Establishment Improvement Report

|  |  |
| --- | --- |
| School Improvement Report |  |
| School Name | Crosshouse Primary School and Communication Centre |
| Session | 2015/16 |

|  |
| --- |
| 1. Introduction and Key Strengths |
| Crosshouse Primary School and Communication Centre is situated in the village of Crosshouse on the outskirts of Kilmarnock and serves the village itself and the surrounding area. The building was formerly Crosshouse Secondary School and is of traditional design. A special educational provision, catering for the needs of pupils with social and communication difficulties drawn from across the local authority, is also situated within the building and is very much part of the school.  The Communication Centre is a specialist provision for P1 – P7 children with social and communication disorders including Autistic Spectrum Disorder and Asperger`s Syndrome. It is located within Crosshouse Primary School and currently consists of six classrooms, a disabled toilet and office. There is an enclosed and secure playground. Next session the centre will gain an additional class due to an increasing roll.  The roll in August 2015 was 178 + 36 in the Communication Centre.  In session 2015/6 there were no exclusions. Attendance rate was 95.86%. Authorised absences- 3.10% unauthorised absence - 1.04%.  Free meal entitlement was 12.9% in the mainstream and 8.3% in the Communication centre.  The school has a library and a general purpose room. The general purpose room will double up as a science room next session. The school did have an ICT suite however it was lost to provide accommodation for the expanding Communication Centre. To compensate we secured enough laptops with required charging units for the whole school to use on a timetabled rota. We also obtained iPads for pupils and teachers to support the development of technologies within the school as part of an EAC pilot. The school has a separate gym hall which doubles up as the dining hall with a working kitchen attached.  The management team consists of the Head Teacher, Depute Head Teacher with a principal responsibility for the Communication Centre and a principal teacher. Session 2015/6 class structure in mainstream was P1, P1/2, P3, P4, P5, P6 and P7. In the Communication centre we had P1, P2/3, P3/4, P4, P5/6 and P7.  The school is part of Grange Learning Community and has effective transition links with Crosshouse Early Childhood Centre and Grange Academy. Our partnership across sector, encourages an Integrated Services approach, striving to meet the needs of children and families in our communities.  Key Strengths   * The ethos in the school * Staff are committed and dedicated. * Clerical assistant support is strong. * Children are confident, articulate, polite and keen to learn. * Parental and Community support is strong. |

|  |
| --- |
| 2. How well do young people learn and achieve? |
| * Children feel safe and cared for at school. The head teacher and one class teacher are trained in nurture. * Almost all children are motivated and the majority engage well with their learning. * Children are proud of their school. * Children listen well to teachers’ instructions and contribute confidently to lessons and discussions. * Teachers involve children in self and peer assessment. * Every child has a green progress folder in which samples of work, and assessments are kept as a record of their progress. This folder follows them though the school. We included feedback from parents in the folders which we obtained on parents night. * Next session we will formalise learner conversations which will help children understand how well they are progressing in literacy and numeracy. * Children’s’ voices are listened to through the pupil council. * Children are articulate and confident. * Open afternoons showcase the children’s work in class. * We had a whole school Christmas show with the infants performing The Bossy King and the upper school performing Cinderella. All children were involved and performed to an extremely high level for the school and the local community. * Children are fully involved in planning and organising events such as the Burns’ Celebration and Mac Millan Coffee Morning. * Children are encouraged to be responsible citizens through supporting charities. Session 2015/6 they raised a tremendous amount for good causes: Sing out for Hansel -£162, National Autistic Society- £202.95, Comic Relief £364.67, Poppy Scotland- £58.31, McMillan Coffee Morning £637 and Race for Life £1765.17! * Pupil achievements are showcased and recognised during assemblies. * Children’s work is showcased in displays in class and around the school. In session 2015/16 Anderson Shelters built by P7 were displayed in the Community Centre. * P7 pupils participated in My Place photography competition and two of our pupils pieces were presented to the Head of Schools and The Councillor for Lifelong Learning. * Almost all children are making progress with their learning in literacy and numeracy. * Children use digital technology across the school to enhance their learning. |

|  |
| --- |
| 3. How well does the school /centre support young people to develop and learn? |
| **3. How well does the school/centre support young people to develop and learn?**   * Most class teachers make learning intentions and success criteria clear to children in lessons. * We support the integration of pupils from the communication centre into mainstream classes on a planned and individual basis depending on readiness and ability. * In most classes tasks and activities are well matched to the needs of learners. * Children who need help with their learning are supported in class with differentiated work and classroom assistant support. The EAST teachers support some children individually and in groups extracted from class. There is a system of referring children for additional support if the teacher feels unable to meet a child’s needs in class. * There is a well-established system for reviewing children’s additional support needs including transition meetings in P6 and P7 for children moving on to Grange Academy. * As a school we are making progress towards providing a curriculum in line with Curriculum for Excellence expectations. In session 2015/16 a literacy working party was established to review and develop our programme of study in literacy. * We decided that we needed to gather more robust data about children’s progress in spelling. P1-7 Jolly Spelling lists created and distributed to all teachers. Spelling grid for 6 weekly assessments were drawn up and distributed to all teachers. Lists of assessment words and common word walls were made up for P1-7 and issued to teachers. 6 weekly spelling assessments are filed in each child’s green progress folder. * Reading for information was another area the literacy working party developed. Three baselines per stage with marking grids were developed and issued. Completed assessments are filed in children’s progress folders. A record sheet for each stage is to be developed. * Across the school, children write daily for a variety of purposes and children in the upper school are beginning to have an understanding of different writing styles. Staff use VCOP strategies and writing criteria to help children understand how to improve their work. Big writing assessments are done biannually and are a good measure of where children are and how they are progressing. We feel that we could change the timings of the Big Writing Assessments and make one of them personal and one imaginative. The EAC literacy assessment toolkit is used at P4 and P7. Most children are making good progress. * ELLAT identified children who were at risk in P1. Nine of the eighteen P1 children were found to be at risk. We were able to secure additional input from the EAST teachers with identified children. All children who were selected made progress however will continue to require support in P2. * Across the school, children are making good progress in number, money, measurement, interpreting information and other mathematical concepts. Children enjoy big maths and the weekly Beat That Challenge. The EAC Numeracy assessment toolkit was used at P4 and P7. Almost all children are making good progress. * All classes participate in the daily walk a mile initiative. * Some classes make effective use of the outdoors to enhance learning. Staff work closely with Active Schools colleagues to enhance learning. * Children have 2 hours of quality P.E. each week. * Transition to Grange Academy was further enhanced this session with class lessons in Home Economics, Drama and Science. Secondary teachers also came into school to deliver lessons here. * Staff moderate children’s work in school and also with colleagues from across the Learning Community. * Staff know children and families very well and are responsive to their individual needs and circumstances. * Children in the Communication Centre are very well supported in small classes with classroom assistant support. Integration with the mainstream provision is well established and continues to develop to the benefit of both mainstream and centre children. * We participate fully in multiagency approaches to supporting vulnerable children and families. * Children from P7 participated in our annual residential experience. * Our outdoor learning environment within the school grounds remains a major hurdle and barrier to learning. Some resources for outdoor play were purchased but this requires further investment. * After school activities are available across tall classes in the school provided by Active Schools colleagues as well as teaching staff. * Robust handover notes are passed on to the receiving teacher however this could be further developed. * Pupil council gives the children a voice and pupils are members of the ECO committee. We have an elected group of house and vice captains. * There will be further pupil involvement in future through steering groups for Dyslexia friendly schools and Rights Respecting Schools and Sports Council. * Pupils in P6 are active buddies for preschool children and also take a lead role in monitoring the tooth brushing programme. |

|  |
| --- |
| 4. How well does the school/centre improve the quality of its work? |
| Staff, parents and children are consulted on aspects of school improvement and other issues. Staff are committed to continuous improvement and to Continuous Lifelong Professional Learning. The staff team are familiar with HIGIOS4 however it is essential that we devise a robust and meaningful system for self-evaluation with more of a voice for all staff, pupils and parents.  In session 15/16 we were advised by the local authority to simplify the improvement plan for 2016/17 to three measurable priorities and these are detailed below. We aim to undertake these priorities within the context of our original 3 year plan.  A monitoring system has been put in place for next session but will require to develop as it is implemented. Peer support/observations should be introduced. |

|  |
| --- |
| 5. Equalities |
| All the current priorities take into account the key characteristics of the Equalities Act 2010.  The library is situated on the upper floor making it inaccessible to wheelchair users and those with limited mobility. This was an issue in 2015/16. |

|  |
| --- |
| Areas of Improvement for the next academic year |
| Taking into account the increased expectations, as set out by Education Scotland, and as a result of meaningful dialogue, the following have been agreed:   * To raise attainment in literacy through implementing the Dyslexia Friendly School approach. * To increase sense of wellbeing by achieving Rights Respecting School Recognition of Commitment, and tracking progress in P.E. * To raise attainment in numeracy through baseline assessing and then targeting groups of pupils for additional support from SMT. |