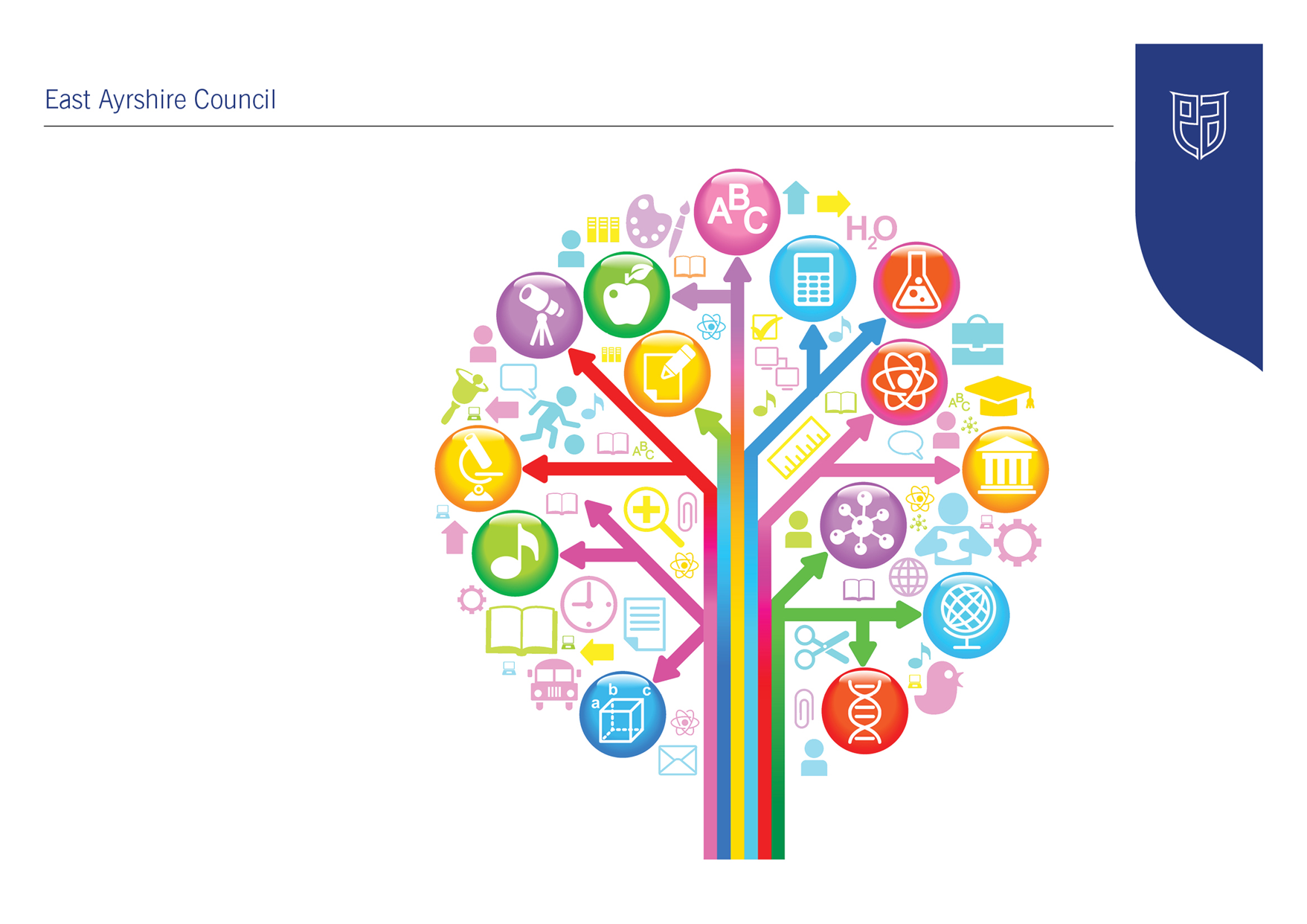
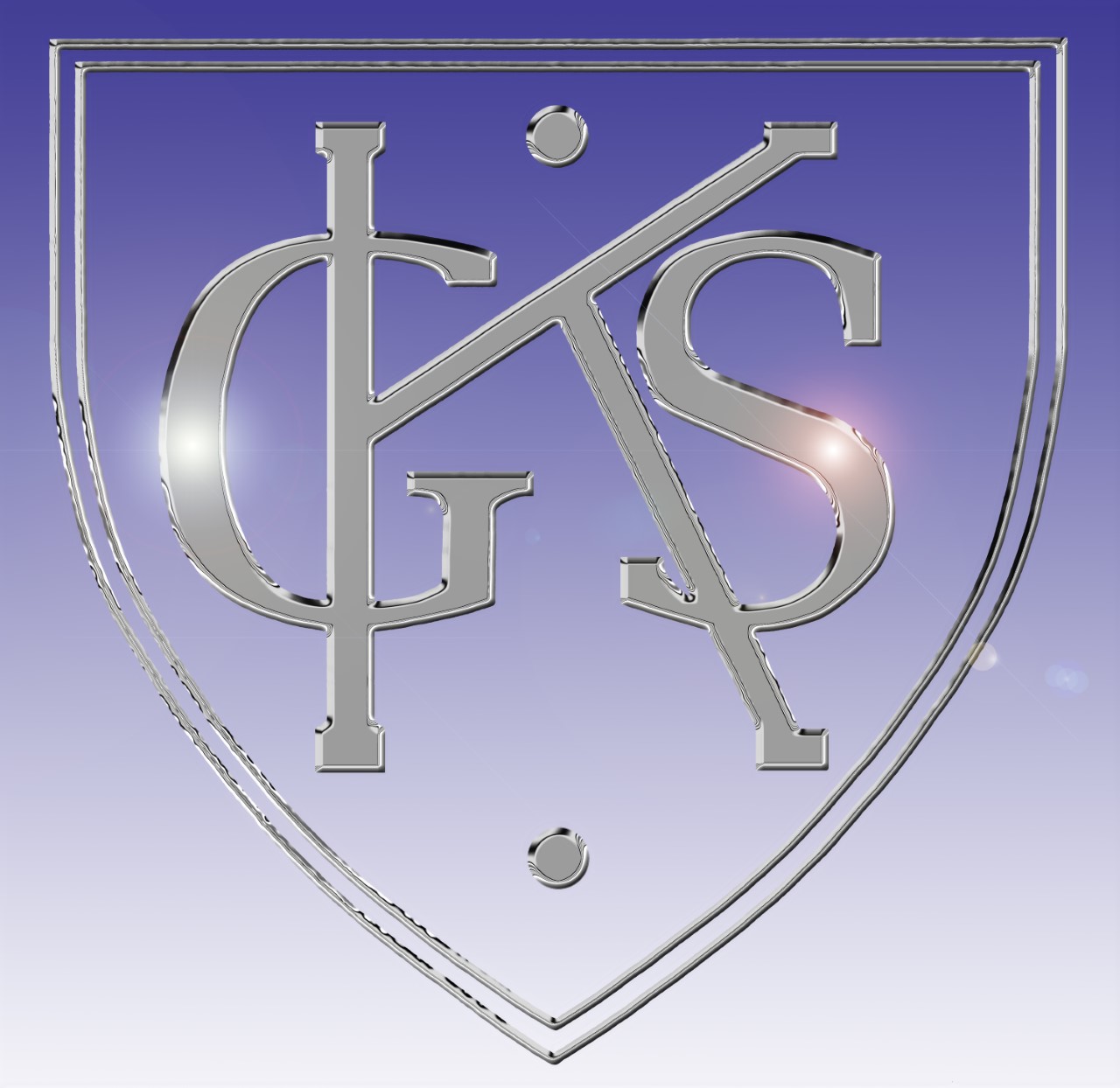
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Gargieston Primary School & Early Childhood Centre

Standards & Qualities Report

2021/22



Respect

Kindness

Happiness

Together we achieve!

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| **Establishment Context** |
| **Local Contextual Issues**  Gargieston Primary School and Early Childhood Centre is a large single story building on the outskirts of Kilmarnock. Our current school roll is 422 with an additional 64 children in the ECC. The catchment area for Gargieston would be described as affluent with 68% of families residing within SIMD 9 and 10. 6% of families reside within SIMD 1, 2 and 3. Our free meal entitlement is 6%.  The school has developed community partnerships with Take A Bow Opportunity Centre, Kilmarnock FC, Kilmarnock Engineering and Science Society, Ayrshire College and the Rotary Club. We also work closely with Active Schools and Vibrant Communities to provide additional learning opportunities for our children.  Gargieston PS & ECC sits within the Grange Education Group alongside Annanhill PS, Shortlees PS, Crosshouse PS, Hillhead PS and Park School and the majority of our children transition to Grange Academy for their Secondary education.  **Scottish Attainment Challenge Involvement**  Our literacy focus continued this session with the further development of Active Literacy across the school. Our Literacy Co-ordinator has worked in partnership with the SAC Literacy Lead to embed this programme which provides a clear framework for teaching reading and writing from Early Level through to Second/Third Level. Children are actively engaged in the methodology and the strategies employed by teachers. This consistent, research-based approach has been evidenced to raise attainment across all areas of Literacy. The COVID pandemic has negatively impacted on the validity of impact data gathered therefore this focus will continue into session 2022/23.  Our Numeracy Lead has worked in partnership with the SAC Numeracy Lead on Numeracy developments during this session. Signposting to staff professional development opportunities has been particularly useful for the staff team. Further training and collaboration is planned for session 2022/23.  **Factors Affecting Progress**  The continuation of the Covid-19 pandemic resulted in significant disruption for our children and their families during session 2021/22. Although we remained fully operational throughout the year, there were extremely high levels of staff absence resulting in additional pressure on the Senior Leadership team who were class committed for large parts of the session. Learning was disjointed for many children due to their own high levels of absence with Primary 3, Primary 4 and Primary 7 being particularly impacted by this. Throughout the session, the children adjusted admirably to the many restrictions and mitigations which were in place to ensure the safety and wellbeing of all at Gargieston and the many frequent changes to staffing. However, it was evident that a growing number of children required support with their mental and emotional health and wellbeing and this was of paramount importance throughout the session.  At the beginning of the session, we welcomed Mrs Johnston, Miss Tognini and Mrs MacNee to the staff team as newly qualified teachers. All three staff successfully completed their initial year of teaching with us despite the challenging circumstances which was testament to their determination and commitment to the profession.    Our Early Childhood Centre moved to offering 1140 hours of funded Early Learning and Childcare (ELC) in August 2021. This resulted in our team in the ECC expanding to 15 member of staff including 1 Senior Lead ELCP, 11 ELC Practitioner’s and 3 ELC Support Assistants. New routines were established and the children adapted extremely well to attending for full days. The ECC was particularly impacted by staff absence over the course of the session with frequent COVID absences and three long term absences which included our Senior Lead ELCP. It was challenging to source absence cover in the height of the pandemic which led to a reduced service being offered to parents at times. We look forward to providing a more consistent service to our families in session 2022/23 and to improving our learning environment both indoors and outdoors.  **Establishment Improvement Plan**  The establishment improvement plan for session 2021/22 focused on four key priorities:   * 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% * 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 * To embed creativity through learning and teaching and develop partnerships within education, creative industries and cultural sectors.   Each of these priorities are linked to the National Improvement Framework with clearly identified associations with the NIF priorities and drivers. Each priority is focused on achieving excellence and equity for all learners at Gargieston PS & ECC. |

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| **Establishment Vision, Values and Aims** |
| During session 2018/19, we engaged with all stakeholders to develop, promote and sustain an aspirational vision which underpins our commitment to continuous improvement with core values which support this. Following a robust period of consultation with all pupils, staff, parents and partners, three core values emerged: **respect, kindness and happiness.** These values support our vision of **together we achieve**. We plan to revisit these and consult with all stakeholders in session 2022/23 to determine whether these core values remain following our experiences over the pandemic.  Our nurturing principles and high quality learning and teaching creates an ethos that ensures a positive, respectful and stimulating environment which enables all children at Gargieston Primary School and Early Childhood Centre to:   * achieve the highest possible levels of attainment in literacy, numeracy and cognitive skills * develop skills for life, skills for learning and skills for work * develop knowledge and understanding of society, the world and Scotland’s place in it * experience challenge and success * think independently and develop confidence, a growth mindset and a healthy lifestyle * make informed decisions in order to improve their mental, emotional, social and physical wellbeing   We work together to ensure that all children are:  SAFE, HEALTHY, ACTIVE, NURTURED, ACHIEVING, RESPECTED, RESPONSIBLE AND INCLUDED  We aim to deliver excellence in learning and teaching and set high expectations for all learners to be actively engaged in their own learning. Our curriculum focuses on the child as the learner and allows for breadth and depth of learning, offering challenge and enjoyment. We offer personalisation and choice as well as progression through levels, allowing the opportunity for children to attain at the highest level.    At every level, an ethos of high aspiration and ambition for all our learners is encouraged and attainment, achievement and participation are recognised and celebrated. |

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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 |
| **Progress and Impact** | * 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%)   Despite initial hopes at the outset of the session, the pandemic continued to disrupt the delivery of learning and teaching throughout the academic year. Although we succeeded in avoiding further school closures, there were extremely high levels of staff and pupil absence which have ultimately impacted on our attainment data and had a significant impact on our progress towards reaching these aspirational targets. Teacher judgements in June 2022 continue to 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 continued to be polarised with large numbers of children also exceeding National expected levels of attainment in literacy and numeracy.  Progress was noted in attainment in Literacy at P1 with 83% of children achieving Early Level in Writing, an increase of 3% from 2020/21. It was highlighted by Education Scotland during their Recovery Visit in June 2022 that:  “Staff recognise the disrupted experiences for young children and the Headteacher has been proactive in adapting the organisation of P1 to provide effective support. As a result, children are making very strong progress despite their experiences during COVID-19.”  The impact was more evident for children in the upper stages of the school. In Primary 4, the number of children achieving First Level in writing decreased from 57% to 55% (2%) and in Primary 7, the number of children achieving Second Level in writing decreased from 53% to 48% (5%). These results were significantly below our aspirational target of 80% and 75% respectively. Professional dialogue, observation and assessment indicated that young people disengaged from writing lessons during remote learning and require significant support to progress their writing skills upon their return to school. The staff employed and allocated to provide this support, including the SLT, were consumed with providing high levels of absence cover to ensure that the school could remain open and fully operational therefore were unable to provide this targeted support as planned.   * Improve staff confidence in interrogating and analysing data and using this knowledge to inform professional judgements   The interrogation and analysis of data starts with practitioners in the ECC with their use of ELLAT data and continues through to the end of Primary 7 when information is passed on to secondary schools.  Parents and carers work collaboratively with the Headteacher and ECC staff to ensure that children identified through the ELLAT process receive additional support in order to give them the best possible start to Primary 1. The observations and data gathered by ELC Practitioners is passed on to Primary 1 staff thus providing them with a sound knowledge of the children’s achievements before they start school in August.  As we moved into our third full year of using East Ayrshire Council’s tracking and monitoring database, staff are recoding, interrogating and analysing the data with increased confidence. Stage partners have regular conversations to ensure consistency in the marking of Writing. As part of the quality improvement cycle, SLT and class teachers engage in detailed professional dialogue to triangulate forward planning and TJS data. Along with learning visits, pupil focus groups and jotter monitoring, this provides clear information of each child’s attainment and achievement. From the interrogation of the data, evidence noted and professional dialogue, SLT and class teachers agree groups or individuals who are identified for targeted support and for challenge groups.   * Embed the use of revised child friendly targets consistently across the school for all areas of literacy   Child Friendly Targets were updated to reflect the Benchmarks, from Early Level through to 3rd Level and individual targets are phrased as ‘I can’ statements. In response to staff feedback, two extra columns were also added to ensure evidence was demonstrated consistently over three pieces of work.  Table  Description automatically generatedText, letter  Description automatically generated  Child Friendly Literacy Targets have been introduced in the ECC and are being used consistently from P1 to P7. These are referenced during learner conversations with class teachers to set individual targets across all aspects of Literacy and to support children in identifying their next steps in learning.   * Consistently embedded high quality approaches to delivering literacy and numeracy experiences within the ECC leading to improved outcomes for children   ELC Practitioners set individual learning targets for all children in the ECC. These are shared with parents via Learning Journals. Observations are directly linked to these targets to ensure progress is tracked. ELLAT assessments are carried out 3 times in the session with all pre-school children and information was shared with parents in order to further develop ELLAT skills at home.   * 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 13% at P7 (target 80%)   As noted in writing, attainment in Numeracy at P1 remained high with 87% of children achieving Early level Numeracy by June 2022. This was a 7% increase in attainment from 2020/21 and 2% higher than our aspirational target of 85%. In P4, 79% of children achieved First level Numeracy, a 7% increase from session 2020/21 and in P7, 76% of children achieved Second Level Numeracy which is a 4% increase from session 2020/21. Although attainment in P4 and P7 fell short of our aspirational targets by 6% and 4% respectively, progress has been evident demonstrating an upward trajectory of attainment as we move into session 22-23.   * Improve attainment and confidence in numeracy and mathematics across all stages   Staff have been encouraged to access professional development opportunities including virtual sessions with Lynda Keith, Numicon training and various other training opportunities provided by East Ayrshire Council and the SWEIC, to further develop the teaching of numeracy across all stages of the school.  Within our ECC, staff have applied aspects of this knowledge in the development of areas specifically for numeracy provocations.    A full audit of current resources was undertaken to determine which areas of numeracy required greatest financial investment to enhance learning and teaching experiences for our children. It was agreed that investment would be made in concrete resources to support aspects out with number.    Assessment banks have been created to support a greater understanding of progression in all key concepts and skills development in numeracy and mathematics.   * Introduce the use of revised child friendly targets consistently across the school for aspects of numeracy   Work has begun on the creation of child friendly targets for aspects of numeracy. The initial focus was on creating targets for aspects out with numeracy and targets were completed for data handling, time, shape and measurement. These will be embedded throughout the school next session and work will begin on creating child friendly numeracy targets. | |
| **Next Steps** | * 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 * ELC Practitioners engaging with professional learning opportunities on planning, observation and assessment to support them in the provision of high quality experiences that engage children and extend their learning | |

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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 |
| **Progress and Impact** | * 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   There is a shared understanding of the importance of mental, social and emotional health for children, staff and parents. Wellbeing was at the centre of our improvement agenda during session 2021/22 as we continued to support our community through the pandemic. During their Recovery Visit, Education Scotland colleagues commented on the positive nurturing relationships between children, staff, families and partner agencies and highlighted that “the community is at the heart of Gargieston Primary School.”  All children from the ECC to Primary 7 completed Glasgow Motivation and Wellbeing Profiles in October and March this session. Class teachers had individual conversations with any children who raised concerns on their profile responses. Staff were focused on identifying any changes or trends in the data from a whole-school perspective.  Pupils, parents and staff completed an anti-bullying survey which informed an update of our Respect for All establishment statement. This was shared with all stakeholders in May 2022.  A whole school online tracking document was created which is stored centrally and allows staff to track pupil achievement and participation. This document is particularly useful for identifying children who have never taken part in an extra-curricular club in school.   * The mental wellbeing framework is consistently embedded across the school   The mental wellbeing framework is used consistently across all classes and staff are fully committed to delivering this.   * Children and young people have access to effective, timely and targeted interventions both at school level and through wider supports   School staff work very effectively together to identify learners who are vulnerable and require targeted support and interventions. As a school, we source and engage very well with a wide range of partners and we use creative approaches to support children while they await support from Health professionals.  The Exchange Counselling Service extended their counselling support for pupils to include those aged 5 and over. Five pupils at Gargieston have benefitted from counselling input from this service during the session and there is a growing demand for therapeutic support.  Miss Davidson has been fully trained by the NHS Scotland CALMS team in the delivery of a Cognitive Behaviour Therapy–informed approach for the treatment of mild to moderate anxiety symptoms in children. Let’s Talk about Anxiety Management (LIAM) focuses on strategies to support anxiety. Two children have benefitted from this service this session. Two members of staff attended Seasons for Growth training which will enable them to provide nurture and pastoral support to pupils who have experienced change, loss or bereavement.   * 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   Parents and carers were kept informed about the health and wellbeing curriculum, initiatives in schools and how they can support their own mental health. There are specific support sections on the school blog to signpost parents to mental health support and internet safety and Cyber Resilience.   * 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   All Primary 6 pupils engaged with the Columba 1400 programme during the session. This was delivered virtually and enabled the young people to work collaboratively with other P6 cohorts across the authority. The pupils enjoyed the interactive nature of this programme and talk with confidence about the core values including integrity, perseverance, creativity and service.  All Primary 6 pupils also attended initial Primary Wellbeing Champion training and 22 committed to attending an additional session to be recognised as a Wellbeing Champion. These young people wear their red lanyard with pride and are excellent ambassadors for the programme and our school. They commented that this training has equipped them with strategies to support younger pupils in the playground. They are confident in giving children space and time before listening to their worries. Our young people in Primary 6 felt that these training opportunities equipped them well to take on the responsibility of being a Gargie Guide for our children who were transitioning into Primary 1. Their patience and commitment to the role is testament to the preparation they received in Primary 6.   * Gargieston PS & ECC is recognised as a school which promotes Cyber Resilience and Internet Safety   Throughout the school, our children learn about the impact of social media and cyber bullying and how to keep themselves and others safe online. Our Digital Leaders group work hard to spread awareness across the school about staying safe online and they regularly commit their own time to attend virtual meetings and present at assemblies. We were delighted to be awarded a Special Recognition Award for Cyber Resilience and Internet Safety (CR-IS) and are honoured to be the only Primary School in East Ayrshire to have achieved this at this time.     * Gargieston PS & ECC is recognised as a Gold Rights Respecting School   We have been on a journey towards gaining Rights Respecting Schools Gold status since 2015 when we first registered for the award through the charity, UNICEF. We achieved bronze in June 2016, Silver in March 2018 and were delighted to be awarded our Gold Award in March 2022.  In collaboration with our RRS Steering Committee, we created an action plan which focused on the 3 strands within the award programme:- Strand A – Teaching and Learning about Rights, Strand B - Teaching and Learning through Rights - Ethos and Relationships and Strand C - Teaching and Learning for Rights – Participation, Empowerment and Action.  A “Right of the Fortnight” document was created and shared with staff which outlined the Articles of the UNCRC which we would be focusing on throughout the year. Each P3-7 class voted for a class representative who would be part of the Rights Respecting Schools steering committee. This committee met regularly to discuss the Right of the Fortnight and any relevant initiatives which were taking place within the school. Following these meetings, the committee was responsible for disseminating this information to their classes and leading initiatives. In collaboration with their teachers, each class put together a class charter, a visual representation and display including Articles chosen by the class. Actions and activities were all publicised to the pupils, parents and the wider community through the school Blog and School App. Information was also fed back to parents via a report from the DHT at Parent Council meetings. Weekly P1-3 and P4-7 assemblies led by the Senior Leadership team took place virtually at the start of the session and progressed to face-to-face in Term 3. These have provided a platform to explore the Right of the Fortnight and further explore Children’s Rights as well as celebrating the successes of our pupils both within and out with school. Following assemblies, resources have been provided to class teachers to enable them to explore the Right in more depth with their class.  Our Gold report described our pupils as “very articulate children who demonstrated good knowledge and understanding of rights. They knew a wide range of articles and were confident in the concept of rights” and Education Scotland commented that “Children are passionate about their rights and spoke highly of the knowledge and skills they developed while learning about UNCRC.” | |
| **Next Steps** | * 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 * Enhance the outdoors and indoor ELC environments | |

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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**  Teacher Professionalism | **HGIOS/ HGIOSELCC QI’s for self-evaluation**  **1.1, 1.2 2.2, 2.3, 2.5, 2.7 3.2, 3.3** |
| **Progress and Impact** | * Learners will experience highly-engaging creative learning opportunities from education partners, creative industries and cultural sectors   A parent survey was issued to gather their views on creativity. Of the 41 parents who responded, 63% stated that their child attended creative classes out with school. The parents were keen for extra-curricular clubs to be re-established as soon as COVID mitigations permitted. Parents were also keen to stress how much they enjoyed our school productions such as the Nativity, P7 Pantomime, Gargie’s Got Talent and the Gargie Disney Extravaganza. They were looking forward to the return of these productions and were keen for them to go ahead in virtual format this session. Taking these views on board, the school successfully produced Nativity performances with the ECC as well as Primary 1 and Primary 2 and our Primary 6 and Primary 7 cohort performed “Elf”. These performances all took place virtually.    Despite the ongoing pandemic, we sourced opportunities for partners to support our development of the Creative Arts. Drama and Visual Arts staff worked with children and staff in Primary 4 and Primary 5 on a Land of Legends Visual Arts project. Drama specialists from a local charity delivered workshops with Primary 2, Primary 3 and Primary 7 children and staff and, utilising the skills of our own staff team, a member of our ECC staff provided dance workshops for the whole school which culminated in a “flash mob” at the end of term.  We were delighted to welcome instructors from the Instrumental Service back into school to deliver strings, woodwind and brass lessons. There was an extremely high uptake for lesson across Primary 5 and Primary 6 and our Primary 4 cohort thoroughly enjoyed the Strings project.   * Learners will have increased opportunities to develop their creativity skills through engaging with extra-curricular clubs   The continuation of the COVID-19 pandemic into session 21-22 led to staff being unable to provide extra-curricular clubs. We plan to re-establish these in the new session.   * Creativity skills progression pathways will be embedded across learning   An audit to determine staff confidence in the delivery of the creative arts was conducted to find out strengths and training development needs across the school. The results indicated that staff felt more confident teaching art in comparison with music and drama. Staff highlighted that there were a lack of resources available to confidently teach music within the school – for example, pitched and non-pitched percussion. Staff also indicated that professional learning opportunities would be helpful and would positively impact of their delivery of music. Staff were therefore signposted to the EA Creative Minds Glow page which contains an array of materials and all staff attended an online training session on Charanga – a music resource which is recommended by East Ayrshire.  Expressive Arts progression planners have been created for staff and these will be piloted in session 2022/23. They will complement the East Ayrshire Planners and include a “suggestion” sheet for each curricular area. Charanga will become the main resource for teaching music and teachers have access to planners linked to Curriculum for Excellence.   * Learners creative endeavours will be celebrated at assemblies, tracked by class teachers and shared on school social media platforms as appropriate   Through virtual assemblies, we continued to celebrate the wider achievements of our children out with school including their participation in classes at the Little Arts School, drama performances and musical achievements. These achievements are shared on the School Blog and School Twitter feed as appropriate. We plan to raise the profile of this further in session 2022/23. | |
| **Next Steps** | * 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 | |

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| **Pupil Equity Fund: Aims and Impact**  **(PEF Fund 2021-22 - £29,784.80)** | |
| To close the attainment gap in literacy by providing targeted interventions for individuals and small groups | Due to the ongoing pandemic, targeted support groups led by our employed PEF teacher did not proceed as this member of staff was consumed by absence cover.  Despite ongoing support staff absence, our investment in Classroom Assistant support was invaluable over the course of the session. Staff provided mental and emotional support to children who were suffering from anxiety and supported them with strategies to enable them to increase their time in class. They also provided targeted interventions for individuals and small groups across the school. |
| To support family learning by providing home packs for all children in Primary 1 and targeted children across the school | Home packs were well used by parents to support home learning. These packs were also invaluable during periods of disrupted learning due to absence. |

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| **Establishment Self Evaluation: How Good is Our Early Learning and Childcare? Quality Indicators** | |
| Quality Indicator 1.3 Leadership of Change | 3 |
| Quality Indicator 2.3 Learning, Teaching and Assessment | 3 |
| Quality Indicator 3.1 Ensuring Wellbeing, Equality and Inclusion | 3 |
| Quality Indicator 3.2 Securing Children’s Progress | 3 |

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| **Establishment Self Evaluation: How Good is Our School? 4 Quality Indicators** | |
| Quality Indicator 1.3 Leadership of Change | 4 |
| Quality Indicator 2.3 Learning, Teaching and Assessment | 5 |
| Quality Indicator 3.1 Ensuring Wellbeing, Equality and Inclusion | 4 |
| Quality Indicator 3.2 Raising Attainment and Achievement | 4 |

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| **Establishment Capacity for Improvement** |
| Please refer to our Establishment Improvement Plan for session 2022/23 for details of our planned strategic approach to leading improvement.  While the Covid-19 pandemic has changed many things, our curriculum rationale and our school visions and values currently remain unchanged. The core principles of Scotland’s Curriculum for Excellence with the four fundamental capacities at its centre remain critical in putting learners at the heart of education. The flexibility the curriculum provides allows us to be adaptable and responsive to the diverse needs of individual learners and reflects the uniqueness of our setting.  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. A variety of approaches will be provided for learners to demonstrate their learning, skills, knowledge and understanding across the curriculum. We will work with children and their families to draw together evidence of learning and to determine their achievements and identify next steps in learning.  Throughout Gargieston Primary School and Early Childhood Centre, we aim to deliver consistently high quality teaching and learning experiences for all learners. Our curriculum focuses on the child as a learner, and allows for breadth and depth of learning, offering challenge and enjoyment. We offer personalisation and choice as well as progression through levels and have high aspirations for all our learners.    There is robust self-evaluation within the school and ECC. A culture of improvement is evident and there is a focus on reducing inequality of outcome as a result of socio-economic disadvantage.  We will continue to make effective use of analysis and intelligence data to track attainment over time and parental and pupil surveys will be used to gather views, evidence impact and identify next steps. At collegiate meetings, teachers self-evaluate using the online tool - The Curriculum for Excellence Machine. The SLT use this information to inform professional dialogue and school priorities. Pupils, parents and staff are regularly consulted and have an input into the establishment improvement plan and PEF plan. |