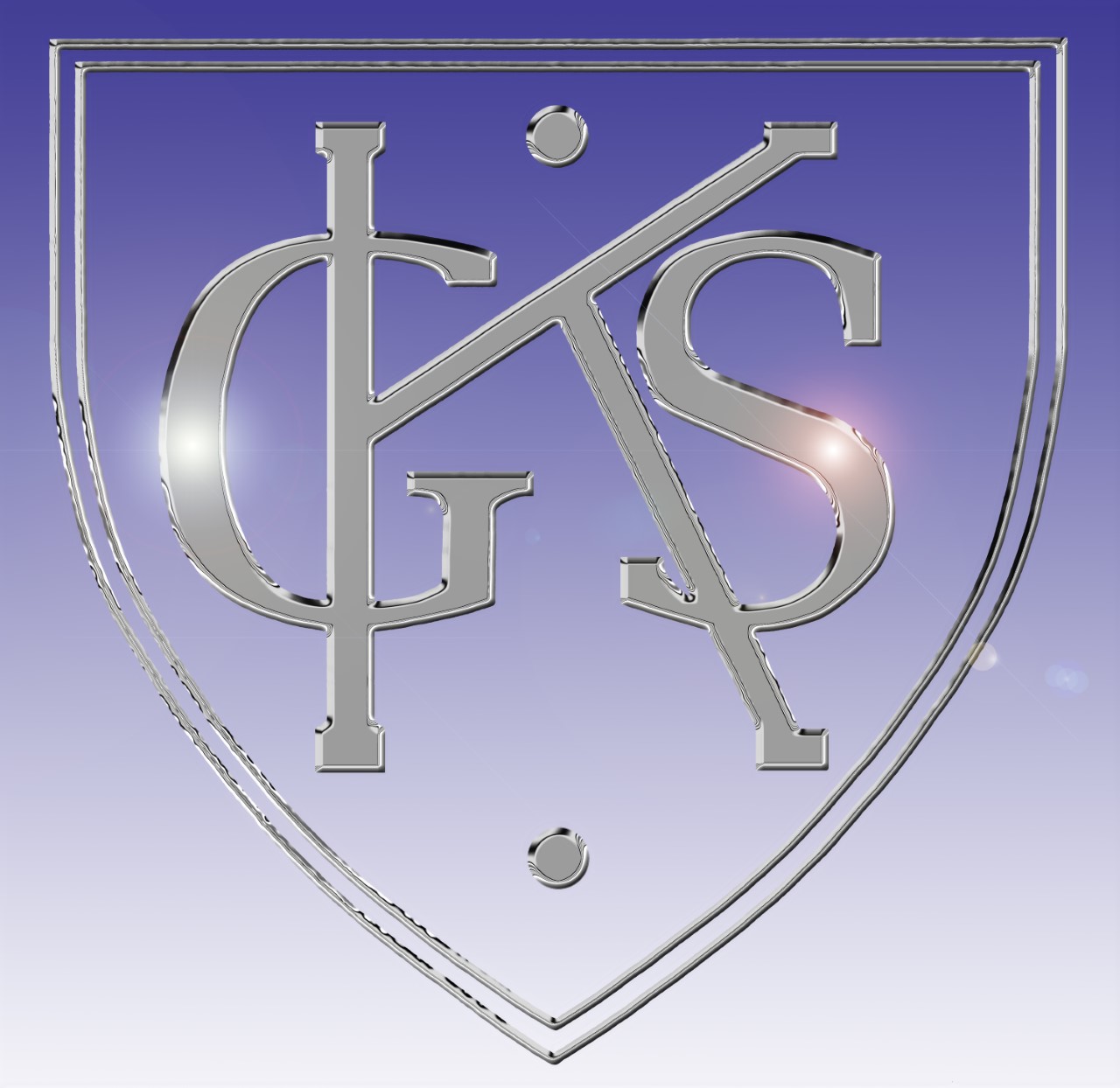
Respect

Kindness

Happiness

Together we achieve!



Gargieston Primary School & Early Childhood Centre

Establishment Improvement Plan

2021/22

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| School/Centre  Improvement Plan | Gargieston Primary School & Early Childhood Centre |
| Head Teacher | Julie McKee |
| Senior Education Manager |  |
| Date Submitted | September 2021 |
| Session  (Date when each year is written) | 2021/22 |

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| Gargieston PS & ECC Our 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. Every child and young person within our school community is provided with a range of innovative, creative and motivating opportunities to develop skills for learning, life and 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. |

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 2021-22 , please describe below how children and young people will be involved in decisions relating to the operation of the school/centre* | *For session 2021-22 , 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 Teams (P3-7) and Learning Journals (ECC-P2). * Consistent and robust tracking of wider achievements and contributions to the wider life of the school 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 pupil focus groups. * 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. (These 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 literacy and numeracy for all children with a particular focus on children within SIMD 1, 2 and 3 and our lowest attaining 20%  This priority relates to **Article 28** of the United Nations Convention on the Rights of the Child (UNCRC):-  Every child has the right to an education. Primary education must be free. Secondary education must be available for every child. Discipline in schools must respect children’s dignity. Richer countries must help poorer countries achieve this. | Rationale for improvement priority based on evidence:  The impact of the disruption created by the Covid-19 school closures and periods of remote learning is evident in the attainment data at Gargieston PS. Teacher judgements in June 2021 highlight the widening attainment gap between our most and least disadvantaged children. While attainment for many children has been negatively impacted by COVID-19, our classes have become polarised with many children also exceeding National expected levels of attainment in literacy and numeracy. It is important that we continue to challenge and support our most able children whilst also ensuring appropriate support for our lowest attaining children.  Attainment in literacy at P1 was largely unaffected with 80% of children achieving Early Level in Reading and Writing. The impact was more evident for children at the upper stages of the school. In reading, 70% of children achieved First Level at P4 and 63% of children achieved Second Level at P7. In writing, 57% of children achieved First Level at P4 and 53% achieved Second Level at P7. This is a significant decrease in attainment in comparison to previous years. Professional dialogue, observation and assessment indicates that young people disengaged with writing lessons during remote learning and this will be a particular area of focus in session 2021/22.  With Active Literacy now consistently embedded across all stages of the school, there will be a renewed focus on supporting writing through pedagogy and additional staff resources to provide targeted small group support.  Similarly, attainment in numeracy was largely unaffected by Covid-19 at P1 with 83% of children achieving Early Level. Attainment steadily dipped further through the school with 74% of children at P4 achieving First Level and 67% achieving Second Level at P7.  In addition to raising attainment in numeracy and closing the attainment gap, we aim to ensure that all learners develop the numeracy and mathematics skills required to be successful in all areas of life, learning and work. |
| **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, 2.5, 2.6 3.1, 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. * 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 may prevent parents attending meetings in school. Face-to-face meetings will be re-introduced as soon as possible – particularly for our most vulnerable families. * Staff working at all levels will have an enhanced understanding of how to interrogate and analyse data to identify areas of strength and areas for early intervention. * Establish the consistent use of revised 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 and numeracy experiences reflecting play based learning pedagogies, developments in early years pedagogy and ensuring effective transitions into Primary 1. * Develop a shared understanding amongst staff of how children and young people learn mathematics and of effective learning and teaching strategies in numeracy and mathematics * Develop a greater understanding of progression in all key concepts and skills development in numeracy and mathematics * Develop and establish the consistent use of child friendly targets for numeracy * Staff engagement in completing the Tapestry Leading Learning: Improving Pedagogy programme where teachers will reflect on and improve their pedagogy through engaging in professional reading and professional dialogue and attending professional learning communities within our establishment. | SLT  SLT  SLT  Teachers  Literacy Lead  Whole staff  SLT  Literacy & Numeracy Leads  SIG’s  Numeracy Lead  SIG  Numeracy Lead  SIG  Numeracy Lead  SIG  Teachers | Aug 21 – April 22  Ongoing  Ongoing  Aug 21 – June 22  Aug 21 – June 22  Aug 21 – June 22  Aug 21 – June 22  Aug 21 – June 22  Oct 21 – March 22 |
| Evidence of Impact against outcomes for learners   * Increase the number of children attaining at the appropriate level in writing at P1 by 5% (target 85%), by 23% at P4 (target 80%) and by 22% at P7 (target 75%) * Improved staff confidence in interrogating and analysing data and use of this knowledge to inform professional judgements * The use of revised child friendly targets consistently across the school for all areas of literacy and numeracy * Improved attainment and confidence in numeracy and mathematics across all stages * Increase the number of children attaining at the appropriate level in numeracy at P1 by 2% (target 85%), by 11% at P4 (target 85%) and by 8% at P7 (target 80%) * Consistently embedded high quality approaches to delivering literacy and numeracy 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 become a Mentally Healthy School which ensures high quality mental health promotion and supports the mental, social and emotional health of children, families and staff whilst ensuring HWB experiences and outcomes are delivered at all levels  This priority relates to **Articles 1, 6 and 24** of the United Nations Convention on the Rights of the Child (UNCRC):-  Article 1:- Everyone under the age of 18 has all the rights in the Convention.  Article 6:- Every child has the right to life. Governments must do all they can to make sure that children survive and develop to their full potential.  Article 24:- You have a right to the best health possible, to medical care and to information that will help you to stay well. | Rationale for improvement priority based on evidence:  The mental health and wellbeing of our children, families and staff continues to be of paramount importance and we recognise the value 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. We will continue to prioritise the physical, mental and emotional wellbeing of children, families and staff as we recognise that good health and wellbeing is fundamental for all. |
| **NIF Priorities**  Improvement in children and young people’s health and wellbeing | **NIF Driver**  School improvement | **HGIOS/HGIOSELCC QI’s for self-evaluation**  **1.1 2.1, 2.2, 2.3, 2.4, 2.5, 2.7 3.1, 3.2** |

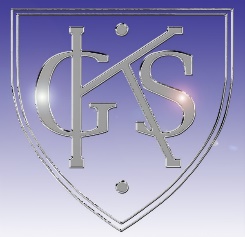
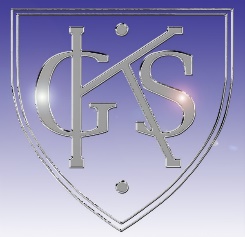
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| What actions are required to reach the desired outcome? | Who | When |
| * To continue to develop a shared understanding of the importance of mental, social and emotional health for children, staff and parents and to work together to support each other in terms of addressing the challenges and experiences faced as a result of the impact of the Covid-19 pandemic * 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 * To provide opportunities for young people to develop leadership skills through the Columba 1400 programme, Play Makers programme and Primary Wellbeing Champions programme. * To ensure access to effective, timely, targeted interventions at school level (Nurture, LIAM, Seasons for Growth) and wider supports (CAMHS, The Exchange counselling service) * To develop the Cyber Resilience and Internet Safety skills of staff, parents and young people and gain recognition as a CR-IS school. * To 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 promote and realise children’s rights and the values of respect, dignity and non-discrimination and to embed the UNCRC in all practices ensuring that children and young people are at the heart of decision making and that they are actively involved in all aspects | SLT  HWB Lead  HWB SIG  SLT  Teachers  P6 Teachers & young people  SLT  PT  Pupil Group  SLT  HWB Lead  RRS Lead  SIG  Pupil Group | Aug 21 – June 22  Aug 21 – June 22  Sept 21 – Oct 22  Aug 21 – June 22  Aug 21 – Nov 22  Aug 21 – June 22  Aug 21 – March 22 |
| 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 strong partnership working to support each other in terms of addressing the challenges and experiences faced as a result of Covid-19 * The mental wellbeing framework is consistently embedded across the school * Young people in Primary 6 have developed leadership skills through the completion of the Columba 1400 programme, Play Makers programme and Primary Wellbeing Champions programme * Children and young people have access to effective, timely and targeted interventions both at school level and through wider supports * Gargieston PS & ECC is recognised as a school which promotes Cyber Resilience and Internet Safety * Staff and parents have access to information to ensure that they are fully informed and can carry out their responsibilities regarding the promotion of mental wellbeing * Gargieston PS & ECC is recognised as a Gold Rights Respecting School | | |

*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 embed creativity through learning and teaching and develop partnerships within education, creative industries and cultural sectors.  This outcome relates to **Article 29** of the United Nations Convention on the Rights of the Child (UNCRC):-  Education must develop every child’s personality, talents and abilities to the full. It must encourage the child’s respect for human rights, as well as respect for their parents, their own and other cultures, and the environment. | Rationale for improvement priority based on evidence  The impact of the disruption created by Covid-19 school closures and remote learning has been wide spread. Necessary mitigations put in place in schools had a significant impact on the Creative Arts as children were unable to sing, perform, share art resources or play musical instruments. Music tuition, extra-curricular clubs and community groups also ceased during this period. This has had a significant impact on the development of creativity skills for children and young people at Gargieston PS & ECC.  We recognise that learners with opportunities to develop creativity skills are confident, ambitious and have high levels of self-esteem. We will ensure that creativity skills are embedded across learning, develop learning and teaching in the Creative Arts and seek out partnerships within education, creative industries and cultural sectors. These partnerships will be used effectively to deliver highly-engaging creative learning. Opportunities to develop creativity skills will be evident across all areas of the curriculum and learners will be encouraged to demonstrate their ability to transfer their creativity skills to new contexts.  We will also acknowledge and celebrate the creative endeavours of our learners at home and in the community. |
| **NIF Priorities**  Improvement in employability skills and sustained, positive school leaver destinations | **NIF Driver**  School improvement | **HGIOS/HGIOSELCC QI’s for self-evaluation**  **1.1, 1.2 2.2, 2.3, 2.5, 2.7 3.2, 3.3** |

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| What actions are required to reach the desired outcome? | Who | When |
| * Establish new links and build on existing partnerships within education, creative industries and cultural sectors and use these effectively to deliver highly-engaging creative learning for children and young people. * Re-establish extra-curricular clubs to provide children and young people with further opportunities to develop their creativity skills (when Covid mitigations allow) * Engage in dialogue with learners and teachers about the development of creativity skills. Utilise this information to create progressive learning pathways for skills development in music, art, drama and dance. * Support staff in the provision of opportunities to develop creativity skills across all areas of the curriculum with opportunities for learners to demonstrate their ability to transfer their creativity skills to new contexts. * Acknowledge and celebrate the creative endeavours of our learners at home and in the community. | SIG  Staff team  SIG  SIG  SLT  Teachers | Aug 21 – June 22  Aug 21 – June 22  Aug 21 – June 22  Aug 21 – June 22  Aug 21 – June 22 |
| Evidence of Impact against outcomes for learners   * Learners will experience highly-engaging creative learning opportunities from education partners, creative industries and cultural sectors * Learners will have increased opportunities to develop their creativity skills through engaging with extra-curricular clubs * Creativity skills progression pathways will be embedded across learning * Learners creative endeavours will be celebrated at assemblies, tracked by class teachers and shared on school social media platforms as appropriate | | |

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

Gargieston PS & ECC – Establishment Improvement Plan Summary

Raising Attainment in Literacy & Numeracy

Creating a Mentally Healthy School

To become a Mentally Healthy School which ensures high quality mental health promotion and supports the mental, social and emotional health of children, families and staff

We will focus on:

* The mental health framework
* Leadership opportunities for young people
* Cyber Resilience and Internet Safety
* Children’s Rights
* [Child\_friendly\_UNCRC\_summary\_final.pdf](file:///E:\RRS%2021-22\Child_friendly_CRC_summary_final.pdf)

To close the attainment gap and improve attainment in

literacy and numeracy for all children.

We will focus on:

Developing Creativity

Pupil Equity Funding

* Child Friendly Targets in literacy and numeracy
* Attainment in writing

Respect

Kindness

Happiness

Together we achieve!

* Progression in key concepts and skills

development in numeracy

Our PEF for session 2021/22 will fund:

* 10 hours teacher support per week for targeted groups
* 37.5 hours of classroom assistant support per week for targeted groups
* Home packs for all P1 children

To embed creativity through learning and teaching and develop partnerships within education, creative industries and cultural sectors.

We will focus on:

* Developing creativity skills
* Building partnerships
* Celebrating achievements