

Melville-Knox Christian School

School Improvement Plan

2024-2025



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 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 2023-2024 Improvement Plan

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

At Kelvingrove primary, PUMA for Scotland maths assessments were administered for the first time in the P2-7 classes in December 2023 and for the second time in May 2024. The PUMA for Scotland maths assessments continued to be administered in the P2-7 classes at the Parkhead campus in November 2023 and April 2024. Combined results for the Parkhead campus showed that 95% of pupils were working at or above national average levels, which was an improvement from the 2022/23 school year during which a combined 91% of pupils were working at or above average national levels. At the Kelvingrove campus, a combined average of 87% of pupils were already working at or above national averages in the first year of operation, compared to the 83% of pupils working at this level in the 2020/21 school year, when the school first started administering PUMA assessments. In addition, we had a joint in-service training day on 16 February 2024 in which staff explored how to analyse the PUMA assessment data and use it to support pupils' progress in targeted areas of the numeracy curriculum.

Teachers at the Kelvingrove campus also started assessing pupils' writing using the Oxford Writing Criterion Scale for Scotland beginning with the P5-7 class with the aim to include P1-4 assessments in November 2024. The assessment of writing standards continued as usual in the Parkhead campus. Staff at both campuses will

aim to complete a moderation task to ensure writing standards are measured accurately across both campuses.

S1-2 pupils have undertaken formal written assessments in literacy, numeracy, sciences and social studies in S1 and 2. The assessments are topic by topic in Maths and in Science, generally covering 8-12 weeks work. The assessments are written to assess attainment in the CfE benchmarks, predominantly but not exclusively at level 3. At the close of the 2023/2024 session. 100% of pupils were achieving at level 3 across the 4 key areas mentioned above. S2 pupils were achieving at level 4 in many areas.

Results from summative assessments are tracked in a central tracking and monitoring sheet and this is evolving as the school grows, to allow progress across the BGE and into senior phase to be tracked. Progress across the curriculum is assessed on a 1-4 scale to flag pupils who may need extra support globally, or in specific subjects.

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

Primary pupils had lessons which focused specifically on internet Safety using a variety of resources such as those made available by the Hamilton Trust. Pupils in upper primary also signed an 'Internet Code of Conduct' which outlined guidelines for safe Internet use at the school.

All secondary pupils were provided access to a laptop which is personally assigned and allows access to Google Classroom. Pupils signed an internet use agreement and are shown how to safely browse and use the laptops for research etc. In school and at home pupils can use the laptops to access Google Classroom to allow revision and access to resources.

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

A number of learning experiences were organised throughout the school year as a result of pupil council suggestions which were brought to the School Management Committee and Parent and Friends Association. Most significantly, pupils were able to provide input on playground improvements which were implemented with help from friends of the school from the Netherlands, the School Management Committee was able to organise a joint Sports Day for both campuses and a Fun Day

was organised by the Parent and Friends Association with spare parts and drama sessions.

Identifying Our Priorities

Owing to the expansion and growth of the school the school management has decided to focus on the following improvement areas which aim to ensure the continued high quality of teaching and learning across both campuses, including secondary:

- To carry out peer observations to enhance the quality of teaching and learning
- Plan and conduct self-evaluation activities that focus on improvement for the learner
- To track and monitor pupils' behaviour and achievements

Taking Action

- **Improvement Project 1: To carry out peer observations to enhance the quality of teaching and learning**

Quality Indicators for Evaluation

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

Outcomes for Learners:

- Improved quality of lessons
- Higher standards of attainment

Action	Timescale
1.1 Plan for the implementation of peer observation of teaching, including the provision of supply	December 2024
1.2 Provide guidance on observation schedule and focus points based on GTC standards and/or Quality Indicators	January 2025
1.3 Review feedback from observation with staff and plan training/support as applicable.	May 2025

Resources Allocated:

- Most peer observation will take place during current non-contact time

Responsibilities:

- Individual staff will organise observation of each other's lessons by mutual agreement on time and focus for learning
- The Head Teacher and Depute Head will arrange formal observation for probationer support

- **Improvement Project 2: Plan and conduct self-evaluation activities that focus on improvement for the learner**

- 1.1 Self-evaluation for self-improvement
- 1.2 Leadership of learning

Outcomes for Learners:

- Learners will be more involved in the direction and improvement of their learning environment
- Better cooperation between parents and the school will result in improved learning outcomes for pupils

Action	Timescale
2.1 Plan self-evaluation activities and SMC meeting	December 2024
2.2 Compile resources for Staff, Pupil and Parent Surveys	January-March 2025
2.3 Carry out Staff, Pupil and Parent Surveys	April-May 2025
2.4 Review feedback from Surveys with staff and plan 2026 improvement plan as applicable.	June 2025

Resources Allocated:

- Google questionnaires for use with staff, pupils and parents, with questions specific to primary and secondary contexts

Responsibilities:

- Head Teacher and Depute Head in producing Questionnaires for use with staff, pupils and parents
- Class teachers in implementing pupil questionnaires during class time with pupils to ensure a full response
- All staff in completing their own questionnaires
- School Admin in sending out and collecting Parent questionnaires (can be followed up on in printed copy at parents' evenings)

- **Improvement Project 3: To track and monitor pupils' behaviour and achievements**

Quality Indicators for Evaluation

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

Outcomes for Learners:

- Motivation for learning and achieving will increase owing to the monitoring and celebration of achievements

Action	Timescale
3.1 Agree at the SMC committee which aspects of behaviour and achievements to track and monitor	December 2024
3.2 Set up tracking and monitoring for primary using Google sheets, following the platform set up for secondary. Modify to include traffic lighting guidance for any bullying instances, platform set up for secondary	January 2025
3.3 Provide training for all primary teachers on how to use the platform to track and monitor behaviour and achievements	February 2025

Resources Allocated:

- Google sheet currently used in draft form can be modified and improved without affecting current entries

Responsibilities:

- Head Teacher and Depute Head will evaluate and improve on the current sheet
- All staff responsible for entering data and maintaining accurate records and following up on any actions

Maintenance Areas

The projects described in the School Improvement Plan indicate the main initiatives that have been prioritised for session 2024/25. 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 2024/25 the principal tasks under this heading are set out below.

Maintenance Areas 2024/25		Quality Indicator
1	Promote active learning at all stages and continue to make use of local outdoor learning spaces	2.3 Learning and engagement
2	Continue to review and update individual pupil support plans in line with the schools ASL policy	2.4 Personalised Support
3	Continue with pupil portfolios and open evenings 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