



Invergarven School

IMPROVEMENT PLAN: 2018-2019

VISION

'Invergarven creates a school community where we are safe, included and excel in what we do. We are proud of our achievements and are confident in our own abilities.'

VALUES

Our values reflect what we believe will create a positive ethos within the school:

Happiness
Confidence
Respect
Honesty
Responsibility

AIMS

OUR SCHOOL AIMS:

1: To create a positive school ethos that promotes inclusion and equality by:

- Encouraging pupils, whatever their ability, to reach full potential
- Ensuring relationships are based on mutual respect and understanding
- Creating a welcoming and purposeful atmosphere for pupils, parents and staff

2: To provide a stimulating and enjoyable curriculum for our pupils that will:

- Cater for all needs and abilities
- Be delivered through quality teaching and learning, providing a range of learning experiences
- Encourage pupils to develop a positive sense of achievement and pleasure in their learning
- Enable pupils to make the best of opportunities presented to them despite their additional support needs

3: To improve the standard of achievement and attainment within the school by:

- Careful monitoring of pupil attainment and achievement
- Encouraging pupils to work to the best of their ability and helping them to make best possible progress
- Promoting an ethos of success within the school
- Raising standards of attainment in the core areas outlined in the pupil's IEP

4: To assist our pupil's personal and social development and to teach them the values and responsibilities of citizenship by:

- Encouraging pupils to become aware of their own feelings and those of others around them
- Encouraging in pupils an awareness of the rules in school and of those in the wider community
- Promoting independence
- Equipping them with the skills necessary to cope with the challenges they may face and by enabling them to make the best use of appropriate support systems

5: To promote effective partnership that links home, school and community by:

- Involving parents in their children's education
- Promoting effective home-school links
- Contributing to and being an active part of the local community

6: To develop an effective framework for learning by:

- Seeking to provide quality staff development opportunities and review where appropriate
- Endeavouring to offer an attractive, stimulating and safe school environment which will promote effective teaching and learning
- Encouraging pupils to be motivated and confident

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

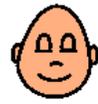
ACTION PLAN 1

No	Priority	Impact on Learners	Link to NIF Driver
1	<p>Curriculum Development</p> <p>Literacy:</p> <ul style="list-style-type: none"> - Work with Cluster Working parties to establish new interventions, approaches and materials for literacy across learning - Identify lead person for delivering new initiatives, such as 'Catch Up Literacy' etc... - Implement Clicker 7 into daily practice <p>Numeracy:</p> <ul style="list-style-type: none"> - Work with Cluster Working parties to establish new interventions, approaches and materials for numeracy - Gain invaluable skills and knowledge from subject specialist - Implement new resources across the school - Work closer with inclusion team to gain access to various resources <p>Health and Wellbeing:</p> <ul style="list-style-type: none"> - Work with Cluster Parties to establish new interventions and programmes to support young people and their - Establish a mental health programme in partnership with Cluster Group - Continue to implement the ICE Framework - Reintroduce Circle Time at infant level <p>Wider Achievement</p> <ul style="list-style-type: none"> - Recognise and encourage wider achievement across the school. - Involve parents and carers in increasing the capacity and potential for wider achievement in every young person 	<p>Learners will experience of a broad range of lessons, activities, initiatives and learn from a vast range of approaches. Staff will gain confidence in their approaches and build a network of support across the Custer with specialist input from subject specialist teachers from Girvan Academy.</p> <p>Staff networking will lead to a broader knowledge of new materials and develop skills in these areas.</p> <p>Learners having such a vast range of experiences and approaches will improve their learning opportunities, capacity to learn and meet alternative learning styles, resulting in increased attainment.</p>	<p>Teacher Professionalism</p> <p>Assessment of Children's progress</p> <p>School Improvement</p> <p>Performance Informantion</p>
<p>Links to QIs (HGIOS4) 1.2, 2.2, 2.3, 2.4, 3.2, 3.3</p>		<p>Links to Well Being Indicators</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>Achieving</p> </div> <div style="text-align: center;">  <p>Nurtured</p> </div> <div style="text-align: center;">  <p>Safe</p> </div> <div style="text-align: center;">  <p>Responsible</p> </div> </div>	

HOW WILL WE ACHIEVE THIS	HOW WILL WE MEASURE IMPACT ON CHILDREN AND YOUNG PEOPLE?	Timescale	Lead Person
<p>Literacy</p> <ul style="list-style-type: none"> • Staff member responsible for taking lead in working collaboratively with Cluster Working Group • Implement new Local Initiatives across the school and upskills all staff (disseminate knowledge) • Implement Milestones for Complex Learners from Education Scotland into current Tracking and Monitoring • Participate in CLPL activities across the authority to further develop subject knowledge • Pupil involvement in gathering assessment of implementation • Moderate implementation of new programmes to ensure progression and appropriateness to the needs of the young people at Invergarven • Implement Clicker 7 in all classes to further develop reading skills • Establish robust reading schemes to challenge independent reading • Develop high frequency word recognition across the school for those able <p>Numeracy</p> <ul style="list-style-type: none"> • Reintroduce 'mental maths time' for every young person, unique to their needs • Staff member responsible for taking lead in working collaboratively with Cluster Working Group • Implement new Local Initiatives across the school and upskills all staff • Subscribe to online support materials • Implement Numicon across the school/each class (support from Ed Psych, Sharon Brown) • Develop a bank of mathematical materials suitable for the young people at Invergarven • Implement Milestones for Complex Learners in numeracy tracking and monitoring document 	<p>Parental Feedback</p> <p>Pupil Questionnaires/ Feedback</p> <p>Minutes of Meetings</p> <p>SMT Monitoring Programme</p> <p>CLPL Calendar of events</p> <p>Professional Dialogue</p> <p>Classroom Visits / Learning Rounds</p> <p>School Displays</p> <p>Evidence of Learning</p> <p>Child's Plans</p>	<p>Sept 2018</p> <p>Ongoing</p> <p>June 2019</p> <p>Ongoing</p> <p>Sept 2018</p> <p>Oct 2018</p> <p>Oct 2018</p> <p>Sept 2018</p> <p>Ongoing</p> <p>Dec 2018</p> <p>Oct 2018</p> <p>Dec 2018</p> <p>Sept 2018</p> <p>Dec 2018</p>	<p>Leona Smith (CT)</p> <p>Leona Smith</p> <p>All staff</p> <p>SMT</p> <p>Leona Smith Julie McManus Shelagh McLennon</p> <p>Lynsay McCreath</p> <p>Class teachers</p> <p>Shelagh McLennon</p> <p>Shelagh McLennon Kimberley Keenan</p> <p>Kimberley Keenan</p> <p>Kimberley Keenan</p> <p>Kimberley Keenan</p> <p>Julie McManus</p> <p>Kimberley Keenan</p>

<p>Health and Wellbeing</p> <ul style="list-style-type: none"> • Staff member responsible for taking lead in working collaboratively with Cluster Working Party • Develop and implement '<i>positive growth mind-set</i>' across the school • Re-establish nurturing principals and approaches in staff practice • Update Play Back ICE resource and implement through whole school assemblies • Parent workshop to share Positive Growth Mind Set approaches • Implement Mental Health Awareness for every individual to provide opportunity to 'talk, share and care' for each other (We Eat Elephants) working with CLD to fully implement • Reintroduce Circle Time in Infant classes • Guided meditation should be practiced once per week in each class • Sensory room individual passports created for each young person to gain full potential from specialised equipment <p>Wider Achievement</p> <ul style="list-style-type: none"> • Develop a recognised award for weekly assembly to celebrate wider achievement • In school working party to develop opportunities for all young people to achieve wider than the school opportunities • Display individual's achievements • Head Teacher Award presented for wider achievement • Parental contribution to encourage wider achievement outside school, developing links from skills taught in school (tennis, swimming etc...) • Record of weekly certificate achievement to be recognised at end of year 	<p>Record of Review Meetings</p> <p>Multi Agency working</p> <p>Cluster Working Parties</p>	<p>Feb 2019</p> <p>Dec 2018</p> <p>Feb 2019</p> <p>Oct 2018</p> <p>Sept 2018</p> <p>Oct 2018</p> <p>Sept 2018</p> <p>Oct 2018</p> <p>Ongoing</p>	<p>Joel Robertson</p> <p>Julie McManus</p> <p>SMT</p> <p>All class teachers</p> <p>All class teachers</p> <p>All class teachers</p> <p>Kimberley Keenan</p> <p>Kimberley Keenan</p> <p>Caitlin Anderson (ASC) Kimberley Keenan</p> <p>Kimberley Keenan</p>
--	---	--	--

ACTION PLAN 2

No	Priority Enterprise	Impact on Learners	Link to NIF Driver
2	<p>Create an annual enterprising project with substantial support from validating body.</p> <p>Provide opportunities for young people to think and act in enterprising ways through enterprising learning and teaching.</p> <p>Develop further skills to prepare young people for post school positive destinations</p>	<p>Implementing enterprise in our education at Invergarven will provide opportunities for learners to think and act in enterprising ways which will:</p> <ul style="list-style-type: none"> • provide a clear focus on core and employability skills, and the ability to transfer these to different contexts, in particular the world of work • provide opportunities for work-related experiences, both in and out with the classroom adopt an enterprising approach to learning and teaching • promote positive attitudes • provide opportunities for learners to develop skills such as problem solving, decision making and evaluating risks • provide entrepreneurial experiences 	<p>Parental Engagement</p> <p>Assessment of children's progress</p> <p>School Improvement</p>
<p>Links to QIs (HGIOS4) 1.2, 1.3, 2.2, 2.3, 2.7, 3.2, 3.3</p>		<p>Links to Well Being Indicators</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>Achieving</p> </div> <div style="text-align: center;">  <p>Nurtured</p> </div> <div style="text-align: center;">  <p>Safe</p> </div> <div style="text-align: center;">  <p>Responsible</p> </div> </div>	

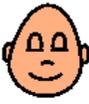
HOW WILL WE ACHIEVE THIS	HOW WILL WE MEASURE IMPACT ON CHILDREN AND YOUNG PEOPLE?	Timescale	Lead Person
<p>Generate a steering group including community specialist, Sally Johnston, from What If Girvan. Include young people from all ages and classes, acknowledgement of Year of Young People, application for Pounds for Purpose to support Social Enterprise Project</p> <p>Develop clear rationale behind the Enterprising Approach at Invergarven</p> <p>Consider community partnerships in enterprising project, such as Hillcrest / Age Concern</p> <p>Make links with Career Education Standard (3-18) to ensure that the entitlement and expectations that are outlined are embedded in our practice</p> <p>Link enterprising initiatives to SQA qualifications to allow holistic success and opportunities</p> <p>Ensure that the new building is utilised to host community enterprising opportunities throughout the year</p> <p>Appropriate timetabled activities</p> <p>Work with Work Out to establish meaningful work related experiences for the senior phase, including relative links to DYW</p> <p>Include enterprising mind-sets in weekly assembly presentations – in relation to success</p>	Class Observations	Sept 2018	Kimberley Keenan PSA
		Oct 2018	Kimberley Keenan
	Professional Dialogue	Dec 2018	Steering group
	Parent/ Carer Feedback	Ongoing	Steering group
		Sept 2018	Julie McManus
	What If Girvan Feedback	Ongoing	Steering group
		Ongoing	All class teachers
	Pupil Questionnaires	Aug 2018	Kimberley Keenan
		ongoing	Julie McManus
	Enterprise project outcome		

ACTION PLAN 3

No	Priority Pupil Voice	Impact on Learners	Link to NIF Driver
3	<p>Develop pupil voice and build capacity in the curriculum for individuals to have choices in their education, targets, meetings, decisions and build confidence in their ability to contribute to important aspects of their life.</p> <p>Ensure that every young person has the skills and devises necessary to promote their personal opinion and choice.</p>	<p>Learners at Invergarven will develop skills in independence and demonstrate confidence in their own opinions and decision making skills. Challenging individuals to step out their comfort zone and be listened to in a variety of situations will contribute to them fulfilling the four capacities and aiming to leave school with a self-worth in their abilities, needs and choices in life.</p>	<p>School Leadership</p> <p>Assessment of children's progress</p> <p>School Improvement</p> <p>Performance Information</p>
<p>Links to QIs (HGIOS4) 1.2, 2.1, 2.2, 2.3, 2.4, 2.6, 3.2, 3.3</p>		<p>Links to Well Being Indicators</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>Achieving</p> </div> <div style="text-align: center;">  <p>Nurtured</p> </div> <div style="text-align: center;">  <p>Safe</p> </div> <div style="text-align: center;">  <p>Responsible</p> </div> </div>	

HOW WILL WE ACHIEVE THIS	HOW WILL WE MEASURE IMPACT ON CHILDREN AND YOUNG PEOPLE?	Timescale	Lead Person
<p>Generate a school, working party, including multi agency workers such as SLT, pupils and community links to drive forward initiatives</p> <p>Ensure that all potential AAC devices are assessed, trialled and purchased for young people who have barriers to communication</p> <p>Ensure that new school building environment has accessible AAC throughout, allowing all young people to have the opportunity to voice their needs</p> <p>All staff have symbolised lanyards to allow prompt and immediate communication for those who require</p> <p>Any pupils assessed as having barriers to communication will have their own symbolised keychain to use throughout the day</p> <p>Non verbal individuals will have opportunities to advance through PECS programme</p> <p>Staff trained in Talking Mats will utilise their skills to provide choices for young people</p> <p>Re-establish Pupil Council, gaining views, aims and a voice to the choices made throughout the year</p> <p>Introduce opportunity at the start of each learning block for young people to make choices about their learning</p> <p>Introduce a pupil friendly Child's Plan, where the young person sets their own targets for the year</p> <p>Provide the time, materials, support and equipment necessary for Care Experienced Young People to voice their views, feelings and emotions at important meetings</p> <p>Create a Pupil Voice Policy to support and ensure that all young people have the opportunity at Invergarven to have a voice in their education, environment and meetings</p>	<p>Observation in meetings</p> <p>Pupil satisfaction</p> <p>Parent/ carer feedback</p> <p>Pupil responses</p> <p>Easy method of instant communication for all observed</p> <p>Visiting specialist feedback</p> <p>Child's Plan</p>	<p>Sept 2018</p> <p>Ongoing</p> <p>Sept 2018</p> <p>Sept 2018</p> <p>Ongoing</p> <p>Ongoing</p> <p>Termly</p> <p>Sept 2018</p> <p>Termly</p> <p>Sept 2018</p> <p>Ongoing</p> <p>Oct 2018</p>	<p>Leona Smith PSA</p> <p>SMT</p> <p>Kimberley Keenan</p> <p>Lynsay McCreath</p> <p>Lynsay McCreath</p> <p>Lynsay McCreath</p> <p>Lynsay McCreath Alma McKenzie Lindsay Stirling Joel Robertson</p> <p>Leona Smith</p> <p>Class Teachers</p> <p>Kimberley Keenan</p> <p>Kimberley Keenan</p> <p>Kimberley Keenan</p>

ACTION PLAN 4

No	Priority	Impact on Learners	Link to NIF Driver
4	<p>Outdoor Learning</p> <p>Develop and implement a rationale to support taking learning outdoors. Utilise the environment on our doorstep to bring learning alive and link with real life scenarios to make meaningful and positive learning experiences for the young people at Invergarven:</p> <ul style="list-style-type: none"> - Staff become confident in delivering curricular experiences and outcomes in outdoor environments - Apply active learning strategies to every day lessons in the outdoor environment - Introduce additional opportunities for awards such as John Muir Award - Take lead from outdoor instructors on ideal locations for specific curricular outcomes - Use technology to assess the relaxing affect that outdoor learning has, therefore enhancing attainment - Achieve Green Flag status for Eco School 	<p>Learners will gain confidence in utilising their outdoor space and environment to maximise their learning experiences and gain a breadth of real life skills in practical situations. Staff will have the opportunity and materials available to bring learning to life to provide meaningful learning. An acceptance of the natural elements will be instilled in the young people, avoiding a defeated attitude</p> <p>Learners will effectively experience a holistic approach to the Curriculum for Excellence in a fun and exciting way, inspiring and motivating them.</p>	<p>School Leadership</p> <p>Teacher Professionalism</p> <p>Assessment of children's progress</p> <p>School Improvement</p>
<p>Links to QIs (HGIOS4) 1.1, 1.2, 2.2, 2.3, 3.2, 3.3</p>		<p>Links to Well Being Indicators</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>Achieving</p> </div> <div style="text-align: center;">  <p>Nurtured</p> </div> <div style="text-align: center;">  <p>Safe</p> </div> <div style="text-align: center;">  <p>Responsible</p> </div> </div>	

HOW WILL WE ACHIEVE THIS	HOW WILL WE MEASURE IMPACT ON CHILDREN AND YOUNG PEOPLE?	Timescale	Lead Person
<p>Generate a Working Party to implement and drive the priority across the school and ensure that all staff are taking appropriate opportunities to take learning outdoors</p> <p>Audit current outdoor learning experiences to gain understanding of a gap and where to move forward</p> <p>Create and implement an Outdoor Learning Rationale to support the delivery and philosophy behind the effect of outdoor learning on young people with Additional Support Needs</p> <p>Purchase outdoor clothing and equipment to support all (minor) weather aversions</p> <p>Register with John Muir Award and attend training in order to deliver a high standard of education with aim for discovery and explorer award in 2018-19 session</p> <p>Deliver a creative curriculum to the senior phase to gain SQA qualifications through outdoor education</p> <p>Engage in appropriate CLPL opportunities to enhance staff knowledge and skills</p> <p>Work in partnership with outdoor instructors such as ACE and Dolphin House staff to gain expertise advice and guidance in subject specific areas</p> <p>Plan and participate in a residential experience that will provide a vast range of outdoor skills, learning opportunities and qualifications</p> <p>Parent Carer workshop to deliver aims of programme and also to consolidate and summarise the learning experience pupils engage in across the year</p>	<p>Tracking and Monitoring Doc</p> <p>Annual Attainment Tracking</p> <p>Child's Plan Monitoring</p> <p>Learning and Teaching Monitoring</p> <p>Professional Dialogue</p> <p>Parent/ Carer Feedback</p> <p>Record of CLP opportunities</p> <p>Minutes of whole staff meeting</p>	<p>Sept 2018</p> <p>Oct 2018</p> <p>Oct 2018</p> <p>Aug 2018</p> <p>March 2019</p> <p>Ongoing</p> <p>Ongoing</p> <p>May 2019</p> <p>Sept 2018/ May 2019</p>	<p>Kimberley Keenan PSA</p> <p>Kimberley Keenan Julie McManus</p> <p>Kimberley Keenan</p> <p>Julie McManus</p> <p>Julie McManus</p> <p>All staff</p> <p>All staff</p> <p>Kimberley Keenan/ Julie McManus</p> <p>Kimberley Keenan/ Julie McManus</p>

