Galston Primary School & Galston Early Childhood Centre

Improvement Plan 2016 - 2017

|  |  |
| --- | --- |
| School/CentreImprovement Plan | Galston Primary School & Galston Early Childhood Centre |
| Head Teacher  | Mrs Shona Murphy |
| Senior Education Manager | Mrs Julie Hope |
| Date Submitted | June 2016 |
| Session (Date when each year is written) | June 2016 – June 2017 |

|  |  |
| --- | --- |
| School’s/Centre’s Vision and Values | At Galston Primary we aim to provide a safe, secure and nurturing environment where children are motivated and inspired to achieve their full potential, supported by the school and wider community.We believe that all children have the right to be safe, healthy, active, nurtured, achieving, respected, responsible and involved. |

|  |  |
| --- | --- |
| 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.  |

|  |
| --- |
| Three Year Planning Cycle |
| Quality Framework | Priorities | QIs for Self-Evaluation  |
|  |  | HGIOS 4 |
| Year 1 | Further raise attainment in literacy by embedding strategies to support learning at all levels and ensuring high quality learning experiences through the introduction of the Tapestry programme. | 1.2, 1.3, 2.3, 2.7, 3.2, 3.3, |
| Consolidate the teaching of Science and Technologies and embed STEM programme from Early to Second Level. | 1.2, 1.3, 2.2, 2.3, 2.6, 2.7, 3.2, 3.3, |
| Develop the Health and Well-being curriculum, including PE to ensure all children are able to make safe and healthy choices and promote a healthy lifestyle from Early through to Second Level. | 1.3, 2.2, 2.3, 2.6, 3.1, 2.1, |
| Increase pupil voice and awareness of global education through the introduction of the Rights Respecting School Programme- year 1 of a 3 yr programme. | 1.1,1.3, 1.5, 2.2, 3.1, 3.2, |
| Year 2 |  |  |
| Ensure all learners have access to an Expressive Arts and RME curriculum which ensures continuity, progression, breadth, depth, relevance, personalisation and choice. | 1.3, 1.5, 2.2, 2.3, 2.6, 3.3 |
| Develop children’s understanding of global issues through Rights Respecting Schools Programme – Yr 2 Action Plan | 1.3, 1.5, 2.2, 2.7, 3.1, |
|  |  |
| Year 3 |  |  |
|  |  |
|  |  |
| Maintenance Agenda | Consolidate the new Numeracy and Literacy pathways introduced in 2015/2016 from Early to Second Level |  |
| Maintain Outdoor Learning Opportunities across all stages. |  |
| Consolidate assessment and reporting procedures introduced in 2015/2016 |  |

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

|  |  |  |
| --- | --- | --- |
| **Improvement Priority** *(Expressed as outcomes for learners) (IMPACT)* | Further raise attainment in literacy by embedding strategies to support learning at all levels and ensuring high quality learning experiences through the introduction of the Tapestry programme. | Year 1 |
| **East Ayrshire****Attainment and Achievement***(Only select priorities that are relevant)* | 2. Raising Attainment |
| 1. Promoting Lifelong Learning |
|  |

|  |
| --- |
| Where the school/ECC is in relation to this priority? *(Attainment data, self-evaluation)* |
| * DFS Silver Award Achieved June 2016.
* ICT has been introduced in some areas to support literacy, but this could be further developed.
* In-service Blooms to develop higher order reading. Some stages have introduced Blooms based resources to support reading, but staff need more time to embed strategies.
* Active Spelling at all stages and active approaches used in to support early literacy in the ECC.
* Tracking of literacy carried out using Seemis, spelling age, reading age and writing level tracked twice yearly- Jan, June
* ELLAT is carried in the ECC and in Primary 1.
* Baseline Writing carried out twice yearly – September and February
* Literacy – Reading, Listening & Talking Toolkits available for working within and confident within First & Second level used when appropriate.
* New Literacy planners developed and will be implemented from August 2016 from Early through to Second Level
* Key staff for TLC have attended Tapestry masterclass and one support session (training will be ongoing throughout 2016/2017 session)
 |
| What action/changes will need to be made reach the outcome? *(Task, Classroom Practice, Testing the change)* | When | Who |
| * Introduce Tapestry Programme - Making Thinking Visible to support teaching of literacy by developing creativity and higher order thinking – TLC programme to involve all staff, including peer observations
* Implement routines and evaluate effectiveness of programme – Link to Blooms Taxonomy
* Draw up new action plan to support DFS Award against Gold criteria when confirmed.
* Develop DFS strategies to support Early Literacy within the ECC – staff inservice to support introduction
* Embed DFS strategies at all stages in Primary
* Identify supports needed to introduce DFS strategies into Secondary through transition programme
* Develop use of technologies to support literacy at all levels – introduce Clicker 6/7, new literacy apps in ECC, digital recording and imaging resources at all levels.
* Review Effectiveness of new Literacy Pathway
* Draw up action plan to develop Speech and Language Programme in the ECC to develop Early Communication Skills
* Identify Communication Champion in ECC – share practice through attending meetings and staff CPD
* Develop parent programme to support Speech & Language Programme
 | June 2017June 2017Dec 2016June 2017June 2017Dec 2016June 2016Dec 2016/ June 2017Oct 2016Dec 2016Oct 2016 | K Scott & G Monie & All StaffAll StaffWorking GrpSenior/DHT/HT All StaffDHT/Secondary StaffWorking GroupHT/ All StaffHT/Senior/ C Walker – SALTECC & P1 StaffHT/Senior/ C Walker – SALT |
| 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.*

|  |  |  |
| --- | --- | --- |
| **Improvement Priority** *(Expressed as outcomes for learners) (IMPACT)* | Consolidate the teaching of Science and Technologies and embed STEM programme from Early to Second Level. | Year 1 |
| **East Ayrshire****Attainment and Achievement***(Only select priorities that are relevant)* | 1. Promoting Lifelong Learning |
| 2. Raising Attainment |
| 3. Wider Achievement |

|  |
| --- |
| Where the school is in relation to this priority? *(Attainment data, self-evaluation)* |
| Science programme has been introduced to staff in the school, but not developed.Staff have had input regarding science resources/ planners on GLOW. Some members of staff have accessed these.Audit of science resources carried out.STEM Young Leader’s Award established within the school and some children have won their categories.Some staff have had training on a variety of STEM related projects, but some not used yet with children – Heather’s Hut, Mechanical Models – upper, Scratch, 3D printing.Good relationships have been built with local engineers to come in and work with children – STEM Engineer involvement needs to be developed.ECC staff have taken part in training delivered by Loudoun Academy staff in using tools in the ECC.  |
| What action/changes will need to be made reach the outcome? *(Task, Classroom Practice, Testing the change)* | When | Who |
| * Audit current practice in relation to teaching science in Primary & ECC
* Create pathway in relation to science based on significant aspects of learning from Early to Second Level– adapt Highland previous Galston Programme
* Provide staff inservice to ensure progression at all levels in Primary & ECC
* STEM programme with key project planned at each stage including ECC – to be put in place
* Further develop community links to support STEM.
* Set up a STEM committee as part of Rich Tasks in order to develop a more focussed approach involving the children - explore how to develop this in partnership with ECC
* Offer informal drop in to staff and parents regarding STEM
 | Sept 2016Oct 2016Oct 2016Sept 2016June 2016 Oct 2016June 2017 | Working GrpWorking GrpWorking GrpPTAll StaffPT/ SeniorPT |
| 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.*

|  |  |  |
| --- | --- | --- |
| **Improvement Priority** *(Expressed as outcomes for learners) (IMPACT)* | Develop the Health and Well-being curriculum, including PE to ensure all children are able to make safe and healthy choices and promote a healthy lifestyle from Early through to Second Level. | Year 1 |
| **East Ayrshire****Attainment and Achievement***(Only select priorities that are relevant)* | 1. Promoting Lifelong Learning |
| 2. Raising Attainment |
| Choose an item. |

|  |
| --- |
| Where the school is in relation to this priority? *(Attainment data, self-evaluation)* |
| EAC Substance Misuse and Relationships and Sexual Health Programme used at all stages in school. Substance Misuse Programme introduced in ECC in 2014/2015Emotional Health being developed at authority level.Bouceback to support emotional health and resilience introduced in school, but programme not used widely by all staff.ECC staff using floorbooks to plan experiences with childrenCareplans introduced for all children in the ECC, but need to be developed further. No PE programme in place in school– experiences based on CfE Experiences & Outcomes and Borders Pack, staff own resourcesPhysical play being developed in ECC based on ELLAT JRSO is up and running and off road cycling at P6 established to support road safetyCampus cop, Active Schools Coordinator and School Nurse involved at all stages to support health aspectsDaily Mile has been introduced in the Primary in Oct 2015 and developing to promote fitness and a healthy lifestyle.  |
| What action/changes will need to be made reach the outcome? *(Task, Classroom Practice, Testing the change)* | When | Who |
| * Audit and identify current practice and resources in Primary & ECC
* Develop Health Pathway showing progression from Early to Second Level based on the significant aspects of learning- review current and existing planners from LA & update to match Galston format e.g. SPICE RHSP ELLAT
* Research available programmes for remaining areas - Planning for Choices and Change, Healthy Eating & MESP – Road Safety and Managing Risk
* Develop PE Pathway – adapt existing – review Loudoun Third Level Programme, resource and identify staff training – share practice
* Provide staff inservice to ensure progression at all levels in Primary & ECC
* Share good practice across all staff, including partnership schools and Local Authority
* Develop opportunities for extra curricular activities – Active Schools
* Introduce the Daily Mile in the ECC – at an appropriate level.
 | Sept 2016June 2017June 2017June 2017June 2017June 2017June 2017June 2017 | Working GrpWorking GrpWorking GrpWorking GrpWorking GrpWorking GrpDHT/HT & Active Schools CoordinatorECC Staff / Senior |
| 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.*

|  |  |  |
| --- | --- | --- |
| **Improvement Priority** *(Expressed as outcomes for learners) (IMPACT)* | Increase pupil voice and awareness of global developments through the introduction of the Rights Respecting School Programme- year 1 of a 3 yr programme. | Year 1 |
| **East Ayrshire****Attainment and Achievement***(Only select priorities that are relevant)* | 1. Promoting Lifelong Learning |
| 4. Equipping Young People for the World of Work |
| 3. Wider Achievement |

|  |
| --- |
| Where the school is in relation to this priority? *(Attainment data, self-evaluation)* |
| One member of staff attended training – basic awareness of school staff through in-service day discussion.Ethos of nurturing, listening to pupils opinions at all levels of school & ECCPupil groups established in school – Pupil Council, ECO, Rich TasksChildren in ECC all encouraged to take responsibility for roles within the centre.Planning in ECC is child led and their views are recorded regulally in floorbooks and in folders.DFS Pupil View boards in place in school.Need to update behaviour policy and procedures and involve parents more all all levels.School has registered with Unicef through Statement of Commitment – need to update ECC statusFamily Learning opportunities have been limited in the school - need to develop approaches |
| What action/changes will need to be made reach the outcome? *(Task, Classroom Practice, Testing the change)* | When | Who |
| * Carry out baseline audit in Primary & ECC to gain understanding/knowledge of staff, parents and pupils.
* Create Galston ECC & Galston PS Action Plan for Year 1 of RRS to identify steps for development.
* Complete Level 1 Audit and Action Plan using online UNICEF RRS form and submit completed plan to UNICEF UK Professional Advisor
* Identify staff development needs and provide CPD opportunities to support staff in implementing the RRS programme.
* Begin implementation of staff training to become familiar with RRS Award levels & support pack materials.
* Set up evidence file and provide all staff with evidence boxes for gathering information.
* Organise a steering group with key staff, pupils and parents (Rich Task Group).
* Establish a wall display in the main corridor.
* Familiarise key staff with UNICEF Website to support introduction and implementation of RRS.
* Present RRS input to parents and pupils.
* Identify and purchase resources/packs required.
* Use UNICEF pack to identify monthly focus for assemblies.
* Review behaviour policies in Primary & ECC in line with RRS.
 | Oct 2016Oct 2016Oct 2016Oct 2016Sept 2016 – onwardsOct 2016Oct 2016Sept 2016Oct 2016Dec 2016June 2016Sept 2016June 2016 | Working GrpWorking Grp & PTWorking Grp PTLA, Working Grp, PTWorking Group |
| 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.*