

Article 28

Every child has the right to an education.

Article 3

The best interests of the child must be a top priority in all things that affect children.



Girvan Primary School

School Improvement Plan 2024/2025

*Continuous improvement is better than delayed perfection!*

Ready

Respectful

Safe

## Key Performance Indicators

National Improvement Framework Priorities	Improvement in attainment, particularly in literacy and numeracy Closing the attainment gap between the most and least disadvantaged children
Leadership and Management	1.1 Self-evaluation for improvement 1.2 Leadership of learning 1.3 Leadership of change 1.4 Leadership and management of staff/practitioners 1.5 Management of resources to promote equity
Learning Provision	2.1 Safeguarding and Child Protection 2.2 Curriculum 2.3 Learning, Teaching and assessment 2.4 Personalised Support 2.5 Family learning 2.6 Transitions 2.7 Partnerships
Success and Achievements	3.1 Improvement wellbeing, equality and inclusion 3.2 Raising attainment and achievement/ Securing children's progress 3.3 Increasing creativity and employability

### South Ayrshire Council Plan

Spaces and PLaces  
Live, Work, learn  
Civic and Community Pride

### Children's Services Plan

Outstanding universal provision  
Tackling Inequalities  
Love and support for our Care Experienced young people and young carers  
Good physical and mental wellbeing  
Promoting Children's Rights

### Education Services Priorities

Equity, Wellbeing and Inclusion  
Learning, Teaching and Assessment  
Curriculum  
Self Evaluation for Self Improvement

### National Improvement Framework

Placing the human rights of every child and young person at the centre of education  
Improvement in children and young people's health and wellbeing  
Closing the attainment gap between the most and least disadvantaged children  
Improvement in employability skills and sustained positive school leaver destinations for all young people  
Improvement in attainment, particularly in literacy and numeracy

## OUR SCHOOL VISION

Driving ambition through support, challenge and creativity

## OUR SCHOOL VALUES

Ready  
Respectful  
Safe

## OUR SCHOOL AIMS

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

## REFRESH

As there has been significant changes over the past few years post Covid and recovery, as well as our new build getting ever closer, the Vision, Aims and Values of the school will evolve with it at the appropriate times.

## PUPIL EQUITY FUNDING

This year the Scottish Government have allocated £111,336 to the school as PEF funding. The plan for this is robust and clearly identifies the supports to be put in place for those children that are entitled to this support.

It primarily supports children's health and wellbeing, readiness to learn and happiness; providing opportunities for the children identified to achieve socially, emotionally and academically.

Raising attainment and reducing educational inequality is fundamentally our aim. At Girvan Primary School, we strive to achieve this by providing our families and young people with the best possible opportunities to succeed.

## SCHOOL BUDGET

Our school budget is carefully thought through with plans in place to support our learners throughout this academic session, despite the pressures put on schools and local authority resources. Within this, there is an element of flexibility that will be utilised through the session as the school year develops.

## School Improvement Plan 2023-2024

**School Priority 1:** Closing the poverty-related attainment gap by improving attainment in literacy

<b>NIF Priority:</b> Improving attainment in Literacy and Closing the attainment gap between the most and least disadvantaged children	HGIOS 4: 1.2 1.3 2.2 2.3 2.4 2.5 3.1 3.2
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**SAR Strategic Plan Priority:** To raise attainment in literacy and close the reading attainment gap between the most and least disadvantaged children and young people in South Ayrshire

### What Outcomes Do We Want To Achieve?

- To develop confident and skilled readers in Girvan Primary with a lifelong love of reading and the confidence to access all aspects of education, culture and society
- To support and develop all education staff in Girvan Primary to implement best practice through a culture of shared knowledge, collaboration and enquiry
- To promote the implementation of an excellent reading curriculum which prioritises best practice, challenge and adapted teaching for children with additional support needs
- To gather, use and analyse data effectively to drive change and improvement in children's reading skills, reading confidence and reading attainment

### How Will We Achieve This?

- By August 2024 GPS will have an identified Reading Leader with responsibility for facilitating and leading reading development within their setting.
- By August 2024 GPS will have a collaborative partnership to ensure collective efficacy and an established approach to looking outwards.
- By August 2024 all P4 and P7 practitioners in GPS will have had the opportunity to evaluate pupil readiness for learning and reading for pleasure
- By September 2024 all practitioners will have had the opportunity to take part in a SAR collaborative launch.
- By April 2025 all education staff will have had the opportunity to re-engage with Universal CLPL sessions.
- By June 2025 all education staff will have had the opportunity to engage in bespoke high-quality CLPL.
- By June 2025 all education staff will have had the opportunity to develop their practice in collaboration with the SAR team.
- By June 2025 all education staff will have had the opportunity to engage with assessment implementation and data analysis
- By June 2025 all education staff will have had the opportunity to engage with and access support to implement and embed additional related SAR priorities
- By June 2025 ALL parents will have had further opportunity to engage with workshops and learning sessions based on supporting their child's reading development.

### Intended Impact

The values, vision and aims of South Ayrshire Reads is consistent and clear to all stakeholders.

### How Will We Measure Impact On Our Children?

Assessment results and teacher judgements of both PEF and Non-PEF cohorts of children to improve whole school reading results by the following targets over 3 years:

#### Increase in Reading attainment

	Target	Actual
Year 1	3%	4%
Year 2	5.2%	
Year 3	6%	

		Baseline	Year 1	Year 2	Year 3
<b>Girvan Primary School</b>	P1, 4 and 7	67.6%	69%		
Five-year average for pupils secure at the expected level					
<b>South Ayrshire Council</b>	P1, 4 and 7	81.8%	81.4%		
Five-year average for pupils secure at the expected level					

#### Close the gap between GPS and SAC 5 year averages

	Gap	Target	Actual
Baseline	14.2%		
Year 1	12.4%	1.5%	1.8%
Year 2		2%	
Year 3		2.5%	

## School Priority 2 : Improvement in children and young people's readiness to learn

### NIF Priority:

Improvement in attainment, particularly in literacy and numeracy  
Closing the attainment gap between the most and least disadvantaged children

HGIOS4: 1.2 1.3 2.2  
2.3 2.4 2.5 3.1 3.2

### What Outcomes Do We Want To Achieve?

- Build strategies and practical applications for children and families to become more resilient and confident to ensure equity for all learners and support for families
- Improved and sustained attendance of targeted pupils
- Children's voice to come through the curriculum
- Improve children's self-confidence, self-esteem and resilience

### How Will We Achieve This?

- See PEF plan
- Seasons For Growth available
- Lego therapy available
- Drawing and Talking / Art Therapy available
- LIAM available
- Nurture Group – Move to the local authority full fidelity model and 2 small nurture intervention groups and develop the nurture network across Dalmilling, St Johns, Braehead and Girvan.
- Whole School Nurture Approach – develop all staff understanding of nurture to develop a consistent approach throughout the school. Work with the central Nurture Support team and deliver nurture principal specific training.
- Anxiety Groups – identify staff interesting in being trained to support this small group/individual group work within the school. LIAM support made readily available to those who need it.
- Train and develop identified staff to deliver Drawing and Talking Therapy and Lego Therapy.
- Mental Health First Aid – utilise current trained staff to support children within the school and increase the number of staff trained in this
- Signposting children and families to wider services within the locality through our Education Welfare Officer
- Before/After school club programmes to support all areas of achievement that the children decide
- Growth Mindset Champion to offer group sessions for self-referral within the school
- More consistent approach to Outdoor learning across all levels and stages in the school in line with LA and Loose Parts Play programmes.
- Utilise the local environment to develop our curriculum in a variety of ways to offer alternative pathway working. 2 teachers to deliver 5 afternoons of alternative curriculum work as a test of change.
- The Iris Ayr to continue to work with identified groups to develop self-confidence across the school
- Increase opportunities and experiences that build confidence and self-esteem in all children and ensure no child misses out
- Better Movers Thinkers programme developed within the school to include family engagement sessions
- Digital Group to develop whole school podcast/bedtime stories and begin the process for reaccreditation of the Digital School Award.
- To develop the use of talking and thinking floorbooks and alternative digital means to capture learning in P1
- Establish links with former pupils – where are we now? S1 pupils to have weekly drop in sessions to support transition to Girvan Academy -
- To increase opportunities for pupils to be part of pupil groups across the school
- Attendance monitored weekly by SLT applying South Ayrshire guidance and close identified gap
- Pupils to actively participate in decision making and lead their learning through re-established pupil voice groups
- Staff within school will develop an awareness and understanding of The Promise and all that is included within the national guidance and local authority initiatives, this will be enhanced by completing The Promise Education Award by June 2025.
- All staff will support learners with experience of care to provide improved wellbeing and in turn work towards improved educational outcomes.
- Test of change using the Adaptive Teaching Programme across a single stage within the school
- SEE PEF PLAN

### How Will We Measure Impact On Our Children?

- Improved Attendance – 1.8% whole school and 6% PEF Cohort

Girvan Primary Attendance	Baseline	Year 1	Difference	Year 2	Difference	Year 3	Difference
	88.77	89.73	+0.96				

*0.96% Increase in attendance is an improvement of 596 days which equate to 3.14 academic years gained*

- Increased participation in groups/clubs/activities (AG to track)
- SAC Universal tracker
- Questionnaires – staff, pupils, parents/carers
- 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.
- HGIOS4 feedback and follow up our schools “You said, we did board”

**School Priority 3 :** To focus on improving confidence and competence of staff to effectively teach Expressive Arts and provide learners with the skills, approaches, knowledge and understanding that they require throughout their lives: year 1 art and design; year 2 dance and drama; year 3 music.

**NIF Priority:**

**Closing the attainment gap between the most and least disadvantaged**

**HGIOS4: 1.2 1.3 2.2  
2.3 2.4 2.5 3.1 3.2**

### What Outcomes Do We Want To Achieve?

- Children and young people's skills development, approaches to and knowledge and understanding in Expressive Arts is enhanced due to further staff development of pedagogy and assessment.
- Children and young people have a coherent and progressive learning experience in Expressive Arts across and throughout Girvan cluster schools/EYCs. There is a collegiate development of an art and design programme linked to Girvan Academy.
- Children, young people and staff will engage more readily with Expressive Arts and aspire to pursue a career in Expressive Arts.
- Staff will share experiences and good practice at all levels, moderate expectations in Expressive Arts and develop greater collegiality between cluster schools/EYCs.
- Children and young people will experience quality learning and teaching in Expressive Arts due to increased levels of confidence and expertise in staff.
- Quality learning and teaching will be informed through reliable and relevant assessment information.

### How Will We Achieve This?

- Individual schools will have negotiated collegiate time with staff to make these tasks happen.
- All teaching/EYC staff will join a group of 3.
- Each member of staff may be from another CFE level.
- August In Service: HTs will present the plan to all staff; staff will be notified of their Trio and focus area and asked to contact each other.
- Steering Group: carry out school/EYC audits; staff consultation; provide CLPL over the session; collate a directory of professional and community links to aid with planning and delivering art and design lessons; identify and cascade up-to-date information relating to planning and assessing art and design.
- September: Trios will arrange an online meeting to plan lessons and arrange dates for lessons to be taught and observed over the next 6 months (3 lessons, 3 visits).
- September – November: Trios will observe one colleague teaching an art and design lesson (time swapped from RCCT/collegiate time).
- December – January: Trios will observe second colleague teaching an art and design lesson (time swapped from RCCT/collegiate time).
- January – March: Trios will observe third colleague teaching an art and design lesson (time swapped from RCCT/collegiate time).
- May In Service (half day session): Showcase session at Girvan Primary School to celebrate staff and pupil learning.
- CLPL will be organised throughout the year and be on an opt-in basis.

### How Will We Measure Impact On Our Children?

- Individual school/EYC self-evaluation of Expressive Arts.
- Showcase Presentation in May.
- Classroom observations (SMT, mentors, colleagues from across schools/EYCs).
- Staff evaluations following CLPL activities.
- Children's views on Expressive Arts.
- Cluster questionnaire for children, staff, parents and carers





# Girvan Primary School Session 2024-25

## South Ayrshire Reads Year Two Launch Venue: TBC

Monday 19th  
August 2024  
13:30-15:30



## ASN workshop

Wednesday 21st  
August 2024  
SWB Staff only  
15:15-16:30



## Supporting Neurodivergent Learners

Tuesday 3rd September  
2024  
Support staff 13:30 - 15:00  
Teaching Staff: 15:30 -  
16:45



## Measuring Progress to Drive Reading

Monday 4th  
November 2024  
15:30 - 16:45



## Adaptive Teaching of Reading

Tuesday 1st  
October 2024  
15:30 - 16:45



## Advanced Phonics & Vocabulary: Morphology

Wednesday 22nd  
January 2025  
15:15 - 4:45



## Reading Leader Session

Wednesday 12th  
February 2025  
15:15-16:45



## Vocabulary

Wednesday 5th  
March 2025  
15:15-16:45



## SLT/ SAR Planning

Tuesday 29th  
April 2025  
9:00 - 10:30



## Workshop

Wednesday 21st May  
2025  
15:15-16:15



**Key**

- Partnership Sessions with Kirkmichael
- School Only
- Phase 1 Cohort
- Assessment Window