

Invergarven School



IMPROVEMENT PLAN: 2022-2023



South Ayrshire Council Plan

Effective Leadership that promotes fairness
Closing the Gap
Grow well, live well, age well
South Ayrshire works
Stand Up for South Ayrshire
A better place to live

Children's Services Plan

Outstanding universal provision
Tackling Inequalities
Love and support for our Care Experienced young people and young carers
Good physical and mental wellbeing
Promoting Children's Rights

Educational Services Plan and National Improvement Framework Priorities

Placing the human rights of every child and young person at the centre of education
Improvement in children and young people's health and wellbeing
Closing the attainment gap between the most and least disadvantaged children
Improvement in employability skills and sustained positive school leaver destinations for all young people
Improvement in attainment, particularly in literacy and numeracy

National Improvement Framework-Drivers

School and ELC Leadership
Teacher and practitioner professionalism
Parent/ carer involvement and engagement
Curriculum and assessment
School and ELC Improvement
Performance Information



getting
it right
for every child

EVERYONE MATTERS



Our Vision

Invergarven creates a school community where we continually strive to achieve our potential and excel in what we do. We recognise our achievements, celebrate our successes and use these as stepping stones to progress along our learner journeys. We encourage our pupils, families and others to be involved every step of the way.

Our Values

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



Respect



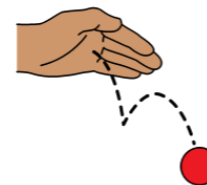
courage

Courage



creativity

Creativity



Resilience



Kindness

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, parent/carers and staff

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

- Cater for all needs, interests and abilities
- Be delivered through quality learning and teaching, 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 Child's Plan

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

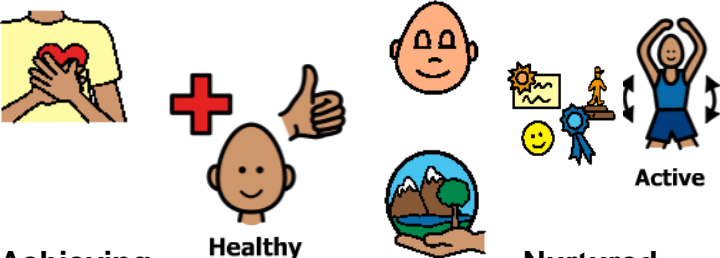
ACTION PLAN 1

No	Priority	Outcomes for Learners	Impact on Learners	Link to NIF Driver
1	<p>Curriculum Development</p> <p>Health & Wellbeing:</p> <p>-Continued tracking of health and wellbeing & interventions-teachers will work together as a team with specialist support staff, school assistants and other partners to ensure that plans are adjusted when they need to be and that resources are best allocated to need</p> <p>-Rebound Therapy</p> <p>-A fresh roll-out of the achievement and award system for this intervention</p> <p>-Dance Sessions</p> <p>-Staff will work collegiately with partners to plan and deliver dance sessions that meet pupil needs and interests</p> <p>-Outdoor Learning</p> <p>-All staff will plan and deliver outdoor learning opportunities for all of the pupils that link in with the local community and environment. Staff will look to link in with other schools e.g. Duke of Edinburgh</p> <p>-Staff will collaborate with their property colleagues to continually improve and make best use of the outdoor playgrounds. SLT</p>	<ul style="list-style-type: none"> • Children and young people will benefit by having the right interventions at the right time(s) allocated. By keeping a very close eye on the health, happiness and wellbeing of all pupils, staff can work in tandem with families and partner agencies to address issues early on in order to best support the pupils to overcome them. Resources can be reallocated when required also • Children and young people will have more opportunity for wider achievement and accreditation • Children and young people will have further opportunities to participate in fun Outdoor Learning activities, with some of these linking in to our sustained eco-school planning (see Appendix 2) and accredited courses • By making the best use of all of outdoor spaces as possible, children and young people will have 	<ul style="list-style-type: none"> • When children feel healthy, safe and cared for they learn and achieve more. By regularly focusing on health, wellbeing and happiness as a priority for all of our children, this will lead to them achieving in other areas to the best of their abilities. From a holistic viewpoint, we often hear that if children are happy and engaged in school then this carries on in the home – this will lead to improvements in wellbeing for the whole family • Children will celebrate further achievements by being awarded for all the hard work and effort they put into Rebound Therapy and other interventions that we have on offer • Getting out and about, both within and outwith the local community is exactly what Invergarven is all about – we want our children and young people to widen their social circles and networks by working in closer partnerships with our local bodies, schools and community groups. Taking their learning outdoors is another way of positively supporting children to learn in terms of their health & wellbeing but also with their literacy and numeracy skills 	<p>Teacher and practitioner professionalism</p> <p>Curriculum and assessment</p> <p>School improvement</p> <p>Performance Information</p> <p>School Leadership</p>

<p>will ensure provision is made for outside seating for pupils -The school will continue with the eco-schools activities to work towards sustaining our Green Flag status (see Appendix 2)</p> <p><u>Literacy:</u></p> <p>-To further embed Makaton approaches throughout the school, by offering further CLPL for all staff, pupil/peer learning opportunities and for parents and families -To work towards becoming a Communication Friendly School. We will all continue to work in close partnership with our Speech and Language Therapist and other colleagues e.g. CALL Scotland</p> <p>-Further roll out of PECs throughout the school, with more pupils using this system and further opportunities for staff and parent/family training</p> <p>-Introduction and further use of colourful semantics to support pupils with their sentence building and structure</p> <p>-Pupil Profiles will be regularly reviewed and updated for all pupils and staff will continue to link in with the local authority Literacy lead and network</p>	<p>more opportunity to socialise with each other e.g. by eating lunch together outside</p> <ul style="list-style-type: none"> • Children and young people who are non-verbal and who use some Makaton will benefit from further exposure and practice in using Makaton throughout the school e.g. during whole school lessons, assemblies, when arriving and leaving • More of our children and young people will use PECs to support and enhance their communication skills • Children and young people will continue to experience an individualised and differentiated curriculum, with a range of interventions and resources in place to support them to reach their targets 	<ul style="list-style-type: none"> • Communication is a right for all and it is important that all children find the best way for them to do so. By implementing all of this, it will lead to further achievements and confidence levels for our pupils. Last session, we saw 63% of our non-verbal pupils start to embed PECs to support and enhance their communication, with 40% of those pupils now successfully using PECs alongside a Speech Generating Device, both within the school and at home. We aim to build on these skills next session with all of our non-verbal children (which will make up 50% of the pupils on our school roll next session) • By further upskilling all staff and families, we can help support with the use of communication strategies out with the walls of the school. We will continue to work and plan carefully alongside our Speech and Language Therapist and other colleagues within health • Our pupils will further achieve within Literacy the more staff can differentiate to meet the pupil individual learning styles and needs-colourful semantics is one visual method we can further explore and embed to support sentence building for our pupils • Pupil profiling will just help to ensure that all staff know all they need to know about each child to consistently support them, we will look for something one page long for Classes 4 and 5 that we could keep somewhere close by for staff to access if needed at anytime • Developing the Young Workforce and skills building – this is what we need to be putting in place for all of our pupils – they need to leave school with social and practical skills to thrive in the world beyond school. By offering as many quality experiences as possible, that meet the 	
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<p><u>Numeracy:</u></p> <p>A fresh roll out of a community fundraising initiative, working in collaboration with all staff, pupils, families and community partners e.g. a Community Café Project. Linking in with SQA and/or other accreditation pathways e.g. Saltire Award, ASDAN, Jazz Awards</p> <p>Staff will continue to link in with the local authority Numeracy lead and network to keep abreast of appropriate initiatives and training e.g. Numicon, Number Talks.</p> <p><u>Expressive Arts:</u></p> <p>-SLT and school staff will take leadership in creating more music opportunities for all by linking in with South Ayrshire’s Creative Learning Network and others -All staff will work together to support pupils to prepare for a live Christmas show performance for Christmas 2022, with support from colleagues from our partners schools as well.</p> <p><u>Senior Phase Curriculum Rationale and Transition Planning:</u></p>	<ul style="list-style-type: none"> • Children and young people will experience a range of creative lessons and activities, including music, drama and dance, to widen their learning experiences and support them to be as creative and imaginative as possible • Children and young people will be supported to further develop their digital literacy skills. By continually revising and refreshing what we can offer all pupils, including what we can offer pupils by linking in with colleagues from CALL Scotland, we can support pupils with accreditation • Our children and young people who are due to move on from school next session will have a 	<p>needs and interests of our pupils, we will see our pupils moving on to positive pathways and destinations. Pupils will also be further accredited with a range of awards</p> <ul style="list-style-type: none"> • We have seen huge successes in Music for some of our older pupils – we want to build on this creative subject by exploring opportunities throughout the whole school for music. By working in close partnership with our colleagues in the Creative Learning Networks and others, learners will experience and benefit from specialist music lessons, learning music and instruments • Learners will become upskilled in the use of digital technology within all ages and stages of the school, to aid communication and learning within all areas of the curriculum • Learners will become more independent with using digital technology to advance with their learning and accreditation. • We want our pupils and families to have high expectations and to be inspired by the range of post-school options made available. We will showcase the success of our post-school positive destinations and will continue to work 	
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<p>-Staff will develop a fresh senior phase curriculum rationale, taking into consideration personalisation and choice, to promote a wide range of pathways. A school transition planning tool and policy will be drafted during this time (see Action Plan 3).</p> <p>Digital Technology:</p> <p>-More iPad with Digital PECs, to enable the use of Speech Generating Device where this is appropriate for a pupil, and to allow pupils access to appropriate apps and software to support their learning</p> <p>-Work towards the school achieving the Digital Schools Award status(by June 2023)</p> <p>-More online learning opportunities will be made available for some of our pupils to support learning and accreditation and National 2 and 3 level. This will include introducing e-learning modules e.g. Reid Kerr college courses</p> <p>Interdisciplinary Learning:</p> <p>-SLT will work with all staff to create and establish a school calendar, which will include themed weeks linking into IDL topics, events and assembly topics</p> <p>Girvan Cluster Focus (Science) - see appendix 1</p>	<p>seamless and excellent experience during this transition phase. We aim to secure a clear senior phase rationale and post-school school transition policy</p> <ul style="list-style-type: none"> • All pupils will experience a full calendar of planned events and lessons linked to what is being celebrated in our country and around the world. • Children and young people will continue to benefit from weekly STEM and Science lessons, either delivered in small groups or in classes 	<p>closely with all of our partners to get it right for each young person</p> <ul style="list-style-type: none"> • Our pupils need to be as fully prepared as possible for moving on in an uncertain world. Digital technology is advancing all the time and it is vital that we continually upskill our pupils and staff, in order for us to give the children and young people the knowledge and skills that they need for the world of work and world out with school. This included, where appropriate, access to independent online courses • By working closely with our primary and secondary Cluster colleagues (see Appendix 1) on Science, we believe that by upskilling staff that this will lead to even more quality STEM experiences for all of our children and young people 	
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<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>  <p>Achieving Healthy Nurtured Safe Responsible Active Healthy Respected Included</p>		
<p>HOW WILL WE ACHIEVE THIS</p>		<p>HOW WILL WE MEASURE IMPACT ON CHILDREN AND YOUNG PEOPLE?</p>	<p>Timescale</p>	<p>Lead Person</p>
<p><u>Health & Wellbeing</u></p> <ul style="list-style-type: none"> New staff will be trained on intervention use as soon as possible, and staff will create a timetable for all interventions based on pupil need. Staff will track and monitor using our word document rolling system, but will also consider a move to an electronic tracking system (training August 2022) Rebound Therapy – a fresh rollout of accreditation Dance Sessions – staff will work closely with partners within Active Schools and Inspire Sports to secure dance lessons for pupils next session Outdoor Learning – Stuart Greig will liaise with all school staff to look at outdoor learning opportunities for next session <p><u>Literacy</u></p> <ul style="list-style-type: none"> SLT will liaise with Speech and Language to secure further Makaton training for staff, and share with families also. We will enrol with the online Makaton resource also Further development and use of PECs where appropriate for our pupils, SLT will secure CLPL opportunities for staff and create time for parent/carer workshops too. More resources will be secured to ensure the success of this again next session. Colourful Semantics will be explored as a useful tool next session also 		<p>Parent/carer Feedback</p> <p>Pupil Questionnaires/ Feedback</p> <p>Minutes of Meetings, including Class Team meets</p> <p>SLT Monitoring Programme</p> <p>CLPL Calendar of events</p> <p>Professional Dialogue</p>	<p>Ongoing</p> <p>Ongoing</p>	<p>SLT Teaching Staff</p> <p>Caitlin MacCaig SLT Stuart Greig</p> <p>Julie McManus All Staff Julie McManus</p> <p>Julie McManus Teaching Staff Specialist Support Assistant</p>

<ul style="list-style-type: none"> Pupil Profiling, including communication profiles – this will be tightened up next session with a clear plan for each class and pupils. Continued link with SAC Literacy group <p><u>Numeracy</u></p> <ul style="list-style-type: none"> We will work closely with our upper school pupils and community partners to plan community activities e.g. coffee mornings going forward. We aim to link this in with SQA qualifications, other accredited awards e.g. Saltire and financial planning skills including the use of technology to enhance and support numeracy skills and data handling <p><u>Expressive Arts</u></p> <ul style="list-style-type: none"> We are going to working closely over the next two years with our music colleagues on music delivery for ASN primary pupils, which will upskill staff to ensure sustainability in practice We will prepare for and host a whole school Christmas Show Performance (December 2022) in front of all stakeholders and community partners <p><u>Digital Schools Award Achievement</u></p> <ul style="list-style-type: none"> The leads will work with the whole school and the digital champion and local authority team to create more digital learning opportunities for all of our pupils next session, with the ultimate aim to achieve the Digital Schools Award by May 2023 	<p>Classroom Visits</p> <p>School Displays</p> <p>Evidence of Learning</p> <p>Child’s Plans</p> <p>Record of Review Meetings</p> <p>Multi Agency working</p> <p>Cluster Working Parties</p>	<p>Ongoing (there will a calendar of dates produced August 2022)</p> <p>2022-2023(starting Sept 2022) and 2023-2024</p> <p>By May 2023</p>	<p>Leona Smith</p> <p>Derek England SLT Working Party Staff</p> <p>Julie McManus Lynsay Greig SLT Stuart Greig All Staff</p> <p>Derek England Stuart Greig Julie McManus</p>
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ACTION PLAN 2

Community & Family Engagement

No	Priority	Outcomes for Learners	Impact on Learners	Link to NIF Driver
2	<p>Work towards achievement of the Gold Rights Respecting School Award</p> <p>Explore further opportunities locally for inter-generational working between our pupils, staff and members of the local community. This will open up volunteering opportunities to support our senior pupils with their DYW skills</p> <p>Further enhance inclusion, work with other schools to strengthen partnerships and to offer pupils the right opportunities for them to progress</p> <p>Communication between school and home will be revisited and a forward plan for next session agreed e.g. Seesaw, email communication</p>	<p>Our children and young people really benefit and thrive when they are part of something big, where the focus is on everyone being treated equally no matter who they are. It is important to value diversity, and to develop further understanding on rights and responsibilities as global citizens, therefore we plan to achieve this award within the <u>next 2 years</u></p> <p>Linking in with our Numeracy planning, we want to have our pupils actively engaging with the local community and raising funds for charities. Children and young people benefit from networks and connections and this will ensure that our young people and families have the opportunities to build on their networks</p> <p>Children and young people will benefit next session from close partnership working with Girvan Academy, our cluster primary schools, Girvan Youth Trust, Glendoune Community Association, Inspire and other</p>	<p>Our children and young people will hugely benefit from working towards whole school achievement together with their peers, and with other partner agencies, families and wider community groups. By further expanding our networks, we will create more connections for our pupils and their families which will improve the social connections and wellbeing of our young people and their families</p> <p>All of this will also upskill our staff in terms of opening up opportunities for staff development and community networking. And in turn this will improve what we can offer as a school for all of our children and young people</p>	<p>Parent/carer involvement and engagement</p> <p>School Leadership</p> <p>Teacher and practitioner professionalism</p>






		<p>community bodies and groups, again enhancing social networks for all</p> <p>Feedback from a recent survey shows that our parents and families are happy with the communication between home and school. As children and young people benefit when their school and families work in tandem to support them, we will revisit this again next session to see if there is anything else we can do to take this all forward</p> <p>We will create a calendar of parent & family workshops and events for 2022/2023 also</p>		
<p>Links to QIs (HGIOS4) 2.2, 2.4, 2.6, 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;">  Nurtured </div> <div style="text-align: center;">  Safe </div> <div style="text-align: center;">  Responsible </div> <div style="text-align: center;">  Included </div> <div style="text-align: center;">  Achieving </div> </div>		
<p>HOW WILL WE ACHIEVE THIS</p>	<p>HOW WILL WE MEASURE IMPACT ON CHILDREN AND YOUNG PEOPLE?</p>	<p>Timescale</p>	<p>Lead Person</p>	
<p><u>RRSA Gold Award achievement</u></p> <ul style="list-style-type: none"> staff will create a plan to achieve this within a 2-year period, by creating working parties of staff and pupils and by liaising closely with families and partners and other schools 	<p>Parent/carer Feedback</p> <p>Pupil Questionnaires/ Feedback</p> <p>Minutes of Meetings, including Class Team meets</p> <p>SMT Monitoring Programme</p>	<p>By June 2024</p>	<p>RRSA Gold-Phoebe Maitland</p>	

<p><u>DYW, Inclusion and Community Opportunities, including inter-generational experiences</u></p> <ul style="list-style-type: none"> The lead staff will work in collaboration with pupils and partners to create a plan of events throughout the year. SLT will widen their community networks e.g. Milestone community group and Duff Street Kitchen, to source further learning opportunities for our young people <p><u>Home & School Communication plan and policy including Social Media pages, website, Newsletters, Staff and School Handbooks</u></p> <ul style="list-style-type: none"> SLT will revise and update the school handbook, website and Staff Information documentation early in the session, and that all is regularly updated when changes have occurred e.g. staffing updates 	<p>CLPL Calendar of events</p> <p>Professional Dialogue</p> <p>Classroom Visits</p> <p>School Displays</p> <p>Evidence of Learning</p> <p>Child's Plans</p> <p>Record of Review Meetings</p> <p>Multi Agency working</p> <p>Cluster Working Parties</p>	<p>August 2022</p>	<p>Derek England Julie McManus Stuart Greig Caitlin MacCaig</p> <p>SLT Teaching and SSA staff</p> <p>Julie McManus Derek England</p>
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ACTION PLAN 3

Whole Staff Development and Policy Development

No	Priority	Outcomes for Learners	Impact on Learners	Link to NIF Driver
3	<p>Relevant and inspiring CLPL opportunities will be explored and prioritised for staff, including Nurture training, Makaton training, PECs, Moving & Handling, RRSA Gold Award training, LGBT Charter Award training, Digital training</p> <p>Revision of and rollout of the whole school Positive Relationship Policy, with Positive Relationship Plans in place for pupils where appropriate. Creation of a school transition policy, with an initial focus on post-school transition</p> <p>One member of the teaching staff will undertake Sleep Scotland Counselling Training, to offer</p>	<p>All of our children and young people will continue to benefit and thrive from being supported by staff who have skills in a variety of areas including communication and digital skills. This will help support the pupils to progress with their learning targets next session</p> <p>Some of our children and young people need a plan in place to support them with regulation. Positive relationships and consistent approaches are key to this. By revisiting our Positive Relationship Policy and plans regularly we can ensure</p>	<p>By upskilling all staff and further developing policies and plans in partnership with pupils, families and staff, we will be supporting pupils going forward. This will ensure that we can fully support all pupils to achieve as the learning experiences will be have sufficient pace and challenge to meet their needs</p> <p>All children and young people will further develop their knowledge and skills in relation to the UNCRC Children’s Rights and responsibilities and all about equality and diversity, key values in an inclusive society</p>	<p>Teacher and practitioner professionalism</p> <p>School Leadership</p> <p>School Improvement</p> <p>Parent/carer involvement and engagement</p>

<p>bespoke support for young people and families</p> <p>Staff will roll out the B-Squared assessment centre to update our tracking and monitoring systems to ensure we are capturing all aspects of learning and attainment using a digital platform</p>	<p>Sleep is essential for young people to be able to learn and engage whilst in school. By investing in staff development and time for this, we will be able to offer sleep support where it is needed to our pupils and their families</p> <p>Tracking and monitoring of all aspects of progress and achievement is key to ensuring we get the next steps right for all pupils. By updating the methods we use to capture evidence and assessment information, we can ensure that pupils are experiencing a curriculum that offers personalisation & choice and pace & challenge</p>	<p>Children and young people and their families will benefit from being able to access a service within school to support them if there are any sleep related issues needing to be addressed. Our counsellor will work in partnership with other trained colleagues to offer support to individual families where there has been a request for this type of support</p> <p>Our children and young people will benefit from this as their planned learning activities will be at the right level, to ensure that pace and challenge is incorporated correctly for all pupils within their learning experiences. This will cover all 8 curriculum areas, with pupils having individual targets set for Literacy, Numeracy and Health & Wellbeing.</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;">  Achieving </div> <div style="text-align: center;">  Nurtured </div> <div style="text-align: center;">  Safe </div> <div style="text-align: center;">  Responsible </div> <div style="text-align: center;">  Included </div> </div>	
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<p><u>CLPL</u></p> <ul style="list-style-type: none"> SLT will provide CLPL opportunities that meet the teacher PRD and School Improvement working party needs <p><u>Positive Relationship and Post-School Transition Policies</u></p>		<p>Observation in meetings</p>	<p>Ongoing</p>	<p>SLT</p>

<ul style="list-style-type: none"> • SLT will share drafts of both with staff, pupil council and parent council early 2022 and will work with teaching and SSA staff to ensure updated Positive Relationship Plans are in place for pupils that require this support. Plans will be drawn up in partnership with parents and carers <p><u>Sleep Scotland</u></p> <ul style="list-style-type: none"> • Head Teacher will work with our trained Sleep Scotland counsellor, Caitlin MacCaig, and the coordinator to establish a clear referral process and forward plan for next session 	<p>Pupil satisfaction</p> <p>Parent/ carer feedback</p> <p>Pupil responses</p> <p>Partnership agency feedback</p> <p>Child's Plan</p>	<p>September 2022</p> <p>Ongoing</p> <p>From September 2022</p>	<p>SLT</p> <p>Steering Group</p> <p>Julie McManus Caitlin MacCaig</p>
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APPENDIX 1

Cluster Priority: SCIENCE FRAMEWORK				
To focus on improving confidence and competence of Staff to teach effectively STEM education and provide learners with STEM skills, approaches, knowledge and understanding that they require throughout their lives.				
What Outcomes Do We Want To Achieve?	How Will We Achieve This? (Intervention Strategies)	Start and Finish Dates	How Will We Measure Impact On Children and Young People? (Include Where Possible Current Measure and Target)	January 2022 Review
Cluster Priority STEM group (Lead Science Steering Group)				
<ul style="list-style-type: none"> ➤ Children and young people's skills development, approaches to and knowledge and understanding in science subjects is enhanced due to further development in pedagogy and assessment skills in staff. ➤ Children and young people's science enquiry and approach skills and understanding of science is enhanced due to staff confidence in applying TAPS focussed assessment. ➤ Children and young people have a coherent and progressive learning experience in science across and throughout Girvan cluster schools. There is a collegiate development of a science programme of study based on TAPS activities. ➤ Children, young people and staff will engage more readily with science enquiry and aspire to pursue a career in science. ➤ Staff will share experiences and good practice at all levels, moderate expectations in science and develop greater collegiality between cluster schools. ➤ Children and young people will experience quality learning and teaching in science due to increased levels of confidence and expertise in staff. ➤ Quality learning and teaching will be informed through reliable and relevant assessment information. 	<ul style="list-style-type: none"> • Individual schools will have negotiated with staff, collegiate time, to make these tasks happen. • All teaching staff will join a group of 3. • Each member of staff may be from another CFE level. (where possible) • August - Staff will be introduced to their Trio and asked to communicate with each other, introducing themselves to each other. • September 5th 2022 - trios will meet at Girvan Primary School, choose and plan lessons (from TAPS resources) and arrange dates for lessons to be taught and observed over the next 5 months. (3 lessons, 3 visits) • September - November - trios will observe one colleague teaching a science lesson (time swapped from RNCT and Collegiate time) • October 24th 2022 In Service morning - Cluster CLPL organised by cluster mentors (Girvan Primary School) • November 9th 2022 twilight - observed lesson will be discussed (planning, preparation, resources, delivery, assessment information, photographs to be used etc to create a collaborative feedback form). Next visit for observed lesson will be arranged. • December - January - Second observed lesson to take place. • January 24th 2023 Twilight - trios meet to discuss observed lesson (co-creation of feedback form) and plan for next lesson to be observed • January - March - third lesson to be observed by trio • March 15th 2023-twilight session for discussion and co-creation of feedback form • May 30th 2023 Inservice - cluster Inservice allowing trios to share with others, work undertaken throughout the session. Possibly grouped into 3 trios. 	<p>August 2022 to June 2023</p>	<ul style="list-style-type: none"> ➤ Individual school self-evaluation of science. (Showcase Presentation, May) ➤ Classroom observations (SMT, mentors, stage partners from across schools) ➤ Staff evaluations following CLPL activities. ➤ Children's views on science. 	<p>Cluster questionnaire for staff and children. (PSTT)</p>

Sustainable School Improvement Agenda Items:

Eco-Schools Action Plan

Lead Person: Leona Smith

Eco-Schools Topic 1: **Litter**

2022/2023

Your school's Sustainable Development Goal: SDG 15 – [Life on Land](#)

How will our actions contribute towards our chosen SDG? To raise awareness in the school of the dangers of litter and the harmful effects it can have on our environment especially animal and their habitats.

Aim(s) What do we aim to achieve? Why? <i>You can have the same aim for all actions, or different aims for different actions.</i>	Actions How are we going to achieve our aims? What actions will we do? <i>Minimum 3 actions per topic.</i>	Who? / When? Who is responsible for the action? Who else will help?/ When will it happen?	Measuring: What, how and when will we measure to monitor any changes?	Evaluation/Development: What did we learn from our monitoring? How far did our actions go towards achieving our aims? Could we have done anything differently?
To respect our school environment by helping to keep it clean and free from litter.	Weekly to fortnightly litter picks within our school grounds.	Whole school in allocated spots but eco school committee will oversee. Every fortnight - ongoing	Assessment of litter will be presented on a chart to share with everyone. Before and after photos. Actions such as next points may be needed.	Litter picks were carried out regularly by our eco-committee in session 2021-2022, and they shared their findings with SLT and others. Looking to continue this next session
To learn about the effects litter has on animals in our environment and what we can do to help.	Arrange a visit/online chat from SSPCA to present to school regarding the impact of litter on animals in the wider environment.	Mrs Smith Annual basis	Photos and display board of visit/talk.	

Eco-Schools Action Plan

SCHOOL NAME: Invergarven School

Eco-Schools Topic 2: **Biodiversity**

Your school's Sustainable Development Goal: SDG 15 – **Life on Land**

How will our actions contribute towards our chosen SDG? To raise awareness of the importance of promoting and protecting biodiversity and natural habitats within the school grounds

<p>Aim(s) What do we aim to achieve? Why? <i>You can have the same aim for all actions, or different aims for different actions.</i></p>	<p>Actions How are we going to achieve our aims? What actions will we do? <i>Minimum 3 actions per topic.</i></p>	<p>Who? / When? Who is responsible for the action? Who else will help?/ When will it happen?</p>	<p>Measuring: What, how and when will we measure to monitor any changes?</p>	<p>Evaluation/Development: What did we learn from our monitoring? How far did our actions go towards achieving our aims? Could we have done anything differently?</p>
	To use more planters and pots around the school grounds with flowers and herbs to encourage insect life into the school grounds.	Whole school can assist Refreshed annually	Before and after photos Record evidence of attracted nature to the area.	<p>A continued whole school project</p>

Eco-Schools Action Plan

SCHOOL NAME: Invergarven School

Eco-Schools Topic 3: Waste minimisation

Your school's Sustainable Development Goal: SDG 15 – Life on Land

How will our actions contribute towards our chosen SDG? To create a safe, sustainable and waste minimal environment and to promote the recycling of waste materials throughout the school; waste and rubbish that can be harmful to our environment and the wildlife within it.

Aim(s) What do we aim to achieve? Why? <i>You can have the same aim for all actions, or different aims for different actions.</i>	Actions How are we going to achieve our aims? What actions will we do? <i>Minimum 3 actions per topic.</i>	Who? / When? Who is responsible for the action? Who else will help?/ When will it happen?	Measuring: What, how and when will we measure to monitor any changes?	Evaluation/Development: What did we learn from our monitoring? How far did our actions go towards achieving our aims? Could we have done anything differently?
Identify our main problems with waste management in order to focus our efforts on waste minimisation with more success	Carry out a bin audit. We need to have more bins and bins specific for good recycling.	Eco committee and Janitor Head teacher will oversee any ordering End of each term	Classify and organise findings of types of waste. Tally different types. The school community will be responsible for recycling appropriate materials.	Ongoing maintenance
To avoid waste and encourage recycling of clothes. RECYCLE	To organise ragbag collections	Eco committee Ongoing	Cheques and certificates from Ragbag organisation	Ongoing charity fundraising for Glasgow Children's Hospital Charity
To reuse materials, where possible, rather than buying new craft materials	To gather in materials from home and use in junk modelling projects	All classes Ongoing	Display and photograph of junk modelling projects and crafts	Ongoing, to reduce cost and waste

<p>Aim(s) What do we aim to achieve? Why? <i>You can have the same aim for all actions, or different aims for different actions.</i></p>	<p>Actions How are we going to achieve our aims? What actions will we do? <i>Minimum 3 actions per topic.</i></p>	<p>Who? / When? Who is responsible for the action? Who else will help?/ When will it happen?</p>	<p>Measuring: What, how and when will we measure to monitor any changes?</p>	<p>Evaluation/Development: What did we learn from our monitoring? How far did our actions go towards achieving our aims? Could we have done anything differently?</p>
REUSE				
<p>Reduce the amount of electricity used in the school</p> <p>REDUCE</p>	<p>Turning off switches and lights when not in use.</p>	<p>Everyone will assistance from Janitor</p> <p>Ongoing</p>	<p>Pupils to check daily.</p> <p>Should see a reduction in the consumption by meter readings</p>	<p>Ongoing, to reduce cost and waste</p>

Yoga and Mindfulness – sustainable project

Following on from the success of introducing Mrs Pauline Brennan (a Yoga specialist) to our pupils and staff in session 2021/2022(as part of our PEF Plan), we are planning to re-introduce Monday afternoon yoga & mindfulness sessions for our pupils August-December 2022.

We also plan to work with Pauline in session 2022-23 to deliver some family yoga & mindfulness sessions. Staff will have further opportunity to access some staff wellbeing yoga sessions again (the Staff Wellbeing Champion coordinator for session 2022-2023 is Julie McManus) and to gain some further CLPL and training which they can use within their teaching practice.