Crosshouse Primary School Communication centre and ECC

Establishment Improvement Plan

2017/18

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| School/Centre  Improvement Plan | Crosshouse Primary School, Communication centre and ECC |
| Head Teacher | Tina Gaitens |
| Senior Education Manager | Catrina O’Neil |
| Date Submitted | June 2017 |
| Session  (Date when each year is written) | June 2017 |

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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.  **Our Values**   * Kindness * Honesty * Respect * Teamwork * Happiness |

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. |  |  | 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/Head of Centre Signature: ……………………………………………………....

**Pupil and parental strategic involvement**

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| *For session 2017-18 , please describe below how children and young people will be involved in decisions relating to the operation of the school/centre* | *For session 2017-18 , please describe below how parents will be involved in decisions relating to the operation of the school/centre* |
| * Pupil council will be consulted on aspects of school improvement in line with the planned self-evaluation for session 2017/18 * Pupils will be consulted on at least one of their 4 main topics. * The Dyslexia Friendly Schools Steering Group will shape the progress of the school towards our Silver Award. * The ECO group will shape the progress of the school towards our fourth green flag. * The Rights Respecting School group will shape the development of this initiative within the school. * The Fairtrade group will continue to move this initiative forward. * The elected House Captains and Depute House Captains will be consulted on aspects of school improvement. | * Parents will be consulted via questionnaires regarding all aspects of our provision. * Parents will be consulted at parent council meetings. * We have an anonymous suggestions box. * We will have feedback forms available for parents at parent’s evenings. |

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| **Improvement Priority**  *(Expressed as outcomes for learners)* | Pre school and primary 1 children identified as being at risk educationally will see a marked improvement in their **early literacy skills.** | Rationale for improvement priority based on evidence  ELLAT scores for pre school children were low. (14 of 21 in the straight P1 class have scores of 18 or below) Evidence from other schools that ELCP in P1 supports improved outcomes for children. |
| **NIF Priorities**  Closing the attainment gap between the most and least disadvantaged children  **Improvement in attainment, particularly in literacy and numeracy** | **NIF Driver**  Assessment of children’s progress | **HGIOS/ HGIOSELCC QI’s for self-evaluation**  **2.2, 2.3, 3.2** |

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| What actions are required to reach the desired outcome? | Who | When |
| ECC  Children will be assessed early in the session using ELLAT and identified groups of pupils will receive targeted support. Post intervention assessment will be carried out in January to evaluate its effectiveness. There will be a focus on rhyme and new resource has been purchased to assist.  PS  ELLAT scores from ECC will be used to target specific groups of children for support from newly appointed ELCP in consultation with ASN coordinator and class teacher. ELLAT used as above to measure impact.  Literacy progression framework development.  Reflect changes in curriculum rationale. | L.O.  HT, ASN coordinator, CT and ELCP  HT, PT and whole team | September 2017  January 2018  Sept 2017-06-25 May 2018  By May 2018 |
| Evidence of Impact against outcomes for learners  ELLAT assessment information pre and post intervention  Teacher judgement survey | | |

*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)* | Children at all stages will have access to **quality teaching of mental maths** and will see improved scores across the primary school and communication centre. | Rationale for improvement priority based on evidence  Class teachers judgement is that we require more teaching of mental maths strategies to improve learners skills. Trial of “Numbertalks” had positive impact on learner’s attitude towards mental problems and their ability to solve them. |
| **NIF Priorities**  Closing the attainment gap between the most and least disadvantaged children  Improvement in attainment, particularly in literacy and numeracy | **NIF Driver**  Teacher Professionalism | **HGIOS/HGIOSELCC QI’s for self-evaluation**  **1.2, 2.2, 2.3, 3.2** |

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| What actions are required to reach the desired outcome? | Who | When |
| * Number talks training for all class teachers and ECC staff – daily teaching input with a common approach and language through purposefully crafted computation problems that are solved mentally. * Numbertalks baselines to be gathered pre intervention and post intervention   In addition  Maths mindset assembly series developed by Numeracy lead will be implemented.  Maths progression framework will be developed with the staff team.  Changes will be reflected in curriculum rationale. | HT organises  PT organises  HT  All  HT +all |  |
| Evidence of Impact against outcomes for learners  Baselines pre and post intervention  Tracking  Consulting pupils and teachers | | |

*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)* | Children identified with **ASN** including those identified as at risk from poverty related attainment gap will have the **support** to allow them to make progress with increased parental involvement | Rationale for improvement priority based on evidence  Head teacher currently assumes ASN coordinator role |
| **NIF Priorities**  Improving attainment particularly literacy and numeracy and  Closing the attainment gap between the most and least disadvantaged children | **NIF Driver**  Assessment of children’s progress | **HGIOS/HGIOSELCC QI’s for self-evaluation**  **2.4, 3.2** |

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| What actions are required to reach the desired outcome? | Who | When |
| ASN coordinator identified  Training as required  Annual plan for support including meetings to be developed.  Liaison with class teachers, parents EAST colleagues, Classroom assistants and pupils.  Target group identified using available data.  Pre and post intervention (ILPs/Aps) assessment implemented to assess impact. | TW | August  Ongoing  August |
| Evidence of Impact against outcomes for learners  Monitor ILPs and APs  Baseline assessments  Tracking calendar  Tracking spreadsheets  Questionnaires for parents pupils and teachers | | |

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

Crosshouse Communication Centre

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| What actions are required to reach the desired outcome? | Who | When |
| Using funding from PEF, individual teachers to be released from class to work 1:1 with individual pupils using a variety of tailored interventions.  Ensure effective communication between home and school to ensure consistency of approaches. May need to provide 1:1 meetings with parents or parental workshops, if necessary. | Class teacher  Individual pupils  Class teacher  Parents | 8 week block per child  Aug 17 – Jun 18  When required throughout the session |
| Evidence of Impact against outcomes for learners  Monitor number of SHE reports to determine success.  Consult with both staff and pupils to reflect on improvements in behaviour.  Use of Starting a conversation to reflect on attitude of pupils. | | |

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

**Crosshouse Primary School, Communication Centre and Early Childhood Centre**

**Improvement plan for session 2017/18**

**Literacy**

* We will continue our Dyslexia Friendly Schools journey - working towards our silver award over the next two years.
* We will make sure our Primary 1 mainstream children get the best start with reading and writing by employing an Early Learning and Childcare Practitioner to work with the teachers in Primary 1 and give support to children who need it most - with the agreement of parents.
* ECC children will get extra support if they need it – with the agreement of parents.
* We will work closely with East Ayrshire’s literacy team to develop our ‘Literacy Progression’ to ensure there is progress throughout the year and throughout the time children are at primary school.

**Numeracy**

* All teachers, and Early Childhood Centre staff will have training in a new technique for teaching mental maths.
* We will do an assessment with a group of children in nursery, a group in mainstream primary and a group in the Communication Centre to show how good they are at solving mental maths problems.
* We will use Numbertalks every day for a few months and then reassess to see if Numbertalks helps children to learn good techniques and strategies for solving mental maths challenges.
* Some of our assemblies will have a focus on changing the negative view lots of people have about maths.
* We will work with East Ayrshire’s Numeracy team to develop our Maths and Number progression. This will ensure children’s skills and knowledge with maths and number are built on during their time in primary school.

**Additional Support** **Needs**

* We will appoint a teacher for two days per week solely to coordinate plan and deliver additional support for those children who need it.
* The teacher will have training as required.
* The teacher will work closely with class teachers, classroom assistants, Early Learning and Childcare Practitioner, East Ayrshire Support Team Teacher, and parents to ensure specific achievable targets for children are agreed and regularly reviewed.

**Targeted Support for Communication Centre Pupils**

* We will identify individual pupils who would benefit from some additional time 1:1 with their teacher and we will have a teacher available to support the rest of the class while this happens.