

Melville-Knox Christian School

School Improvement Plan

2023-2024



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)
- Keeping parents up to date with developments through School newsletters, class blogs and other communications from the Head Teacher
- Involving parents in the development of the school
- Inviting parents to provide feedback on the running of the school
- Informing parents of the School Improvement Plan by making it available via email and on the school's website

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
- Conducting a pupil survey on how pupils feel about the school

Completion and Review of 2022-2023 Improvement Plan

- **Improvement Project 1: To improve the level of support for children with additional support for learning needs**

The school's Additional Support for Learning plan was updated in September 2022 and approved by the school Board. In conjunction with the ASL plan, the school's Admissions policy was also updated. Subsequently, all parents / carers were informed of these updates.

Support plans have been or are in the process of being created and implemented for pupils with additional support needs in accordance with the updated policies.

- **Improvement Project 2: Research and implement ways to involve pupils more in the evaluation and planning of and in the setting of targets for their own learning**

A variety of ideas on how to effectively engage learner participation in the evaluation and setting of targets was discussed at the staff in-service day in October 2022. These included pupils writing targets on pencils and on photo frames on their desks as well as eliciting suggestions from pupils using a 'suggestion box'. Suggestions made by pupils included going on a trip to the local park, having a

Scratch competition, starting 'show and tell', having a 'fun day' and going on a school outing.

Some of these suggestions were remitted to the Parent and Friends Association and School Management Committee, while other such as a trip to the local park, having a Scratch competition and 'show and tell' were agreed upon and implemented by school staff. The Management Committee was able to help plan and organise a school outing to the New Lanark heritage site in June 2023 and the Parent and Friends Association were able to organise and sponsor a 'fun day' which included a Drama workshop and spare parts.

In addition to the above, pupils continued to work on setting learning targets through the two Progress Portfolio Fortnights that took place in October 2022 and in March 2023. The evaluation section of the portfolios helped to support pupils in setting targets for their own learning which they were then able to evaluate later on in the school year.

- **Improvement Project 3: To continue to improve IT resources available to enable pupils to enhance their skills in learning through technology**

The school Board assisted with ensuring the school broadband speed was adequate for the number of devices required for staff use and educational activities from August 2022. This enabled pupils to use technology for a variety of educational purposes in ways that was not previously possible. Pupils were able to use multiple devices to conduct research in a variety of areas and were even able to learn simple block coding using an online program called Scratch.

The school received a grant from a charity in the Netherlands, part of which was allocated to the purchase of additional tablets. Using the funds from this grant, the school admin was able to take advantage of Black Friday sales in November 2022 to purchase an additional 12 Amazon Kindle Fire tablets for pupils use. Staff received training on how to use these and on how to add additional education apps to the tablets for pupil use.

2022-2023 Survey Results

Parent Survey

All of the parents who responded to the survey said that the school has met their expectations with some saying the school went above and beyond meeting their expectations.

Responding to what pupils have benefited most from, parents mentioned a biblical / Christian worldview as well as having their children in a safe, friendly and protected environment. Several parents also mentioned the degree of support their children received for specific academic needs.

Over half the parents that gave feedback on communication said it was excellent and the rest either good or very good. One parent suggested there could be more bespoke information on individual pupils' progress but still thought communication in this area was at a good level.

Parents all responded saying their expectations of their child's class teacher(s) have either met or exceeded their expectations. Individual responses mentioned teachers have a deep understanding of children's needs, are very supportive with constructive feedback and are extremely helpful.

The school administration received a lot of positive feedback with adjectives used to describe the admin's running of the school including great, excellent, outstanding, remarkable, prompt, efficient, professional, patient and kind.

No issues were raised with the school's curriculum other than the suggestion to consider offering optional tutoring in a wider variety of musical instruments as well as to offer earlier assessments of dyslexia and more reading materials for dyslexic pupils.

Around half of the replies mentioned that school staff responded very well to any concerns, showing knowledge and competence in their responses. Around half of the parents that replied said they did not have any concerns to raise over the course of the school year.

The vast majority of things parents would never want to see changed had to do with the school's ethos, including a biblical, Christ-centred and faith based education, with an individualistic approach to education also featuring amongst the responses.

The majority of changes that parents suggested had to do with having a larger school premises (including space to extent to S1-2) and a bigger, safer and better equipped playground. Another suggestion was higher salaries for school staff.

On a scale of 1-10, with ten being the highest and one being the lowest, parents responded with a mean average of 9.9 to rank how satisfied they are with the services offered at Melville-Knox.

Pupil Survey

Question	Yes	No	I'm not sure
I enjoy my lessons in class	90%	0%	10%
I understand what I am learning in most of my lessons	100%	0%	0%
I feel that I have learnt new things in class	95%	0%	5%
My teacher helps me when I need help	95%	0%	5%
We do lots of different activities in class	95%	0%	5%
My behaviour is generally good in class	90%	5%	5%
My teacher explains things clearly in class	100%	0%	0%
I know what I need to improve on	100%	0%	0%
I feel safe in class	95%	0%	5%

Identifying Our Priorities

Owing to the expansion of the school to include another primary campus in Kelvingrove, as well as a group of S1-2 pupils in the existing Parkhead campus, we have identified the following priorities in order to ensure cohesion, a safe and secure learning environment and the continuation of the provision of an excellent education for all pupils:

- To adequately track, monitor and evaluate pupils' learning
- To improve online safety for pupils
- To establish pupil councils with the task of contributing towards the planning and evaluating of learning

While these will be the main projects for improvement, action will nonetheless be taken in other areas raised in the surveys such as:

- Increase efforts to communicate with parents about individual pupil progress
- Work towards improving our resources for dyslexic pupils
- Work with the School Management Committee and Parent and Friends Association to take steps to improve outdoor play areas.
- Continue to work with the school Board towards the development of the school's property in Shettleston to provide more space for pupils

Taking Action

- **Improvement Project 1: To adequately track, monitor and evaluate pupils' learning**

As the school expands to include a group of S1-2 pupils as well as an additional primary campus in Kelvingrove, it is important that we coordinate the tracking and monitoring of all pupils' progress to insure each pupil's needs are adequately met. In addition, as the school expands, it is important to track and monitor our pupils' levels in core curricular areas against nationally expected standards for each age group and as a result, to adjust teaching and learning accordingly if necessary.

Quality Indicators for Evaluation

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

Outcomes for Learners:

- Increased support for learners needs
- Greater achievement for pupils

Action	Timescale
1.1 Select and acquire formal summative assessments in literacy, numeracy, sciences and social studies for S1-2 pupils	September – October 2023
1.2 Coordinate and administer summative maths and writing assessments for P1-7 pupils in Parkhead and Kelvingrove campuses	September – December 2023
1.3 Centrally track and monitor the results of both primary and secondary summative assessments	November 2023 – January 2024
1.4 Consider trialling summative P1-7 literacy assessments to supplement Schonnel reading vocabulary and spelling tests	January 2024
1.5 Discuss how summative assessment results can be used to inform next steps in learning	February 2024
1.6 Coordinate and administer summative literacy assessments for P1-7 pupils	January – March 2024
1.7 Evaluate the use of trialled literacy assessments for P1-7 and make a decision on their continued use	May 2024

Resources Allocated:

- Funds for the purchase of summative assessments

- Laptops and tablets for online assessments

Responsibilities:

- Head Teacher in coordinating summative assessments between the primary campuses
- Lead Teacher at Kelvingrove in overseeing the implementation of summative assessments at the Kelvingrove campus
- Lead Teacher of secondary in the selecting and coordinating the implementation of S1-2 summative assessments
- All teaching staff in the tracking and monitoring of assessment results and in discussions on how these can inform next steps in learning
- School Management committee in the selection of literacy assessments and in the allocation of resources
- All primary teaching staff in the evaluation of P1-7 summative literacy assessments

• **Improvement Project 2: To improve online safety for pupils**

As pupils increase their use of online resources for learning, it is important that all pupils have good knowledge and understanding on how to use these safely, especially as the age of pupils increase to include secondary pupils.

Quality Indicators for Evaluation

- 2.1 Safeguarding and child protection
- 3.1 Ensuring wellbeing, equality and inclusion

Outcomes for Learners:

- Better protection and safeguarding for pupils
- Greater pupil wellbeing

Action	Timescale
2.1 Primary pupils read and sign online safety contract	August 2023
2.2 Use a variety of resources to teach primary pupils about online safety	August - October 2023
2.3 Setup laptops for secondary pupils to use and teach pupils how to use them safely	From November 2023
2.4 Monitor the use of tablets and laptops	From August 2023
2.5 Set up Google Workspace for teachers and pupils and provide training and support for teaching staff	From October 2023
2.6 Update Portable Electronic Devices & Social Media Policy to take into account the extension to S1-2	January 2024

Resources Allocated:

- Laptops for secondary and any potential setup costs

Responsibilities:

- All primary staff (age appropriate) in coordinating the reading and signing of contracts
- Head and Lead teachers in preparing and suggesting resources for the online safety topic
- Dutch charity and School Management Committee in the allocation of resources for laptops and their setup for secondary
- School Management Committee in the updating of the Portable Electronic Devices & Social Media Policy
- Head Teacher and Board in setting up and providing training for Google Workspace

- **Improvement Project 3: To establish pupil councils with the task of contributing towards the planning and evaluating of learning**

As the school grows, it is important that pupils in each relevant section of the school have the opportunity to contribute towards the planning and evaluating of their learning. We aim to achieve this by setting up pupil councils in the Kelvingrove campus and in both primary and secondary sections of the Parkhead campus.

Quality Indicators for Evaluation

- 1.1 Self-evaluation for self-improvement
- 2.2 Curriculum

Outcomes for Learners:

- Enhanced pupil motivation owing to greater involvement in self-evaluation and curriculum planning
- Greater pupil enjoyment and achievement as a result

Action	Timescale
3.1 Nominate pupil councils in each relevant section	December 2023
3.2 Pupil councils meet to evaluate learning this far and to contribute towards the planning of next steps in learning	January – March 2024
3.3 School Management Committee meets to discuss proposals	March 2024
3.4 Assistance in implementation is sought from the Parent and Friends Association where required	April 2024
3.5 Approved plans are implemented	April – June 2024

Resources Allocated:

- Funds for educational activities

Responsibilities:

- Head and Lead teachers in coordinating the nomination of pupil councils
- Nominated pupils in helping to run the pupil councils and teaching staff to oversee the running of pupil councils
- School Management Committee and in implementing pupil council suggestions
- Parent and Friends Association in the allocating of funds for educational activities

Maintenance Areas

The projects described in the School Improvement Plan indicate the main initiatives that have been prioritised for session 2023/24. 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 2023/24 the principal tasks under this heading are set out below.

Maintenance Areas 2023/24		Quality Indicator
1	Provide relevant training in First Aid and Child Protection to enable staff and volunteers to adequately fulfil their respective roles	2.1 Safeguarding
2	Promote active learning at all stages and continue to make use of local outdoor learning spaces	2.3 Learning and engagement
3	Continue to review and update individual pupil support plans in line with the schools ASL policy	2.4 Personalised Support
4	Continue with pupil portfolios and open evenings to ensure pupils and parents are engaged in meaningful dialogue about pupils' learning	2.5 Family learning
5	Continue to engage with the local community by communication via newsletters, the school website and Facebook	2.7 Partnerships