



Girvan Primary School

IMPROVEMENT PLAN: 2022-2023



VISION

Driving ambition through support, challenge and creativity

VALUES

- Ready
- Respectful
- Safe

AIMS

At Girvan Primary School we aim to:

- create a positive school ethos
- provide a stimulating and appropriate curriculum for our pupils,
- provide high quality learning and teaching,
- improve attainment within the school,
- support our pupils,
- use personnel, accommodation and materials to maximum benefit,
- provide good leadership and management of the school

South Ayrshire Council Plan

Effective Leadership that promotes fairness
Reduce poverty and disadvantage
Health and care systems that meet people's needs
Make the most of the localeconomy
Increase the profile and reputation of South Ayrshire and the council
Enhanced environment through social, cultural and economic activities

Children's Services Plan

Ensure South Ayrshire's children get the best start in life, it is the best place to grow up, and all children and young people are successful learners, confident individuals, responsible citizens and effective contributors.
Reduce the gap in outcomes between the most deprived and least deprived children and young people in South Ayrshire.
Ensure children and young people who are looked after or are care leavers are cared for and supported to improve their life experiences and life chances.
Ensure children and young people are supported to achieve and maintain good emotional and physical health and wellbeing.
Ensure children and young people have a voice in influencing service delivery that affects their lives.

Educational Services Plan and National Improvement Framework Priorities

Improvement in attainment, particularly in literacy and numeracy
Closing the attainment gap between the most and least disadvantaged children
Improvement in children and young people's health and wellbeing
Improvement in employability skills and sustained positive school leaver destinations for all young peopleThe proportion of young people and adults with relevant qualifications is increased.

National Improvement Framework- Drivers

School Leadership
Teacher professionalism
Parental engagement
Assessment of children's progress
School Improvement
Performance Information

Priority: To raise attainment in Mathematics and Numeracy focusing on effective pedagogy across all stages

What Outcomes Do We Want To Achieve?	How Will We Achieve This? (Intervention Strategies)	Lead Person	Start and Finish Dates	How Will We Measure Impact On Children and Young People? (Include Where Possible Current Measure and Target)
Increase the % of children achieving appropriate CfE/SNSA Levels in numeracy through development of effective and consistent pedagogy in maths	To consolidate the use of concrete, pictorial and abstract (CPA) concepts to enhance the delivery of the maths curriculum across the school - focus on concrete materials and their use to support learning across the school	G McMaster/Maths working party/school staff	Aug 22 - June 23	School working policy on CPA developed and shared with staff Class visits Increase in attainment in relevant questions in GL/SNSA. Measure percentage of pupils in key stages attaining appropriate standardised testing results Standardised assessment breakdown (SNSA) SNSA assessment overview Data analysis to ensure targeted support where this is needed Development of holistic assessments in maths using real life contexts Feedback from peer visits Forward plan feedback Intervention results - 5 min box, Catch up Numeracy Sumdog diagnostic STINT targets - increase in % achieved Play based learning planners MTV overviews
	To embed the use of bar modelling across the school	G McMaster/Maths working party/school staff	From Aug 22	
	To effectively analyse data from all available assessments to inform next steps in learning and teaching	SLT/ Teaching Staff	Aug 22 termly thereafter	
	To use Number Talks pedagogy consistently across the school including fractions, decimals and percentages	G McMaster/Teaching staff	From Aug 22	

	number talks to recover lost learning and address gaps in progress			Forward plans Whole school and cohort trackers
	To develop the pedagogy of growth mindset in maths across the school	G McMaster/Maths working party/school staff	From Aug 21 Termly overview	
	To share effective practice through peer and stage visits and peer and stage meetings.	G Ferguson/School staff	Termly from term 1 22	
	To consistently use Making Thinking Visible (MTV) strategies to consolidate mathematical concepts and develop metacognition strategies to aid recovery of learning	All teaching staff - Overview J Clyne	From Aug 22 Termly overview	
	To continue to embed the delivery of maths through play based learning opportunities in P1 and further develop play based pedagogy in P2 and P3 and across the school	Staff at P1 and P2 stages - J Clyne	From Aug 22 Termly overview	
	Targeted intervention through Catch Up	Overview L Murdoch/J Lucas -	Aug 22	

	<p>Numeracy, 5 minute box and other interventions across the school to recover lost learning and address gaps in progress</p> <p>Targeted individual and small group intervention for pupils accessing support</p>	<p>Support for Learning staff/school assistants -</p> <p>Support for Learning Staff - overview - L Murdoch</p>		
<p>Identified cohorts of children progress and meet targets to close gaps in learning.</p>	<p>Targeted tracking discussions to ensure children are making progress across the four stages and in individual targets</p> <p>Personal SMART targets set fortnightly</p>	<p>J Clyne/G Ferguson SLT led tracking meetings Individual class teachers</p> <p>Individual class teachers - overview G Ferguson</p>	<p>Aug 22</p> <p>From Aug 22</p>	<p>Robust tracking through learning conversations and attainment tracking meetings SLT meeting focus on attainment of cohorts of learners Overview of tracking folders Analysis of pupil learning Whole school and cohort trackers</p>

	<p>Staff meetings dedicated to moderation within maths</p> <p>SMART targets set during the Staged Intervention process</p> <p>Rigorous and effective tracking and attainment of pupils with STINT paperwork - opportunities for moderation of targets with colleagues</p>	<p>G Ferguson Teaching staff</p> <p>All teaching staff - lead L Murdoch</p> <p>L Murdoch to share overview statement with G Ferguson</p>	<p>Termly</p> <p>Aug 22 - June 23</p>	<p>Almost all pupils increase % of targets attained</p> <p>Moderation paperwork leads to a clear and shared understanding</p> <p>Analysis of STINT paperwork</p> <p>Tracking overview monitors attainment over time and identifies inconsistencies</p>
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All children will experience high quality learning and teaching	Refine statements of high quality learning and teaching to include feedback from stakeholders to ensure consistency across the school	A Mair/G Ferguson All staff -Lead G Ferguson	Sep 22	<p>Learning and teaching policy updated and shared. Staff use this to facilitate planning and evaluation</p> <p>Class/peer visit paperwork used to ensure progress and standards</p> <p>Feedback from satellite meetings</p> <p>Tests of change analysis</p> <p>Class observation and learning conversations</p> <p>Feedback from CLPL input</p> <p>Increase in use of technologies across the school teaching and learning</p> <p>Bank of holistic planning and assessment created to support learning and teaching across the school</p>
	Termly class visits focus on quality of pupil experience with high quality professional dialogue based on QI	SLT - Lead and overview - G Ferguson	Class visit overview (see monitoring calendar 22/23)	
	Share practice with colleagues within school, cluster, RAFA and SW collaborative			
	Curriculum and staff meetings with a focus on high quality teaching and learning, support and challenge	G Ferguson/E Martin/L Murdoch	Staff meeting overview (see monitoring calendar 22/23)	
	To seek continuous access to training and share practice to support high quality teaching and learning	All staff	From Aug 22	
	To continue the highly effective work on the use	Overview G McMaster/A Mair	From Aug 22	

	<p>of digital technologies to support and enhance learning and teaching</p> <p>Further develop the use of shared planning and rich assessment to deliver maths and numeracy in real life contexts to aid the recovery of lost learning</p> <p>To embed the outdoor learning framework to ensure learning is taken outdoors and uses our outdoor spaces to deliver quality learning and teaching experiences.</p> <p>To embed School as a Learning Organisation priorities to ensure high quality learning and teaching across the school which supports pupils in their learning</p>	<p>G McMaster/G Ferguson/Class teachers</p> <p>Overview - G Ferguson Class Teachers</p> <p>A Mair/G Ferguson All staff</p>	<p>From Aug 22</p> <p>From Aug 22</p>	
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Priority: To raise attainment in Literacy and English across the school to ensure that progress and attainment are developing and increasing over time for all pupils.

What Outcomes Do We Want To Achieve?	How Will We Achieve This? (Intervention Strategies)	Lead Person	Start and Finish Dates	How Will We Measure Impact On Children and Young People? (Include Where Possible Current Measure and Target)
Increase the percentage of children achieving expected levels in writing by at least 8% across the school.	<p>Staff training in the effective approaches to teach writing across the school. Further staff development opportunities throughout the session.</p> <p>Staff, stage, department meetings identified to moderate writing and share ideas</p> <p>Termly updates and analysis of writing</p>	<p>Strategic Lead -A Mair Operational Lead C Allan</p> <p>A Mair C Allan</p> <p>A Mair, overview each term to G Ferguson - shared</p>	<p>Term 1 session 22/23</p> <p>Session 22/23</p> <p>Termly session 22/23</p>	<p>Analysis of writing jotters</p> <p>Analysis of assessed writing results each term Almost all pupils make appropriate progress</p> <p>Class observations</p> <p>Jotter monitoring</p> <p>Data analysis</p> <p>Analysis of POLAAR and environmental checklists</p> <p>Class visits - writing</p> <p>Seemis data</p> <p>Tracking meeting data</p> <p>Whole school and cohort tracking</p>

	<p>standards across the school with follow up discussion with SLT</p> <p>Writing wall further developed to moderate standards and updated each term</p> <p>To further develop the use of IT to support pupils with the writing process</p> <p>Writing opportunities developed through play based learning approaches in P1, P2 and P3</p> <p>Continue to embed grammar and punctuation work through the literacy programme to raise attainment in these area</p>	<p>with SLT then used in tracking meetings</p> <p>A Mair/class teachers</p> <p>A Mair/G McMaster-</p> <p>P1/P2/P3 class teachers</p> <p>Literacy working party/class teachers</p>	<p>Aug/Sep, Nov, Jan, April</p> <p>Sep 22</p> <p>Session 22/23</p> <p>Throughout session 22/23</p> <p>From Aug 22</p>	
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Increase the percentage of children achieving expected levels in reading by at least 8% across the school.	Staff training in the effective approaches to teach reading across the school. Further staff development opportunities throughout the session.	A Mair/working party	Aug 22 and throughout session	PM benchmarking data Giglets data Seemis information SNSA data GL data Class reading records Whole school and cohort tracking
	Staff, stage, department meetings identified to moderate writing and share ideas	G Ferguson/A Mair	Aug 22 onwards	
	Consistent approaches developed to assess and record reading progress	A Mair	Aug 22	
	Reading buddies identified across stages and a programme developed across the school	All teaching staff	Aug 22	
	Introduction of Reading Schools project to promote reading in the school community	A Mair/school staff	Aug 22	
Identified cohorts of children progress and meet	Robust tracking and analysis of literacy	Strategic lead - A Mair/G Ferguson	Aug - June 23 Set staff meetings	Robust analysis of all available data shows increase in attainment

targets to address specific gaps in learning	SMART targets set by pupils each fortnight Use of four stages of progress to track attainment	G Ferguson - overview Class responsibility - all teaching staff	throughout the year From Aug 22 - monitored through Monitoring calendar	Analysis of key cohorts shows increase in attainment Class visits and learning conversations Targeted support for identified groups with analysis of key data Monitoring and analysis of STINT targets and evaluations Quality assurance information shows improvement
	Effective STINT targets set and monitored	L Murdoch, class teachers		
	Moderation of literacy with peers, cluster, RAFA and SW collaborative colleagues	Strategic lead - G Ferguson	Termly	
	Interrogation of data to identify any gaps or weaknesses in attainment	G Ferguson/A Mair/J Clyne Class teachers	As per monitoring calendar	
	Consistent use of STINT paperwork and targets to inform planning	Strategic - L Murdoch , Class teachers/support teachers	From Aug 22	
	Effective methods of differentiation to support and challenge shared through staff and stage meetings and moderation events	Strategic - G Ferguson, L Murdoch/E Martin	From Aug 22	

Pupils will benefit from learning areas with are literacy rich environments across the school.	<p>Literacy environmental checklist used in each class to identify next steps and results analysed</p> <p>Use of POLAAR environmental checklist to support play based learning in P1, P2 and P3</p>	<p>Staff leads - Early - J Clyne First - G McMaster Second - A Mair</p>	Aug 22 then termly	<p>Analysis of checklists Class visits and conversations</p>
Raise attainment through robust tracking and monitoring of identified cohorts/classes	<p>Use targeted interventions to raise attainment in key areas of literacy eg- Catch Up Literacy Nessy Readingwise Readingwise Comprehension 3 Read 5 minute box Read, Write, Gold IT supports Clicker 7</p> <p>Termly input for school assistants on</p>	<p>Strategic lead - L Murdoch/ J Clyne Operational lead - class teachers, cluster teachers school assistants</p> <p>DFS - strategic lead - J Lucas</p>	<p>Aug 22</p> <p>From Aug 22</p>	<p>Data analysis - intervention overview, SNSA/GL/phonic assessments MTV routines evident in class</p>

	<p>interventions and overview of results</p> <p>Ensure all pupils with identified literacy difficulties are supported within class and have access to appropriate support material within the class</p>	<p>DFS lead</p> <p>Strategic lead - J Lucas</p>		
<p>Further development of higher order thinking skills to enhance pupil involvement in learning.</p>	<p>Continue to embed Making Thinking Visible routines within each class</p> <p>Blooms used in each class to support strategies</p>	<p>MTV strategic lead - J Clyne</p> <p>Lead -J Clyne</p> <p>Class teachers</p>	<p>Aug 22 - June 23</p> <p>Each inset and meeting throughout the year</p>	<p>Class visits and observations</p> <p>Planning folders</p> <p>Pupil voice</p>
<p>For identified individuals/groups, decrease the % vocabulary gap, in particular in the lower stages of the school</p>	<p>Re- introduction of Word Aware across the school</p> <p>Universal use of 'I Can' pedagogy</p>	<p>A Mair/class teachers</p>	<p>Sep22 - June23</p>	<p>SNSA data</p> <p>Three read data</p> <p>Seemis data</p>

Priority: To support pupils to achieve wellbeing indicators across all areas of health and wellbeing

What Outcomes Do We Want To Achieve?	How Will We Achieve This? (Intervention Strategies)	Lead Person	Start and Finish Dates	How Will We Measure Impact On Children and Young People? (Include Where Possible Current Measure and Target)
<p>To improve outcomes for children in all areas of health and wellbeing across all stages of the school by implementing a consistent and cohesive health and wellbeing programme across the school which encompasses</p> <ul style="list-style-type: none"> physical health Positive ethos strategy Nurturing schools Mental health RRS Restorative practice 	<p>To continue to implement a consistent and cohesive health and wellbeing programme across the school which supports and further develops our Positive ethos strategy, Nurturing schools, Mental health practice, RRS focus (work towards Gold Award) and Restorative practice. All staff will have Support and mentoring from Barnardos Detailed inputs and evaluations for each class and stage</p>	<p>G Ferguson</p>	<p>Year 2 Aug 22 - June 23</p>	<p>Health and wellbeing tracker Questionnaires - staff and pupils Data gathered and evaluated by school and Educational Psychologist Feedback from staff and pupils Numbers of conversations supported with positive outcomes Pupils will benefit from the consistent development of nurture pedagogy across the school. Pupils will learn within a nurturing classroom and environment.</p> <p>Feedback from HNIOS informs improvement priorities development of classes following Cloud visits</p>

	To develop a consistent approach to the tracking of health and wellbeing outcomes enabling staff to identify gaps and areas of development			Uptake of break and lunchtime clubs. Achievement of next level in RRS banding (work towards Gold) Steering group surveys Pupil group surveys Parental questionnaires Policy redevelopment
Improve children's mental health by developing a school wide mental health strategy to support the school community	Drop in support for pupils and staff School mental health strategy document Targeted support and interventions LIAM Bereavement 1-1 support small group support	G Ferguson Operational Leads M Jack L Brown, F Bryson L Murdoch	From Aug 22	Feedback from pupils and staff Measures from baseline assessment
Effective partnerships are developed with parents/carers and agencies to support families within our community.	Review and update the Reporting Strategy to reflect an increase in parental opportunity to engage with the school and to reflect restrictions due to Covid 19	Strategic lead G Ferguson Class teachers Class teachers	Aug 22 - Dec 23	Data analysis Feedback from parents and the community Files meet statutory requirements New pastoral notes used and shared with relevant staff

	<p>To develop a parental engagement strategy across the school</p> <p>Re-establish the Primary Partnership group to develop curricular links with partner agencies and foster respect for the local community</p>	<p>G Ferguson, parent group,</p> <p>G Ferguson</p> <p>Class teachers</p>		
<p>Pupils have opportunities to lead learning and inform school improvement planning</p>	<p>To develop the use of talking and thinking floorbooks and alternative digital means to capture learning in P1 and P2 and roll out across the school</p> <p>To increase opportunities for pupils to be part of pupil groups across the school</p> <p>To contribute to school improvement planning using How Good is OUR school (Wee HGIOS) and the development of the 'you said, we did' board to</p>	<p>Strategic lead - J Clyne</p> <p>P1 and P2 staff</p> <p>Class teachers</p> <p>All staff</p> <p>E Martin</p>		<p>Talking and Thinking floorbooks</p> <p>Class visits and observations</p> <p>Pupil feedback</p> <p>Staff feedback</p> <p>School group information</p> <p>HGIOS4 feedback and follow up</p> <p>You said, we did board</p>

	reflect changes and actions			
Pupils have increased awareness of career opportunities by raising the profile of Developing the Young Workforce within the school and community.	Establish links with former pupils - where are we now? To create links to careers and opportunities To further enhance school links with local business and partners	G Ferguson L Mansell	From Term 1 22	Pupil surveys and feedback Engagement with local businesses
To continue to develop the -Support and Wellbeing Department within the school to support pupils within South Carrick	Stage 4 provision will be monitored and evaluated within the school. Support will be accessed by the local authority and also by pupils at GPS (in interim - subsequent referrals through CAG process)	Strategic lead - L Murdoch	From Aug 22	STINT plans Overview of stage 4 provision HNIOS overview Parental surveys and questionnaires
Balanced Systems project integrated across the schools to ensure all children are able to access communication and information	Word aware project re-started across the school Communication friendly schools approach integrated across the school	A Mair	Aug 21	

Cluster Priority: SCIENCE FRAMEWORK To focus on improving confidence and competence of Staff to teach effectively STEM education and provide learners with STEM skills, approaches, knowledge and understanding that they require throughout their lives.				
What Outcomes Do We Want To Achieve?	How Will We Achieve This? (Intervention Strategies)	Start and Finish Dates	How Will We Measure Impact On Children and Young People? (Include Where Possible Current Measure and Target)	January 2022 Review

<ul style="list-style-type: none"> ➤ Children and young people's skills development, approaches to and knowledge and understanding in science subjects is enhanced due to further development in pedagogy and assessment skills in staff. ➤ Children and young people's science enquiry and approach skills and understanding of science is enhanced due to staff confidence in applying TAPS focussed assessment. ➤ Children and young people have a coherent and progressive learning experience in science across and throughout Girvan cluster schools. There is a collegiate development of a science programme of study based on TAPS activities. ➤ Children, young people and staff will engage more readily with science enquiry and aspire to pursue a career in science. ➤ Staff will share experiences and good practice at all levels, moderate expectations in science and develop greater collegiality between cluster schools. ➤ Children and young people will experience quality learning and teaching in science due to increased levels of confidence and expertise in staff. ➤ Quality learning and teaching will be informed through reliable and relevant assessment information. 	<ul style="list-style-type: none"> • Individual schools will have negotiated with staff, collegiate time, to make these tasks happen. • All teaching staff will join a group of 3. • Each member of staff may be from another CFE level. (where possible) • August - Staff will be introduced to their Trio and asked to communicate with each other, introducing themselves to each other. • September 5th 2022 - trios will meet at Girvan Primary School, choose and plan lessons (from TAPS resources) and arrange dates for lessons to be taught and observed over the next 5 months. (3 lessons, 3 visits) • September - November - trios will observe one colleague teaching a science lesson (time swapped from RNCT and Collegiate time) • October 24th 2022 In Service morning - Cluster CLPL organised by cluster mentors (Girvan Primary School) • November 9th 2022 twilight - observed lesson will be discussed (planning, preparation, resources, delivery, assessment information, photographs to be used etc to create a collaborative feedback form). Next visit for observed lesson will be arranged. • December - January - Second observed lesson to take place. • January 24th 2023 Twilight - trios meet to discuss observed lesson (co-creation of feedback form) and plan for next lesson to be observed • January - March - third lesson to be observed by trio • March 15th 2023-twilight session for discussion and co-creation of feedback form • May 30th 2023 Inservice - cluster Inservice allowing trios to share with others, work undertaken throughout the session. Possibly grouped into 3 trios. 	<p>August 2022 to June 2023</p>	<ul style="list-style-type: none"> ➤ Individual school self-evaluation of science. (Showcase Presentation, May) ➤ Classroom observations (SMT, mentors, stage partners from across schools) ➤ Staff evaluations following CLPL activities. ➤ Children's views on science. 	<p>Cluster questionnaire for staff and children. (PSTT)</p>
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