Gargieston Primary School & Early Childhood Centre

Establishment Improvement Plan

2020/21

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| School/Centre  Improvement Plan | Gargieston Primary School & Early Childhood Centre |
| Head Teacher | Julie McKee |
| Senior Education Manager |  |
| Date Submitted | September 2020 |
| Session  (Date when each year is written) | 2020/2021 |

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| School’s/Centre’s Vision and Values | Every child is supported and encouraged to reach their full potential at Gargieston Primary School & ECC through our core values – respect, kindness and happiness, underpinned by our vision – together we achieve. As a school, we ensure that we create an environment and an ethos which reflects our values. Our aims reflect the key principles of the National Care Standards; Dignity, Privacy, Choice, Safety, Realising Potential, Equality and Diversity. Every child and young person within our school community is provided a range of innovative, creative and motivating opportunities to develop skills for learning, skills for life and skills for work, with a continuous focus on literacy, numeracy and health and wellbeing. Through the Curriculum for Excellence, we demonstrate our continued commitment to supporting all children and young people in developing skills which they will use throughout their life and work. |

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: Julie McKee

**Pupil and parental strategic involvement**

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| *For session 2020-21 , please describe below how children and young people will be involved in decisions relating to the operation of the school/centre* | *For session 2020-21 , please describe below how parents will be involved in decisions relating to the operation of the school/centre* |
| * Continue to develop consistent approaches to setting and sharing pupil targets using e-portfolios. * Consistent tracking of wider achievements for each child across the school. * Consultation, decision making and impact assessment about key drivers such as the School Improvement Plan, National Improvement Framework and Standards & Qualities report with the Pupil Council. * Gathering pupil voice through the use of Microsoft Forms surveys. * Collecting Opinions to Grow our School groups (COGS), e.g. STEM, RRS, Pupil Council, DFS, Eco, Sports Council. Groups will be resumed when Covid-19 restrictions allow. | * Continue to engage with our active and supportive Parent Council and Gargieston Fundraising Groups. Meetings will be held virtually in line with Covid-19 restrictions. * Consultation, decision making and impact assessment about key drivers such as the School Improvement Plan, National Improvement Framework and Standards & Qualities report with the Parent Council through virtual meetings and the use of Microsoft Forms. * Representation from Chair of PTC at East Ayrshire Parent Steering Group. * Parent views gathered through surveys using Microsoft Forms. Responses valued and acted on. |

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| **Improvement Priority**  *(Expressed as outcomes for learners)* | To close the attainment gap and improve attainment in all aspects of literacy for all children through the implementation of Active Literacy with a particular focus on children within SIMD 1, 2 and 3 and our lowest attaining 20% | Rationale for improvement priority based on evidence:  Due to school closures enforced by the COVID-19 pandemic in March 2020, accurate achievement of a level data could not be gathered in June 2020. However, the Senior Leadership Team monitored the tracking data input throughout the session and discussed this with staff termly at professional dialogue meetings. Our attainment data across all stages for reading and listening and talking is positive and remains above both East Ayrshire and National averages.  The data from tracking period 2 indicated that 85% of children in Primary 1 were on track to achieve Early Level in writing by June 2020. This is an increase of 19% from session 2018/19. This significant increase confirms the impact of early interventions strategies put in place in our ECC during session 2018/19. Data from tracking period 2 indicated that 76% of children in Primary 4 were on track to achieve First Level in Writing by June 2020. This is equal to the data from session 2018/19. Attainment at Primary 7 dipped with only 56% of children on track to achieve Second Level.    The Active Literacy programme contains a clear methodology and strategies for teachers and pupils which supports consistency in learning and teaching leading to increased attainment. Regular assessments are built in to ensure that attainment is tracked effectively against the structured progression within and across stages.  We will build on the initial introduction of the Active Literacy Programme and will consistently embed this at all stages across the school. |
| **NIF Priorities**  Improvement in attainment, particularly in literacy and numeracy | **NIF Driver**  School improvement | **HGIOS/ HGIOSELCC QI’s for self-evaluation**  1.1, 1.2, 1.3, 1.5 2.2, 2.3, 2.4, 2.6 3.2 |

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| What actions are required to reach the desired outcome? | Who | When |
| * PEF is effectively targeted through establishment planning to improve outcomes for the most disadvantaged children and young people. This will be evaluated through Standards & Quality reporting. * Education Service will evaluate the impact of PEF interventions and share effective practice supported by Educational Psychology Service * A strategic approach to parental engagement will be taken to ensure that our most vulnerable families are supported to effectively support their children. This will include virtual meetings, telephone conferencing with partner agencies and wellbeing phone calls due to Covid-19 restrictions which prevent parents attending meetings in school * Staff working at all levels will have enhanced understanding of how to interrogate and analyse data to identify areas of strength and areas for early intervention * Establish the consistent use of child friendly targets for all areas of literacy with a strong focus on writing * Work with ELCP’s to develop consistent high quality approaches to delivering literacy experiences reflecting Active Learning pedagogies, developments in early years pedagogy and ensuring effective transitions into Primary 1 | SLT  SLT  SLT  Whole staff  SLT Literacy Lead & SIG  SLT Literacy Lead & SIG | Aug 20 – June 21  Ongoing  Ongoing  Aug 20 – June 21  Ongoing  Ongoing |
| Evidence of Impact against outcomes for learners   * Maintain the number of children attaining at the appropriate level in writing at P1 (85%) and at P4 (76%) and increase the number of children attaining at the appropriate level in writing at P7 by 14% (target 70%) * Improve staff confidence in interrogating and analysing data and use this knowledge to inform professional judgements * Embed consistent high quality teaching and learning experiences through Active Literacy * Improve staff confidence in delivering the Active Literacy Pedagogy * Embed the use of child friendly targets consistently across the school for all areas of literacy * Embed consistent high quality approaches to delivering literacy experiences within the ECC leading to improved outcomes for 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)* | To ensure high quality mental health promotion and support the mental, social and emotional health of children, families and staff during this Covid-19 recovery phase whilst ensuring HWB experiences and outcomes are delivered at all levels | Rationale for improvement priority based on evidence:  The mental health and wellbeing of our children, families and staff is of paramount importance and we recognise the importance of ensuring high quality mental health promotion across all levels.  The effects of the Covid-19 pandemic and the impact this has had on the lives of our children, families and staff cannot be underestimated. During the recovery phase, we will prioritise the physical, mental and emotional wellbeing of children, families and staff as we recognise that good health and wellbeing is fundamental to ensuring that children engage effectively with their learning. |
| **NIF Priorities**  Improvement in children and young people’s health and wellbeing | **NIF Driver**  School improvement | **HGIOS/HGIOSELCC QI’s for self-evaluation**  2.2, 2.5, 2.6, 2.7 3.1 |

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| What actions are required to reach the desired outcome? | Who | When |
| * To develop a shared understanding of the importance of mental, social and emotional health for children, staff and parents and to work together to support each other in this recovery phase in terms of addressing the challenges and experiences faced as a result of Covid-19 * To consistently embed the mental wellbeing framework across the school to support high quality mental health promotion and ensure that experiences and outcomes are delivered at all levels * Provide CLPL for staff and share information with parents to ensure that they are fully informed and can carry out their responsibilities regarding the promotion of mental wellbeing * To introduce staff to the Health and Wellbeing Renewal Planners appropriate to each stage which have been specifically designed to reflect the needs of children post Covid-19 with a focus on relationships, cyber awareness, change and loss and mental, social and emotional wellbeing * To introduce the health and wellbeing section of the East Ayrshire Tracking database and use this consistently | Whole staff  HWB Lead & SIG | Aug 20 – June 21 |
| Evidence of Impact against outcomes for learners   * A shared understanding of the importance of mental, social and emotional health for children, staff and parents and the importance of working together to support each other in this recovery phase in terms of addressing the challenges and experiences faced as a result of Covid-19 * Health and Wellbeing Renewal Planners appropriate to each stage being used consistently to ensure that the needs of children are being met post Covid-19 * HWB tracking tool in place to inform teacher judgement | | |

*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)* | To understand the importance of reflecting on and improving pedagogy and embed key strategies consistently to ensure measurable improvement for children  To further develop the outdoor spaces available for our ECC children in order to provide high quality outdoor learning experiences | Rationale for improvement priority based on evidence  The hallmark of successful interventions that close the attainment gap is that they are backed by evidence-informed, high quality, context specific, intensive and long term professional development.  Effective feedback should help children to learn. It should be focused and should relate to the learning intentions which have been shared with the learners. Feedback should increase the extent to which the children are leaders of their own learning.  Teachers will reflect on and improve their pedagogy through engaging in professional reading and professional dialogue based on the Tapestry Leading Learning: Improving Pedagogy programme and Visible Learning.  Daily, high quality outdoor play experiences have a direct and positive impact on children’s physical, cognitive, social, mental health and emotional development. The direct link between a child’s movement and coordination development and the development of fine motor and concentration skills must be valued. |
| **NIF Priorities**  Closing the attainment gap between the most and least disadvantaged children | **NIF Driver**  Teacher Professionalism | **HGIOS/HGIOSELCC QI’s for self-evaluation**  1.1, 1.2, 1.4 2.2, 2.3, 2.4 3.2 |

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| What actions are required to reach the desired outcome? | Who | When |
| * To provide learners with high quality feedback and enable them to work with their teacher to use this feedback in order to progress their learning * To provide learners with opportunities to take increased responsibility for their own learning * To evaluate how our ECC children are using the outdoor spaces and consider what changes and additions are required * To involve children in planning and developing their outdoor environment to support an understanding of the importance of caring for their environment and their resources | Teaching staff  Teaching staff  ECC staff  ECC staff | Aug 20 – Feb 21  Feb 21 – June 21  Oct 20  Nov 20 – June 21 |
| Evidence of Impact against outcomes for learners   * Consistent, high quality teaching pedagogy at all stages across the school leading to increased engagement and attainment for all children * Learners will have an increased understanding of how they learn and how they work with their teacher to use feedback in order to progress their learning * Learners will have increased responsibility for their own learning * ECC children will demonstrate a greater understanding of the importance of caring for their environment and their resources | | |

*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)* | To support children and families with the use of digital technology and digital platforms for home learning | Rationale for improvement priority based on evidence  The Covid-19 pandemic and the resulting period of school closures led to children, families and staff adapting to home learning using digital devices at very short notice. In this recovery phase, it is evident that the use of digital technology and digital platforms for home learning will remain with us.  In order to alleviate the pressure and anxiety felt by children, families and staff in the event of further school closures or the introduction of blended learning, we need to be proactive in our preparations and upskill all involved. |
| **NIF Priorities**  Closing the attainment gap between the most and least disadvantaged children | **NIF Driver**  School improvement | **HGIOS/HGIOSELCC QI’s for self-evaluation**  **2.2, 2.5, 3.2, 3.3** |

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| What actions are required to reach the desired outcome? | Who | When |
| * To survey pupil, parent and staff confidence in the use of digital platforms such as Microsoft Teams for home learning * To provide support and trouble-shooting videos for parents on the use of Teams and other digital platforms * To develop contingency plans to ensure that we are prepared for providing high quality learning experiences using digital platforms should it be necessary to move to blended learning or further school closures * To source digital resources for children and families to use during periods of self-isolation or home learning due to school closures | SIG  SIG  SLT and SIG  SIG | Oct 20  Oct/Nov 20  Oct 20  Ongoing |
| Evidence of Impact against outcomes for learners   * Pupils, parents and staff will be confident in the use of digital platforms such as Microsoft Teams for home learning * Parents and staff will have confidence in contingency plans for blended learning or school closures * Children will have access to high quality teaching and learning experiences during periods of self-isolation or home learning | | |