



Standards, Quality and Improvement Plan for King's Park Primary School

Summary for Parents 2017 - 2018

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, focussed 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&WB 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



Sporting
Achievements



Sharing Learning
Health and Wellbeing Enterprise
Castles Project



Highlights of Session 2017 - 2018



Successful Learners
Euro Quiz

Responsible Citizens
Gardening Cub

Effective Contributors
Coding Club
Camp



Confident Individuals
Gymnastics
Dance



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.



Contact us

Phone: 0131 271 4610 | Email: Kingspark_@midlothian.gov.uk | Website: <http://kingspark.mgfl.net>