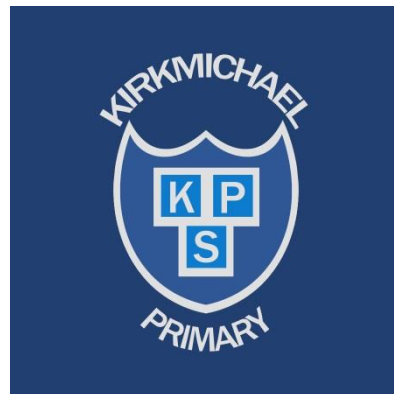


# Kirkmichael and Straiton Primary Schools



## KIRKMICHAEL PRIMARY

### Vision

Our shared vision for Kirkmichael Primary School is that we are all **honest** and **respectful** of each other whilst showing **responsibility**, **creativity**, and **enthusiasm** in all that we do and learn, now and in the future. *(Developed by the pupils, staff and parents of Kirkmichael Primary, November 2015)*

### Values



### Aims

Here at Kirkmichael we aim to:

- ✓ create a positive school ethos promoting inclusion, equality, team work and health and wellbeing.
- ✓ provide a stimulating, challenging, active and enjoyable curriculum for our pupils.
- ✓ improve the standards of achievement and attainment in consultation with the learner, parent or guardian.
- ✓ assist the pupils' personal and social development and to promote the values and responsibilities of citizenship citizens in an effective democratic society.
- ✓ promote an effective partnership that links home, school, parish and the local community.

## STRAITON PRIMARY

### Vision

Our shared vision for Straiton Primary School is to create a happy, honest, friendly and motivated environment with respectful and responsible pupils and staff. Within our school and wider community we celebrate our successes and achievements and we aim to flourish and grow in every aspect of learning, preparing us for the next stage of our journey

### Values

- ✓ Responsibility
- ✓ Motivation
- ✓ Respect
- ✓ Friendliness
- ✓ Honesty



### Aims

At Straiton Primary School we hope to have stability in staffing and through that aim to create an environment for learning and teaching that is both safe and happy, where staff, pupils and parents feel valued.

We aim to provide a stimulating and appropriate curriculum for all our children in accordance with the principles of 'A Curriculum for Excellence'.

We aim to improve standards of attainment by promoting an ethos of achievement by setting targets in literacy, numeracy and health and wellbeing in line with national policy and by rigorous and systematic monitoring.

We aim to assist our pupils' personal and social development by building self-esteem and respect for others in preparation for Secondary Education and for life itself.

We recognise that parental involvement and support is of the upmost importance to the school and in the best interest of the child. We hope to achieve these aims with staff, parents and pupils working together in partnership.

We aim to work closely with our cluster schools including our secondary link to the benefit of all pupils and staff.

## South Ayrshire Council Plan

- Maximise the potential of our children and families
- Improve the way we work as a council
- Maximise the potential of our economy
- Maximise the potential of our adults and older people
- Maximise the potential of our communities
- Maximise the potential of our environment

## Children's Services Plan - Draft

- 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

- The proportion of young people and adults with relevant qualifications is increased.
- Effective early years and early intervention services are delivered
- More children and young people are successful learners, responsible citizens, confident individuals and effective contributors
- The gap between the highest and lowest achievers is narrowed
- We look after our most vulnerable children and families
- Land and building assets are well maintained, fit for purpose and affordable
- A flexible workforce with the skills and knowledge to deliver services efficiently and effectively

## National Improvement Framework

- 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 people

**Priority 1: RAISING ATTAINMENT IN LITERACY**

NIF Priority: Improvement in attainment, particularly in literacy	<b>NIF Drivers:</b> Assessment of pupil progress Teacher professionalism Performance information School improvement	HGIOS4 QI: 1.3, 2.2, 2.3, 2.4, 3.1, 3.2
---	---	---

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)
--------------------------------------	---	-------------	------------------------	--

Cluster Priority

To improve technical skills for writing across curriculum	<ul style="list-style-type: none"> <li>➤ Compile list of high expectations for writing skills across all aspects of curriculum</li> <li>➤ Consistency of approach across Cluster through shared expectations via Cluster CLPL</li> <li>➤ Transition project</li> </ul>	Rowan Parry  Working party	August 2018- June 2019	<ul style="list-style-type: none"> <li>○ Writing attainment will increase by 10% across all CfE levels</li> <li>○ Analysis of SNSA: writing assessment data</li> <li>○ Moderation of written work across curricular areas</li> <li>○ Professional dialogue</li> <li>○ Pupil voice</li> </ul>
---	--	----------------------------------	------------------------	--

School priority

To improve outcomes in reading and writing for all children	<ul style="list-style-type: none"> <li>➤ Embed Active Literacy approaches across P1/2 in the teaching of spelling, phonics and reading.</li> <li>➤ To continue to use targeted interventions such as; Five Minute Box, Catch Up Literacy, Word Aware, Reading Wise and Read, Write, Gold, in order to raise attainment and address any identified or potential gaps in achievement.</li> <li>➤ To continue to embed the Three Read Approach across the school where identified as an appropriate support for targeted intervention.</li> </ul>	Liz Candlish (HT)  Kerry Malcolm (PT,KPS)  Caron Barclay (PT, SPS)	August 2018- June 2019	<ul style="list-style-type: none"> <li>○ 90% of children will achieve expected CfE level at P1, P4 and P7 using Benchmarks to support teacher judgement</li> </ul> <p>CfE attainment in Literacy - SPS</p> <table border="1" data-bbox="1534 1101 1982 1340"> <thead> <tr> <th></th> <th>15-16</th> <th>16-17</th> <th>17-18</th> <th>Target19</th> </tr> </thead> <tbody> <tr> <td><b>P1</b></td> <td>80%</td> <td>100%</td> <td>100%</td> <td>90%</td> </tr> <tr> <td><b>P4</b></td> <td>100%</td> <td>67%</td> <td>n/a</td> <td>90%</td> </tr> <tr> <td><b>P7</b></td> <td>50%</td> <td>100%</td> <td>100%</td> <td>90%</td> </tr> </tbody> </table>		15-16	16-17	17-18	Target19	<b>P1</b>	80%	100%	100%	90%	<b>P4</b>	100%	67%	n/a	90%	<b>P7</b>	50%	100%	100%	90%
	15-16	16-17	17-18	Target19																				
<b>P1</b>	80%	100%	100%	90%																				
<b>P4</b>	100%	67%	n/a	90%																				
<b>P7</b>	50%	100%	100%	90%																				

- Staff CLPL provided for any new teaching staff and school assistants.
- Use a range of assessments to benchmark and measure children's progress in Literacy and English.
- Expansion of reading resources to provide greater support and challenge as well as opportunities for personalisation and choice.
- Aifl strategies revisited.
- Writing to be more focussed, embedded further and wider across the curriculum at all levels.
- A robust tracking of attainment to include:
  - Attainment meetings
  - Data analysis involving all staff to focus on key learning and teaching

CfE attainment in Literacy – KPS

	15-16	16-17	17-18	Target19
<b>P1</b>	100%	67%	50%	90%
<b>P4</b>	40%	100%	100%	90%
<b>P7</b>	n/a	67%	33%	90%

- Ongoing assessment using Write to the Top tool.
- Analysis of SNSA
- Baseline evaluations undertaken and analysed against year end assessments (GL Reading, GL Spelling, PM Benchmarks)
- Pupil Attainment Meetings – One per learning block
- Tracking data with particular focus on vulnerable children (LAC etc)
- Staged Intervention paperwork to support targeted interventions for identified pupils

**Priority 2: TO RAISE ATTAINMENT IN NUMERACY**

NIF Priority: Improvement in attainment, particularly in numeracy	<b>NIF Drivers:</b> Assessment of pupil progress Teacher professionalism Performance information School improvement	HGIOS4 QI: 1.3, 2.2, 2.3, 2.4, 3.1, 3.2
---	---	---

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)
--------------------------------------	---	-------------	------------------------	--

**Cluster priority**

Improved use of holistic assessment that will build on approaches to support effective planning, tracking, assessment & moderation	<ul style="list-style-type: none"> <li>➤ Re-establish Cluster Numeracy Group tasked to                             <ul style="list-style-type: none"> <li>- audit current practice</li> <li>- create holistic assessments</li> <li>- lead moderation events</li> </ul> </li> </ul>	K Malcolm	August 2018- June 2019	<ul style="list-style-type: none"> <li>○ Maths attainment will increase by 10% across all CfE levels</li> <li>○ Use of SNSA &amp; GL assessment data at start &amp; end of year</li> <li>○ Staff survey</li> <li>○ Pupil voice</li> <li>○ Cluster staff observation</li> <li>○ L Gibb (PT, Maths Carrick Academy)</li> </ul>
--	--	-----------	------------------------	--

<p><u>School Priority</u></p> <p>Raised attainment in Numeracy and Mathematics for all children</p>	<ul style="list-style-type: none"> <li>➤ To continue to use targeted interventions in order to raise attainment and address any identified or potential gaps in achievement.</li> <li>➤ Further develop STEM related digital technologies that enhance learning.</li> <li>➤ Targeted support for children with lowest attainment.</li> <li>➤ Embed the use of Number Talks across the school.</li> <li>➤ Staff CLPL provided for any new teaching staff and school assistants.</li> <li>➤ Increased focus on problem solving and solving written problems.</li> </ul>	Liz Candlish (HT)  Caron Barclay (PT, SPS)  Kerry Malcolm (PT, KPS)	August 2018- June 2019	<ul style="list-style-type: none"> <li>○ 90% of children will achieve expected CfE level at P1, P4 and P7 using Benchmarks to support teacher judgement</li> </ul> <p style="text-align: center;">CfE attainment in Numeracy - SPS</p> <table border="1" data-bbox="1456 1117 1971 1356"> <thead> <tr> <th></th> <th>15-16</th> <th>16-17</th> <th>17-18</th> <th>Target19</th> </tr> </thead> <tbody> <tr> <td><b>P1</b></td> <td><b>80%</b></td> <td><b>100%</b></td> <td><b>100%</b></td> <td><b>90%</b></td> </tr> <tr> <td><b>P4</b></td> <td><b>100%</b></td> <td><b>67%</b></td> <td><b>n/a</b></td> <td><b>90%</b></td> </tr> <tr> <td><b>P7</b></td> <td><b>50%</b></td> <td><b>100%</b></td> <td><b>67%</b></td> <td><b>90%</b></td> </tr> </tbody> </table>		15-16	16-17	17-18	Target19	<b>P1</b>	<b>80%</b>	<b>100%</b>	<b>100%</b>	<b>90%</b>	<b>P4</b>	<b>100%</b>	<b>67%</b>	<b>n/a</b>	<b>90%</b>	<b>P7</b>	<b>50%</b>	<b>100%</b>	<b>67%</b>	<b>90%</b>
	15-16	16-17	17-18	Target19																				
<b>P1</b>	<b>80%</b>	<b>100%</b>	<b>100%</b>	<b>90%</b>																				
<b>P4</b>	<b>100%</b>	<b>67%</b>	<b>n/a</b>	<b>90%</b>																				
<b>P7</b>	<b>50%</b>	<b>100%</b>	<b>67%</b>	<b>90%</b>																				

➤ Extend the use of baseline assessments in Numeracy across all stages.

➤ Increase opportunities for pupils to apply numeracy and mathematical skills to solve problems in unfamiliar settings.

➤ A robust tracking of attainment to include:

- Attainment meetings
- Data analysis involving all staff to focus on key learning and teaching

CfE attainment in Numeracy – KPS

	15-16	16-17	17-18	Target19
P1	100%	44%	100%	90%
P4	40%	100%	100%	90%
P7	n/a	67%	33%	90%

- Analysis of SNSA
- Baseline evaluations undertaken and analysed against year end assessments(GL Numeracy)
- Pupil Attainment Meetings – One per learning block
- Tracking data with particular focus on vulnerable children (LAC etc)
- Staged Intervention paperwork to support targeted interventions for identified pupils



**Priority 3: WELLBEING, EQUALITY & INCLUSION FOR ALL**

NIF Priority: Improvement in children and young people's health and wellbeing

NIF Drivers:  
Assessment of pupil progress  
Teacher professionalism

HGIOS4 QI:2.1, 2.4, 2.5, 3.1, 3.2

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><u>Cluster Priority</u></p> <p>Improve mental health &amp; resilience</p>	<ul style="list-style-type: none"> <li>➤ Implement Place to Be strategy</li> <li>➤ Use of STEP strategy</li> <li>➤ ACES training</li> <li>➤ Drama Box / DYW activity</li> <li>➤ Use of We Eat Elephants programme</li> </ul>	<p>B McPherson</p> <p>H&amp;WB Coordinators</p>	<p>August 2018- June19</p>	<ul style="list-style-type: none"> <li>○ 100% of children will improve in each of their SHANARRI indicators</li> <li>○ SAC Ecological Assessment</li> <li>○ Wellbeing web</li> <li>○ Emotional literacy checklist</li> <li>○ SD questionnaire</li> <li>○ Boxall profiling</li> <li>○ Pupil evaluations</li> <li>○ Staff evaluations</li> </ul>
<p><u>School Priority</u></p> <p>Building capacity in our pupils to have improved mental health &amp; resilience skills</p> <p>The Tapestry model of Making Thinking Visible is developed across the school</p> <p>Encourage children to take an active role in the decision making and planning of PE and sport in our setting</p>	<ul style="list-style-type: none"> <li>➤ Embed MTV throughout school and implement CLPL for new staff to ensure a consistent approach.</li> <li>➤ To further develop use of Achievement folders to foster a sense of ownership and create further opportunities for parental engagement.</li> <li>➤ Develop individualised planning systems to include and enhance Health and Wellbeing.</li> <li>➤ Further develop use of mindfulness approaches to enhance resilience.</li> </ul>	<p>Caron Barclay (PT, SPS)</p> <p>Kerry Malcolm (PT, KPS)</p> <p>All Staff</p> <p>Ryan Douglas (Active Schools, Coordinator)</p>	<p>August 2018-May19</p>	<ul style="list-style-type: none"> <li>○ Wellbeing webs completed by all children in September and measured again in June.</li> <li>○ Pupil /parent survey results.</li> <li>○ Comparison of PASS assessment data over session.</li> <li>○ Comparison of all assessment data at all levels and all curricular areas.</li> <li>○ Analysis of parental participation across the school and EYC.</li> <li>○ Participation rates of children attending extra-curricular activities to be tracked for % increase.</li> <li>○ Achievement of Gold School Sports Award. Currently at Bronze level.</li> </ul>

- |  |  |  |  |  |
|--|--|--|--|--|
|  | <ul style="list-style-type: none"><li>➤ Further engagement with local businesses to create genuine business links and fully develop our DYW programme.</li><li>➤ Offer more non-sport experiences for children as lunchtime/after school activities.</li><li>➤ Develop creative ways of involving parents and carers in family learning.</li><li>➤ Embed the use of PASS assessments to provide data to track and monitor wellbeing.</li><li>➤ Revisit the SHANARRI indicators through school assembly programme to facilitate use of SA Wellbeing Web for all children.</li><li>➤ Undertaking the School Sports Award to enhance participation, ownership and leadership within PE.</li></ul> |  |  |  |
|--|--|--|--|--|

**Priority 4: IMPROVE EMPLOYABILITY SKILLS FOR ALL CHILDREN**

NIF Priority: Improvement in employability skills and sustained leaver destinations for all young people.

NIF Drivers:  
Parental engagement  
School improvement

HGIOS4 QI:2.2, 2.5, 2.7, 3.1, 3.3

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)
<ul style="list-style-type: none"> <li>➤ Further development of DYW programme</li> </ul>	<ul style="list-style-type: none"> <li>➤ Termly world of work focus fortnights embedded in school calendar.</li> <li>➤ Maintenance of local business links.</li> <li>➤ Engagement with wider business links.</li> <li>➤ Development of cross curricular digital technologies skills.</li> <li>➤ Staff CLPL where required.</li> <li>➤ Implementation of community food technologies programme through Education Scotland's Food For Thought initiative.</li> </ul>	<p>Liz Candlish (HT)</p>	<p>August 2018-June 2019</p>	<ul style="list-style-type: none"> <li>○ Participation in Digital Schools Award Scheme.</li> <li>○ Analysis of parental and wider community participation across the school and EYC tracked to show % increase.</li> <li>○ PRD/PDR will highlight areas of development for staff.</li> <li>○ Evaluation of food technologies programme to be tracked through evaluation for funding process.</li> </ul>

Priority 5: RAISING ATTAINMENT IN THE EARLY YEARS CENTRE				
<b>NIF Priority:</b> Improvement in attainment, particularly in literacy and numeracy  Improvement in children and young people's health and wellbeing		<b>NIF DRIVERS:</b> Assessment of pupil progress Teacher professionalism Performance information School improvement		<b>HGIOELC QI:</b> 1.3, 2.2, 2.3, 2.4, 2.5, 3.1, 3.2,
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)
To improve children's literacy and numeracy skills within the Early Years Centre.  Development of programme to increase family learning opportunities	<ul style="list-style-type: none"> <li>➤ Develop early level planning approaches across EYC/P1 to ensure a shared understanding.</li> <li>➤ Development of the outdoor learning programme to support increased attainment in literacy, numeracy and health and wellbeing.</li> <li>➤ PEEP sessions for parents of children in Early Years focussed on Literacy and Numeracy.</li> <li>➤ E-Profiles to be embedded to engage children and parents in learning.</li> <li>➤ Development of cross-establishment EYC collaborative improvement programme.</li> </ul>	Liz Candlish (HT)  EY Team	August 2018-May19	<ul style="list-style-type: none"> <li>○ 10% increase in attainment of Developmental Milestones</li> <li>○ All children will have E-Profile to support their learning journey</li> <li>○ Parental feedback</li> </ul>

## Appendix 1

### Budget (Kirkmichael PS)

Priority	Staffing costs (F/y)	Staffing costs (P/Y)	Resources/ other	Total
One day per week, two groups to be formed from whole class based on attainment data.  Morning – Selected cohort to be based with class teacher and School Assistant for more concentrated literacy input  Afternoon – Each child from above will have 15 minutes 1-1 teacher focus plus group input devoted to phonic and vocabulary development	£9619.20			£9619.20
Improve mental health & resilience by implementation of STEP programme			£1530.00	£1530.00
				£11149.20