Galston Primary and

Galston Early Childhood Centre

Establishment Improvement Plan

2018/19

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| School/Centre  Improvement Plan | Galston Primary School and Galston Early Childhood Centre |
| Head Teacher | Mrs Shona Murphy |
| Senior Education Manager | Mr Ian Burgoyne |
| Date Submitted | Aug 2018 |
| Session  (Date when each year is written) | Aug 2018 to June 2019 |

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| School’s/Centre’s Vision and Values | At Galston Primary and Galston Early Childhood Centre 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, Early Childhood Centre and wider community.  Our core values are: **Respect, Responsibility, Fun, Inclusion & Honesty**  We will develop our aim and values by:   * Providing a high-quality education that takes account of the child, the context in which the learning takes place, and the knowledge and understanding which the child develops and learns. * Working to encourage a climate of positive behaviour both within and out with our centres. * Protecting those in our care by respecting diversity and privacy and through following a strict code of confidentiality. * Promoting an ethos which communicates to each child the message that he/she is of value, is worthy and capable. * Ensuring that all cultures and believes are respected and that each child attains and achieves to the best of their ability. * Working as a positive, highly motivated team which promotes an ethos of pride and self-esteem, in partnerships with parents, children and the wider community. * Strengthening existing links with associated primary and early years centres, secondary school and other agencies. |

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 | Yes |  | Takes account of strategic priorities outlined in the education authority’s Annual Plan. | Yes |
| Parent Council and Forum | Yes |  | Takes account of the strategy for parental involvement under section 2 (4A) | Yes |
| Teachers, practitioners and ALL school/centre staff | Yes |  | An audience-friendly summary of the SIP is available and contained in this document and will be provided to parents, children and young people. | Yes |
| Volunteers/ Community partners | No |  | Appropriate cognisance has been made of the links between the plan and the working time agreement for teaching staff | Yes |
| Local bodies representing teachers, staff, volunteers and any parent bodies further associated to the school/centre. | No |  | Scottish Government Tackling Bureaucracy working group recommendations have been considered when planning for improvement and in the improvement activities specified | Yes |
|  |  |  | HGIOS 4 and HGIOELC are used as the frameworks to inform the content of SIPs | Yes |
|  |  |  | There is clear focus throughout the plan on measures to reduce of inequalities of outcome as a result of socio-economic disadvantage. | Yes |

Head Teacher/Head of Centre Signature: C:\Users\MURPHYS2\Desktop\shona sig.jpg

**Pupil and parental strategic involvement**

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| *For session 2018-19 , please describe below how children and young people will be involved in decisions relating to the operation of the school/centre* | *For session 2018-19 , please describe below how parents will be involved in decisions relating to the operation of the school/centre* |
| * *Through Captains/ Vice Captains/ Prefects* * *Pupil focus groups* * *Circle Assemblies* * *Rich Tasks Groups* * *Pupil questionnaires* * *Learning conversations between staff and children* * *Pupil “Have your say!” board.* * *Focus groups led by SMT*   *Linked to whole school Self Evaluation Calendar* | * *Parent Comment Box in ECC & Primary* * *ECC Parent Group - First Thursday of each month in ECC* * *Parent Council* * *Parent questionnaires* * *Parent Meetings Feedback – oral & written – Oct & March* * *Reports Comment Sheets – March* * *Parent Focus Groups - led by SMT*   *Linked to whole school Self Evaluation Calendar*   * *SMT drop in sessions* |

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| **Improvement Priority**  *(Expressed as outcomes for learners)* | Closing the attainment gap . . .  Children are supported by parents who are informed and feel involved in the approaches being used in the Primary & ECC to promote learning. | Rationale for improvement priority based on evidence   * Parent feedback has highlighted parents want to be more involved with their children’s learning. * Parent Feedback has asked for more information on new initiatives. * Children will attain better, where support can also be given at home. |
| **NIF Priorities**  Improvement in employability skills and sustained, positive school leaver destinations | **NIF Driver**  Parental engagement | **HGIOS/ QI’s for self-evaluation 2.5 & 2.7, 3.1**  **HGIOSELCC – 2.2, 5.7,** |

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| What actions are required to reach the desired outcome? | Who | When |
| Parent Sharing Groups PEF 2   * Strategies in building resilience and building positive mind-sets. * Educational Psychologist to support   Whole School & ECC Parent/Carer Involvement Programme to provide opportunities for parent/carers to be more involvement in supporting their child at school   * Stay and Play days in ECC * Parent helpers primary & ECC e.g. library, activities, outdoor learning, Rich Task * “My Job” class sessions where parents talks to their child’s class about the world of work * parents information and shared learning workshops e.g. behaviour strategies, numeracy, ACEs, Fun with Food, Play at Home, outdoor learning – COACH * “The Big Sleep Out” linked to COACH programme   Early Years Literacy and Numeracy homework support PEF 2   * P1 & P2 targeted children - weekly homework learning packs * ECC weekly/fortnightly home link focussed in key numeracy and literacy/communication skills   Further develop Early Years Profiles   * Learning journals in ECC to all children and parents – parent workshops and time set for staff to complete * Introduce new updated children’s plans in ECC based on SHANARRI   Develop use of GLOW to support homework and sharing with parents   * electronic homework diaries from P1 to P7 – Microsoft Teams, class blogs   Develop use of electronic profiles to record and share wider achievements PEF 2   * Possible use of GLOW profiles or Children’s University or similar profiles | SMT  Ed Psychologist  East Ayrshire - COACH support  ELCCPs – Early level in school and ECC  Primary & ECC Staff | June 2019 |
| Evidence of Impact against outcomes for learners   * Data - homework results and participation * Annual parent questionnaires * Whole school teacher judgement surveys * Feedback oral and written from parent and child focus groups * Staff evaluations | | |

*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)* | Raised attainment in numeracy, reading and early communication skills across the Primary and ECC. | Rationale for improvement priority based on evidence   * Evidence based on attainment from 2016 to 2018. Part of 2 year programme to focus on numeracy skills. * Begin to look at areas of literacy – reading with a further focus during 2019/ 2020 * Further develop capacity within Primary & ECC to provide an engaging and rich learning environment and experience for the children. |
| **NIF Priorities**  Improvement in attainment, particularly in literacy and numeracy | **NIF Driver**  School improvement | **HGIOS/ QI’s for self-evaluation 2.2, 2.3, 3.2**  **HGIOSELCC – 1.1, 5.2, 5.4, 8.3** |

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| What actions are required to reach the desired outcome? | Who | When |
| Consolidate Linda Keith Numeracy Programme at all levels - PEF 2  Embed East Ayrshire Numeracy Programme at all stages   * Staff training to continue for primary staff and key ECC staff * Review tracking and target setting in ECC to reflect on Early Level programme * Further develop numeracy opportunities in ECC including reviewing the environment for learning   Number Talks and Big Maths consistently used all stages   * Peer observations and discussions to share practice including ECC staff   Develop IT group with a focus on core numeracy skills – identified SIMD 1& 2 children 4 x weekly PEF 2  Introduce East Ayrshire Literacy Programme from Early to Second Level and beyond if appropriate   * Staff training including primary and ECC staff * Staff visits to other education group establishments who have started using the new EA programme and Active Literacy (Planned to be introduced session 2019/2020) * Develop the learning environment to support early literacy & communication skills in the ECC and P1 * Develop use of floor book planning in the ECC to ensure quality learning experiences and embed into daily practice * Develop use of COGMED & NESSIE Reading & Spelling and Writing to support memory skills & literacy skills of identified children. PEF 1 & 2   Developing outdoor learning with a focus on literacy and numeracy at P1, P4 & P7 stages through East Ayrshire COACH programme.  Develop numeracy and literacy skills through outdoor learning   * COACH programme with a focus on P1, P4 & P7 * Whole school & ECC staff training on outdoor learning * Development of primary & ECC outdoor environment to support learning & well-being –focussed community visits. | SAC Numeracy Team  SMT  All Primary & ECC staff  C Harper – ECC  East Ayrshire COACH | June 2018 |
| Evidence of Impact against outcomes for learners   * Data gathered from specific groups ie COACH groups, Cogmed, Nessie Spelling and Reading scores, Wellbeing Web indicators * Parent & child questionnaires, * Annual parent questionnaires * Whole school teacher judgement surveys * SNSA, ELLAT, QUEST, Writing baseline scores * Feedback oral and written from parent and child focus groups * Staff evaluations of CPD and impact on class. | | |

*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)* | Improve resilience and emotional literacy of children across stages with a particular focus on Primary 4 to 7, SIMD 1&2 | Rationale for improvement priority based on evidence   * High levels of anxiety expressed by children and parents in coping with a variety issues. * Children having low opinions of ability to perform well in certain subjects. * Disengagement of certain children in reading and numeracy tasks and homework |
| **NIF Priorities**  Improvement in children and young people’s health and wellbeing | **NIF Driver**  School improvement | **HGIOS/ QI’s for self-evaluation - 2.2, 2.4, 2.5, 3.1,**  **HGIOSELCC – 5.6, 5.8** |

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| What actions are required to reach the desired outcome? | Who | When |
| Introduce East Ayrshire Mental Health and Wellbeing Programme   * Food and Health & Mental Wellbeing programmes introduced in Primary & ECC * Staff training as needed, including further development of ACE’s to support trauma informed practice * Support for catering staff to develop food programme in school and ECC * Food and hygiene training for agreed staff in PS and ECC   Introduction of Growth Mindsets across stages PEF 2   * Coaching partnerships set up with senior pupils and identified children from SIMD 1 & 2 * Staff and pupil training * Pupil focus groups   Season’s For Growth PEF 1 & 2   * Programmes run for groups of identified children from P4, P6 & P7 * Parent celebration session for each programme * Listening Lunch   Introduce Massage in Schools Programme in Primary and ECC   * Identified staff training * Parent sharing sessions * Programme rolled out in classes and ECC   Playtime and Lunchtime HUB for children who find the playground challenging. PEF 2   * Area set up in school and in playground as a quieter space * Opportunities for developing relationships with peers and social/communication skills * New resources to be bought to support relationship building and developing play * Lunchtime homework base | SMT  EAST – Massage In schools Coach  M Willsden – Season’s for Growth  All staff in PS & ECC | June 2019 |
| Evidence of Impact against outcomes for learners   * Data gathered from specific groups ie Seasons for Growth – parent & child questionnaires, Wellbeing Web indicators * Annual parent questionnaires * Feedback oral and written from parent and children focus groups * Staff evaluations of CPD and impact on class. | | |

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