

King's Park Primary School School Improvement Plan 2015 -2016



Vision and Values

Our Vision: In King's Park we endeavour to: foster self esteem and success; motivate everyone to reach his or her potential; encourage communication and support and thereby to achieve the highest possible standards.

Our values: Wisdom, Justice, Compassion and Integrity

Our School Motto: Learners Today, Leaders Tomorrow

The Context of the School

King's Park Primary School is in Dalkeith and was built in 1903. Currently, there are 18 classes, including a large nursery class. We have a very good reputation in the local community and had a very positive Education Scotland inspection in 2013. Staff retention is stable overall and we have a healthy balance of new staff along with a loyal, longer serving group of staff. We work very closely with parents and have a highly active PTA. The Parent Council are reviewing how best to take forward their role within the school community.

We aim to foster self esteem, motivate learners to reach their potential and achieve the highest possible standards. Pupil attainment is very good and our standardised assessment results are above the national average. Our pupils demonstrate very good levels of motivation and behaviour and are known for being friendly and polite when representing the school off site. From the earliest stages, our learners are encouraged to develop a sense of personal responsibility as well as responsibility towards the school. We provide a range of opportunities to enable our learners to contribute to decision making. King's Park Primary School has a strong musical tradition and we work closely with our own music specialist and visiting instrumental teachers to help children develop their musical skills. There is a strong Eco focus.

The school community is very committed to continuous improvement. Within our large staff, continuous professional development is highly valued and our staff culture is one where staff are very keen to take ownership of initiatives and to develop their leadership skills at all levels. Significant numbers of staff engage in leadership training, coaching qualifications and practitioner enquiry. We enjoy supporting a large number of student placements.

This is an exciting time for King's Park Primary School and we look forward working as a productive and focussed community. Please feel welcome to contact the school should you require any further information or would like to arrange a visit.

Ms Arlene Limerick
Headteacher

Drivers for Improvement

In focussing on positive outcomes for learners, the school is currently adopting the use of the Education Service's 8 key 'drivers for improvement' in order to make the biggest difference to improving the school and the services we offer to the community.

These drivers for improvement provide the platform for our 2015 - 2016 Improvement Plan.

1. ***Shared vision and common purpose:*** Across Midlothian we are united in our vision of delivering the best possible outcomes for all children and young people. We know that we want to achieve and we recognise the importance of working together towards this shared vision.
2. ***High aspirations and expectations:*** Midlothian children and young people can and will achieve as well, and as much, as those in any other area of Scotland. We recognise the importance of high expectations and aspirations, not just in our children and young people but also in parents, carers, teachers and the wider community of Midlothian.
3. ***Robust self evaluation:*** The best performing schools and education systems are founded upon high quality self evaluation. Through identifying our strengths and areas for development, we can improve educational outcomes for young people. We are investing heavily in this vital area of our work.
4. ***Innovative and inspiring learning:*** We recognise that learning is the foundation of success for our children and young people. The quality of learning in the classroom, outdoors and at home is what really makes the difference for our young people, and that is why we are so committed to ensuring we are focussed on innovative and inspiring approaches that engage all learners.
5. ***High quality leadership:*** The quality of leadership makes a significant difference to educational outcomes. Leadership comes in many forms and can be seen at all levels in schools, including children. We are committed to providing opportunities for developing and nurturing leadership at all levels.
6. ***Career-long professional learning:*** The nature of teaching is constantly changing and we want Midlothian teachers to be amongst the best in Scotland. To achieve this aim, our practitioners need to be supported and challenges in their ambitions and enjoy greater ownership of their professional learning and development. We will ensure that they get this support.
7. ***Collaboration and partnership:*** We are determined to work together to address the many challenges we face as an Authority. No individual or school working in isolation can be effective in improving outcomes for young people. Working in partnership is the only way forward.
8. ***Meeting learner's needs:*** Getting it right for every child is perhaps the biggest challenge facing the education service. Meeting the many and varied needs of all of our learners require commitment, perseverance and skill.

Improvement Priority: Literacy and Languages Curriculum Development

What do we want to do?

- Begin to implement elements of Midlothian's Literacy Strategy
- Embed our new whole school Handwriting Policy
- Implement Visible Learning strategies via Literacy and Languages Development
- Review current provision and begin to develop a coherent, progressive, relevant and exciting programme of learning from Nursery to P7
- Create a whole school grammar progression and policy statement
- Create a whole school spelling progression and policy statement
- Develop whole school use of Higher Order Thinking (HOT) strategies and resources to support less able readers
- Introduce a whole school modern language programme for teaching L2 French
- Develop the capacity of our Learning Assistants to support learning.

Why do we want to do it?

- So that we can raise the amount of added growth in Literacy for every child, every year
- So that we can ensure a consistent approach throughout the school, based on a clear progression of skills

What impact do we expect to see?

- Children will be engaged in work that seeks to develop, challenge and make them apply their skills and demonstrate knowledge and understanding
- At all stages, staff will be planning coherent programmes and courses, ensuring depth and breadth in learning
- Assessment of pupil's work in this area will be more focussed on skills development and application of these skills
- Teachers will link assessment more closely to the significant aspects of learning
- Teachers will use the new programme and significant aspects of learning to enable them to make judgements on progress linked to CfE levels

How will we measure or evaluate the impact? By evidencing that:

- All of our teacher's are planning by incorporating the new programmes and approaches
- All /almost all classroom visits evidence the impact the new programme/approaches has on learners' experiences, attainment and achievement
- Levels of added growth will improve over time

What, how and when will we do it?	Timeline
Whole school collegiate dialogue	Collegiate Activity Sessions and INSET Days
Become familiar with current ML Strategy, guidance from Education Scotland, specifically the Significant Aspects of Learning guides. Staff Literacy Champions will be part of a guiding coalition, helping to drive forward Mid Lothian's Literacy Strategy in school.	September 2015
Audit current programme to identify strengths and weaknesses, reflecting against Midlothian Strategy	January 2016
Undertake evidence gathering via classroom observations	Terms 1 & 2
Create a new Programme based on the 7 design principles: coherence, relevance, personalisation and choice, challenge and enjoyment, breadth depth and progression.	Grammar: January to March 2016 Spelling: January to March 2016
Pilot new programmes	Handwriting: Aug 2015 to Jun 2016 Grammar: Aug 2016 to June 2017 Spelling: Aug 2016 to June 2017 French: October 2015 - June 2016

Improvement Priority: Numeracy and Mathematics Curriculum Development

What do we want to do?

- Begin to implement elements of Midlothian's Numeracy and Mathematics Strategy
- Implement Visible Learning strategies via Numeracy and Mathematics Development
- Review current provision and begin to develop a coherent, progressive, relevant and exciting programme of learning from Nursery to P7
- Implement the new Midlothian Understanding Mathematics Programme (MUMP)
- Increase staff and parent knowledge and understanding of Stages of Early Arithmetical Learning (SEAL) and surrounding pedagogy
- Develop short term planning

Why do we want to do it?

- So that we can raise the amount of added growth in Numeracy and Mathematics for every child, every year
- So that we can ensure a consistent approach throughout the school, based on a clear progression of skills

What impact do we expect to see?

- Children will be engaged in work that seeks to develop, challenge and make them apply their skills and demonstrate knowledge and understanding
- At all stages, staff are planning coherent programmes and courses, ensuring depth and breadth in learning
- Assessment of pupil's work in this area will be more focussed on skills development and application of these skills
- Teachers will link assessment more closely to the significant aspects of learning
- Teachers will use the new programme and significant aspects of learning to enable them to make judgements on progress linked to CfE levels
- There will be increased parental awareness and understanding of new approaches to teaching Numeracy and Mathematics

How will we measure or evaluate the impact? By evidencing that:

- All of our teacher's are planning by incorporating the new programme
- All /almost all classroom visits evidence the impact the new programme has on learners' experiences, attainment and achievement
- We will conduct a parental survey with P1 and P2 parents to gauge their understanding of changes in our teaching approach
- Levels of added growth will improve over time

What, how and when will we do it?	Timeline
Pilot new programme	August 2015 to June 2016
Whole school collegiate dialogue	Collegiate Activity Sessions and INSET Days
Become familiar with current Mid Lothian Strategy, guidance from Education Scotland, specifically the Significant Aspects of Learning guides. Staff Numeracy Coordinators will be part of a guiding coalition, helping to drive forward Mid Lothian's MUMP Strategy.	September 2015
Undertake evidence gathering via classroom observations	Terms 1 & 2
Conduct parental survey with P1 and P2 parents	Term 3

Improvement Priority: Curriculum Rationale Review

What do we want to do?

- Review current provision and begin to develop a new, coherent, progressive, relevant and exciting programme of learning from Nursery to P7

Why do we want to do it?

- Current approaches to planning are not coherent and longstanding programmes do not reflect the new guidance and increased expectations of Education Scotland and Inspectorate. We want to develop curricular programmes that allow the children to build on their knowledge, understanding and skills as they progress through the school. We also want to identify meaningful Interdisciplinary Learning (IDL) opportunities.

What impact do we expect to see?

- We will have identified ways to work with children that seeks to develop, challenge and make them apply their skills and demonstrate knowledge and understanding
- We will have identified ways to assess pupil's work that will be more focused on skills development and application of these skills
- We will have identified the necessary skills development that ensures progression and enables children to easily identify their progress and indicate next steps
- We will be able to use the above to create new programmes for all curricular areas.

How will we measure or evaluate the impact? By evidencing that:

- Our review identify best practice approaches in line with Education Scotland guidance and expectations.

What, how and when will we do it?	Dates TBA / TBC
Whole school collegiate dialogue to become familiar with current guidance from Education Scotland, specifically the Significant Aspects of Learning guides	Collegiate Activity Sessions and INSET Days. Terms 2 & 3
Audit current programmes to identify strengths and weaknesses	
Create a new Programme based on the 7 design principles: coherence, relevance, personalisation and choice, challenge and enjoyment, breadth depth and progression.	April 2016 to December 2016
Pilot new programmes	January 2017 to January 2018

Improvement Priority: Developing Personalisation and Choice

What do we want to do?

- We want to extend the range of planned opportunities for personalisation and choice in children's learning in relation to structured play, out of school learning and leadership roles and responsibilities
- We want to be better at recording and celebrating pupil's wider achievements

Why do we want to do it?

- So that we can ensure our children are supported and challenged in their ambitions and enjoy greater ownership of their learning and development

What impact do we expect to see?

- All children will be engaged in activities that seek to consolidate, develop, challenge and make them apply their skills and demonstrate knowledge and understanding
- Teachers planning will incorporate opportunities for personalisation and choice

How will we measure or evaluate the impact? By evidencing that:

- All of our teachers are planning by incorporating opportunities for personalisation and choice
- All / almost all classroom visits show the impact the increased opportunities have on learners' experiences, attainment and achievement

What, how and when will we do it?	Timeline
Launch new Homework Policy	Term 2
Use school website to record and celebrate children's wider achievements	Term 2
Promote and support engagement with Children's University	Term 1,2,3
Create a new Children's Leadership Programme based on Education Scotland Guidance and expectations.	Term 2, 3

Improvement Priority: Health and Wellbeing Curriculum Review

What do we want to do?

- Develop our Health and Wellbeing (HWB) curriculum to ensure that children are supported in being Safe, Healthy, Achieving, Nurtured, Active, Respected, Responsible and Included (SHANARRI)

Why do we want to do it?

- We want to develop a HWB programme which helps develop their knowledge, understanding and skills, and to be able to apply these as they progress through life

What impact do we expect to see?

- We will have a clear understanding of our strengths and development needs by engaging with the HWB Toolkit
- We will have developed a positive playground environment

How will we measure or evaluate the impact?

- We will measure via the HWB Toolkit
- Pupil Council to conduct baseline and follow-up class surveys in relation to playground experiences

What, how and when will we do it?	Timeline
Guiding Coalition Work (including Pupil Council)	Term 2
Audit current position to identify staff, child and parent views via GIRFEC Surveys	Term 2
Audit current HWB / Behaviour / Support for Learning / Care & Welfare policies and procedures to identify strengths and weaknesses	Term 2, 3
Create Action Plan for 2016-2017 implementation	Term 3