



Struthers Primary School and Early Years Centre

IMPROVEMENT PLAN: 2018-2019



South Ayrshire Vision

Educational Services Improvement Plan

The Council's vision statement is 'Working with partners and communities to make life better'. Within Educational Services, our vision and ambition is to achieve excellence and equity. We have the highest expectations for all learners so that they can achieve their potential regardless of their circumstances. It is our ambition to close the attainment gap while constantly stretching and challenging children and young people who are achieving at the highest levels. Closing the gap while challenging every learner guides and defines the work of educational services.



Strategic Improvement Objectives 2017-2020

The Children's Services Plan 2017-2020 articulates what we hope to achieve for our children and young people; All children and young people in South Ayrshire deserve the chance to reach their full potential. We will support those who start at a disadvantage and remove barriers for those who are struggling, we will stretch the most able and protect and nurture all children, especially the most vulnerable. Our aim is to reduce inequalities in outcomes for children and young people, in particular to close the gap in outcomes related to deprivation so that all can achieve their potential.

Outcome	Detail
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.

The focus of our plan is improving Literacy, Numeracy and Health and Wellbeing outcomes for all learners in our school; excellent learning and teaching underpins our commitment to continual improvement in these areas. Increased collaboration and collegiality, sustained partnership working and leadership of learning at all levels will further support improvement in learning and teaching in Literacy, Numeracy and Health and Wellbeing.

Our improvement plan also incorporates the following local and national priorities:

- ✓ National Improvement Framework aims and key drivers
- ✓ Continued investment in holistic assessment and moderation
- ✓ Implementation of the Children and Young People (Scotland) Act
- ✓ Implementation of the Pupil Equity Fund Proposal to ensure excellence and equity for all
- ✓ Developing Scotland's Young Workforce
- ✓ Embed South Ayrshire curriculum frameworks
- ✓ Improving outcomes for vulnerable groups including looked after children and young people



Our Vision, Values and Aims



Our Vision

As a community we will work together to ensure Struthers is a respectful, safe, inclusive and happy school where all have the opportunity through support and challenge to reach their full potential and recognise their achievements. To ensure this is sustained into future destinations we will support children to be independent and self-motivated learners who take on leadership with resilience.

Our Values

RESPECT INCLUSION KINDNESS HONESTY RESPONSIBILITY

Our Aims

- We aim to provide a quality educational service taking full account of National and Local Priorities and implementing them effectively.
- We aim to improve the standard of achievement and attainment within the school.
- We aim to assist pupil's personal and social development.
- We aim to promote an effective partnership linking school, home and community.

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
Lead Person – Gail McKellar

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 raise attainment in talking and listening across the cluster. <i>QI 3.2</i>	<ul style="list-style-type: none"> ➤ Trial Cluster Debate Championship for P7 pupils to improve talking and listening opportunities 	G McKellar K Bloomer	Jan '19 - May '19	<ul style="list-style-type: none"> ➤ Pupil Feedback ➤ Tracking CfE data with a focus on Listening and Talking
School Priorities				
To improve children's reading skills in Struthers Primary School in order to raise attainment. <i>QI 3.2</i>	<ul style="list-style-type: none"> ➤ School assistants trained in 'Reading Wise Comprehension.' Intervention will be timetabled for identified pupils. ➤ Paired reading project for Early/1st Level embedded with 'HUG' group to develop community reading ➤ Continue to use targeted interventions such as; Five Minute Box, Catch Up Literacy, Reading Wise and Read, Write, Gold, in order to raise attainment and address any identified or potential gaps in achievement. ➤ Continue to provide opportunities for staff training in the use of these targeted interventions. ➤ HT will monitor progress and attainment termly and will observe strategies in use during learning visits termly. ➤ DFS approaches revisited and refreshed ➤ DFS CLPL delivered for all staff ➤ Increase motivation and engagement in reading by encouraging read-a-thons, reading challenges, library use, World Book Day, EU Day of languages, engaging with authors and allowing the children to lead developments in our own school libraries and the community. 	CA Power E McBean Teaching Staff Class teachers and school assistants E McBean Working Party A Love	August – September 2018 August 18' - June 2019 Ongoing Sept 18 – May 19 Ongoing	<ul style="list-style-type: none"> ➤ Undertake baseline GL assessment September 2018. Re-assess at end of programme and evaluate May 2019. ➤ 92% of TOTAL number of children in P1, P4, P7 to attain age appropriate CfE levels and age equivalent standardised testing results ➤ Children who are not achieving receive targeted support ➤ Added value in Primary 1 using baseline and follow up standardised testing ➤ P1, P4, P7 SNSA ➤ Interrogation of data informs allocation of targeted support within the school ➤ 100% of children participate in motivational reading experiences ➤ Reading assessment and moderation ➤ DFS Strategies/resources evident in all classes ➤ Staff PRD ➤ Reading is tracked and discussed through learning conversations and progress and attainment meetings

To improve children's literacy skills within the Early Years Centre. QI 3.2	<ul style="list-style-type: none"> ➤ Staff will continue to engage with Building the Ambition in order to provide high quality reading, writing and listening and talking opportunities in the playroom and outdoors. ➤ To continue to develop phonological awareness in the Early Years Centre and a foster a love of reading. ➤ To continue to assess, plan and track the developmental milestones ➤ To continue to embed the Three Read Approach to improve engagement 	E McBean All Early Years practitioners	August 2018 – June 2019	<ul style="list-style-type: none"> ➤ 90% of all children in our Early Years Centre achieve their developmental milestones in Literacy. ➤ Re-assess developmental milestones in June. ➤ Targeted support in the Early Years Centre has a positive impact on communication and language. ➤ All children develop an interest and enthusiasm for literacy ➤ Children engaged in literacy activities both within the playroom and outdoor area.
Equip children with additional languages to develop creativity, employability and enrich learning QI 3.2	<ul style="list-style-type: none"> ➤ To audit ML 1+2 practice in all classes + EYC ➤ Working Party to audit 1+2 resources ➤ Liaise with 1+2 Development officer and arrange team teaching ➤ Establish set routines to embed L2 ➤ L2 expectations shared with parents ➤ Second Level pupils deliver workshop for parents 	K Wyllie C Patterson G McKellar Working Party All teaching staff	Sept/Oct 2018 Ongoing August 2018 – June 2019	<ul style="list-style-type: none"> ➤ All teachers deliver L2 on a regular basis. ➤ L2 observations timetabled ➤ Pupils develop an interest and enthusiasm for their L2. ➤ All pupils at second level engage and participate in parental workshop
Higher order thinking skills are evident in all classes and children are engaged with this. QI 2.3	<ul style="list-style-type: none"> ➤ Making Thinking Visible Strategies to be evident in Literacy lessons. ➤ Staff to revisit expectations of how higher order thinking skills are taught, particularly in relation to Bloom's Taxonomy 	All teaching staff All teaching staff	May 2019	<ul style="list-style-type: none"> ➤ All children are engaged in higher order thinking skills ➤ Through classroom observations children are able to demonstrate higher order thinking skills
Increased family engagement opportunities to support literacy development. QI 2.5	<ul style="list-style-type: none"> ➤ Consult parents and establish group to consult on pupil profiles. ➤ To develop a whole school approach to target setting with children and ensure this information is shared through learning conversations with staff and parents. ➤ Communicate children's progress in reading and writing with parents via new profiles 	D Haniford All teaching staff	December 2018 December 2018 – May 2019 May 2019	<ul style="list-style-type: none"> ➤ Parental Questionnaires – parents report clearer understanding of assessment and profiling ➤ Parents consulted on new profiling and pupil learning journeys ➤ All children involved in profiling

Priority: RAISING ATTAINMENT IN NUMERACY
Lead Person – Lucy Lockie

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 raise attainment in mathematics across the cluster at second level <i>QI 3.2</i>	➤ Develop a clear and coherent numeracy and maths transition project for all P7 pupils in the Marr cluster	L Lockie Cluster PTs/DHTs	August '18-May '19	➤ Pupil Feedback ➤ Tracking of P7 CfE data and SNSA
Children will benefit from high quality learning, teaching and assessment, through consistent and effective pedagogy <i>QI 2.2</i> <i>QI 3.3</i>	<ul style="list-style-type: none"> ➤ Provide CLPL opportunities for all staff, accessing expertise from confident practitioners on number talks and Big Maths including the use of C-P-A. ➤ Continue to develop a streamlined approach to the delivery of Big Maths and Number Talks in P4-7 ➤ Maths Mastery concepts delivered by PT in P4-7 classes ➤ Opportunities for team teaching to develop Maths Mastery concepts <ul style="list-style-type: none"> ➤ Dedicated 6 hours quality numeracy and maths per week, ensuring opportunity for every child to practise mental agility and apply skills within a context. ➤ Ensure word problems are included each week in number talks and ensure they are contextualised. 	L Lockie Working Party All teaching staff	August 2018 May 2019 December 2018 Ongoing	<ul style="list-style-type: none"> ➤ 90% children in P1, P4, P7 to attain age appropriate CfE levels ➤ 10% children who are not achieving receive targeted support ➤ Added value in Primary 1 using baseline and follow up standardised testing ➤ P1, P4, P7 SNSA ➤ Interrogation of data informs allocation of targeted support and boost work within the school ➤ 100% children participate in active numeracy experiences ➤ Numeracy and mathematics assessment and moderation ➤ Numeracy and Mathematics is tracked and discussed through learning conversations and progress and attainment meetings

	<ul style="list-style-type: none"> ➤ Ensure consistency of strategies and assessment, through school moderation ➤ Staff to complete the Number talks base line in August and May and track pupil progress in use of mental strategies. 	L Lockie D Haniford All Teaching Staff	Aug 18 – May 19	<ul style="list-style-type: none"> ➤ Approach embedded across school ➤ Baseline and end of block number talk assessments show progress and highlight pupil support needs.
	<ul style="list-style-type: none"> ➤ Deliver CfE numeracy and maths workshop for parents to share strategies and common language ➤ Produce and distribute parent information booklet, to support the use of methodology and common language used within Struthers Primary School 	L Lockie Working Party	By April 2019	<ul style="list-style-type: none"> ➤ Parents are more confident and informed and more able to support their children.
	<ul style="list-style-type: none"> ➤ Continue to 'Develop Scotland's Young Workforce' by organising visitors throughout the year including STEM and Careers day. ➤ Maths 'challenge day' planned 	G McKellar L Lockie	By April 2019	<ul style="list-style-type: none"> ➤ Teachers are using the '3-18 Career Standards' within planning. ➤ Classes have access to parents and visitors from the World of Work ➤ Children make real life links with their learning.
Children in the EYC will benefit from high quality learning, teaching and assessment, through consistent and effective pedagogy <i>QI 2.2</i> <i>QI 3.3</i>	<ul style="list-style-type: none"> ➤ Continue to embed number Talk Strategies ➤ Additional opportunities provided in playroom for number recognition ➤ Early Numeracy Booklet created for parents ➤ Use milestones to create focussed numeracy pathway for EYC ➤ Provide numeracy focussed fun session for families during the year ➤ Further develop Numeracy Home-Link Bags 	N Little L Lockie	Aug 18-May 19	<ul style="list-style-type: none"> ➤ Developmental Milestones – 90% achieving ➤ Parental surveys ➤ Personal plan appointments

Priority: DRIVING EXCELLENCE & EQUITY
Lead Person – Gail McKellar

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)
Improved Health and Wellbeing of all staff and pupils in the Marr Cluster <i>QI 1.1, 1.2 QI2.7</i>	➤ Growth Mindset and Mindfulness Training for all staff	Cluster HTs	August '18 - June '19	➤ Staff Survey ➤ Pupil Wellbeing Webs
Improved Health and Wellbeing Programme impacts positively on children's physical, mental, social and emotional wellbeing <i>QI 3.1 QI 2.7</i>	➤ Wellbeing webs used consistently at all stages twice per year ➤ New school vision, values and aims embedded through assemblies, class lessons ➤ Develop Growth Mindset Strategies and Mindfulness in all classes ➤ Community Links developed with Sheltered Housing – all pupils to visit and share learning	G McKellar E McBean L Lockie D Haniford All Staff	August '18- June '19	➤ Wellbeing Webs ➤ Audit of Parent/Pupil Surveys ➤ Pupil/Staff Feedback ➤ Feedback from Focus groups
School offers an increased range of curricular and extra-curricular activities <i>QI 2.2 QI 3.2</i>	➤ Class curricular visits will be varied with some beyond the immediate locality ➤ Extra-curricular visits will also be varied and will offer parents opportunities to participate alongside their children ➤ Outdoor Learning days trialled at Early and First Level	All Staff	August 2018 – May 2019	➤ Tracking of curricular visits ➤ Tracking of extra curricular activities ➤ Pupil Feedback ➤ GLOW surveys ➤ Parent Surveys/questionnaires
To ensure pupil voice is evident in all aspects of school life in Struthers Primary School and EYC <i>QI 3.1 QI 2.7</i>	➤ Audit current behaviour policy ➤ Revise behaviour policy in consultation with all pupils ➤ Revisit '123 Magic' Behaviour Approach ➤ Committee groups within the school to lead termly assemblies ➤ Self-evaluation of SIP to be led by pupils: How Good is OUR School	G McKellar All staff and pupils	September 2018 August 2018 August 2018 – June 2019	➤ Audit of survey from pupils ➤ Positive behaviours displayed by all pupils ➤ All children in school involved and engaged in leading assemblies ➤ Self-evaluation of SIP by pupils

Appendix 1

PEF Information

Priority	Staffing costs (F/y)	Resources/ other	Total
➤ Develop stronger home school links with parents who do not engage with education. ➤ Utilize our community hub, to encourage parental support for children, building on early years model. ➤ Provide home-link packs for literacy for identified parents in P1-3	➤ 2 x Principal Teachers ➤ 1 x School Assistant 27.5hrs	➤ Meemo working memory resource ➤ Pearson WMRS ➤ Maths concrete materials	£29,000
➤ Purchase a variety of new concrete materials and provide training for staff to ensure the concrete-pictorial-abstract maths approach becomes embedded within learning and teaching of maths in the upper stages of the school			
➤ Implement 'MeeMo' Working Memory intervention across P4-7 to improving learners' working memory and capacity to learn across ALL subjects			
➤ Continue to use our community room to link with Health visitors and other agencies in the community			