**Melville-Knox Christian School**

**School Improvement Plan**

**2021-2022**

**Our Vision and Aims**

The vision of Melville-Knox Christian School is to provide an excellent education for all pupils within a caring Christian ethos.

**AIMS**

1. **Ethos**: To provide a positive caring ethos that demonstrates the relevance of the Christian faith to everyday life; to promote a sense of responsibility that shows respect for oneself, others and the environment, and prepares pupils for responsible and active citizenship.

2. **Curriculum; Attainment and Achievement**: To provide a framework for learning within and beyond the formal curriculum that offers pupils a range of opportunities designed to help them reach excellent standards of attainment and achievement.

3. **Teaching**: To provide effective teaching that is marked by high, but realistic, expectations, and which promotes a joy in learning that forms a sound foundation for continuing achievement in later life.

4. **Meeting Pupils' Needs**: To provide challenge and support for learning that are well suited to pupils' individual abilities and needs.

5. **Resources**: To provide accommodation, resources and facilities that are appropriate to an excellent modern education.

6. **Leadership and Management**: To provide effective leadership and management that enables all staff to be aware and responsive to the needs and aspirations of pupils, other staff members, parents and the wider community; and to be successful in pursuing continuous improvement.

**Pupil and Parent Involvement**

Through the lifespan of this plan the School will consult parents and pupils and keep them informed. We will involve parents:

* By consulting closely with the Parents and Friends Association (PFA)
* Involving parents in the development of the school’s new location
* Keeping parents up to date with developments through School newsletters, class blogs and regular reports from the Head Teacher at PFA meetings.

We will involve pupils through:

* Discussing pupils views on choices of resources and activities
* Getting feedback from pupils on the impact of newly introduced resources and activities
* Involving pupils in discussions on ways to improve social interactions

**Completion of 2020-2021 Improvement Plan**

* **Improvement Project 1: The teaching and assessing of Reading at the school**: The need for additional reading resources was discussed early on in the session at both staff and management meetings. It was agreed that more Jolly Phonics readers would need to be purchased in order to send a new reader home with each P1-4 pupil each week. The school PFA offered to fund these reading resources and so we were able to ensure that we have adequate readers to send home with each child. Mrs Stewart was able to source novels for the P5-7 class by purchasing hard copies of novels as well as novels on our Kindle tablets. Mrs Gillies was able to continue with the Shonell reading and spelling tests and this continued to give us a good indication of each pupil’s knowledge of vocabulary and spelling. We were able to create a system to store these assessment records securely online to that they are easily accessible to teachers.
* **Improvement Project 2: Supporting a Christian charity**: Pupils were very enthusiastic when learning about the school in The Gambia that was chosen for sponsorship. At school assemblies, we looked at photos and videos of the school and its pupils and learned more about what it is like to go to school for children in The Gambia, comparing their lives to ours. We decided to fundraise by having an online toy sale, going on a sponsored walk and having a non-uniform school day. Pupils took a lot of initiative to raise funds for the sponsored walk by finding sponsors themselves and pupils and their parents were very generous with the donation and purchase of toys for the online sale. Parents also organised the online sale. In total, £1,497 was raised for Sgoil Creideamh in The Gambia, which will go towards the purchase of furniture and books for the school.
* **Improvement Project 3: Improving the use of Technology at the school:** The tablets the school purchased using a grant we received were put to good use throughout the course of the school year. We used them for reading by downloading Kindle readers, for online education games such as Sumdog and Kahoot as well as for French and Gaelic resources. The laptops donated to the school were also used for Maths activities on Top Marks, for showing videos and presentation to pupils and by pupils for researching information on topics and creating presentations to show to other pupils. The school also purchased some Marbotics number sets with the view of purchasing some compatible tablets so that these can be used to help Primary 1 pupils with learning their numbers. We look forward to moving to the new school premises so that we can use the Smart Boards and Smart TV donated to us by schools in the Netherlands.

**Identifying Our Priorities**

From our self-evaluation, we realised that the school could benefit from additional Maths resources and ideas for Active Maths activities. As we focused on improving Reading resources last school year, it seemed to be appropriate to focus on Maths resources throughout the course of this school year.

Secondly, as the school recently moved to a new location with increased indoor and outdoor space, it was decided to explore which outdoor and active learning activities pupils could be involved in throughout the course of the school year to make best use of the newly provided space.

Finally, as pupils have spent large portions of the last school year apart from each other learning remotely, we thought it would be important to assess and respond to any of the children’s learning and wellbeing needs that have been impacted by COVID.

Therefore, we have decided to focus on the following priorities:

* Improving our repertoire and use of new Maths resources and activities
* Increasing outdoor and active learning opportunities
* Meeting children’s learning and wellbeing needs impacted by COVID

**Taking Action**

* **Improvement Project 1: Improving our repertoire and use of new Maths resources and activities**

The School recognises the need for Maths resources that engage pupils' interest and are able to support children in learning to solve problems within practical and realistic contexts.

Therefore, the aim of this improvement project is to locate and trial the use of Maths resources and activities that fall in line with the above-mentioned criteria and to assess the impact of their use on the children’s learning.

Quality Indicators for Evaluation

* 2.3 Learning, teaching and assessment
* 3.2 Raising attainment and achievement

Outcomes for Learners:

* Increased interest in Maths
* Greater support for pupils to learn in line with differentiated learning styles

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| **Action** | **Timescale** |
| 1.1 Trial the use of more interactive Maths resources using the newly set up Smart TV and Smart boards  | September 2021 – February 2022 |
| 1.2 Experiment with a variety of outdoor and active Maths activities  | September 2021 – February 2022 |
| 1.3 Record and analyse Rising Stars PUMA assessments and compare with previous results and national averages  | November 2021 |
| 1.4 Consider the Heinemann Active Maths resource by signing up for a one month trial  | February 2022 |
| 1.5 Assess the impact of newly introduced Maths resources on children’s learning.  | March 2022 |
| 1.6 Consider purchasing additional Maths resources for the school  | March 2022 |

Resources Allocated:

* Smart TV and Smart Boards
* Potentially finances to purchase new Maths resources

Responsibilities:

* School Board and Head Teacher in the set up of Smart TV and Smart boards and staff training in how to use them
* All school staff in the consideration of potential resources
* All school staff in the trial of new interactive, active and outdoor learning activities.
* Class teachers in the administration, analysis and evaluation of PUMA assessments
* School Management Committee in the consideration and approval of additional resources
* **Improvement Project 2: Increasing outdoor and active learning opportunities**

As the school has moved to a new location in Parkhead with increased spaces available to us, we felt it would be good to maximise the use of these spaces by increasing the outdoor and active learning opportunities that we offer to pupils at the school. Additional spaces available to us include a larger outdoor play area, an additional outdoor courtyard, a large indoor hall and an auditorium in the adjacent building that can be made available to us for school performances.

Quality Indicators for Evaluation

* 2.2 Curriculum
* 3.3 Increasing creativity and employability

Outcomes for Learners:

* Enabling pupils to engage with different styles of learning.
* Enhancing wellbeing for pupils by providing opportunities to keep active.

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| **Action** | **Timescale** |
| 2.1 Engage parent support with helping to enhance the outdoor play area | From August 2021 |
| 2.2 Using the inner courtyard for outdoor learning activities such as observing shadows and growing flowers and vegetables | From August 2021 |
| 2.3 Make use of a variety of resources for active learning in the Hall | From August 2021 |
| 2.4 Trial, discuss and continue to implement outdoor learning activities | October 2021 |
| 2.5 Consider an annual performance in the Auditorium at the end of the school year  | From March 2022 |

Resources Allocated:

* Funds for materials needed to the outdoor play area and courtyard
* Smart Boards
* Games

Responsibilities:

* PFA in organising playground and inner courtyard improvements
* All school staff in the trial, discussion and implementation of outdoor and active learning activities
* All staff and pupils in the organisation and preparation for an annual school performance
* **Improvement Project 3: Meeting children’s learning and wellbeing needs impacted by COVID**

Since the Covid pandemic began towards the end of the 2019-20 school year, there have been multiple lockdowns and periods of isolation during which pupils have been required to learn remotely. This has had the potential to impact both on the children’s academic achievement as well as on their wellbeing. Therefore, throughout the course of this school year, we will be considering the impact social isolation has had or is having on pupils and decide what can be done to help remedy signs of regress in social and academic skills. We will also be paying special attention to any indicators of anxiety or child maltreatment during this period and ensure that our approaches to safeguarding and child protection take the most recent research and developments into consideration.

Quality Indicators for Evaluation

* 2.7 Partnerships
* 3.1 Ensuring wellbeing, equality and inclusion

Outcomes for Learners:

* Pupils who are struggling academically, socially or emotionally will access the support they need
* The needs of children who are at risk will be provided for

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| **Action** | **Timescale** |
| 3.1 Provide children with a platform to express anxieties in Bible and character building lessons  | From August 2021 |
| 3.2 Monitor children’s behaviour for any signs of anxiety, abuse or regress in social skills  | From August 2021 |
| 3.3 Select wellbeing topics that will help pupils to enhance social skills that may have been impacted throughout periods of social isolation | From August 2021 |
| 3.4 Provide support for any pupils who are struggling with social or academic skills  | From August 2021 |
| 3.5 Work closely with the parents of any children who are struggling by clearly communicating their children’s needs and promoting working in partnership with the school  | From September 2021 |
| 3.6 Carry out academic benchmark assessments in order to compare children’s levels in numeracy and literacy to national levels | Nov 2021 – February 2022 |
| 3.7 Consider the use of activities such as Brain Breaks to help support children’s health and wellbeing | Feb 2022 |

Resources Allocated:

* Time during planned in-service days for research, assessment, planning and discussion
* NSPCC research reports
* Laptops, tablets and Smart boards for access to digital technology

Responsibilities:

* All teaching staff in monitoring children
* All teaching staff in planning and implementing activities
* All teaching staff in assessing and evaluating academic skills
* Class teachers in communicating with parents
* Head and Depute Head in working with pupils on social skills

Maintenance Areas

The projects described in the School Improvement Plan indicate the main initiatives that have been prioritised for session 2021/22. However, this does not represent the full range of improvement work which the school will undertake. There are aspects of the work of the school that require adjustment and fine tuning from year to year. These are usually referred to as maintenance areas and although they do not constitute new developments they do affect the overall workload implicit in the School Improvement Plan.

In session 2021/22 the principal tasks under this heading are set out below.

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| **Maintenance Areas 2021/22** | **Quality Indicator** |
| 1 | Continue to engage staff in effective self-evaluation to improve learning | 1.2 Leadership of learning |
| 2 | Promote active learning at all stages  | 2.3 Learning and engagement  |
| 3 | Use pupil portfolio fortnights to ensure pupils and parents are engaged in meaningful dialogue about pupils’ learning | 2.5 Family learning |
| 4 | Continue to engage with the local community by communication via newsletters, the school website and Facebook  | 2.7 Partnerships  |
| 5 | Continue to monitor pupil progress and attainment | 3.2 Raising attainment and achievement |