Establishment Improvement Plan

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| School/Centre  Improvement Plan | Crosshouse Primary School and Communication Centre and ECC |
| Head Teacher | Tina Gaitens |
| Senior Education Manager | Graham McGinn |
| Date Submitted | August 2016 |
| Session  (Date when each year is written) | 2016/17 |

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| School’s/Centre’s Vision and Values | **Our Vision**  Our vision is for all members of our school community to  **Be The Best You Can Be!**  ...in an environment that is safe,  ...where everyone feels valued and included,  ...where everyone is healthy and active,  ...where everyone feels nurtured, respected and is responsible,  And where we are all achieving. |

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| Rationale | In arriving at our improvement priorities, we took account of East Ayrshire’s Integrated Children and Young People’s Service Plan and East Ayrshire Council’s Community Plan.  We also took account of the legislative responsibilities in respect of GIRFEC, parental involvement, health promotion, disability and equality. |

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| **Improvement Priority**  *(Expressed as outcomes for learners) (IMPACT)* | Increased attainment in literacy. | Year 1 |
| **East Ayrshire**  **Attainment and Achievement**  *(Only select priorities that are relevant)* | 2. Raising Attainment |
| Choose an item. |
| Choose an item. |

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| Where the school is in relation to this priority? *(Attainment data, self-evaluation)* | | |
| * The head teacher and 2 members of staff have attended DFS training sessions. | | |
| What action/changes will need to be made reach the outcome? *(Task, Classroom Practice, Testing the change)* | When | Who |
| **PS&CC**  Establish curriculum development working party.  Gather baseline data from spelling results and identify target groups in an infant and upper class. Sample work.  Provide training for all staff.  Keep parents informed and consult on literacy homework.  Raise awareness in children and young people of DFS and their own learning styles.  Implement DFS approaches planned by working party.  Provide resources in all classes.  Review spelling results. Sample work from target groups.  **ECC**  Agree ‘daily drills’ for all children on early literacy at welcome time.  Audit all parents anonymously re bedtime stories.  Organise lending library and introduce rota. Develop feedback sheet.  Gather baseline information on initial letter sounds using specific ELLAT targets.  Devise information/advice for parents on initial letter sounds.  Introduce letter of the week in partnership with parents.  Measure improvements in baseline data and report on impact. | 5.9.16  May 2017  Aug 16  Aug 16  Aug 16  Sept 16  Sept 16  Oct 16  January 17 | NF leads  Whole team  LO  LO  LO  LO  All  HT/LO |
| Reflective Notes *(May include notes on progress, evidence ,specific success, challenges)* | | |

*N.B. Self-evaluation of this priority should be reflected in the Standards and Quality Report for this academic session.*

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| **Improvement Priority**  *(Expressed as outcomes for learners) (IMPACT)* | Improved attainment in Numeracy | Year 1 |
| **East Ayrshire**  **Attainment and Achievement**  *(Only select priorities that are relevant)* | 2. Raising Attainment |
| Choose an item. |
| Choose an item. |

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| Where the school is in relation to this priority? *(Attainment data, self-evaluation)* | | |
| Most children are making progress in numeracy.  Pace and challenge require to be looked at.  Programme of study needs reviewed. | | |
| What action/changes will need to be made reach the outcome? *(Task, Classroom Practice, Testing the change)* | When | Who |
| PS&CC- Working party established.  Gather baseline data.  Maths recovery training for staff – implement in classes.  Gather information from Quest at P3 for targeted intervention.  Target children not supported by EAST colleagues.  Implement additional support using SMT.  Introduce TJ to P5.  Consult parents on homework.  Track progress of targeted children to measure impact of interventions.  ECC – Gather baseline information for all children on early number skills.  Agree and introduce ‘daily drills’ for number at welcome time for all children.  Identify children who would benefit from additional support to develop early number skills.  Small group work on number games and activities for targeted children. Key workers freed up to work with their  Own children, SMT work with groups and CA timetabled to support individuals and groups.  Measure impact of input. | 5.9.16  Sept 16  Mar 17  Sep 16 | GA leads  LO Leads |
| Reflective Notes *(May include notes on progress, evidence ,specific success, challenges.)* | | |

*N.B. Self-evaluation of this priority should be reflected in the Standards and Quality Report for this academic session*

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| **Improvement Priority**  *(Expressed as outcomes for learners) (IMPACT)* | PS&CC– Wellbeing enhanced through Rights Respecting Schools initiative  Track progress in PE  ECC – Enhanced use of outdoor learning | Year 1 |
| **East Ayrshire**  **Attainment and Achievement**  *(Only select priorities that are relevant)* | 2. Raising Attainment |
| Choose an item. |
| 1. Promoting Lifelong Learning |

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| Where the school is in relation to this priority? *(Attainment data, self-evaluation)* | | |
| TG and GE have attended RRS training. Audit of staff and pupils has been undertaken however we feel this needs revisited. Steering group were identified however children have now moved on. We have lost a bit of direction and need to regroup and re-focus.  Some teachers track progress in PE however this is not consistent across the school.  Outdoor area has been enhanced greatly by the ECO group however the use of the space has not been audited and there is a general feeling that it could be used to more effectively support children’s learning. | | |
| What action/changes will need to be made reach the outcome? *(Task, Classroom Practice, Testing the change)* | When | Who |
| PS&CC- Working party established.  Gather baseline data – children’s knowledge of their rights.  Formulate action plan and submit to achieve ROC. Liaise with other schools for support.    2 class teachers volunteer to trial new tracking tool devised by Kirsty Dalgleish.  Input in in service day Feb by Kirsty for whole team.  Roll out tool to all classes.  ECC – Audit use of outdoor area in terms of adult supported planned learning and teaching.  Develop a bank of ‘lift and go activities’ targeting groups of learning outcomes.  Involve children in floor book planning for outdoor learning.  Gather evidence of enhanced use of area. | 5.9.16  Sep 16  Feb 16  Feb 16  Oct 16  Feb 16  May16 | GE leads  2x CT  All  All  LO  all |
| Reflective Notes *(May include notes on progress, evidence, specific success, challenges.)* | | |

*N.B. Self-evaluation of this priority should be reflected in the Standards and Quality Report for this academic session.*