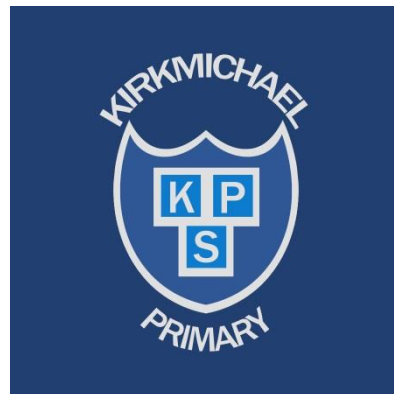**IMPROVEMENT PLAN: 2021 - 2022**

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 simulating, 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 in an effective democratic society.
- ✓ promote 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 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

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

Children's Services Plan

1. 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.
2. Reduce the gap in outcomes between the most deprived and least deprived children and young people in South Ayrshire.
3. 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.
4. Ensure children and young people are supported to achieve and maintain good emotional and physical health and wellbeing.
5. Ensure children and young people have a voice in influencing service delivery that affects their lives.

Educational Services Plan and National Improvement Framework Priorities

1. Improvement in attainment, particularly in literacy and numeracy
2. Closing the attainment gap between the most and least disadvantaged children
3. Improvement in children and young people's health and wellbeing
4. 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

1. School Leadership
2. Teacher professionalism
3. Parental engagement
4. Assessment of children's progress
5. School Improvement
6. Performance Information

Priority 1: RAISING ATTAINMENT IN LITERACY				
NIF Priority: Improvement in attainment, particularly in literacy	**NIF Drivers:** 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 children's technical skills for writing across the curriculum. To build consistency of approach in pupil experience across Cluster.	➢ Through Talk for Writing create a P7-S1 cluster transition project based on a piece of text ➢ P1 and P2 staff to undertake training in the Building Blocks of Literacy providing an in-depth focus on literacy learning and teaching ➢ Relevant staff to undertake Talk for Writing CLPL to develop staff capacity and consistency in teaching writing	Louise McCarron Brydie Scott	Dec 2021 April 2022 May 2022	o All children are applying consistent writing strategies.
School priority				
Increased attainment in reading and writing for all children	➢ Roll out of Talk for writing approach across whole school. ➢ To encourage reading for enjoyment through engagement with new texts ➢ Use a range of assessments to benchmark and measure children's progress in Literacy and English. ➢ Further develop STEM related digital technologies that enhance learning ➢ Expansion of reading resources to provide greater support and	Liz Candlish (HT) Lauren Miller (PT,KPS) Emma Carroll (PT, SPS)	August 2021-June 2022	o 80% + of children at P1, P4 and P7 stages reaching age appropriate levels in SNSA & CFE o Baseline evaluations undertaken and analysed against year end assessments(GL Reading, GL Spelling, PM Benchmarks) o Pupil Attainment Meetings – One per learning block o Attainment data (CfE & AfE) o Tracking data with particular focus on vulnerable children (Care Experienced etc) o Staged Intervention paperwork

	challenge as well as opportunities for personalisation and choice ➢ Explore and develop community links in literacy and shared reading through the use of digital technologies.			o Self-evaluation using HGIOS4? 2.1-2.4 o QA monitoring and tracking evidence o Parent/Community surveys/evaluation of feedback

Priority 2: TO RAISE ATTAINMENT IN NUMERACY

NIF Priority: Improvement in attainment, particularly in numeracy	NIF Drivers: 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 children's numerical skills. To build consistency of approach in pupil experience across Cluster.	➢ Continue to embed the Level 2 Study Pack within Cluster Primaries ➢ Discussion and feedback on the level 2 study packs with Carrick Academy Maths Department ➢ Level 2 Study Pack used as method of assessment for P7 transitioning into S1Maths Department	Lindsay Morris Louisa Stevenson	August 2022 Oct 2021 May/June 2022	o Children are applying consistent numeracy skills o All children across Cluster are taught agreed skills o Reduction in gaps in learning at point of transition
School Priority Increased attainment in Numeracy and Mathematics for all children	➢ To continue to use targeted interventions in order to raise attainment and address any identified or potential gaps in achievement ➢ Further develop STEM related digital technologies that enhance learning ➢ Targeted support for children with lowest attainment ➢ To develop the use of CPA strategies to enhance learning and teaching ➢ Increased focus on problem solving and solving written problems ➢ Increase opportunities for pupils to apply numeracy and mathematical skills to	Liz Candlish (HT) Emma Carroll (PT, SPS) Lauren Miller (PT, KPS) Hope Cousins (CT, KPS)	August 2021-June 2022	o 80% + of children at P1, P4 and P7 stages reaching age appropriate levels in SNSA & CFE o Baseline evaluations undertaken and analysed against year end assessments(GL Reading, GL Spelling, PM Benchmarks) o Pupil Attainment Meetings – One per learning block o Attainment data (CfE & AfE) o Staff CLPL o Tracking data with particular focus on vulnerable children (Care Experienced etc) o Staged Intervention paperwork

	solve problems in unfamiliar settings ➢ Explore and develop wider community links in numeracy and shared reading through the use of digital technologies.			o Self-evaluation using HGIOS4? 2.1-2.4 o QA monitoring and tracking evidence o Parent/Community surveys/evaluation of feedback

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)
<u>Cluster Priority</u> Achievement of Mental Health & Wellbeing Charter mark Implementation of Cluster policy on LGBT+ children's mental health and resilience	➤ Each school to complete HWB self-evaluation and action plan for Mental Health & Wellbeing Charter ➤ Cairn PS to support Cluster schools to complete activities required to achieve charter mark. ➤ Cluster policy on LGBT+ to be shared with all schools and developed to suit individual contexts.	C Hodgart Emma Carroll	September 2022 June 2022 June 2022	o Children demonstrate that they are confident in accessing relevant information and support. o Children will be happy, safe and included and measured using the well-being webs.
<u>School Priority</u> Establish a whole-school culture of wellbeing.	➤ Continue to embed mindset coaching, mindfulness, meditation, positive mental wellbeing self-care and self-development into daily practice. ➤ Develop positive attitudes towards all aspects of health and wellbeing. ➤ To support the use of mindfulness / growth mindset in practice at all levels. ➤ Develop the use of a tracking tool to monitor health and wellbeing indicators	Liz Candlish (HT) Emma Carroll (PT, SPS) Lauren Miller (PT, KPS)	August 2021 - June 2022	o Comparison of PASS assessment data over session o SAC Ecological Assessments o Feedback from children, parents and staff o Comparison of all assessment data at all levels and all curricular areas o Wellbeing assessments o School attainment data o Individual pupil attainment tracking tool

Priority 4: RECOVERY POST COVID 19

NIF Priority: Improvement in attainment in Literacy and Numeracy. Improvement in Health and Wellbeing	NIF Drivers: Assessing pupil progress Teacher professionalism Performance information School Improvement	HGIOS4 QI: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)
➤ Identified children meet literacy targets through consolidation and re-enforcement of key literacy skills.	➤ Conduct baseline assessments (GL Assessments, PM Benchmarks, Reading Wise) ➤ Provide targeted support for individual pupils. ➤ Provide small group targeted support sessions with most vulnerable pupils.	Liz Candlish (HT) Emma Carroll (PT SPS) Lauren Miller (PT KPS)	August 2021-June 2022	o Baseline evaluations undertaken and analysed against year-end assessments (GL Reading, GL Spelling, PM Benchmarks) o Tracking data with particular focus on vulnerable children. o Professional teacher judgement. o Attainment data o Staged Intervention Paperwork.
➤ Consolidate and reinforce knowledge and understanding of key numeracy and maths skills.	➤ Conduct baseline assessments (GL PTM) ➤ Provide targeted support for individual pupils. ➤ Provide small group targeted support sessions with most vulnerable pupils.	Liz Candlish (HT) Emma Carroll (PT SPS) Lauren Miller (PT KPS)	August 2021 – June 2022	o Baseline evaluations undertaken and analysed against year-end assessments (GL PTM) o Tracking data with particular focus on vulnerable children. o Professional teacher judgement. o Attainment data o Staged Intervention Paperwork.
➤ All children feel positive and confident within all aspects of health and wellbeing.	➤ See priority 3 on SIP	Liz Candlish (HT) Emma Carroll (PT SPS) Lauren Miller (PT KPS)	August 2021 – June 2022	o Wellbeing applications o Comparison of PASS assessment data over session o Ecological Assessments for identified individuals. o Staff and pupil dialogue and observations. o Attainment data.

Priority 5: RAISING ATTAINMENT IN THE EARLY YEARS CENTRE

NIF Priority: Improvement in attainment, particularly in literacy and numeracy Improvement in children and young people's health and wellbeing	NIF DRIVERS: Assessment of pupil progress Teacher professionalism Performance information School improvement	HGIOELC QI: 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)
Through improvements in children's literacy and numeracy skills, raise attainment within the EYC Development of programme to increase family learning opportunities	➤ Roll out of Talk for writing approach across whole school inc. EYC. ➤ To encourage reading for enjoyment through engagement with new texts. ➤ To develop the use of CPA strategies to enhance learning and teaching. ➤ Wider community involvement in development of outdoor areas (restrictions allowing) ➤ Implement a creative approach to support parents/carers to engage in children's learning in the post-COVID setting	Liz Candlish (HT) EY Team	August 2021 - June 2022	o Current measure of children achieving all developmental milestones in maths and numeracy, to raise to 60% by June 2022* o Current measure of children achieving all developmental milestones in literacy, to raise to 60% by June 2022* *Figures this year not comparable as cohort of 1 o Parental feedback using questionnaire will indicate 75% compared to current 50% involvement in child's learning

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	£11098.00			£11098.00
			Surplus	£ 533.00
Total				£12164.00