (0.4 FTE) Play Therapist. This post will:</p> <ul style="list-style-type: none"> <li>- Provide therapeutic support to identified children and their families.</li> <li>- Support class teachers to meet the needs of identified pupils.</li> </ul> <p>Appoint two full-time ASN Auxiliaries. These</p>	<p>These outcomes will be met by the end of the school session 2017/18.</p>		<p>based in the school.</p> <p>Gather attendance data and feedback about impact from parents re. Family Hub activities.</p> <p>Ensure Family Hub activities link to PEF drivers.</p> <p>Gather evidence of accreditation for parents and pupils.</p> <p>Case Studies to analyse short and long term impact.</p> <p>Note of evidence of change in SDQ questionnaires from staff and parents.</p> <p>Survey pupil response to support.</p> <p>Child's Plan reflects advice from partnership working.</p> <p>Monitor support staff attendance at attainment challenge professional</p>

Project / priority (details of what you are doing and who you are targeting with additional intervention)	Timescale	Details of spend	How will you evidence improvement?
<p>posts will:</p> <ul style="list-style-type: none"> <li>- Provide flexible ASN support to allow ASN staff to attend additional professional learning opportunities within and outwith school.</li> </ul> <p>Provide funding to enhance the outdoor learning environment. Following a free Grounds for Learning consultation, a community development project utilising parents and partnerships will be established to create cost-effective improvements to the outdoor learning and play environment.</p> <p>Purchase OSIRIS Outstanding Teaching Interventions Training to provide high quality and highly personalised training for a small number of teaching staff to improve learning and teaching.</p> <p>Provide a budget for each Pupil Voice class to drive forward pupil-led school improvement.</p>	<p>These outcomes will be met by the end of the school session 2017/18.</p>		<p>learning.</p> <p>Support staff performance appraisals and discussion around impact of engagement.</p> <p>Staff and Pupil Questionnaires.</p> <p>Improved staff response to Outdoor Learning policy and broader Es&amp;Os covered during outdoor learning.</p> <p>Teachers' PRD and Class Observations.</p> <p>Pupil Voice Action Plans and records of achievements.</p>

<b>Project / priority (details of what you are doing and who you are targeting with additional intervention)</b>	<b>Timescale</b>	<b>Details of spend</b>	<b>How will you evidence improvement?</b>
<p>Pupil Voice classes (consisting of every pupil in the upper school) will address a school improvement challenge and will be given the training to manage a budget and measure the impact of their work.</p> <p>Recruit additional admin hours to support the process of gathering evidence and creating systems to help identify target groups.</p> <p>Preparation of data (attainment, attendance, engagement, GIRFEC Pathways etc.) to help SMT and teachers plan targeted interventions and evidence impact.</p>			<p>Pupil questionnaires about impact.</p> <p>Pupil Progress and Attainment Meetings.</p> <p>Feedback from class teachers.</p>

# Plan –Session 2017-2018

<b>Priority 1</b> Improvements in attainment, particularly in literacy and numeracy		
<b>NIF Driver</b> Parental engagement Performance information Teacher professionalism Assessment of children's progress	<b>HGIOS?4</b> 1.2 Leadership of learning 2.2 Curriculum 2.3 Learning, teaching and assessment 2.5 Family learning 2.6 Transitions 3.2 Raising attainment and achievement	<b>Other Drivers</b> <b>HGIOELC?</b> 1.2 Leadership of learning 2.2 Curriculum 2.3 Learning, teaching and assessment 2.5 Family learning 2.6 Transitions 3.2 Securing Children's progress <b>RRS</b> Article 28: (Right to education): Article 29 (Goals of education):

<b>Expected outcomes for learners which are measurable or observable</b>
<ul style="list-style-type: none"> <li>• Increase parental engagement in evidence-based family learning activities.</li> <li>• Improve parents/carers' engagement in reviewing their child's progress in learning.</li> <li>• Improve the average standardised scores and CfE Levels in reading, writing and maths for all stages.</li> <li>• Improve teachers' understanding of the rationale for our curriculum and improve the quality of learning and teaching in all classes accordingly.</li> <li>• Improve teachers' ability to articulate a year's worth of progress in reading, writing and maths using benchmarks and progression frameworks.</li> </ul>

Tasks to achieve priority	Timescale	Those involved – including partners	Resources and staff development
1.1 Audit existing Family Learning activities (and develop staff understanding of Family Learning) and agree a calendar of opportunities. Agree Study Skills Programme and format for P5-7 pupils.	By end of Term 1.	D McDonald (SFLW). A Hunter (PT) 1 infant, 1 middle and 1 upper school teacher. Parent Circle Reps.	Cluster Study Diaries. SFLW led session to explore concept of Family Learning and benefits for pupils and their families and to agree approach to planning activities and measuring impact this school year.
1.2 Investigate ‘Reporting to Parents’ pilot from last school session. Establish annual calendar and format of Pupil Progress Parents’ Sessions.	By end of Term 1.	G Marshall (HT) Parent Circle Reps.	Professional Learning on new ‘Reporting to Parents’ expectations.
1.3 Create policy documents for ‘Learning and Teaching: Literacy’ and ‘Learning & Teaching: Numeracy’ to illustrate key features of high quality learning and teaching. Coaching and Modelling sessions with class teachers to agree and establish action points for improving learning and teaching.	By end of Term 1.	L Crerar (PT PEF) C Thomson (PT PEF)	Professional Learning Session to clarify school policy on the teaching of literacy and numeracy. Individualised Coaching and Modelling sessions as required.
1.4 Establish Pupil Achievement and Progress Meetings with class teachers to review CfE judgements and agree next steps in learning.	October, January, May	G Marshall (HT) L Farrell (DHT)	Provide attainment data and create clear agenda for meetings.
1.5 Establish a Quality Assurance Calendar and Moderation Schedule to focus on improving the quality of Learning and Teaching across the whole school.	August 2017	G Marshall (HT) L Farrell (DHT)	SMT to share termly moderation cycle and adjust to include SMT and Peer activities.

**Evidence of Impact**

Minutes of Pupil Achievement and Progress Meetings to note pupil achievement and differentiation.

Moderated Assessment evidence including sampling of pupils' learning.

Teachers' planning documents.

Pupil, Parent and Staff Views.

Registers of attendance/engagement.

Staff feedback.

Analysis of Professional Judgement re CfE levels; achievement AND progress.

<b>Priority 2</b> Improvement in children and young people's health and wellbeing		
<b>NIF Driver</b> School leadership Parental engagement School Improvement	<b>HGIOS?4</b> 1.1 Self-evaluation for self-improvement 1.3 Leadership of change 1.4 Leadership and management of staff 1.5 Management of resources to promote equity 2.1 Safeguarding and child protection 2.4 Personalised support 3.1 Ensuring wellbeing, equality and inclusion	<b>Other Drivers</b> <b>HGIOELC?</b> 1.2 Leadership of learning 1.4 Leadership and management of practitioners <b>RRS</b> Article 12 (Respect for the views of the child): Article 23 (Children with disabilities):

<b>Expected outcomes for learners which are measurable or observable</b>
<ul style="list-style-type: none"> <li>• Improve pupil participation in school improvement activities.</li> <li>• Improve the quality of Wellbeing Assessments and Single-Agency Chronologies in response to wellbeing concerns.</li> <li>• Improve the mental health of pupils requiring targeted interventions.</li> </ul>

<b>Tasks to achieve priority</b>	<b>Timescale</b>	<b>Those involved – including partners</b>	<b>Resources and staff development</b>
1.1 Organise Pupil Voice Classes and Challenges for 2017/18, including introductory sessions to include budget management and measuring impact. Utilise King's Oak YouTube Channel to share work of Pupil Voice Classes.	August 2017	G Marshall (HT) D McDonald (SFLW) Parent Circle Reps. Santander	Professional Learning session for upper school teachers about Pupil Participation.

Tasks to achieve priority	Timescale	Those involved – including partners	Resources and staff development
1.1 Organise Pupil Voice Classes and Challenges for 2017/18, including introductory sessions to include budget management and measuring impact. Utilise King's Oak YouTube Channel to share work of Pupil Voice Classes.	August 2017	G Marshall (HT) D McDonald (SFLW) Parent Circle Reps. Santander	Professional Learning session for upper school teachers about Pupil Participation.
1.2 Identify key features of highly effective Wellbeing Assessments and Single Agency Chronologies and agree clear systems for managing these records from the point of concern through to measurable improvements.	By end of Term 1.	G Marshall (HT) L Farrell (DHT) T Herschel (SSW) P Dudgeon (Ed. Psych.)	GIRFEC Community of Practice.
1.3 Identify pupils (and their parents/carers) who may benefit from Therapeutic support, assess wellbeing, plan interventions and measure impact.	August 2017	L Farrell (DHT) P Dudgeon (Ed.Psych.) A Hunter (PT) (Play Therapist)	Create Service Level Agreement. Moderate Wellbeing Assessments.

### Evidence of Impact

Pupil Feedback and Wellbeing Questionnaires.  
 Records of Concerns.  
 GIRFEC Pathway documentation for identified pupils.  
 Pupil and parent/carer feedback.  
 Minutes of ASN Meetings.  
 Pupil Voice Action Plans and records of achievements.

**Priority 3** Improvement in employability skills and sustained positive school leaver destinations for all young people

<p><b>NIF Driver</b> Parental engagement Assessment of children's progress</p>	<p><b>HGIOS?4</b> 1.2 Leadership of learning 2.2 Curriculum 2.5 Family learning 2.7 Partnerships 3.3 Increasing creativity and employability</p>	<p><b>Other Drivers</b> <b>RRS</b> Article 17 (Access to information; mass media): Article 29 (Goals of education):</p>
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<p><b>Expected outcomes for learners which are measurable or observable</b></p>
<ul style="list-style-type: none"> <li>• Improve the understanding of senior pupils (and their parents/carers) of employability skills.</li> <li>• Improve the progressive experiences in the 1+2 curriculum for all pupils.</li> </ul>

<p><b>Tasks to achieve priority</b></p>	<p><b>Timescale</b></p>	<p><b>Those involved – including partners</b></p>	<p><b>Resources and staff development</b></p>
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Tasks to achieve priority	Timescale	Those involved – including partners	Resources and staff development
1.1 Devise a strategy for teaching P7 pupils about employability skills and organise a family focussed event for celebrating employability training.	By end of Term 3.	G Marshall (HT) D McDonald (SFLW) P7 Teachers Local business 'leaders'.	Professional Learning session for upper school teachers about employability skills.
1.2 Clarify 1+2 Languages progression throughout school. Organise 1+2 Focus Weeks to launch.	By end of Term 4.	1+2 Teachers	Release 1+2 Coordinators to assist with planning.

**Evidence of Impact**

Pupil Focus Groups.  
E-Portfolios and Learning Logs.  
Parent feedback.  
Teachers' planning documents.