Gargieston Primary School & Early Childhood Centre

Establishment Improvement Plan

2022/23



Respect

Kindness

Happiness

Together we achieve!

|  |  |
| --- | --- |
| School Improvement Plan | Gargieston Primary School & Early Childhood Centre |
| Head Teacher | Julie McKee |
| Date Submitted | Submitted to Head of Education on: 24th June 2022 |
| Session  (Date when each year is written) | 2022-23 |

|  |  |
| --- | --- |
| 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. 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.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **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 Signature: Julie McKee

**Pupil and parental strategic involvement**

|  |  |
| --- | --- |
| *For session 2022-23 , 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. | * Continue to engage with our active and supportive Parent Council and Gargieston Fundraising Groups. * 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. |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **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%  The attainment of our learners in Reading, Writing and Numeracy at Early, First and Second level will increase as a result of improvements relating to:   * Learning and teaching using effective pedagogy * A shared understanding and consistent implementation of EA Literacy & Numeracy * Examining a wide range of data * Robust approaches to moderation and assessment   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 continues to be evident in the attainment data at Gargieston PS. This is particularly evident in our literacy attainment at P4 and P7. Teacher judgements in June 2022 highlight the widening attainment gap between our most and least disadvantaged children. 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.  Inventions in place during session 21/22 which supported the organisation of three small classes at Primary 1 have had a positive impact on attainment and wellbeing at this stage. The impact of the pandemic is more evident in the attainment data in relation to the upper stages of the school.  2021/22 Attainment Data   |  |  |  |  |  | | --- | --- | --- | --- | --- | |  | Reading | Writing | T & L | Numeracy | | P1 | 81.5% | 83% | 100% | 87% | | P4 | 72% | 55% | 93% | 79% | | P7 | 68% | 48% | 84% | 76% |   There is a significant decrease in attainment in literacy and numeracy at P4 and P7 in comparison to pre-Covid data.  Professional dialogue, observation and assessment indicates that young people disengaged with writing lessons during remote learning and the impact of this is evident in our data.  With the clear methodology and strategies contained in the EA Literacy Programme (EALP) now consistently embedded across all stages of the school, there will be a continued focus on supporting consistency in learning and teaching through pedagogy and the provision of additional staff resources for targeted small group interventions. |
| **NIF Priorities**  Improvement in attainment, particularly in literacy and numeracy | **NIF Driver**  School improvement  Teacher Professionalism  Assessment of children’s Progress  Parental Engagement | **HGIOS/ HGIOSELCC QIs 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 |

|  |  |  |
| --- | --- | --- |
| What actions are required to reach the desired outcome? | Who | When |
| * PEF will be 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. * 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. * Training and support for Classroom Assistants (CAs) provided by the SAC Attainment Improvement Mentors (AIMs). This includes modelling and coaching to support interventions to support children with literacy difficulties. * ELCP’s will engage with CLPL opportunities to further develop consistent high quality approaches to delivering literacy and numeracy experiences reflecting play based learning pedagogies and developments in early years pedagogy which will support 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. * Develop consistent, high quality processes for observing, planning, monitoring and assessing in the ECC. | SLT  SLT  SLT  Teaching staff  Literacy Lead  Staff  CA’s  HT  ELCP’s  Literacy & Numeracy Leads  Numeracy Lead  SIG  Numeracy Lead  SIG  Numeracy Lead  Staff  ECC Staff Team | Ongoing  Ongoing  Aug 22 – May 23  Aug 22 – Dec 22  Aug 22 – May 23  Aug 22 – May 23  Aug 22 – May 23  Aug 22 – May 23  Aug 22 – May 23  Aug 22 – May 23 |

|  |
| --- |
| Evidence of impact against outcomes for learners.   * Increase the number of children attaining at the appropriate level in reading at P1 by 3.5% (target 85%), by 8% at P4 (target 80%) and by 12% at P7 (target 80%) * Increase the number of children attaining at the appropriate level in writing at P1 by 2% (target 85%), by 20% at P4 (target 75%) and by 22% at P7 (target 70%) * Improved staff confidence in interrogating and analysing data and use of this knowledge to inform professional judgements * Child friendly targets are used consistently across the school for all areas of literacy and numeracy * Increase the number of children attaining at the appropriate level in Numeracy by 6% at P4 (target 85%), by 9% at P7 (target 85%) and maintain current high levels of attainment in P1 (87%) * Improved attainment and confidence in numeracy and mathematics across all stages * Consistently embedded high quality approaches to delivering literacy and numeracy experiences within the ECC leading to improved outcomes for children * Consistent, high quality processes in place for observing, planning, monitoring and assessing in the ECC leading to the provision of high quality experiences that engage children and extend their learning |

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

|  |  |  |
| --- | --- | --- |
| **Improvement Priority**  *(Expressed as outcomes for learners)* | Through engagement with all stakeholders, we will review, promote and sustain an aspirational vision which underpins our commitment to continuous improvement with core values which support this.  This priority relates to **Articles 1, 12 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 12:- You have the right to be listened to and taken seriously.  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 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 our children, families and staff as we recognise that good health and wellbeing is fundamental for all.  The pandemic has provided us with the opportunity to renew our school vision and values and ensure that they are appropriate to our community. Staff, children, families, partners and community agencies will work together to turn these aspirational aims into a sustainable reality. |
| **NIF Priorities**  Improvement in children and young people’s health and wellbeing | **NIF Driver**  School improvement  Parental Engagement | **HGIOS/HGIOSELCC QIs for self-evaluation**  **1.3, 2.1, 3.1, 3.2** |

|  |  |  |
| --- | --- | --- |
| What actions are required to reach the desired outcome? | Who | When |
| * To continue to develop our shared understanding of the importance of mental, social and emotional health for children, staff and parents and to work together to support each other * To engage the whole school community in a review of our schools values and our vision * To work in partnership with the school community in order to turn our shared vision into a sustainable reality for our children * To refresh our House system and our respectful relationships policy to establish a consistent, motivating and engaging approach for children across the school * To provide further opportunities for young people to develop leadership skills through Gargie Guides, Columba 1400 programme, Play Makers and Primary Wellbeing Champions programme. * To facilitate further opportunities for pupil voice through re-establishing our COGS groups (Collecting Opinions to Grow our School) * To continue to provide access to effective, timely, targeted interventions at school level and engage with the HEART (Helping Everyone At the Right Time) partnership model to develop further links across the Grange education group * To link children’s rights and the principles of the UNCRC to the wellbeing indicators and ensure that children and young people are at the heart of decision making * To support the wellbeing of children and staff in our Early Childhood Centre by improving and enhancing the environment both indoors and outdoors | School Community  HT  School Community  School Community  Staff Team  SIG  SLT  Staff Team  SLT  Staff Team  Staff Team  SIG  Staff Team  ECC Staff Team | Ongoing  Sept 22  Ongoing  Sep 22 - June 23  Aug 22 – May 23  Oct 22  Aug 22 – May 23  Aug 22 – May 23  Aug 22 – May 23 |
| 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 * Children and young people have access to effective, timely and targeted interventions both at school level and through wider supports * 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 * Increased opportunities for children to develop knowledge, skills and expertise through ‘electives’ * Children achieving success and receiving accreditation through leadership awards * Enhanced environments in our Early Childhood Centre | | |

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

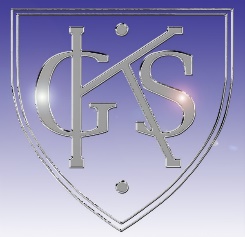
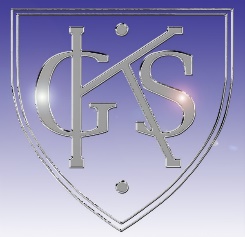
|  |  |  |
| --- | --- | --- |
| **Improvement Priority**  *(Expressed as outcomes for learners)* | To embed creativity through learning and teaching and develop partnerships within education, creative industries and cultural sectors.  This outcome relates to **Articles 15 and 29** of the United Nations Convention on the Rights of the Child (UNCRC):-  Article 15:- You have the right to meet with friends and to join groups.  Article 29:-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. 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. Extra-curricular clubs will be re-established to enable children to further develop their creativity skills out with the classroom.  We will continue to 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**  Teacher Professionalism | **HGIOS/HGIOSELCC QIs for self-evaluation**  **1.1, 1.2 2.2, 2.3, 2.5, 2.7 3.2, 3.3** |

|  |  |  |
| --- | --- | --- |
| 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 * 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 22 – May 23  Aug 22 – May 23  Aug 22 – May 23  Aug 22 – May 23  Aug 22 – May 23 |
| 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 all stages * 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*

**Summary of Improvement Plan**

|  |  |
| --- | --- |
| **Raising Attainment, particularly in Literacy and Numeracy** | **Increased in sustained positive destinations and employability skills** |
| * 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 consistent use of child friendly targets in literacy and numeracy across all stages * Classroom Assistants (CAs) will engage with training and support provided by the SAC Attainment Improvement Mentors (AIMs) * ELCP’s will engage in CLPL to develop consistent high quality approaches to delivering literacy and numeracy experiences reflecting play based learning pedagogies | * Further development of leadership opportunities for young people * Provide children with further opportunities to develop their creativity skills * Establish new links and build on existing partnerships within education, creative industries and cultural sectors |
| **Ensuring the health and wellbeing of all young people** | **Closing the poverty related attainment gap** |
| * Review and refresh of our school vision, values and House system * Review and refresh of our whole school respectful relationship policy * Development of further opportunities for pupil voice * Development of partnerships through HEART community model * Link children’s rights and the principles of the UNCRC to the wellbeing indicators and ensure that children and young people are at the heart of decision making | * Two full time classroom assistants employed to support individuals and targeted groups with interventions to raise attainment in literacy and numeracy and provide wellbeing support to targeted children * 0.4FTE teacher employed from August to December to provide targeted support in literacy to groups of children in P4 and P7 * Investment in resources and staff development to support the wellbeing of children experiencing anxiety and those who have experienced family bereavement |

Gargieston PS & ECC – Establishment Improvement Plan Summary

Raising Attainment in Literacy & Numeracy

Health & Wellbeing

We will focus on:

* Our vision and values
* Promoting positive and respectful relationships
* Leadership opportunities for young people
* The Rights of the Child
* [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
* Providing targeted support in reading and

Respect

Kindness

Happiness

Together we achieve!

* writing
* Progression in key concepts and skills

development in numeracy

Our PEF for session 2022/23 will fund:

* 10 hours teacher support per week for targeted groups
* 2 full time classroom assistants to support learning and wellbeing
* Home packs for all P1 children
* Support packs for P2-7
* Resources to support children who have experienced change & loss

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