New Cumnock Primary School

Establishment Improvement Plan

2023/2024



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| School Improvement Plan | New Cumnock Primary School |
| Head Teacher | Mrs Joanna McMurdo |
| Date Submitted | Submitted to Head of Education on: 27th June 2023 |
| Session  (Date when each year is written) | 2023-2024 |

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| School’s/Centre’s Vision and Values | During session 2018-2019 staff, pupils, parents and partners reviewed the vision for the children of New Cumnock Primary School and agreed on the following Vision Statement:  ***In New Cumnock Primary School, we work together to ensure a welcoming, nurturing and innovative environment which allows everyone to excel on the journey to excellence.***  Our School Values include:   * **Determination** * **Responsibility** * **Equality** * **Ambition** * **Mutual Respect** |

In line with the Standards in Scotland’s Schools etc. Act 2000 (amended 2016), the following checklist is designed to assist Heads of establishment with whole school/centre improvement planning that fulfils statutory duties in accordance with the Act. This must be completed prior to submission.

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| **Consultation on improvement plan includes the following stakeholders:** | **Completed** |  | **Content of plan** | **Completed** |
| Children and Young People | √ |  | Takes account of strategic priorities outlined in the education authority’s Annual Plan. | √ |
| Parent Council and Forum | √ |  | Takes account of the strategy for parental involvement under section 2 (4A) | √ |
| Teachers, practitioners and ALL school/centre staff | √ |  | An audience-friendly summary of the SIP is available and contained in this document and will be provided to parents, children and young people. | √ |
| Volunteers/ Community partners | √ |  | Appropriate cognisance has been made of the links between the plan and the working time agreement for teaching staff | √ |
| Local bodies representing teachers, staff, volunteers and any parent bodies further associated to the school/centre. | N/A |  | Scottish Government Tackling Bureaucracy working group recommendations have been considered when planning for improvement and in the improvement activities specified | √ |
|  |  |  | HGIOS 4 and HGIOELC are used as the frameworks to inform the content of SIPs | √ |
|  |  |  | There is clear focus throughout the plan on measures to reduce of inequalities of outcome as a result of socio-economic disadvantage. | √ |

Head Teacher Signature: *Mrs Joanna McMurdo*

**Pupil and parental strategic involvement**

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| *For session 2023-24, please describe below how children and young people will be involved in decisions relating to the operation of the school/centre* | *For session 2023-24, please describe below how parents will be involved in decisions relating to the operation of the school/centre* |
| Every young person in the school was involved in the consultation and creation of this session’s School Improvement Plan. The children’s views regarding our strengths and areas for improvement were collected during our recently reinstated infant and upper Get2gethers. Our Pupil Council also had a direct input in this task.  Next session we will continue to use our whole school Get2gethers and House Meetings to involve **all** children in the consultation process regarding particular aspects of school life. For example, policy and practice.  There are many meaningful opportunities for children to share their views throughout the school year. Leadership groups will continue to give children opportunities to make their views known, identify how they can make improvements to enhance the school and drive these improvements forward.  Representing the wider pupil body, the Pupil Council will continue to discuss and action operational issues with the Senior Leadership Team. | The Parent Council will:   * Drive parental consultation by planning and organising events to include **the wider parent body** in the decision-making process. GLOW Forms will be used frequently to involve parents in the decision-making process. The staff and pupils will support parents with the use of Forms. * Plan, organise and support school improvement activities linked to the National Improvement Framework priorities. These will be outlined on the Parent Council’s Improvement Plan which will be linked to the School Improvement Plan. * Be represented on key appointment panels and authority reviews as and when they arise. |

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| **Improvement Priority**  *(Expressed as outcomes for learners)* | ***By May 2024, there will be improved attainment in reading of children in Primary 2 to 7, resulting in most (75-90%) children being ‘on track’ in relation to their national expectation.*** | **Rationale for improvement priority based on evidence:**  *Our performance information for reading is below 70% for most classes.*  *Through consultation with staff, they identified lack of quality texts and the relevance of the texts, as a barrier to improving attainment in reading.*  *The quality of the reading books and the delivery of reading, was also highlighted by parents during our consultation activities as an area for improvement.* |
| **NIF Priorities**  Improvement in attainment, particularly in literacy and numeracy | **NIF Driver**  School Improvement | **HGIOS/ HGIOSELCC QIs for self-evaluation**  2.2, 2.3 and 3.2. |

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| What actions are required to reach the desired outcome? | Who | When |
| All aspects of reading will be improved through planned Collegiate sessions, involving staff training on Scottish Attainment Challenge reading resources, as well as the delivery of a book study. All children will be assessed to identify their reading age and our new progressive reading scheme will be implemented across the school. This will be supplemented by group novels in the upper school. The Scottish Book Trust’s, Reading Schools accreditation will be implemented from P1 to P7. | HT/ DHT/PT and all teaching staff.  LEAD – D Clarke (Class teacher) | August 2023 to June 2024. |

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| PEF - What actions are required to reach the desired outcome?   * Project X reading scheme will be purchased and implemented across the school. * Targeted literacy support will be delivered by a Classroom Assistant. | Desired outcome and impact data / evidence that will be collected to track impact   * Children will read suitable and relevant texts to keep them engaged and develop their fluency and comprehension skills. * Pre and post CfE attainment data GL assessment data as well as reading age will be tracked to identify the impact. * Core literacy skills will be developed within a group of learners. * Pre and post assessments will be carried out to track and identify the impact. | Who   * All class teachers * Classroom Assistant | When   * Pace and Challenge meetings across the session. * Termly across the session. |

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| Evidence of impact against outcomes for learners.   * As a result of staff being upskilled through participating in the Scottish Attainment Challenge, DEER and OCTOPUS reading training, as well the book study *The Art and Science of Teaching Primary Reading* by Christopher Such, all children will receive high quality learning and teaching, resulting in improved attainment. * Through participating in the Scottish Book Trust's, *Reading Schools* accreditation, all children will have a focused opportunity to participate in, and develop, reading for enjoyment. * All children will be assessed and made aware of their reading level to ensure that the material they are reading is the correct level for them. * Our Literacy Policy will be reviewed and implemented successfully to ensure all children receive a structured, progressive and consistent approach to reading. * Sharing good practice sessions with staff will improve class teacher’s skill set in teaching reading, leading to better outcomes for learners. |

*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)* | ***Across session 2023/2024, an Assessment Profile will be established for each pupil/class. This data will be used effectively by class teachers to target children for interventions and support, resulting in most (75-90%) children being ‘on track’ in relation to their national expectation.*** | **Rationale for improvement priority based on evidence**  *Through Pace and Challenge meetings:*   * *Staff have discussed their lack of confidence in relation to making Teacher Judgements.* * *Staff seek clarity in relation to expectations regarding assessment and would prefer to have a more uniformed approach to assessment.* * *Staff have discussed the need for a balance in relation to formative and summative assessment approaches.*   *The Head Teacher is mainly responsible for the analysis and interpretation of whole school data to inform interventions and support. It is important, now that class teachers are more confident with the tracking and monitoring system, that they take more ownership of this data in order to make more informed decisions about their learners, in an attempt to raise attainment.* |
| **NIF Priorities**  Closing the attainment gap between the most and least disadvantaged children | **NIF Driver**  Performance information and assessment of children’s progress | **HGIOS QI’s for self-evaluation**  1.5, 2.4, 2.5 and 2.7 |

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| What actions are required to reach the desired outcome? | Who | When |
| This session GL assessments as well as other relevant data, will form part of an individual Pupil Assessment Profile, which will be created as a staff team. Class teachers will use this data as well as pupil personal details/circumstances during Pace and Challenge to lead conversations about targeted interventions and support required for their learners. | HT/ DHT/PT and all teaching staff.  LEAD – G Hastings (DHT) and J McMurdo (HT) | August 2023 to June 2024 |

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| PEF - What actions are required to reach the desired outcome? | Desired outcome and impact data / evidence that will be collected to track impact | Who | When |
| * GL Assessments will be purchased and implemented across the school. | * The assessments will form part of an Assessment Profile and will be used to support effective teacher judgements of a level of our children and help inform next steps in learning. | * All Class teachers | * Across the session |

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| Evidence of Impact against outcomes for learners:   * An Assessment Profile will be created for each pupil, including a range of evidence which can be discussed at Pace and Challenge meetings to support effective teacher judgements of a level and help inform learners next steps in learning. * Training on GL Assessments will be undertaken by all staff to ensure assessment data is being analysed and interpreted accurately to best inform next steps for all learners. * Teachers will consider pupil’s personal details/circumstances to plan and meet the needs of all our children effectively. |

*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)* | ***By May 2024, almost all children from Early to 2nd Level, will engage in all outcomes related to Relationships, Sexual Health and Parenting, from the Health and Wellbeing curriculum.*** | **Rationale for improvement priority based on evidence**  *We recognise that our current approach to Relationships, Sexual Health and Parenting is out of date and not in line with both East Ayrshire Council’s Health and Wellbeing progression framework and the Scottish Government’s ‘RSHP.scot’ resources. We understand the need to engage with modern, recommended resources, as well as council frameworks, to plan and deliver a curricular programme that meets the needs of our school and community.*  *Less than half of our staff have explained they do not feel confident in delivering RSHP outcomes and have expressed the need for career long professional learning to ensure they are meeting the needs of all children.*  *Parents have raised concerns about the content of RSHP lessons and have already highlighted their intention to extract their children from this area of the curriculum. It is therefore important that we develop knowledge and understanding, as well as confidence, within our teaching staff and parents to ensure effective delivery and outcomes of this responsibility for all area.* |
| **NIF Priorities**  Improvement in children and young people’s health and wellbeing | **NIF Driver**  School improvement | **HGIOS/HGIOSELCC QIs for self-evaluation**  2.1, 2.5 and 3.1 |

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| What actions are required to reach the desired outcome? | Who | When |
| Staff will have the opportunity to engage with East Ayrshire Council progression framework and RSHP.scot resources to create a curricular programme that fits the needs and context of our school and community. Our RSHP policy within the wider context of Wellbeing, Equality and Inclusion will be developed, incorporating the Respect Me program. Parents will be supported to engage with their child’s learning in relation to RSHP by offering parent workshops, sharing resources ahead of time and consulting with them regularly. Through team teaching and providing and signposting staff to appropriate career long professional learning opportunities, they will feel empowered to plan and deliver the RSHP curriculum. | HT/ DHT/PT and all teaching staff.  LEAD – D McNulty (PT) | August 2023-June 2024. |

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| PEF - What actions are required to reach the desired outcome? | Desired outcome and impact data / evidence that will be collected to track impact | Who | When |
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| Evidence of Impact against outcomes for learners   * A Relationships, Sexual Health and Parenting, curricular programme, will be developed across the school to ensure teachers are delivering all age and stage appropriate outcomes to our learners, resulting in children having relevant knowledge and understanding to support their health and wellbeing. * Parents will feel consulted and engaged with the RSHP journey across the school. As a result of this, there will be less instances of children being extracted from lessons and there will be a consistent approach from home and school. This will in turn improve children’s knowledge and understanding within this area of Health and Wellbeing. * Staff will engage in appropriate career long professional learning related to RSHP and Wellbeing, Equality and Inclusion, to increase their confidence in this area, thus impacting positively on their delivery of lessons and ability to support children. |

*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)* | ***By May 2024, almost all children will have improved understanding of further education and training opportunities to develop skills for work, learning and life, and how these opportunities support the national context of the current and future workforce in Scotland.*** | **Rationale for improvement priority based on evidence**  *During our consultation process with stakeholders, it was brought to our attention that although we have made good progress developing children’s understanding of positive school-leaver opportunities in New Cumnock and the surrounding area, we have not given as much priority time to supporting children’s understanding of Developing the Young Workforce in the national context.*  *This session we hope to support children across the school in learning about college and university education opportunities, apprenticeships and vocational qualifications, and entrepreneurship through business, to support the national context of the current and future workforce in Scotland.* |
| **NIF Priorities**  Improvement in employability skills and sustained, positive school leaver destinations | **NIF Driver**  School improvement | **HGIOS/HGIOSELCC QIs for self-evaluation**  1.2, 2.2, 2.7 and 3.3. |

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| What actions are required to reach the desired outcome? | Who | When |
| Developing the Young Workforce (DYW) progression frameworks will be embedded across the school to ensure we continue to develop children’s knowledge of local, positive school leaver opportunities in New Cumnock and the surrounding area. We will make links with the career advisor at The Robert Burns Academy, as well as Ayrshire College and The University of the West of Scotland to support children’s learning about further education. As well as this we will invite companies with apprenticeship opportunities to work with, and speak to pupils, through class workshops or Get Togethers. All classes will engage in at least one enterprise based topic during the session and review their learning about employability skills. | HT/ DHT/PT and all teaching staff.  LEAD – G Hastings (DHT) | August 2023-June 2024. |

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| PEF - What actions are required to reach the desired outcome? | Desired outcome and impact data / evidence that will be collected to track impact | Who | When |
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| Evidence of Impact against outcomes for learners   * Partnership working with further education institutions and apprenticeship programmes will be developed, resulting in improved understanding of about the requirements for positive school-leaver opportunities of our learners. * The curriculum will be developed to support enterprise education, demonstrated through explicit forward plans, with all classes developing their knowledge and skills around entrepreneurship. * All classes will participate in research and other activities, including World of Work Week, to deepen their understanding of job opportunities, the skills involved in them, and the qualifications required to do them. |

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

**Summary of Improvement Plan**

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| **Raising Attainment, particularly in Literacy and Numeracy** | **Increased in sustained positive destinations and employability skills** |
| We will improve teaching and learning of reading across the school by:     * Purchasing and implementing suitable and relevant texts to improve reading. * Organising staff training for reading. * Participating in the Scottish Book Trust’s ‘Reading Schools’ accreditation. * Reviewing the reading section of our Literacy Policy. | By working in partnership with universities and companies, children will develop a better understanding of further education and training opportunities to develop skills for work, learning and life. They will also consider how these opportunities support the national context of the current and future workforce in Scotland. |
| **Ensuring the health and wellbeing of all young people** | **Closing the poverty related attainment gap** |
| The whole school community will develop their knowledge and understanding of the Relationships, Sexual Health and Parenting section of the Health and Wellbeing curriculum. As a result they will feel more confident about the delivery of it and as a result support each other to ensure effective implementation. | Class teachers will make effective use of personal information, as well as assessment information when planning supports and next steps in learning in a bid to raise attainment in numeracy and mathematics. |