

## Standards and Quality Report Invergarven School

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2021-22



## **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.***

## **Improvements in performance**

In 2021-22, we focussed a great deal on Health & Wellbeing within our curriculum development, as this was an identified area of high importance following the Covid-19 pandemic. We were able to access the gym hall for Physical Education (PE) this session, which is something that was hampered by the Covid-19 restrictions of the past. We delivered a range of physical activities for pupils including weekly whole-school PE 2-hour sessions (Tuesday and Thursday afternoons), supported by our Inspire Sports colleagues. PE for our pupils included rugby, daily mile walks, tri-golf, athletics (which culminated in an end of term multi-athletics whole school event), some dance input (which we hope to increase in 2022-2023), boccia, yoga, horse riding, hydrotherapy and rebound therapy.

Other successes during this session have been the weekly whole-school curricular lessons, with a focus on the areas of: Science (Girvan Cluster focus), Eco-Schools (our school have successfully achieved the first Green Flag Award), Art and PE. The upper school pupils have also benefitted from weekly percussion instruction from Gavin Welsh (from January 2022), and we have music included within our School Improvement Plan next session as we want to take music forward for the whole school.

Three Primary 1 pupils successfully transitioned from their Early Years Centres into Invergarven in August 2021, despite the pandemic and some of the barriers it created for transition. School staff worked in close partnership with colleagues, partner agencies and parents and families to get the transition right for each individual child, and the feedback from everyone has been extremely positive. As many of our younger pupils are non-verbal, we focussed on using PECs (Picture Exchange Communication system) to support pupils with the development of their communication skills, in collaboration with our speech and language therapist, parents and carers. Two teachers successfully completed their Level 1 PECs training, and one of these teachers completed a further course on using PECs alongside digital devices. As a result, we now have two Primary 3 pupils using PECs successfully with an SGD (Speech Generating Device) for communication.

We further developed play-based learning approaches and activities to help support smooth transitions, and to work on key skills in Literacy and Numeracy. This approach continued to work well alongside formal teaching and learning approaches within the P1-P3 classes.

Invergarven successfully achieved the Rights Respecting Schools Silver Award this session, which reflects how well we all (staff, stakeholders and pupils) not just know about Children's

Rights, but also promote the rights in all that they do. The school are aiming to achieve the Gold RRSA Award by June 2024 at the latest.

Carefully planned transitions were focussed on this year, and this will continue to be a development focus next session. By working closely with our partners including Employability & Skills, Skills Development Scotland, Girvan Youth Trust, Work Out and others, we will continue to focus on transition planning for all pupils. This will all link in closely with the senior phase curriculum rationale (for post-school transition planning) to ensure an appropriate skills-focussed curricular experience.

Pupils at Invergarven have access to a vast range of bespoke opportunities to enhance their learning, with teachers tailoring themes and lessons, taking into full consideration personalisation and choice. Environments continue to be adapted and deliberately and carefully planned to ensure that optimum learning can take place, whilst ensuring safety for all. Many strategies are used to allow pupils to take ownership of their learning, assess their own and others' work and contribute to the forward planning of activities and next steps in learning. Pupils experience a wide range of active lessons, utilising the abundance of creative resources we have available. They have continued to explore the outdoors and take advantage of the environment in their community to use as a learning resource, and this is something we intend to build on next session.

Every pupil has a Child's Plan with very specific targets for learning across skills for Learning, Life and Work. Specific assessments of Individual Education Targets (IEP) targets have continued this year to ensure each individual pupil has achieved their targets. The results of the assessments indicate the attainment in each area. The areas targeted in each Child's Plan are:

*Literacy*

*Numeracy*

*Health & Wellbeing*

Individuals who require a health care plan have one in place, developed by a multi-disciplinary team, agreeing strategies, methods, practice and pastoral care where required. These care plans are also evaluated annually, or as health needs indicate, and are updated ensuring the highest level of care possible for the young people.

Priorities for improvement are identified using collective feedback from on-going self-evaluation workshops with staff across the year. Staff consultation equates the direction of improvement.

Delegated leadership is promoted at all levels across Invergarven. Roles of responsibility are distributed to School Assistants in discussion at their annual PDR. Individual strengths are highlighted and built into the school working day, in a structured way to benefit the young people.

Teaching and all support staff are also encouraged to further develop their own personal skills by taking lead in School Priorities and initiatives across the year.

## values

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

**Respect**

**Courage**

**Creativity**

**Resilience**

**Kindness**

## Aims

Our aims are:

**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 Child's Plans

**4: To assist our pupils' 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 classrooms and of those in the wider community
- Promoting independence across all areas of learning
- 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 in school and at home
- 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.

## Context of the school

Invergarven School is a non-denominational specialist school serving Girvan and the surrounding area. Invergarven provides education for pupils aged 5 to 19. All pupils have Additional Support Needs (ASN) and in some cases, complex medical and health needs. The roll in 2021-22 was 19 pupils. 21% of our pupils are care experienced. All staff at Invergarven endeavour to offer an appropriate curriculum for pupils from primary to secondary school age, incorporating SQA as well as Curriculum for Excellence and Broad General Education and other wider accreditation. The school offers a developmental curriculum with specific teaching approaches differentiated or elaborated, according to the needs of the pupils. In 2021-22, there were four main classes, with opportunities for one-to-one learning areas which were created in the school to meet the specific needs of some of the pupils. This approach continued to allow particular pupils to gain the essential input and intensive interaction that they required to make progress in their learning, including 1:1 online teaching and learning.

In 2021-22, Invergarven was allocated 5.4 classroom teachers, just over eight support staff and one specialist support assistant. The Senior Leadership Team consisted of Head Teacher Julie McManus and Depute Head Teacher, Derek England (started in post 18.10.21). The school works in close partnership with other agencies, including School Nurse, Physiotherapist, Occupational Therapist, Speech and Language Therapist, Educational Psychologists and Social Work. Staff have a clear understanding of their roles and responsibilities. This ensures that everyone is aware of the needs of the whole child and their families. The school has a supportive Parent Council (and we hope to bring new members on board during this current session) and strong effective links with the local community.



## What key outcomes have we achieved?

School Priority 1 : Curriculum Development	
<b>NIF Priority:</b> <ul style="list-style-type: none"> <li>• Improvement in children and young people's health and wellbeing</li> <li>• Closing the attainment gap between the most and least disadvantaged children</li> <li>• Improvement in attainment, particularly in literacy and numeracy</li> </ul>	<b>Links to HGIOS 4</b> 1.2, 2.2, 2.3, 2.4, 3.2, 3.3
<b>Progress and Impact</b> In session 2020-21, we ran a successful year of Health & Wellbeing activities, working in close partnership with our Inspire Sports colleagues. On a Thursday evening, we offered an active sports session in school 6pm-7pm for pupils with ASN, and we are pleased that this is running over the summer holidays of 2022. Some of our pupils learned elements of First Aid successfully (following the children's Red Cross Programme), which was well received by pupils and families, as it further developed the pupil's knowledge and skills in responsibility and care towards others. Two of our upper school pupils were able to get involved in out of school music opportunities, by joining in with local percussion groups. And five of our pupils have been using Picture Exchange Communication system to support their communication, of which two pupils have been able to transfer to a digital platform. One senior pupil successfully achieved a National 3 Maths award with the majority of the delivery and learning taking place online. Whole School lessons have run throughout the year with a focus on Science, Eco-School projects, Art and PE. Pupils have focussed on Literacy, Numeracy and the other curricular areas within classes, small groups and sometimes 1:1 session.	
<b>Next Steps</b> <ul style="list-style-type: none"> <li>• A fresh roll-out of accreditation for all Rebound Therapy sessions</li> <li>• A focus on Outdoor Learning including Duke of Edinburgh links. There will also be a focus on improvements to our outside spaces</li> <li>• An aim to achieve Communication Friendly Award by further expanding speech and language support, Makaton and PECs throughout the school to support communication for all</li> <li>• Further digital learning opportunities, we aim to achieve the Digital Schools Award by May 2023</li> </ul>	





School Priority 2: Transition and Developing the Young Workforce	
<p><b>NIF Priority:</b></p> <ul style="list-style-type: none"> <li>Improvement in employability skills and sustained positive school leaver destinations for all young people</li> </ul>	<p><b>Links to HGIOS 4</b> 2.2, 2.4, 2.6, 2.7, 3.2, 3.3</p>
<p><b>Progress and Impact</b></p> <p>During last session, one S6 pupil successfully completed two courses at Ayrshire College, Ayr Campus. We also supported this young person to achieve his Work Out Work Experience Award, working in partnership with our community partners and our colleagues in Skills Development Scotland and Employability &amp; Skills. Three P1 pupils also had successful transitions from their early year's centres, despite the pandemic and some of the barriers it created. The partnership working with colleagues and families was key in making this work and in getting it right. Three of our pupils successfully undertook a Life Skills project, which involved financial planning, shopping, meeting and speaking with the public, team working and cooking/baking.</p> <p><b>Next Steps</b></p> <ul style="list-style-type: none"> <li>To re-establish a transition working group to take forward the next steps for transition, with a focus on pupils in S5/S6, P1 and pupils that move into the school mid-year</li> <li>Continue to work in partnership with Work Out colleagues, to set up a work placement for an S6 pupil next session. To further explore community opportunities for our senior pupils, including with Girvan Youth Trust and the Glendoune Association</li> <li>Continue to explore options for developing skills for life and work within Invergarven e.g. hospitality skills, administration skills</li> </ul>	





<b>School Priority 3: Global Citizenship</b>	
<b>NIF Priority:</b> <ul style="list-style-type: none"> <li>Placing the human rights of every child and young person at the centre of education</li> </ul>	<b>Links to HGIOS 4</b> 1.2, 2.1, 2.2, 2.3, 2.4, 2.6, 3.2, 3.3
<b>Progress and Impact</b> We are very proud as a school that we achieved both our Green Flag Award and our Silver RRSA Award during this session, which was earned through the dedication of all staff, families and pupils. SLT worked together and created a plan of weekly Whole School Assemblies, working in partnership with teaching staff and pupils to ensure a range of activities and information sharing opportunities. This has all been highly successful and we will be continuing to build on all of this success going forward as a school.	
<b>Next Steps</b> <ul style="list-style-type: none"> <li>Achieve our LGBT Schools Charter Award by June 2024 latest, but work will begin in session 2022-23</li> <li>Achieve our Gold RRSA Award by June 2024 latest, but work will begin in session 2022-2023</li> <li>To have a school post-school transition policy and closely linked senior phase curriculum rationale, which will have a skills-focus and links to local community groups</li> </ul>	



## Attainment 2021-22

### Attainment:

All pupils have their own individual targets for Literacy, Numeracy and Health & Wellbeing, and these targets are incorporated into other curricular areas and the four contexts of learning-curriculum totality. Through a variety of assessment methods which included observations, new targets are set if need be when there has been very good progress made. Some pupils do need to revisit key concepts before moving onto the next steps in their learning and that is quite often the case for many of our learners. Our pupils achieved most of their Literacy and Numeracy targets this session, and they achieved almost all of the Health & Wellbeing targets. The blended learning term allowed for a real focus on all of these areas whilst the pupils were in school, which has resulted in very high achievement for all.

Literacy	Numeracy	Health & Wellbeing	Overall Attainment
76%	71%	62%	70%

### **.Secondary SQA Attainment:**

#### *Attainment in SQA courses 2021-22*

Number of pupils	Level	Subject	Unit Name
1	National 2	Lifeskills Mathematics	HK33 72 – Alternate Context National 2 Lifeskills Maths - Measurement
1	National 2	Lifeskills Mathematics	HK3K 72 – Alternate Context National 2 Lifeskills Maths - Money
1	National 2	Lifeskills Mathematics	H21Y 72 – Lifeskills Maths - Measurement
1	National 2	Lifeskills Mathematics	H21V 72 – Lifeskills Maths - Money
1	National 2	Food Health and Wellbeing	H257 72 – Food Health and Wellbeing – Food Preparation
1	National 3	Application of Mathematics	H225 73 National 3 Applications of Mathematics – Numeracy
1	National 3	Application of Mathematics	HV80 73 National 3 Applications of Mathematics - Shape, Space and Measures

## Evaluation Summary

Quality Indicator	
<p><b>1.3 Leadership o</b></p>	<p>Embedded within the school vision, values and aims of the school are the consistent high expectations that staff have for all young people, regardless of their Additional Support Needs and barriers. We continue to work together as a team to ensure a rich curriculum which offers pupils personalisation and choice, an opportunity to gain relevant knowledge and skills including digital technology skills. Staff work hard to develop curriculum pathways that are individualised and offer both pace and challenge and cover the eight curriculum areas within the broad general education.</p> <p>The Senior Leadership Team work closely with the senior phase pupils, cluster schools (including curriculum specialists) and families to continually develop the senior phase pathways, to ensure the pupils are prepared with the right skills and knowledge that they require.</p> <p>The Senior Leadership Team are continually looking to improve through Cluster Partnership working, CLPL courses, Education Scotland online events, collaborative events and working with our Local Authority to gain further expertise and share good practice. The Head Teacher is currently undertaking the Into Headship qualification.</p> <p>We ensure that we keep abreast of both National and Local Initiatives and that we share this will all staff regularly.</p> <p>With our state-of-the-art range of technology and facilities, we have ensured that the vision for the school and the values have continued to be employed in daily practice.</p> <p>We continue to carefully monitor and track the use of all of our interventions, to ensure the resources, spaces and environments are used to their optimum level and that the pupils can access these when they require it. Timetables are established for all areas and interventions.</p> <p>Transition for our three new Primary 1 pupils was disrupted again this session due to covid-19 restrictions, but staff worked creatively alongside early years colleagues and families to plan transition visits where it was safe to do so.</p> <p>CLPL is sourced for staff to ensure they have all the tools required to support all of our pupils.</p> <p>Young people are included and all have a say in their school life. Pupils are involved in sharing their ideas via the Pupil Council, Eco-School Committee and Rights Respecting Schools Award meetings and events. Parents and carers are consulted and fully involved in decision making with regards to any changes that may need to take place, such as the school Vision &amp; Values and staffing.</p>
<p><b>2.3 Learning and teaching</b> <b>4</b></p>	<p>The main focus on curriculum development at the beginning of this session was Health &amp; Wellbeing and the reintroduction of pupils being able to mix and socialise with each other again. As the pupils were able to access the gym space again (it was used as a classroom last session due to covid-19 restrictions), we maximised the use of this space to allow the children to work together during a range of curricular sessions including Physical Education (two x 1 hourly sessions per week), whole school art, whole school Science, eco-school activities and whole school assemblies.</p> <p>Staff continue to ensure that our young people are fully involved in the life and ethos of the school, and that their contributions are evident where school responsibilities are concerned. Pupils are fully involved in helping to set their own targets for Literacy, Numeracy and Health and Wellbeing and input from parents and carers is sought to support this, to ensure a holistic approach for each child.</p>

	<p>Teaching and support staff use a wide range of learning environments and creative teaching approaches. We further developed our Digital Technology resources this session, to enrich and further support pupils with their learning. Teachers are providing a voice for the young people and also extended learning opportunities, such as introducing PECs and the use of Speech Generating Devices alongside PECs and also utilising switches and other pieces of equipment, ensuring inclusion for all.</p> <p>Staff observe learners closely to inform next steps and interventions. Regular class team meetings and dialogue also helps to inform any changes that may be required to the timetable for our pupils. Regular home/school communication ensures we get it right for all of our pupils. Challenging learning experiences, both within and out with the school, are planned for appropriately, taking into consideration personalisation and choice. Most opportunities provide breadth and challenge for each individual, carefully considering individual needs, targets, support needs and abilities, to ensure that each young person reaches their own potential, evident in Child's Plans. Some of the pupils in the senior phase continue to engage well via Microsoft Teams, which allowed them to continue working towards their SQA courses and targets.</p> <p>With our range of technology and facilities, we can continue to ensure that learning experiences are rich and engaging for the young people, incorporating awards such Personal Achievement and the Saltire Award. Some pupils require a back-up plan of learning for days when they struggle, for various reasons. Assessments allow all staff to ensure learning is of a high and comprehensive standard.</p> <p>The majority of staff regularly visit current literature, policies and initiatives, locally and nationally, to enhance their approaches to teaching and learning. Staff have been embedding approaches such as Makaton, Number Talks, Making Thinking Visible, Play-Based Learning and Numicon within the curriculum to enhance learning experiences for all.</p> <p>Curriculum for Excellence levels are validated through specific assessments, ongoing recorded observations and professional dialogue on a regular basis. CfE frameworks and benchmarks are utilised across the school and adapted to meet the needs of each young person. The Milestones for supporting learners with complex additional support needs are incorporated into class planning documents and individual plans, and are used to track progress and plan next steps.</p> <p>Observations are regularly carried out to assess the quality of questioning and thinking skills. Annual PDR discussion provides opportunity to discuss CLPL suggestions.</p> <p>In most areas daily assessment is taking place to inform next steps in learning to further develop skills and ensure that steady progress is being made.</p>
<p><b>3.1 Ensuring wellbeing, equity and inclusion</b> <b>4</b></p>	<p>All staff across the school are responsible for ensuring the health, safety, care and wellbeing of all pupils in the school. School Assistants are included in assessment, decision making, and regular professional dialogue with class leaders and also with young people; their input is vital in terms of their contribution to positive behaviour plans and care plans, ensuring consistence in approaches and building trust within all young people.</p> <p>Interventions and therapies are targeted to the pupils with the greatest needs at any one time e.g. Rebound Therapy, Hydrotherapy, soft-play access and sensory room programmes.</p> <p>Speech and Language input this year has been targeted towards individual pupils and small groups, to ensure support where required. Staff have been working collaboratively with Jane Stewart in developing programmes and activities for pupils to support communication. Staff have also been working in close partnership with Esther Lees, our Visual</p>

	<p>Impairment Teacher, to plan cohesive programmes for our pupils with CVI (Cerebral Visual Impairment).</p> <p>GIRFEC is at the heart of all planning, delivery, assemblies and Child's Plans. Assemblies had to take place virtually this session, but we plan to reintroduce face to face group assemblies next session, where we cover Children's Rights and celebrate pupil achievements.</p> <p>High levels of communication between all members of staff and parents/carers is vital at Invergarven for the care and wellbeing of the young people and their families. Daily feedback sheets, emails or diaries are sent between school and families. This ensures that all issues are highlighted and anything that needs to be addressed is as soon as possible.</p> <p>We continue to work hard to improve positive post-school transitions, positive destinations and positive outcome for all pupils, including a high percentage of Care Experienced Young People (21%), working in collaboration with parents and carers and all multi agencies.</p> <p>All pupils have a Child's Plan, which projects targets across the year and is monitored termly. Pupils, parents and carers are included in target setting and reviewing. Health care plans are implemented with appropriate multi agencies to ensure the health needs of all pupils are met appropriately. Hence, appropriate CLPL can be planned for staff as required.</p> <p>At Invergarven School, we pride ourselves in working closely with our whole school community and the wider community and partners, to access opportunities for personal achievement. Two of our pupils secured places within the local percussion instrumental groups, as a result of music input by Gavin Welsh, YMI. Pupils have also benefitted from accessing community groups such as Inspire Sport sessions and Girvan Youth Trust activities.</p> <p>Staff continue to excel in promoting equality and inclusion in all aspects of the school. Measures are taken to ensure that individual barriers are removed to allow all young people to experience a rich curriculum and succeed in their goals.</p> <p>Annual parental and pupil questionnaires suggest that almost all pupils feel safe, healthy, achieving, nurtured, respected, responsible and included.</p> <p>Pupil Equity Funding (PEF) will be used next session to build in more staffing capacity, to allow us to take forward all that we have planned within our School Improvement Plan and support our pupils in meeting their learning targets.</p>
<p><b>3.2 Raising attainment and achievement</b></p> <p><b>4</b></p>	<p>This year, despite the absences as a result of Covid-19 and Covid-19 related health issues, the annual attainment exercise demonstrated a steady progression in literacy, numeracy and health and wellbeing for pupils working at pre-early, early and first levels. The majority of pupils are making steady progress in these areas and experiencing breadth, depth and challenge of learning. Staff work hard to personalise and tailor learning programmes in line with individual likes and preferences.</p> <p>Next session, there will be a focus on Health &amp; Wellbeing, Communication, Community Events, Outdoor Learning, Digital Technology and Music. Science continues to be a cluster focus, and staff will continue to work alongside colleagues and to access relevant CLPL to continue delivering high quality Science lessons and experiences for all pupils.</p> <p>We continue to have effective systems in place to promote equity of success and achievement for all. Our aim is to adequately prepare the young people for life after school, promoting positive destinations, high quality life skills and confidence in their own abilities to be a responsible and successful citizen. The young people are involved in decision making about their pathways for leaving school, including sourcing</p>

	<p>appropriate work placements and college provision. Young people are aware of what is expected of them.</p> <p>Our updated tracking and monitoring system relies heavily on teacher assessments, professional dialogue and hard evidence as Invergarven does not make use of data such as CEM or PIPS. Outcomes from assessments are gathered and data is collected and presented and used in professional discussions for comparison.</p> <p>An annual summer term Celebration of Success and Garden Party day marks the success and achievements of the year, where every individual is included and celebrated. We held our ceremony this year in person, with around 90 people all in attending. After the formal ceremony, everyone enjoyed a fun afternoon in the garden with! This was a lovely way to end the summer term for all.</p> <p>All activities are carefully planned to consider and meet the needs of vulnerable individuals. Pupil choices continue to be taken into consideration in the majority of planning, detailed risk assessments are carried out incorporating the needs of all individuals. Strategies are implemented to take into account the health, behaviour and current issues involved with the young people, these are regularly addressed and updated as necessary. Communication with parents and carers, staff and multi agencies is vital for the getting it right for each individual. Plans are tweaked if necessary to meet the changing needs for all pupils.</p>
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## What are the key priorities for improvement in 2021/2021?

### Curriculum Development

#### Health & Wellbeing:

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.

#### -Rebound Therapy

-a fresh roll-out of the achievement and award system for this intervention

#### -Dance Sessions

-Staff will work collegiately with partners to plan and deliver dance sessions that meet pupil needs and interests

#### -Outdoor Learning

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

Staff will collaborate with their property colleagues to continually improve and make best use of the outdoor playgrounds. SLT will ensure provision is made for outside seating for pupils

#### Literacy:

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

Further roll out of PECs throughout the school, with more pupils using this system and further opportunities for staff and parent/family training

Introduction and further use of colourful semantics to support pupils with their sentence building and structure

Pupil Profiles will be in place and regularly reviewed and updated for all pupils and staff will continue to link in with the local authority Literacy lead and network

### **Numeracy:**

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

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.

### **Expressive Arts:**

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.

### **Senior Phase Curriculum Rationale and Transition Planning**

Staff will create a clean 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).

### **Digital Technology:**

More I pads 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

Work towards the school achieving the Digital Schools Award status

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

### **Interdisciplinary Learning:**

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

**Girvan Cluster Focus (Science)**

see APPENDIX 1

**Community & Family Engagement**

Achievement of the LGBT Charter Award for Schools

Work towards achievement of the Gold Rights Respecting School Award

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

Further enhance inclusion, work with other schools to strengthen partnerships and to offer pupils the right opportunities for them to progress

Communication between school and home will be revisited and a forward plan for next session agreed e.g. Seesaw, email communication

**Whole Staff Development and Policy Development**

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

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

One member of the teaching staff will undertake Sleep Scotland Counselling Training, to offer bespoke support for young people and families

## What is the capacity for Improvement?

Everyone at Invergarven continues to strive to create a culture & ethos that supports everyone in learning from mistakes made, in building resilience, and in growing and developing themselves throughout their school journey and beyond. We support all of our young people to help them thrive and achieve in our school, continually improving our practice, skills and knowledge, in line with National and Local initiatives. Our vision for excellence is transparent in the school ethos.

Next session, our vision is to support pupils further with Health & Wellbeing, with a greater focus on Outdoor Learning. We also aim to further enhance our skills and practice with regards to communication and the use of PECs and Makaton, alongside digital technologies. We will plan a range of inclusive, fun and engaging activities, optimising the use of our gym hall and outdoor areas, and will work alongside our Inspire Sports partners to plan sports and recreational activities for all. By developing staff capacity and being creative with our resources and space, we will be able to offer a range of whole school, classroom and individual learning experiences.

The School Improvement Plan gives direction and guidance towards the vision of the school and its journey to improvement. It incorporates all staff and allows opportunity for collaborative leadership, collegiate working within the cluster, with our partner agencies and across the authority.

Staff allocation will continue to be thoroughly planned to ensure minimal movement of staff between classes as much as possible, with support being targeted towards the primary classes, in particular to support our three new pupils in Primary 1. Where appropriate, virtual learning opportunities will be offered via Microsoft TEAMS. Pupil Equity Funding will allow for more directed support for young people, to prepare for post-school transition but will also be used to secure more support for pupils in accessing interventions e.g. hydrotherapy and rebound therapy sessions.

Within the school, pupils will continue to have more choices, a platform to voice their opinions and networks to contribute to the life of the school. Continuing to value pupil voice is essential in building confidence, resilience and responsibility, which Invergarven strives to achieve.

The whole school community will be involved in working towards achieving our targets set out in our School Improvement Plan e.g. the gold RRSA Award, the LGBT Charter Award, the Digital Schools Award and the Communication Friendly School Award.

APPENDIX 1

<b>Cluster Priority: SCIENCE FRAMEWORK</b> 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)
<b>Cluster Priority STEM group (Lead Science Steering Group)</b>			
<ul style="list-style-type: none"> <li>➤ 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.</li> <li>➤ 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.</li> <li>➤ 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.</li> <li>➤ Children, young people and staff will engage more readily with science enquiry and aspire to pursue a career in science.</li> <li>➤ Staff will share experiences and good practice at all levels, moderate expectations in science and develop greater collegiality between cluster schools.</li> <li>➤ Children and young people will experience quality learning and teaching in science due to increased levels of confidence and expertise in staff.</li> <li>➤ Quality learning and teaching will be informed through reliable and relevant assessment information.</li> </ul>	<ul style="list-style-type: none"> <li>• Individual schools will have negotiated with staff, collegiate time, to make these tasks happen.</li> <li>• All teaching staff will join a group of 3.</li> <li>• Each member of staff may be from another CFE level. (where possible)</li> <li>• August - Staff will be introduced to their Trio and asked to communicate with each other, introducing themselves to each other.</li> <li>• September 5<sup>th</sup> 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)</li> <li>• September - November - trios will observe one colleague teaching a science lesson (time swapped from RNCT and Collegiate time)</li> <li>• October 24<sup>th</sup> 2022 In Service morning - Cluster CLPL organised by cluster mentors (Girvan Primary School)</li> <li>• November 9<sup>th</sup> 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.</li> <li>• December - January - Second observed lesson to take place.</li> <li>• January 24<sup>th</sup> 2023 Twilight - trios meet to discuss observed lesson (co-creation of feedback form) and plan for next lesson to be observed</li> <li>• January - March - third lesson to be observed by trio</li> <li>• March 15<sup>th</sup> 2023-twilight session for discussion and co-creation of feedback form</li> <li>• May 30<sup>th</sup> 2023 Inservice - cluster Inservice allowing trios to share with others, work undertaken throughout the session. Possibly grouped into 3 trios.</li> </ul>	August 2022 to June 2023	<ul style="list-style-type: none"> <li>➤ Individual school self-evaluation of science. (Showcase Presentation, May)</li> <li>➤ Classroom observations (SMT, mentors, stage partners from across schools)</li> <li>➤ Staff evaluations following CLPL activities.</li> <li>➤ Children's views on science.</li> </ul>
		January 2022 Review	Cluster questionnaire for staff and children. (PSTT)