Vision and Values

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

**Our values:** Wisdom, Justice, Compassion and Integrity

**Our School Motto:** Learners Today, Leaders Tomorrow

**Our Aims:** All students at KP will have a shared language of learning, will know the characteristics of a good learner and understand the learning process. Using this foundation, all students will be assessment capable learners; they will understand what they are learning, how they are getting on and where they will go next.
Last year we aimed to:

- **PRIORITY 1:** Improving our Leadership and Management of Improvement.
- **PRIORITY 2:** Improving our learning provision.
- **PRIORITY 3:** Improving outcomes for all our learners (ensuring wellbeing, equality and Inclusion).
- **PRIORITY 4:** Improving outcomes for all our learners (raising attainment and achievement).

What we achieved:

**Improving our Leadership and Management of Improvement**
- Teaching staff have developed their understanding of the social, economic and cultural context in which our children live.
- We raised attainment of our most disadvantaged children through targeted support.
- Staff, parents and learners are more involved in evaluating and improving the work of the nursery and school.
- Staff, parents and learners are involved in contributing to decision making and in evaluating and improving the work of the school.
- Improved communication through a new school App launched by Parent Council.

**Improving our learning provision**
- Improved engagement and participation resulting in improved outcomes for all learners.
- Created a designated ICT suite for discrete teaching of skills.
- Review of our HWB Curriculum.
- Staff engagement with practitioner enquiry to improve learners’ experiences.
- Teachers use more skilful questioning and engagement to promote curiosity, independence and confidence and regularly develop higher-order thinking skills in all learners.
- Teachers are beginning to use high quality feedback to learners.
- Greater use of visualisers to help with providing modelling and feedback to learners.
- Creation of a more robust assessment and tracking system together with effective interventions ensure continuous progress for learners across the curriculum and all phases in their education, including points of transition.
- Assessment and data was integral to our planning of learning and teaching.
Improving outcomes for all our learners (ensuring wellbeing, equality and inclusion).

- Improved partnership working to include MLC Volunteering, Local Colleges & Universities, Health Visitors, and Psychological Services to improve outcomes for learners.
- Reviewed our Health and Wellbeing curriculum to ensure it provides children and young people with well-planned and progressive opportunities.
- Developed a Relationships and Behaviour Framework to track and monitor all forms of bullying behaviour.
- STEAM projects enabled P6 & P7 children to become more aware of a range of careers and the skills required for them, whilst challenge gender stereotypes within careers.
- Recognition and valuing the personal achievements of all learners during departmental huddles using Learner Qualities certificates.

Improving outcomes for all our learners (raising attainment and achievement).

- Partnership working with the Parent Council to develop a draft Relationships and Behaviour Framework and policy.
- Developing a risk matrix to create a robust tracking system, together with effective interventions, to ensure continuous progress for learners.
- Increased staff knowledge and understanding of achievement of a level, using benchmarks, formative and summative assessments and professional judgement, resulting in more robust judgements being made.
- Evidence from tracking meetings, professional dialogue and assessments were used to measure progress over time and in particular at points of transition to raise attainment.
- Creation of long term projections for P2, P3, P5 and P6 stages to track progress and adjust interventions over time.
- Implementation of Early Intervention and Prevention approaches in P1-3.

Next Steps

- Develop further opportunities for parents and learners to understand the social, economic and cultural context in which children, young people and their families live.
- Increased opportunities for all staff, parents and learners to be involved in evaluating and improving the work of the nursery and school throughout the school year.
- Consult with the wider parent forum and relevant partners about the draft Relationships and Behaviour Framework and Policy.
- Increase support staff awareness of data analysis, focused on improvement.
- Develop a more consistent approach to: Learning Intentions and Success Criteria / Pace and Challenge / Differentiation.
- Embed use of holistic assessment practice.
- Create opportunities for all learners to be engaged in their learning by developing the use of learning profiles.
- Continue to develop staff/learner interactions that will feed into quality observations and Learning Journals within the Nursery.
- Further develop the Learning Environment within the Nursery to ensure it is rich in Literacy, Numeracy and H&W and clearly shows how the children’s views and learning are taken forward.
- Ensure that all staff and children know, understand and use the wellbeing indicators as an integral feature of school life.
- Ensure that learners are active participants in discussions and decisions which may affect their lives through providing opportunities for learners to contribute their views more regularly.
Develop our network of partners and businesses to ensure positive outcomes for children.
Ensure children’s needs are explicitly identified and reviewed on a regular basis within Nursery to ensure that needs are met.
Raise attainment and achievement within literacy, numeracy and health and wellbeing.
Improve leadership of change to ensure impact upon learner’s attainment and achievement.

Highlights of Session 2017 - 2018

Sharing Learning
Health and Wellbeing Enterprise
Castles Project

Sporting Achievements
Highlights of Session 2017 - 2018

Successful Learners
- Euro Quiz

Responsible Citizens
- Gardening Cub

Confident Individuals
- Gymnastics
- Dance

Effective Contributors
- Coding Club
- Camp
Priorities for Session 2018 - 2019

PRIORITY 1: Raise attainment and achievement in literacy, numeracy and health and wellbeing with a particular focus upon literacy and health and wellbeing.

PRIORITY 2: Improving inclusion, wellbeing and equality.

PRIORITY 4: Improve outcomes for learners through developing and maintaining strong partnership approaches and establishing a sense of community.

PRIORITY 4: Improving learning, teaching and assessment.

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