

Education – Improvement Planning Document

Establishment Name:

King's Oak Primary & Nursery

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Signatures:

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| Head of Establishment | Graeme Marshall | Date | 21.06.19 |
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| Quality Improvement Officer | Alison McLellan | Date | |
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Our Vision, Values and Aims

Our Vision

Health & Wellbeing at the Heart of King's Oak.

Our Values

Teamwork, Empathy, Ambition, Motivation, Encouragement.

Our aims

In King's Oak, we have a strong commitment to all areas of wellbeing and aim to ensure all children are Safe, Healthy, Achieving, Nurtured, Active, Respected, Responsible and Included. We believe every child has the right to:

- feel secure and to live and learn in an environment which is free from harm and danger.
- feel healthy and happy and to learn the knowledge and skills needed to make healthy, safe choices.
- 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.
- belong to a nurturing and stimulating home, school and local community where they can live and learn.
- access a broad range of opportunities for physical activity which are enjoyable and contribute to building a sustainable, active lifestyle.
- have their views, concerns and goals taken into account when decisions about their wellbeing are made.
- develop the skills and personal qualities needed to contribute to a responsible and compassionate community.
- be accepted and valued as an individual and as part of a team in school and the wider community.



3 Year Overview of Establishment Priorities

Overview of rolling three year plan

| National Priorities | Session 2019-2020 | Session 2020-2021 | Session 2021-2022 |
|--|---|-------------------|-------------------|
| Improvements in attainment, particularly in literacy and numeracy | Improve teachers' shared understanding of standards and expectations in planning, learning & teaching and assessment. | | |
| Closing the attainment gap between the most and least disadvantaged children | Maintain or increase the proportion of pupils who are meeting national expectations in Talking & Listening, Reading, Writing and Numeracy, especially within Writing at First & Second Level and in Numeracy at Second Level. | | |
| Improvement in children and young people's health and wellbeing | Improve outcomes for pupils, especially those with ASC or Communication Support Needs, as a result of GIRFEC Pathway assessment and action planning. | | |
| Improvement in employability skills and sustained positive school leaver destinations for all young people | <p>Extend our strong focus on vocational and academic employability projects in our P6 and P7 classes.</p> <p>Increase senior pupils' participation in accreditation opportunities.</p> | | |

Pupil Equity Fund –Session 2019-2020

NIF Priority

Closing the attainment gap between the most and least disadvantaged children

The current King’s Oak school roll is 310 pupils; with around 90% living in SIMD 1&2. We also have around 54) of our pupils assessed as entitled to Free School Meals.

With such a large proportion of pupils in SIMD 1&2 and who have Free Meal Entitlement, we currently define our gap in comparison to other schools in more affluent areas of Inverclyde. However, we have noted through our analysis of attainment trends for year groups that we need to ensure progress is being maximised for our pupils who are closest to being ‘On Track’ without being to the detriment of our pupils who are currently ‘On Track’ or those pupils who are further ‘Behind’ National Expectations.

Teachers’ Professional Judgements from June 2018 shows the following proportions of pupils who are on track at P1, P4 and P7.

| Stage | L & T | Reading | Writing | Numeracy |
|----------------|--------------|--------------|--------------|--------------|
| P1 | 70.8% | 72.9% | 72.9% | 70.8% |
| P4 | 72.5% | 62.5% | 57.5% | 57.5% |
| P7 | 61.5% | 57.7% | 51.9% | 53.8% |
| Average | 68.3% | 64.4% | 60.8% | 60.7% |

A detailed analysis of our attainment data is contained within our Standards & Quality Report for 2018-2019, including our most up-to-date Teachers’ professional Judgements for June 2019. In general terms, we have seen greatest improvements across the school with all year groups showing an increased proportion of pupils who are meeting or exceeding expected levels of attainment with the exception of P5 Writing and Numeracy. Indeed, these areas of the curriculum require greatest improvements at Second Level and will feature strongly in our School Improvement Plan for the year ahead.

| 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>Continue to employ a full-time Senior Family Learning Worker. This post will:</p> <ul style="list-style-type: none"> - Devise and lead a whole community approach to Family Learning. - Develop materials and activities that help identified parents/carers to support their child’s learning and development. <p>And continue to provide funds to continue to deliver a range of family and community learning opportunities during and beyond the school day and during and beyond term-time including SQA accreditation and accredited volunteer training.</p> <p>Employ 1 Family Learning Development Worker as part of the Family Hub Team.</p> | <p>August 2019- June 2020</p> | <p>£40, 000</p> <p>£5,000</p> <p>£12,000 20 hrs/week</p> | <p>Monitor programme of opportunities to increase adult and family learning based in the school.</p> <p>Explore methods of measuring parental engagement in family and community learning to track impact on pupils’ attainment and other areas of wellbeing.</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>Wellbeing Assessments and Education Action Plans reflect pupil and family views and response to support.</p> |
| <p>Continue to employ additional admin hours to support the process of gathering evidence and creating systems to help identify target groups. Preparation of data (attainment, attendance, engagement, GIRFEC Pathways etc.) to help SMT and teachers plan targeted interventions and evidence impact.</p> | <p>August 2019- June 2020</p> | <p>£12,000</p> | <p>Whole School Tracking Data Folder</p> <p>GIRFEC Pathway Records</p> <p>Family Hub Communication Materials</p> <p>Whole School Attendance data</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? |
|---|---------------------------|----------------------|---|
| Continue to employ a Numeracy Recovery Intervention Teacher to provide direct, additional teaching to groups of identified pupils. | August 2019- June 2020 | £3,000 | Pupil Progress and Attainment Meetings. Pupil Assessment evidence and Teachers' Professional Judgements. |
| Continue to employ Class Teacher to provide flexibility to enable increased moderation opportunities across and beyond the school. | August 2019- June 2020 | £20,000 (0.4 FTE) | Pupil Progress and Attainment Meetings. Quality Assurance activities. |
| Continue to employ ASN Auxiliaries to provide flexible ASN support to allow ASN staff to attend additional professional learning opportunities within and outwith school and to allow core ASN Auxiliaries to support Targeted Interventions for pupils close to achieving National Expectations. | August 2019- June 2020 | £60,000 (5.0FTE) | Quality Assurance activities. Number of professional learning opportunities for support staff attended. |
| Continue to enhance Active Schools provision to help support positive play and relaxation experiences across the school day. | August 2019- June 2020 | £8,000 | Baseline and follow-up assessments of a range of play activities and a reduction in barriers to learning |
| Continue to employ Therapeutic Intervention Worker to provide therapeutic support to identified children and their families and support class teachers to meet the needs of identified pupils. | August 2019- June 2020 | £12,000 | SDQ Questionnaires from staff and parents. Survey pupil response to support. Child's Plan reflects advice from partnership working. |
| Total Estimated Spend | | £172,000 | Minus 2019/19 Overspend to be finalised |

Plan –Session 2019-2020

| Priority 1 Improvements in attainment, particularly in literacy and numeracy | | |
|---|---|--|
| <p>NIF Driver School leadership Teacher professionalism Assessment of children's progress</p> <p>Improve teachers' shared understanding of standards and expectations in planning, learning & teaching and assessment.</p> | <p>HGIOS?4 1.2 Leadership of learning 1.4 Leadership and management of staff 2.2 Curriculum 2.3 Learning, teaching and assessment 3.2 Raising attainment and achievement</p> | <p>Other Drivers HGIOELC? 2.2 Curriculum 2.3 Learning, teaching and assessment RRS Article 28: (Right to education): Article 29 (Goals of education):</p> |

| Expected outcomes for learners which are measurable or observable |
|--|
| <ul style="list-style-type: none"> Increased proportions of pupils meeting the national expectations in literacy and numeracy, especially from P4-7. Improved Scottish National Standardised Assessment Scores. Improved levels of pupil engagement across the BGE, especially in literacy and numeracy. Consistently progressive and challenging learning experiences, especially in literacy and numeracy and in interdisciplinary learning. |

| Tasks to achieve priority | Timescale | Those involved – including partners | Resources and staff development |
|---|------------------|--|--|
| 1.1 Organise SLT Remits to establish a clear understanding of the core responsibilities for raising attainment. | August 2019 | SLT | |

| Tasks to achieve priority | Timescale | Those involved – including partners | Resources and staff development |
|--|----------------|---|---------------------------------|
| 1.2 Ensure PRD and Professional Learning Plans for teachers accurately reflect the key priorities within the school and there are planned opportunities for sharing evidence-based professional learning across the school. | September 2019 | HT/DHT Teachers/EYECOs Support Staff | Collegiate Calendar 2019/20 |
| 1.3 Clarify the use of core ASN and PEF ASN Auxiliary staff and ensure engagement in professional learning reflects these roles. | September 2019 | DHT/PT | ASN Timetables |
| 1.4 Establish cycle of Learning Visits focused on evaluating the implementation and impact of the key elements of the newly created Formative Assessment Policy and existing Whole School Nurturing Approaches. | September 2019 | HT/DHT | Collegiate Calendar 2019/20 |
| 1.5 Establish Working Parties to audit existing practice, identify gaps in pupils' learning and agree improvements to the curriculum delivery in writing and numeracy at Second Level and in playful pedagogy at early and First Level. | October 2019 | HT/DHT/PT Identified Class Teachers/EYECOS | Collegiate Calendar 2019/20 |
| 1.6 Audit implementation of Attainment Challenge Team approaches (SEAL, Active Literacy) within Early and First Level and ensure access to professional learning and coaching to establish consistent implementation across infant and middle stage classes. | Ongoing | PT P1 Teachers | Planned Class Cover |
| 1.7 Schedule collaborative planning between Principal Teacher, Early Years' Staff and P1 teachers to improve the quality of learning experiences within literacy and numeracy. | Ongoing | DHT/PT P1 Teachers EYECOS | Planned Class Cover |

| Tasks to achieve priority | Timescale | Those involved – including partners | Resources and staff development |
|---|----------------|-------------------------------------|-----------------------------------|
| 1.8 Schedule visits for Principal Teacher and Early Years' Staff to local establishments to support development of pedagogy that supports improvements in attainment. | September 2019 | PT EYECOS | Local Early Years' Establishments |

Evidence of Impact

- Record of Learning Visits will increasingly show strengths in pedagogy, especially in pupils' engagement in higher order thinking and quality dialogue.
- Record of Learning Visits will show increasingly consistent use of effective practice in the middle and upper school.
- Record of Learner Conversations will increasingly show evidence of literacy and/or numeracy skills being applied in new contexts.
- Record of Learner Conversations will increasingly show pupils' ability to articulate key features of their learning.
- Teacher/EYECO planning will show breadth of planned learning experiences strategically organised across the school year.
- Teacher/EYECO planning will show clear links to national benchmarks and coherent learning experiences.
- Teacher/EYECO assessment will show increasingly reliable evidence of pupils' learning in relation to national benchmarks.
- Teacher assessment of writing will show consistent application of the local criterion grids and professional judgement.

Priority 2 Closing the attainment gap between the most and least disadvantaged children

| | | |
|--|---|---|
| <p>NIF Driver Teacher professionalism School Improvement Performance information</p> <p>Maintain or increase the proportion of pupils who are meeting national expectations in Talking & Listening, Reading, Writing and Numeracy, especially within Writing at First & Second Level and in Numeracy at Second Level.</p> | <p>HGIOS?4 1.2 Leadership of learning 1.3 Leadership of change 3.1 Ensuring wellbeing, equality and inclusion 3.2 Raising attainment and achievement</p> | <p>Other Drivers HGIOELC? 3.1 Ensuring wellbeing, equality and inclusion 3.2 Securing Children's progress RRS Article 28: (Right to education): Article 29 (Goals of education):</p> |
|--|---|---|

| Expected outcomes for learners which are measurable or observable |
|---|
| <ul style="list-style-type: none"> Increased proportions of pupils meeting the national expectations in literacy and numeracy, especially from P4-7. Improved Scottish National Standardised Assessment Scores. |

| Tasks to achieve priority | Timescale | Those involved – including partners | Resources and staff development |
|--|-------------------------------|-------------------------------------|---|
| 2.1 Plan and review Targeted Interventions for identified pupils through Pupil Progress and Achievement Meetings, using clearly presented data to monitor expected levels of attainment. | October 2019 February 2020 | HT/DHT Class Teachers | Collegiate Calendar 2019/20 |
| 2.2 Ensure teachers are well placed to plan targeted interventions that are based on evidence-based approaches by exploring the | October 2019 | All Teachers | Professional Learning Session/Inservice |

| Tasks to achieve priority | Timescale | Those involved – including partners | Resources and staff development |
|--|-----------------------------------|-------------------------------------|---------------------------------|
| Education Endowment Fund website and other reliable sources. | | | |
| 2.3 Monitor the relationship between senior pupils' progress and attainment and other accreditation (SQA, Dynamic Youth Awards etc). | October 2019, February & May 2020 | Senior Family Learning Worker | |
| 2.4 Establish clear cycle of Child Learning and Development Meetings with nursery staff to monitor progress within Early Level. | October 2019 February 2020 | DHT EYECOS | Collegiate Calendar 2019/20 |

| Evidence of Impact |
|--|
| <ul style="list-style-type: none"> • Planned Interventions show targeted pupils getting back 'on track' with national expectations. • Records of Pupil Progress and Attainment Meetings show teachers' ability to use existing attainment data to articulate suitable next steps in pupils' learning. • Records of Pupil Progress and Attainment Meetings show teachers' ability to identify suitable cohorts and interventions to close the gap. • Records of Pupil Progress and Attainment Meetings and self-evaluations activities show the impact of how ASN Support Staff are assisting pupils to get back on-track following interventions. • Records of Learning Visits show strengths in meeting the needs of all learners through appropriate levels of challenge and support. • Records of Learner Conversations show learning activities are suitably challenging. • Professional Learning Records and Performance Appraisal Records show impact of professional learning on pupils' learning. |

| Priority 3 Improvement in children and young people's health and wellbeing | | |
|---|---|--|
| <p>NIF Driver Teacher professionalism Assessment of children's progress School Improvement</p> <p>Improve outcomes for pupils, especially those with ASC or Communication Support Needs, as a result of GIRFEC Pathway assessment and action planning.</p> | <p>HGIOS?4 2.1 Safeguarding and child protection 2.4 Personalised support 2.6 Transitions 3.1 Ensuring wellbeing, equality and inclusion</p> | <p>Other Drivers HGIOELC? 2.1 Safeguarding and child protection 2.4 Personalised support 2.6 Transitions 3.1 Ensuring wellbeing, equality and inclusion RRS Article 28: (Right to education): Article 3 (Best interests of the child): Article 2 (Non-discrimination): Article 29 (Goals of education):</p> |

Expected outcomes for learners which are measurable or observable

- Improved wellbeing for pupils who require enhanced provision.

| Tasks to achieve priority | Timescale | Those involved – including partners | Resources and staff development |
|---|------------------|--|---|
| 3.1 Establish clear procedures for recording Chronologies to assist with the accuracy of Wellbeing Assessments. | August 2019 | SLT | SEEMIS Training |
| 3.2 Establish agreed structure for recording of Single Agency and Team Around the Child Meetings. | August 2019 | SLT | |
| 3.3 Establish Outdoor Play Team consisting of staff and pupils to agree and share safety rules | September 2019 | Senior Family Learning Worker | Inverclyde Free Play Guidance Education Scotland Play Guidance |

| Tasks to achieve priority | Timescale | Those involved – including partners | Resources and staff development |
|--|----------------|-------------------------------------|---|
| and to assist with setting up and monitoring free-play resources. | | ASN Auxiliaries | |
| 3.4 Train staff on new Inverclyde Anti-Bullying Policy, tighten procedures for recording incidents of alleged bullying and agree clear staff responsibilities to ensure response reflects positive relationships policy. | February 2020 | SLT All staff | Professional Learning Session Inverclyde Anti-Bullying Policy SEEMIS Training |
| 3.5 Establish clear schedule for GIRFEC Screening and for tracking interventions to support pupils' wellbeing, including, where appropriate, the use of Education Action Plans. | August 2019 | SLT | Collegiate Calendar 2019/20 |
| 3.6 Identify common themes relating to wellbeing and inclusion from GIRFEC Screening and devise curricular plans to address these at whole school or stage level. | February 2020 | SLT Teachers | |
| 3.7 Deliver professional learning session on Whole School Nurturing approaches, Nurture Principles. | August 2019 | SLT | Professional Learning Session |
| 3.8 Plan soft-start sessions for identified pupils to ensure individualised learning programmes. | September 2019 | DHT/PT/Identified teachers | |
| 3.9 Deliver communication-friendly schools professional learning session and establish action plan to improve universal practice across the whole school. | February 2020 | SLT ICOS | Inservice |

Evidence of Impact

- Observations of practice and records of self-evaluation activities show approaches which are consistent with national, local and school policy on approaches to developing healthy relationships.
- Pastoral Notes and Chronologies contain important information about children's wellbeing.
- Learning Visits, Self-Evaluation and pupil feedback activities reflect nurturing approaches.
- Records of GIRFEC Screening Meetings show a reduction in wellbeing concerns as a result of interventions.
- Records of GIRFEC Screening Meetings, Single Agency Meetings and/or Team Around the Child Meetings show improved outcomes for pupils as a result of targeted interventions from within education services and/or in partnership with other agencies.
- Evaluation of Education Action Plans show that planned interventions have been successfully implemented.

| Priority 4 Improvement in employability skills and sustained positive school leaver destinations for all young people | | |
|--|---|--|
| <p>NIF Driver School leadership Parental engagement Performance information</p> <p>Extend our strong focus on vocational and academic employability projects in our P6 and P7 classes.</p> <p>Increase senior pupils' participation in accreditation opportunities.</p> | <p>HGIOS?4 2.2 Curriculum 2.7 Partnerships 3.3 Increasing creativity and employability</p> | <p>Other Drivers HGIOELC? 2.7 Partnerships 3.3 Developing creativity and skills for life RRS Article 28: (Right to education): Article 29 (Goals of education):</p> |

Expected outcomes for learners which are measurable or observable

- Increased number of SQA Awards.
- Improved performance of senior pupils in additional school responsibilities.

| Tasks to achieve priority | Timescale | Those involved – including partners | Resources and staff development |
|--|------------------|--|--|
| 4.1 Broaden the accreditation opportunities for senior pupils, including access to practical/vocational experiences linked to colleges and John Muir Awards in addition to existing dynamic youth and SQA accreditation. | Ongoing | C McCahill (SFLW) | |
| 4.2 Extend the remit of the Family Hub Marketing Team and provide additional training on journalism and recruitment. | August 2018 | C McCahill (SFLW) | |

| Tasks to achieve priority | Timescale | Those involved – including partners | Resources and staff development |
|---|-----------|-------------------------------------|---------------------------------|
| 4.3 Provide opportunities for Intergenerational projects that are linked to employability and accreditation. | Ongoing | C McCahill (SFLW) | |
| 4.4 Enhance link with Morton Community Trust to promote interdisciplinary learning opportunities for literacy and numeracy. | Ongoing | C McCahill (SFLW) | |
| 4.5 Refresh the ‘Space to Read/Reading Champions’ project through a recruitment drive and additional training for parents. | Ongoing | C McCahill (SFLW) | |

| Evidence of Impact |
|--|
| <ul style="list-style-type: none"> • Collated accreditation report to show breadth of wider achievements. • Publicity for Family Hub activities increases participation. • Pupils’ Reading Diaries: First Minister’s Reading Challenge. • Records of Pupil Performance show ability to articulate links between additional responsibilities/roles and Inverclyde employability skills framework. • Records of Learner Conversations and e-portfolios show greater reference to employability experiences/skills and successful accreditation. |