

Onthank Primary School
Gaelic Early Childhood Centre &
Gaelic Classes
Establishment Improvement Plan



School/Centre Improvement Plan	Onthank Primary School and Gaelic Department
Head Teacher	Kirsteen A. McCartney Glynis Findlay
Senior Education Manager	John Wilson
Date Submitted	August 2017
Session (Date when each year is written)	17/18

School's/Centre's Vision and Values	<p>In Onthank Primary School and Early Childhood Centre we provide lessons in a nurturing environment and community for all pupils to reach their maximum potential to:</p> <ul style="list-style-type: none"> • Enable children to be independent learners and thinkers • Inspire a love in learning • Provide a relevant, broad curriculum for all, through the medium of English or Gaelic • Enable all children to value themselves and their place in Scotland's diverse cultural heritage • Foster a sense of belonging to a community • Recognise and respect cultural and social diversity • Provide a stimulating and challenging learning environment.
-------------------------------------	---

In line with the Standards in Scotland's Schools etc. Act 2000 (amended 2016), the following checklist is designed to assist Heads of establishment with whole school/centre improvement planning that fulfils statutory duties in accordance with the Act. This must be completed prior to submission.

Consultation on improvement plan includes the following stakeholders:	Completed
Children and Young People	✓
Parent Council and Forum	✓
Teachers, practitioners and ALL school/centre staff	✓
Volunteers/ Community partners	✓

Content of plan	Completed
Takes account of strategic priorities outlined in the education authority's Annual Plan.	✓
Takes account of the strategy for parental involvement under section 2 (4A)	✓
An audience-friendly summary of the SIP is available and contained in this document and will be provided to parents, children and young people.	✓
Appropriate cognisance has been made of the links between the plan and the working time agreement for teaching staff	✓

Local bodies representing teachers, staff, volunteers and any parent bodies further associated to the school/centre.	✓
--	---

Scottish Government Tackling Bureaucracy working group recommendations have been considered when planning for improvement and in the improvement activities specified	✓
HGIOS 4 and HGIOELC are used as the frameworks to inform the content of SIPs	✓
There is clear focus throughout the plan on measures to reduce of inequalities of outcome as a result of socio-economic disadvantage.	✓

Head Teacher/Head of Centre Signature: ... *Kirsten A. McCartney*

Pupil and parental strategic involvement

<i>For session 2017-18 , please describe below how children and young people will be involved in decisions relating to the operation of the school/centre</i>	<i>For session 2017-18 , please describe below how parents will be involved in decisions relating to the operation of the school/centre</i>
<p>Pupils' Voice is an important part of Onthank PS and pupils are consulted and involved in decision making through:-</p> <p>Assemblies</p> <p>Pupil Council</p> <p>Rights Respecting School e.g. Class Charter</p> <p>Prefects and Classroom Buddies</p> <p>ECO Committee</p> <p>DFS Group</p> <p>JRSO Group</p> <p>Sports Group</p> <p>ICT Wizards</p> <p>Pupil Choice e.g. topic study</p>	<p>Parents and Carers will be actively involved in operational decision making through:-</p> <p>Parent Council</p> <p>P.T.A.</p> <p>Homework Group</p> <p>Meet the Teacher Open event</p> <p>Parental Engagement e.g. STEM</p> <p>Consultation with parents / carers through a variety of communication methods including meetings and questionnaires</p> <p>Parent's Paiste involvement with Gaelic Classes</p> <p>Parental involvement: Fort William for Mod (PEF Fund)</p>

Improvement Priority <i>(Expressed as outcomes for learners)</i>	<u>Numeracy</u> Learners will develop a consistent use of mathematical language through embedded emphasis on use of and comprehension of mathematical language. Learners will have enhanced confidence, understanding and positive attitudes to Numeracy and Maths. Learners will develop a deep and sustained understanding of maths through a range of learning opportunities which provide engagement with the concrete, pictorial and abstract. Learners will develop an investigative approach to mental maths where pupils are supported to develop greater mental computation through exposure to a range of strategies and being given the opportunity to make thinking visible. * Translate EAC toolkits to Gaelic language and implement toolkits.	<u>Rationale for improvement priority based on evidence</u> Based on a wide range of quantitative and qualitative data collated, an authority pilot project has shown significant outcomes in raising attainment. This has led to a roll out of the programme to a select number of establishments in order to support collaborative planning, teaching and assessment for those schools with a large % of children with SIMD 1 & 2. The importance of the quality and nature of the learning experiences is recognised in developing attributes and capabilities and in achieving active engagement, motivation and depth of learning in numeracy and mathematics. As a national priority, staff will be supported and provided with training and resources to assist in the raising of attainment in relation to numeracy.
NIF Priorities Improvement in attainment, particularly in literacy and numeracy.	NIF Driver Assessment of children's progress	HGIOS/ HGIOSELCC QI's for self-evaluation 3.2 Raising attainment and achievement

What actions are required to reach the desired outcome?	Who	When
<ul style="list-style-type: none"> Numeracy Champion and a class teacher at each level to be identified and released for joint training. Numeracy Champion and class teachers to be involved in joint planning of a series of lessons and assessment(s) based on the training. Numeracy Champion and class teachers alternately team teach the lessons which they have jointly planned and collaborated with each other, observing and giving feedback on the impact of their joint differentiated planning on; a high attaining child, a child who requires some support and a child who has low attainment. Staff on training to focus on the foundations of conceptual understanding in Numeracy and the pedagogy underpinning effective practice, take on board the guidance and resources given. Develop a positive mathematical learning environment which encourages the consistent use of mathematical language. Focus on developing the underpinning skills in mental maths, problems solving and investigation enhance 	PT & SMT PT & Lead Staff PT & Lead Staff Lead Staff Lead Staff Lead Staff PT & SMT	Aug 2017 Sept / Oct 2017 Sept / Oct 217 Sept / Oct 2017 Jan 2018

<p>children's confidence, understanding and positive attitudes to Numeracy and Maths.</p> <ul style="list-style-type: none"> • Introduce the East Ayrshire Curriculum Pathway for Numeracy and Mathematics and link to current planners. • Share with parents the rationale/pedagogy of the Curriculum Pathway for Numeracy and Mathematics and their role in supporting pupils • Engage in support visits from colleagues who will offer customised advice to take forward each school's developments. • Staff who have engaged fully with the training process to deliver training to staff with the intention of a whole school roll out the following year. • Staff to liaise with each other to create toolkits in Gaelic language and implement them in class. • Classroom environment to reflect language used and create a mathematical learning environment. • Create numeracy opportunities for able learners and introduce new resource in Early to First level 	<p>PT & SMT</p> <p>PT & SMT</p> <p>All teaching staff</p> <p>M. MacLean Z. MacLeod J. Easton</p>	<p>March 2018</p> <p>Nov 2017 & March 2018</p> <p>May 2018</p> <p>March 2018</p>
<p><u>Evidence of Impact against outcomes for learners</u></p> <p>Impact on learning will be measured from:</p> <ul style="list-style-type: none"> - Teacher judgement on levels of pupil engagement and confidence - Completion of focused formative assessment through new Key Concepts in Numeracy Baseline observations to identify where each child was 'at' in the key concepts and also to identify gaps in learning and plan accordingly. - Undertaking of case studies conducted with three children of different abilities in each class to differentiate programmes to meet their needs. - Wider range of evidence through photographs and big books - Evidence of increased mathematical language through talking, in pictures, black line drawings, big books, posters etc. <p>*Completion of toolkits in Gaelic and implementation of assessments.</p> <p>*Raise attainment in all pupils.</p> <p>*Gaelic speaking staff improving learning and teaching in numeracy.</p>		

N.B. Self-evaluation of this priority should be reflected in the Standards and Quality Report for this academic session.

<p>Improvement Priority (Expressed as outcomes for learners)</p>	<p><u>A whole school approach to Nurture</u></p> <p>Targeted nurture:</p> <ul style="list-style-type: none"> • Provide a flexible and preventative resource which is responsive to particular SEBN. • Vulnerable learners will be provided with a carefully structured relationship based environment where they receive an intensive period of support and nurturing. • Children will be supported to acquire developmentally appropriate social and language skills. • Children will be supported to improve self-esteem and self-efficacy and develop their confidence as learners through a nurturing approach. • Vulnerable learners will have improved readiness to learn and achieve with their wider social, emotional and HWB needs being met. <p>Whole school nurturing approach aims;</p> <ul style="list-style-type: none"> • Further develop whole school nurturing ethos. • Improved staff knowledge and understanding of the nurture principles and relationship based approaches. • Work constructively in partnership with class teacher and parents to enable consistency of approach across both home and school. <p>To evaluate and monitor the impact of nurturing approach on experiences and outcomes for learners.</p>	<p><u>Rationale for improvement priority based on evidence</u></p> <p>Research suggests that the nurture group approach impacts positively on the SEB needs and academic attainment of vulnerable primary aged children (e.g. Reynolds, Mackay, 2009, Seth-Smith et al, 2010). Onthank P.S are a pilot school as part of Education Scotland's 'Applying Nurture as a Whole School Approach'.</p>
<p>NIF Priorities</p> <p>Closing the attainment gap between the most and least Disadvantaged children.</p> <p>Improvement in children and young people's health and wellbeing</p>	<p>NIF Driver</p> <p>Teacher Professionalism Assessment of children's progress Parental engagement Performance information School improvement</p>	<p>HGIOS/HGIOSELCC QI's for self-evaluation</p> <p>1.1 Self-evaluation for self-improvement 1.2 Leadership of change 2.2 Curriculum 2.3 Learning, teaching & assessment 2.4 Personalised support 2.7 Partnerships 3.1 Ensuring wellbeing, quality and inclusion 3.2 Raising attainment and achievement</p>

What actions are required to reach the desired outcome?	Who	When
<p>Whole school approach;</p> <ul style="list-style-type: none"> • Whole school staff training (4 sessions agreed as part of working time agreement) with additional opt in, voluntary coaching sessions including Gaelic ECC and Gaelic Classes. Gaelic teachers using spoken Gaelic language. • Development of long term implementation plan in consultation with HT • Opportunity for peer class visits, sharing of good practice • Commitment to ongoing self-evaluation, using Education Scotland's framework <p>Targeted;</p> <ul style="list-style-type: none"> • Staff appointed (teacher and CA) • Set up nurture room with appropriate resources <p>Operation of nurture group to be informed by East Ayrshire's nurture policy, consideration to be given to; recruitment and selection of pupils, assessment of pupil's needs, planning (between nurture teacher and class teacher), monitoring and evaluation</p>	<p>Nicola Newall</p> <p>Adele Swinfen (E.P)</p> <p>HT</p>	<p>Aug inset and at planned times throughout the school year</p>
<p>Evidence of Impact against outcomes for learners</p> <p>Whole school;</p> <ul style="list-style-type: none"> • Staff completed self-evaluations using Education Scotland's resource • Analysis of staff, parents, carers and pupil views on nurturing practice (questionnaires, possible focus groups) • Observations of nurturing practice • Peer learning opportunities • Analysis of pre and post quantitative data including attendance, attainment, exclusions <p>Targeted;</p> <ul style="list-style-type: none"> • Boxall assessments completed 3 times throughout the school year • Examples of ILP's • Examples of observation records • Golding's attachment checklist • Attendance and exclusion data • Wellbeing measures • Teaching talking assessment • PDSA run charts 		

N.B. Self-evaluation of this priority should be reflected in the Standards and Quality Report for this academic session.

<p>Improvement Priority (Expressed as outcomes for learners)</p>	<p>STEM</p> <p>Embed professional STEM skills in the Primary curriculum with learners and teachers.</p> <p>Learners will develop meaningful understandings of work-related skills with a particular focus on engineering.</p> <p>Learners will record skills used in a wide range of situations.</p> <p>Learners will have access to planned and purposeful experiences related to STEM.</p> <p>Gaelic classes included in STEM within the school and work collaboratively with stage partners from the school.</p>	<p><u>Rationale for improvement priority based on evidence</u></p> <p>The report 'Learning to be an Engineer' (Lucas et al., 2017) found that providing links to industry for pupils and teachers increased aspirations of all in the classroom and that project based learning provided gains in numeracy, literacy and communication. As part of a pilot from the Institution of Primary Engineers, teachers and learners will chart skills across all subject areas including STEM, digital and security mindfulness. Learners can create and build a digital record of skills against a comprehensive series of competencies that are mapped to the CfE Es and Os. It enables them to track from Primary, through Secondary and into the world of work by engaging in curricular and extra-curricular learning and professional experiences in industry.</p> <p>The aims of the project are to:</p> <ol style="list-style-type: none"> 1. widen the talent pool of those moving into STEM careers 2. embed professional skills in the Primary curriculum with learners and teachers 3. create a digitised process that maps skills progress and achievement within STEM, the wider curriculum and digital skills <p>facilitate workplace engagement for schools</p>
<p>NIF Priorities</p> <p>- Improvement in employability skills and sustained, positive school leaver destinations for all young people.- The overall quality of education provided by each school in Scotland and its effectiveness in driving further improvement.</p>	<p>NIF Driver</p> <p>School Improvement</p>	<p>HGIOS/HGIOSELCC QI's for self-evaluation</p> <p>2.3 Learning, teaching and assessment 3.3 Increasing creativity and employability</p>

What actions are required to reach the desired outcome?	Who	When
<ul style="list-style-type: none"> Two STEM Leaders to be identified in school who will become the leads on the project and attend training To develop an initial baseline survey to monitor pupils' understanding of and attitudes to STEM and engineering Create positive relationships with a local industry engineer and wider community To form a Primary Engineer Committee which will raise awareness of local industry and school STEM activities To inform staff at two identified stages of the pilot and to plan collegiately on the STEM activities chosen Implement the activities chosen at the two identified stages <ul style="list-style-type: none"> Evaluate the impact of teaching and learning taking place through the implementation of STEM activities twice a year Feedback to Primary Engineer on the practical use of the software and programme in general <p>Staff who have engaged fully with the training process to deliver training to staff with the intention of a further roll out to other stages when suitable.</p> <p>* Gaelic pupils include in STEM pupil committee</p>	<p>PT & SMT STEM Leaders STEM Leaders STEM Leaders STEM Leaders & P3 & P7</p> <p>Staff involved in project</p> <p>STEM Leaders & identified staff</p>	<p>Aug 2017 Aug 2017 Sept 2017 Sept 2017 Sept 2017 Oct 2017</p> <p>Dec 2017 & May 2018</p> <p>May 2018</p>
<p>Evidence of Impact against outcomes for learners</p> <p>Impact on learning will be measured from:</p> <ul style="list-style-type: none"> - Teacher judgement on pupil engagement and confidence - Completion of evaluations submitted to Primary Engineer - Wider range of evidence through photographs and big books - Evidence of attitudes and knowledge of engineering through attitudinal surveys, talking etc. 		

N.B. Self-evaluation of this priority should be reflected in the Standards and Quality Report for this academic session.

Improvement Priority <i>(Expressed as outcomes for learners)</i>	<u>Literacy</u> Learners will achieve high standards in literacy through implementation of a phonic programme. *Listening & Talking EA toolkit to be adapted for use in Gaelic language *Introduce phonical spelling in Early/First level	<u>Rationale for improvement priority based on evidence:</u> Phonics plays a key part in the teaching of reading and will develop reading skills in learners, enabling them to decode words and have an understanding of the context of texts. This is building on the improvement priority which has focussed on a strategic plan in Literacy for quality teaching and learning of reading and writing.
NIF Priorities Improvement in attainment, particularly in literacy and numeracy - The overall quality of education provided by each school in Scotland and its effectiveness in driving further improvement.	NIF Driver School Improvement	HGIOS/ HGIOSELCC QI's for self-evaluation 2.3 Learning, teaching and assessment

What actions are required to reach the desired outcome?	Who	When
<ul style="list-style-type: none"> Focus on learning, teaching and assessment of reading Ensure every child achieves the highest standards in literacy set out within CFE levels and achieve the range of skills and achievements to allow them to succeed. Implement phonics programme in Primary 1-3 and spelling programme in Primary 4-7. 	PT / DHT All staff G.Elder (Education Manager-Literacy)	Aug 2017 ongoing
Evidence of Impact against outcomes for learners Impact on learning will be measured from: - Success in raising attainment and achievement for all children - Overall quality of learning, teaching and assessment - Parental workshops – Phonics Bug and Bug Club *Parental involvement - Gaelic phonics programme workshop P1 parents.		

Improvement Priority (Expressed as outcomes for learners)	<u>Literacy 1+2 Languages</u> Learners will have an opportunity to enhance their knowledge, understanding and be able to use an additional language. <i>*Gaelic classes included in new French plans in school. French café day in P4-7G. Parental engagement</i>	<u>Rationale for improvement priority based on evidence:</u> Full implementation of 1+2 Languages by 2020 set out by government guidelines
NIF Priorities Improvement in attainment, particularly in literacy and numeracy	NIF Driver Assessment of children's progress	HGIOS/ HGIOSELCC QI's for self-evaluation 3.2 Raising attainment

What actions are required to reach the desired outcome?	Who	When
<ul style="list-style-type: none"> Class teachers may require training New French plans will be implemented French resources will be organised for each stage <i>including Gaelic classes.</i> Basic vocabulary to be introduced by PT/DHT at weekly assemblies. 	K. Cook PT G. Findlay DHT All staff <i>K.Bannerman</i>	Aug 2017 ongoing
Evidence of Impact against outcomes for learners Impact on learning will be measured from: <ul style="list-style-type: none"> - Progress in implementation by class teachers - Overall quality of learning, teaching and assessment - Learners using French vocabulary regularly and in context. 		

Improvement Priority <i>(Expressed as outcomes for learners)</i>	TRANSITION TO NEW SCHOOL *Learners will prepare and plan their move to new school. *Learners will organise resources and be involved in planned move *Learners will develop a shared vision with key stakeholders. *Learners will have opportunities to visit new School and prepare to have seamless transition. *Move to take place in March 2018	Rationale for improvement priority based on evidence The Gaelic Unit is moving to the new James Hamilton Campus are part of the new structure of the William McIlvanney Campus which also includes New Farm ECC & Primary, Silverwood Primary, James Hamilton Academy and Kilmarnock Academy. The Gaelic Unit will be making preparations for the move throughout the session in order to build partnerships with key stakeholders from the new campus.
NIF Priorities Improvement in children's health and wellbeing.	NIF Driver School Leadership Assessment of children's progress	HGIOS/ HGIOSELCC QI's for self-evaluation 1.3 Leadership for Change 2.6 Transitions

What actions are required to reach the desired outcome?	Who	When
<ul style="list-style-type: none"> - Collaborative leadership amongst colleagues to develop a shared vision, values and aims which are meaningful and relevant to the context of the new campus and community. - Regular opportunities to plan for continuous improvement and the transition, with steps that are linked to effective self-evaluation. - Senior leaders to ensure that the pace of change is appropriate to ensure the desired positive impact for learners. - Learners are supported to understand the vision aims and values through the four contexts for learning. - All staff are committed to change which results in improvements for learners. - Effective partnership working, tracking of progress and record keeping will be essential to support continuity in learning at points of the transition. - There are planned opportunities for staff to come together to develop a shared understanding of progress across levels. - There are clear, shared processes in place for the transfer of information about all children and young people's learning and achievements across the curriculum. - Information about children and young people's learning and achievements is used effectively to ensure continuity in learning across the curriculum for all children and young people. 	M.MacLean P4-7 G teacher J.Easton P1-3G teacher Z.MacLeod Gaelic ECC teacher and support teacher M.Farren Gaelic ECC classroom assistant	March 2018
Evidence of Impact against outcomes for learners <ul style="list-style-type: none"> - Pupils experience a smooth transition to the new campus. - Information about children and young people's learning and achievements is used effectively to ensure continuity in learning across the curriculum. - Transition arrangements ensure children and young people's wellbeing and raise attainment. 		