



Onthank PS and Gaelic ECC Improvement Plan 15-16



School/Centre Improvement Plan	Onthank Primary School and Gaelic Early Childhood Centre
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Date Submitted	August 2015
Session (Date when each year is written)	2015/16

School's/Centre's Vision and Values	<p>The current vision and values are being reviewed in 2015/16 to ensure that all service users are included in our aspirations to provide a quality learning experience which meets the needs of all children, enabling attainment, achievement and respect within the school/centre environment and beyond.</p>
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Rationale	<p>The improvement priorities were identified by taking account of East Ayrshire's Integrated Children and Young People's Service Plan and East Ayrshire Council's Community Plan. The legislative responsibilities of GIRFEC, parental involvement, health promotion, disability and equality were considered to ensure we were meeting these obligations.</p> <p>In our Early Childhood Centre we also take account of the principles set out in the Pre-birth to Three guidelines and the local priorities detailed in The Best Start in Life document.</p>
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Three Year Planning Cycle		
Quality Framework	Priorities	QIs for Self-Evaluation
Year 1	RATIONALE and DESIGN of the CURRICULUM / SELF EVALUATION	1.1, 5.1, 5.9, 6.3, 9.1
	RIGHTS RESPECTING SCHOOL STATUS / NURTURE /RSHP	5.6, 5.8, 9.1
	LITERACY: READING / PHONICS /2 plus 1 LANGUAGES / GAELIC LEARNING / DFS	1.1, 2.1, 5.3
	STEM: SCIENCE ON THE MENU / ICT / CSI MATHS /NUMBER TALKS	1.1 , 5.1
Year 2	RATIONALE and DESIGN of the CURRICULUM / SELF EVALUATION	1.1, 5.1, 5.9, 6.3, 9.1
	RRS Year 2	5.6, 5.8, 9.1
	STEM Year 3 NUMERACY: NUMBER TALKS	1.1, 5.1
Year 3	RATIONALE and DESIGN of the CURRICULUM / SELF EVALUATION	1.1, 5.1, 5.9, 6.3, 9.1
	RRS Year 3	5.6, 5.8, 9.1
Maintenance Agenda	GIRFEC – Children and Young People Act (Scotland) 2014 – Child’s Plan and Assessment	1.2, 5.3
	DYSLEXIA FRIENDLY SCHOOL (DFS) Status	5.1, 5.2, 5.7
	Moderation: Learning Community Focus	5.2, 5.4
	ECO SCHOOL Status	4.2

Improvement Priority <i>(Expressed as outcomes for learners)</i> <i>(IMPACT)</i>	DESIGN of the CURRICULUM / SELF-EVALUATION A clear and coherent curriculum plan will provide a broad and progressive whole school approach, ensuring continuity and depth of learning. Teachers will reflect on their practise and associated data to provide learning experiences which support and challenge all learners. Children will evaluate their own learning and be able to set appropriate next steps.	Year 1
East Ayrshire Attainment and Achievement <i>(Only select priorities that are relevant)</i>	1. Promoting Lifelong Learning	
	2. Raising Attainment	

Where the school is in relation to this priority? <i>(Attainment data, self-evaluation)</i>		
The school has taken part in two school reviews: one whole school and one Gaelic language. Teachers use some AifL strategies, but this is not consistent throughout the school. Teachers reflect on their practise during planning and through professional dialogue with the school management team, focussing on pace and challenge. The HT collects general data on literacy and numeracy for all stages and has observed lessons, focussing on Literacy.. The HT has attended Associate Assessor training days twice annually and is informed on the raised expectations of curriculum design and implementation. This has been shared with staff.		
What action/changes will need to be made reach the outcome? <i>(Task, Classroom Practice, Testing the change)</i>	When	Who
Collaborate with parents, pupils and staff to develop a Vision statement and new set of school aims. All staff will look at their long term planner and attempt to identify all of the experiences and outcomes that they hope to target across the entire curriculum within their interdisciplinary planner. This information will be collated by a PT looking at all stages of the school. During inset all staff will be given the results of the task and the gaps across the school within pupils learning should be identified. Having completed these tasks all staff will be given the opportunity to plan for the gaps and ensure children will have the opportunity to experience all outcomes throughout their time at Onthank Primary.	Aug 15 Sept - Dec 2015 Jan 2016 Feb 16	All Staff HT Class Teachers EAC Officer
Reflective Notes <i>(May include notes on progress, evidence ,specific success, challenges)</i>		

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

Improvement Priority <i>(Expressed as outcomes for learners)</i> <i>(IMPACT)</i>	RIGHTS RESPECTING SCHOOL STATUS / NURTURE /123, MAGIC / BOUNCE BACK / SHRP Learners will participate in a variety of learning experiences, leading to the submission for Rights Respecting School status. Learners will have knowledge and understanding of UN Convention on the Rights of the Child. All adults and children will treat others with respect and take responsibility for their actions. RRS will permeate across the whole school and beyond.	Year 1
East Ayrshire Attainment and Achievement <i>(Only select priorities that are relevant)</i>	1. Promoting Lifelong Learning	
	3. Wider Achievement	

Where the school is in relation to this priority? <i>(Attainment data, self-evaluation)</i>		
<p>The school registered to become a Rights Respecting School and received recognition of commitment in April 2015. This was the result of questionnaires, focus group meetings and an action plan to achieve level 1 status. N. Spence, class teacher attended RRS training prior to this. She and J.Mylrea, class teacher, visited Struthers PS, who achieved RRS status, to learn from their experiences and witness good practice. This has resulted in the development of a programme for the whole school by N. Spence, with advice and guidance from J. Mylrea. Lessons have been piloted at several stages across the school.</p> <p>The school is now ready to develop the whole school approach to becoming a RRS.</p>		
What action/changes will need to be made reach the outcome? <i>(Task, Classroom Practice, Testing the change)</i>	When	Who
<p>Establish awareness of RRS across the school through a staff training session and participation in the “Rights Awareness Fortnight”. RRS toolkits distributed to each class and appropriate staff. (Staff and pupils) Each class will create their class charter, using positive language to promote respect and responsibility. Identify lead children to form a RRS committee.</p> <p>Regular RRS Committee meetings to plan whole school assembly programme with a focus on UN Convention on the Rights of the Child.</p> <p>Involve parents, school chaplain and partners to enhance wider school links and reinforce RRS.</p> <p>Review PPB and Homework policy in line with RRS.</p> <p>Review of progress at the end of year 1 with a target of level 1 submission.</p>	<p>Aug 15</p> <p>Monthly assemblies</p> <p>Sept onwards</p> <p>October 15- February 16</p> <p>May-June 16</p>	<p>All staff</p> <p>Staff and pupils</p> <p>RRS Committee</p> <p>Class Teachers.</p> <p>Staff Pupils</p> <p>RRS Committee</p>
Reflective Notes <i>(May include notes on progress, evidence ,specific success, challenges.)</i>		

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Improvement Priority <i>(Expressed as outcomes for learners)</i> <i>(IMPACT)</i>	LITERACY: READING / PHONICS Learners will learn strategies confidently to increase their knowledge and understanding of reading strategies. Learners will utilise their phonic skills to develop their reading skills.	Year 1
East Ayrshire Attainment and Achievement <i>(Only select priorities that are relevant)</i>	1. Promoting Lifelong Learning	
	2. Raising Attainment	
	4. Equipping Young People for the World of Work	

Where the school is in relation to this priority? <i>(Attainment data, self-evaluation)</i>		
Book Bug, a whole school reading programme, has been purchased and all teaching staff have had a training session in May to familiarise them with the resource. Some teaching staff attended Gargieston PS, where the resource is being used to observe good practice. A training session is planned for the October In service Day, with a focus on teaching phonics. A Literacy event is planned to provide parents with information on the new approach and involve them in supporting their children's learning.		
What action/changes will need to be made reach the outcome? <i>(Task, Classroom Practice, Testing the change)</i> Contact IT Coordinator for support in implementing the IT aspect of the Book Bug resource. Establish a working group to plan implementation of the programme. Review of current practise in other schools. Training session on Phonic teaching approaches. Resources / Learning and Teaching approaches piloted and practise shared. (Class observation, professional dialogue, pupil voice) Plan: Introduce/refresh methodology Implement: Classroom Practice, recording of progress, pace and challenge meeting, pupil group interviews Evaluation: Compare data from previous year to identify impact	When Aug15 Sept 15 Oct 15 May 16	Who PT Working Group P1-3 staff All teachers SMT / Working Group
Reflective Notes <i>(May include notes on progress, evidence, specific success, challenges.)</i>		

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> <i>(IMPACT)</i>	GAELIC TEACHING and LEARNING Learners' experiences will be enriched through effective use of appropriate resources from ECC to P7. A planned approach ensures progression in written Gaelic language skills from ECC to P7. A planned approach ensures progression in oral Gaelic language skills from ECC to P7.	Year 1
East Ayrshire Attainment and Achievement <i>(Only select priorities that are relevant)</i>	1. Promoting Lifelong Learning	
	2. Raising Attainment	

Where the school is in relation to this priority? <i>(Attainment data, self-evaluation)</i>		
The Gaelic classes took part in a learning review which identified good practice and areas for development. Spoken Gaelic was a strength, however it was agreed that a consistent approach would ensure continuity, leading to improved attainment. Written Gaelic was identified as an area for further development and this will be a focus for providing learners with a variety of opportunities to write for a range of purposes.		
What action/changes will need to be made reach the outcome? <i>(Task, Classroom Practice, Testing the change)</i>	When	Who
A comprehensive language policy developing competency in Gaelic language, involving staff, pupils and parents, will be developed. Attainment and progression will be the focus of teaching and learning. Develop assessment material and benchmarking criteria for the department in conjunction with other GM departments as part of moderation programme. Links made with other Gaelic Medium departments and schools have provided an opportunity for moderation activities, including at the An t-Altan conference. Working in collaboration with other GM departments, levels of Gaelic attainment can be monitored and improved through the moderation process. Maximise opportunities for writing across the curriculum in Gaelic and work to create a policy with guidelines which will fit with both the wider language policy and current planning. Create a framework of skills for each level linked to the Gaelic planning tool (Mirean)	Term 2=4	PT will lead, working with staff from other Gaelic centres
Reflective Notes <i>(May include notes on progress, evidence, specific success, challenges.)</i>		

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> <i>(IMPACT)</i>	STEM	Year 1
East Ayrshire Attainment and Achievement <i>(Only select priorities that are relevant)</i>	1. Promoting Lifelong Learning	
	4. Equipping Young People for the World of Work	

Where the school is in relation to this priority? <i>(Attainment data, self-evaluation)</i>		
<p>Almost all staff have attended STEM training. Most classes have been involved in projects. STEM working group have been identified and priorities agreed. Resources purchased and organised for ease of access Trial of CGI Maths Numeracy Toolkit was utilised across the school Staff members identified to be part of LA Working Group for Numeracy</p>		
What action/changes will need to be made reach the outcome? <i>(Task, Classroom Practice, Testing the change)</i>	When	Who
<p>STEM Working group formed and a review designated aspects for science, technology, construction/engineering and maths and the resources available. Designate two members of staff to be STEM champions and attend in-service training. They will lead on development of:</p> <ul style="list-style-type: none"> • Science on the Menu • CGI Maths / Number Talks • GLOW • Transition across sectors <p>STEM Club introduced for future Tech Girls. Targets set and resources/activities identified. Involve and engage parents, the community and businesses through engineer link and relevant activities. Gather evidence to show impact, pace and challenge of learning. Evaluate range of activities and resources and changes to be made for further improvement/development. Audit Maths resources across the school and identify appropriate additional resources to support teaching and learning. Introduce a Sum Dog lunchtime club, primarily for pupils who don't have IT access at home.</p>	<p>Aug - Sept 15 Sept 15-May16</p>	<p>STEM working group</p>

Reflective Notes *(May include notes on progress, evidence ,specific success, challenges.)*

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Improvement Priority <i>(Expressed as outcomes for learners)</i> <i>(IMPACT)</i>	OUTDOOR LEARNING (ECC and P1 TRANSITION) Children access the curriculum through active learning outdoors.	Year 1
East Ayrshire Attainment and Achievement <i>(Only select priorities that are relevant)</i>	1. Promoting Lifelong Learning	
	3. Wider Achievement	

Where the school is in relation to this priority? <i>(Attainment data, self-evaluation)</i>		
Garden areas have been created; one of these is adjacent to the ECC. There is a recycled bottle greenhouse and areas for growing a variety of plants. There is also a bird table.		
What action/changes will need to be made reach the outcome? <i>(Task, Classroom Practice, Testing the change)</i>	When	Who
Identify what curricular areas are relevant to explore in the outdoor setting. Involve the children in planning and ordering / making resources which provide opportunities to create and explore literacy, numeracy and health and wellbeing across the curriculum, as well as other curricular areas. Child led planning of next steps in learning, building on prior learning and previous experiences, involving ECC children and P1 pupils. Focus on STEM activities Review and plan further opportunities for daily outdoor learning as part of the Pre-school to P1 transition programme. Possible STEM bridging project from ECC and P1.	Sept / Oct 2015 Ongoing throughout the session May 2016	Z. Merrick, p1-3 teacher / outdoor coordinator and ECC staff, along with PT.

Reflective Notes *(May include notes on progress, evidence ,specific success, challenges.)*