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| **Kettle Primary School and Nursery Class**  [Kettle Primary School Badge](http://fish.fife/fish/schoolsite/index.cfm?fuseaction=page.display&pageid=47804492-F80F-EFB4-DFB74C14F9D95366&siteid=478041B5-9584-0940-685097818CE8CFD1)  **School Improvement Plan 2021/22**  ***Achieving Excellence and Quality*** |
| **Context**  Kettle Primary and Nursery classes are situated in the village of Kingskettle near Cupar in Fife. The school takes children from the village and the outlying areas, we have a few placing requests from Freuchie, Ladybank and Pitlessie. The school has a maximum capacity of 125 children. We have 4 composite classes and 1 same stage class.. The Nursery is an annex in the playground which caters for 16 children in the morning and 16 in the afternoon. The Nursery is the designated nursery for the Pitlessie catchment area. The majority of our school population live in SIMD 5 and 6. The attendance at Kettle is above the Fife average and we have few problems in this area. We monitor attendance closely and discuss issues with parents and pupils as a matter of urgency when an issue is identified.  **Our Vision** ‘ Believe to Achieve’, A Love of Learning for Life  At Kettle PS and Nursery we are striving to build a community where all our pupils feel safe, happy and cared for, where each individual can reach their full potential.  **Our Values**  At Kettle PS and Nursery we value and encourage: Respect, Responsibility, Caring and Teamwork.  **Aims**  We aim to achieve our Vision and values by developing excellent relationships with all stakeholders and partners, high quality learning and teaching and a curriculum which caters for all our pupils, enabling them to develop skills which will prepare them to become lifelong learners, skills for work and skills for life – Successful Learners, Confident Individuals, Effective Contributors and Responsible Citizens.  Our staff team are fully committed to achieving the best for our children and their families. We have a strong ethos of teamwork at Kettle and have established good relationships with our partners. Staff recognise that in a small school to make continued progress and keep pace with new developments everyone must lead key developments. Staff embrace these additional leadership responsibilities and these are reviewed in light of staff changes.  Pupil Equity Fund was used for additional Pupil Support Assistant staffing to undertake specific support programmes with pupils, Staff development training, to employ a music specialist and purchase of additional ICT Equipment. |
| **Rationale for Change – Self Evaluation/Involvement of all Stakeholders** |
| **Focus areas for improvement:**  Self-evaluation is key to our ongoing improvement at Kettle Primary School and Nursery. We have gathered evidence which has led us to decide on our next steps for development.  **Staff**  Questionnaires, dialogue and learning and teaching documentation and planning.  **Pupils**  Pupils views are sought through focus groups with HT and class teachers, Improving Our School groups, Pupil Council, Observations and questionnaires. Children have identified that current restrictions are reducing their opportunities to lead and be involved in school improvement groups.  **Parent/Carers**  Parent views are gathered via Parent Council meetings, parent feedback and comments, informal conversations between staff and parents.  Parental feedback over the year has been very positive. |

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| **National Improvement Framework Priority:**  **Improvement in children and young people’s health and wellbeing.**  **Improvement in attainment, particularly in Literacy & Numeracy** | | | **Fife Priorities/Local Plan Priorities** | | **Attainment**  **GIRFEC**  **Wellbeing** | | |
| **Focused Priority 1 : School and Nursery- To further develop the outdoor learning experiences of our children both in our school grounds and in the community spaces we access in and around our village.** | | | | | | | |
| **QI (HGIOS 4)** | | **HGIOELC** | | | | **NIF Drivers** | |
| * 1. Self-evaluation for self improvement   1.3 Leadership of change  2.2 Curriculum  3.1 Wellbeing, equity and inclusion  3.3 Increasing creativity and employability | | **Key QI 2.2 Curriculum**   * 1. **Self-evaluation for self-improvement**   **1.3 Leadership of change**  **2.3 Learning, Teaching and Engagement**  **3.1 Wellbeing, equity and Inclusion**  **3.3 Developing creativity and skills for life and learning** | | | | School Improvement  Parental Engagement | |
| **Action/Task** | **Timescale** | **Responsibilities** | | **Measure of success** | | | **Expected Impact** |
| **plan to ensure progression in all curricular areas ensuring an outdoor aspect on a regular basis.**  **Create a planning progression and yearly overview for outdoor learning ensuring that all areas of the curriculum are delivered regularly.**  **Create a dedicated outdoor space for P1-3 building on the experiences available in the nursery garden and staff to allow all day access.**  **Further enhance nursery garden to enrich literacy and numeracy** | INSET Day 2  Ongoing throughout the session | All Staff  P1-3 staff  HT  Nursery Staff | | Planning progression in place for all curricular areas.  Overview in place showing regular outdoor experiences across all curricular areas.  Resources purchased and in place.  Staffing organised to ensure free access to outdoor play for P1-3.  All outdoor play areas in nursery garden enriched with literacy and numeracy resources. | | | All children engaged in outdoor learning covering all curriculum areas.  All children in P1-3 accessing open ended play outdoors every day. |
| **Ongoing Evaluation** | | | | | | | |

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| **National Improvement Framework Priority:**  Improvement in attainment, particularly in Literacy & Numeracy | | | **Fife Priorities/Local Plan Priorities** | | Attainment  GIRFEC | | |
| **Focused Priority School 1 : Learning, Teaching and Assessment – Feedback**  **Continuation form last session** | | | | | | | |
| **QI (HGIOS 4)** | | **HGIOELC** | | | | **NIF Drivers** | |
| * 1. Self-evaluation for self-improvement   2. Leadership of Learning   3. Leadership of change   2.3 Learning, teaching and assessment  2.4 Personalised support  3.2 Raising attainment and achievement | |  | | | | * Assessment of children’s progress * Teacher professionalism * Performance Information | |
| **Action/Task** | **Timescale** | **Responsibilities** | | **Measure of success** | | | **Expected Impact** |
| **Develop effective approaches to feedback – consider Teacher Role and Pupil Role.**  **Professional reading, complete and agree what excellence in feedback looks like in Kettle Primary and create individual action plans.**  **Build capacity for continuous improvement through the development of coaching pairs and a collaborative enquiry approach to improvement.**  **Build pupil participation through classroom Learning, Teaching and Assessment Improvement Groups** | Aug – Dec 2021  5 Sessions from staff meetings  5 pupil sessions in class  ½ day Inset | Lead HT – Pamela McNaughton  All teaching staff –All teaching staff involved action planning, coaching and collaborative enquiry.  All children | | Develop a whole school shared understanding of feedback to ensure consistency and clarity in delivery of feedback and taking forward next steps.  Learners benefit from quality feedback and clear next steps which in turn leads to improved outcomes for learners.  This will be evident from direct classroom observations of pupils’ learning experiences.  Pupils will be able to discuss feedback and how it helps to improve outcomes in learning.  Staff evaluate/reflect on own practice effectively and action plan for improvement,  Collaborative enquiry learning wall and Coaching conversations are leading to shared understanding of feedback and impacting improvement at class level.  Classroom participation books, pupil learning Journey Jotters, classroom learning walls demonstrating how pupil participation has impacted on improvements in how feedback is delivered, received and impacted on improved learning. | | | All learners are able to identify different kinds of feedback and say how these help them to identify next steps and improve their learning.  Staff / pupils providing a range of effective feedback and time to address next steps as a regular part of learning, teaching and assessment across all curricular areas for all learners and as a result sustained improvement and progress is documented for all children.  Improved outcomes and independence for all children as they use feedback received to identify their next steps and how they will progress their learning.  Increased evidence of Staff capacity to lead their own self-evaluation for self-improvement and how this has impacted on outcomes improved for learners.  Pupil participation leading to improved outcomes in children leading learning and impacting on pupil attainment in literacy and nueracy. |
| **Ongoing Evaluation** | | | | | | | |

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| **National Improvement Framework Priority:**  Improvement in attainment, particularly in Literacy & Numeracy | | | **Fife Priorities/Local Plan Priorities** | | Attainment  Wellbeing  Employability | | |
| **Focused School and Nursery Priority School 3: Together with our community develop and promote an aspirational vision for our curriculum.**  Promoting Playful Pedagogy, supporting learning indoors, outdoors and outdoor education, 4 capacities and skills development. All curricular areas with a focus on the use of digital technology and skills.  Continuation from last session | | | | | | | |
| **QI (HGIOS 4)** | | **HGIOELC** | | | | **NIF Drivers** | |
| 2.2 Curriculum  2.3 Learning, Teaching and Assessment  2.7 Partnerships | | **Key QI 2.3**  **Also: 1.1, 2.6, 2.7**, 3.2 | | | | * School improvement * Assessment of children’s progress * Teacher professionalism * Performance Information | |
| **Action/Task** | **Timescale** | **Responsibilities** | | **Measure of success** | | | **Expected Impact** |
| **Agree a clear vision and rationale for our curriculum shaped by our shared values.**  **Develop a strategic overview to ensure a shared understanding of the principles, purpose and progression pathways (build of last sessions work) of our curriculum design.**  **Agree a skills progression to support the development of the 4 capacities in all of our children.**  **Articulate the enactment of our curriculum in light of our agreed four part model.**  **Develop a structured, streamlined approach to planning for the four contexts of learning that reflects our shared vision and rationale.** | September 2021 – April 2022 | Pupils  Pamela McNaughton- Curriculum design lead  All EYOs, PSAs and teaching staff  Parents and partners  Pupils | | All families have been involved in surveys and activities planned to agree or vision and curriculum rationale and understand what Kettle PS and N school is trying to achieve through it’s curriculum. Planning and progressions are in place and being used by all staff and pupils for the 4 contexts and clearly shows how knowledge, understanding, skills and attitudes develop over time.  Monitoring of Learning Journey walls and jotters and Pupil participation meetings/ focus groups which clearly show how knowledge, understanding and skills develop over time. And how learning is being progressed across all curriculum areas, including outdoors.  A simple digital tool has been shared with all stakeholders and feedback indicates that everyone understands how our curriculum is enacted in the classroom in light of our 4 part model.  Observations/ pupil participation meetings/ focus groups demonstrate that all classes are following the agreed 4 part model.  Planning is in place in all classes and monitoring/ moderation shows that the 4 capacities, 4 contexts are being planned for in a progressive way across the school.  Staff surveys indicate that planning is manageable and responsive to the needs of all learners.  . | | | Our school community shares an aspirational vision for our curriculum that is improving outcomes for all children in all areas of the curriculum.  The needs of all learners are being met in a planned progressive way and all children can talk about their learning journey and their next steps for all curricular areas.  We can clearly demonstrate year on year how we have improved outcomes for all learners and raised attainment for all learners across all curriculum areas.  Our 4 part model is ensuring that all children participate in designing their learning ensuring all children can say how their learning is relevant to them and are engaged and challenged.  Our streamlined planning is ensuring that all staff have more collegiate time to focus on the creation of high quality experiences that meet the needs of all children. This in turn leads to improved outcomes for all children. |
| **Ongoing Evaluation** | | | | | | | |
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| **National Improvement Framework Priority:**  **Improvement in children and young people’s health and wellbeing.**  **Improvement in attainment, particularly in Literacy & Numeracy** | | | **Fife Priorities/Local Plan Priorities** | | **Attainment**  **GIRFEC**  **Wellbeing** | | |
| **Focused Priority : School and Nursery- To further develop writing across the curriculum and raise attainment from 69.76% to 75%** | | | | | | | |
| **QI (HGIOS 4)** | | **HGIOELC** | | | | **NIF Drivers** | |
| * 1. Self-evaluation for self improvement   1.3 Leadership of change  2.2 Curriculum  3,2 Raising attainment and achievement  3.3 Increasing creativity and employability | | **Key QI 2.2 Curriculum**   * 1. **Self-evaluation for self-improvement**   **1.3 Leadership of change**  **2.3 Learning, Teaching and Engagement**  **3.3 Developing creativity and skills for life and learning** | | | | School Improvement  Assessment of children’s progress | |
| **Action/Task** | **Timescale** | **Responsibilities** | | **Measure of success** | | | **Expected Impact** |
| **All staff to engage in reading and refection related to effective pedagogy when teaching writing.**  **Questionnaire issued to capture pupil / staff views of writing prior to implementation of any change.**  **Staff agree what is critical in the effective teaching of writing.**  **Staff agree approaches to be implemented and using a collaborative enquiry approach collect data from ongoing work related to pupil success and achievement.**  **Questionnaire issued to capture pupil / staff views of writing post implementation of any change** | INSET day 3  15 hours from collegiate time agreement spread over the first three terms | Identified lead (TBA) and HT  All teaching staff. | | Learning tasks are relevant and purposeful with all children involved in selecting open ended topics for writing over an extended period of time..  All children are involved in creating the learning intentions and success criteria and have a clear understanding of their next steps in writing in all lessons.  Teacher instruction setting clear expectations through the use of active demonstration, construction of exemplars in all lessons.  Writing across the curriculum is planned for on a daily basis and included writing indoors and outdoors and at home.  High level meta-cognitive and text related questions feature highly in all writing lessons.  Feedback indicating net steps is evident in written and verbal comments for all children.  Learners needs are met in all writing lessons through individualised and small group instruction; independence in use of resources to support planning, writing, revising, editing and presenting work; time for slef-selected topics; setting personal targets after every completed piece | | | Attainment across P1.4 and 7 increased to 75%  Attainment in every class 75% or more.  All children are engaged and motivated producing increased levels of writing for a variety of purposes across all curricular areas on a daily basis.  All children are producing extended writing weekly over an extended period of time.  All children know their next steps in writing and know how they will achieve these. |
| Ongoing Evaluation | | | | | | | |