



Greenmill Primary School and Early Childhood Centre

2 Barrhill Road,

Cumnock,

KA18 1PG

Telephone No:	01290 421352
Email:	simon.leitch@east-ayrshire.gov.uk
School Blog:	https://blogs.glowscotland.org.uk/ea/greenmillprimaryandecmain2017/
Twitter:	
School App:	Available on appropriate mobile devices
Denominational Status (if any):	Non-Denominational
School Roll:	Early Years (age 3-5) and Primary 1 – Primary 7 Roll of 307
	www.east-ayrshire.gov.uk/schoolhandbooks

Welcome to Greenmill Primary School and Early Childhood Centre.

Dear Parents/Carers

The purpose of this handbook is to share, with each and everyone our journey and all things relevant to our school community. I want Greenmill Primary School and Early Childhood Centre to provide the very best educational experience for our children. I believe this will provide them with the foundation for the best possible opportunities in life. This is no mean feat and cannot be accomplished by ourselves alone. Strong and effective partnerships are key to the success of the school and the pupils within it. Schools need to be the heartbeat of each community and as such contribute to the strength, safety and vibrancy that we should come to expect from living in East Ayrshire. Like any positive relationship Greenmill PS & ECC and the community of Cumnock need each other. We seek to establish a welcoming, proud and confident school which makes the best possible use of the local context we have around us – the people and the places.

Yours sincerely

Simon Leitch

Head Teacher

SECTION 1

We are committed to creating a culture and climate that will centre on meeting the learning needs of all pupils within our care no matter personal circumstances. To ensure that pupils progress as expected we believe that attainment and achievement go hand in hand, where each pupil is encouraged to believe in them self and demonstrate the required motivation as they experience new opportunities and challenges. Our motivation is that these experiences within the curriculum will be refreshed and relevant to the pupils' position within, not only the Cumnock area, but the wider world, making them global citizens equipped for an ever changing society.

As with each pupil, we fervently believe that in order to progress and move forward, a school requires an accurate picture of itself. Through constant critical awareness and the self-evaluation process we will endeavour to constantly review and raise expectations and celebrate each success, great and small.

Our Vision is to provide quality, child-centred learning experiences and opportunities in a safe, secure and stimulating environment and to equip all our learners with the skills for learning, life and work in the 21st century.

We value, encourage and monitor the emotional, social, physical, creative and intellectual development of our young people. Providing them with opportunity to be respected members of our establishment. Where being happy, valued and included are at the centre of everything that we do.

We aim to develop a culture of determination, enthusiasm and resilience along with ambition and achievement, recognising, rewarding and communicating the successes of all.

We promote positive behaviour and encourage positive attitudes which are underpinned by responsibility and respectful relationships for all.

We value the contribution that parents and carers can make to the learning experiences of all and encourage parental involvement.

We actively promote inclusion and equality to enable all members of the school community to participate fully in life-long learning.

As a school community, we focus regularly on our school values of:

- included
- respect
- happy
- safe and secure
- healthy
- responsibility
- fair
- fun
- achieving
- valued

We want the best start in life for every young person in East Ayrshire, including those who are not yet born. Your role as a parent is vital and we know you will want to play an active part all through your child's educational journey.

Within the working life of the school we always encourage parents to become part of their child's learning and wider experiences at school. We regularly seek support from our parent body to enable the school to facilitate excursions for classes. In addition, it is welcomed that parent helpers/volunteers will become involved in assisting with fund-raising events, school events and activities.

We are keen to maintain excellent and open communication links with parents and have a number of ways in which we do this:

- Through our Glow Blog and school App which is regularly updated with school events, diary dates and sharing of learning:
<https://blogs.glowscotland.org.uk/ea/greenmillprimaryandecmain2017/>
- We will contact you by telephone if there is every anything specific that we wish to discuss with you. Should you ever wish to discuss any aspect of your child's development, please phone the school/centre and an appointment to meet will be arranged at a mutually convenient time.
- The school/centre homework diary is another means of communication where we can share information about your child. In addition to homework, your child will also bring home samples of work for you to see and discuss with them.
- We will keep you informed of your child's progress in terms of learning and achievement. This may include telephone calls, letters, emails, reports, parents' workshops and/or parent/teacher meetings. Your child's teacher may also share ideas about how you can help your child's build on their strengths as well as working on progress and development needs.

SECTION 2

Support for children and young people and parents/carers

Senior Leadership Team

Mr Simon Leitch – Head Teacher

Mrs Jackie Shaw– Depute Head Teacher

Mrs Nicola Collins – Depute Head Teacher

Mrs Karen Terry – Principal Teacher

Mrs Lindsay Smith – Principal Teacher

Miss Ashleigh Focas – Senior Early Learning and Childcare Practitioner

Teaching and Learning Team

Mrs Karen Terry – P7 Class Teacher

Mrs Lorna Thomson – P7 Class Teacher

Ms Heather McTaggart – P6 Class Teacher

Miss Emma Stalker – P6 Class Teacher

Miss Cano – P5 Class Teacher

Mrs Campbell – P4/5 Class Teacher

Mrs Richmond – P4 Class Teacher
Miss Kathryn Mair – P3 Class Teacher
Miss Natasha Birrell – P2/3 Class Teacher
Mrs Smith – P2 Class Teacher
Mrs Elaine Lee – P1/2 Class Teacher
Mrs Suzanne Harrison – P1 Class Teacher
Mrs Betsy Thom – Class Teacher

Mrs Julie Kennedy – Early Learning and Childcare Practitioner
Mrs Evelyn Murdoch – Early Learning and Childcare Practitioner
Mrs Christine Jones – Early Learning and Childcare Practitioner
Mrs Karen Cairns – Early Learning and Childcare Practitioner
Mrs Donna Shirky – Early Learning and Childcare Practitioner

Pupil Support Teachers

Mrs Yvonne Lawrie (East Ayrshire Support Team)
Mrs Marge Patterson – NCCT

Support Team

Miss Barbara Goudie – Senior Clerical Assistant
Mrs Jeanette Brown – Clerical Assistant
Mrs Lucy Owens – Classroom Assistant
Mrs Allison McCracken – Classroom Assistant
Mrs Sarah Taylor – Classroom Assistant
Mrs Fiona Johnston – Classroom Assistant
Mrs Cheryl Templeton – Classroom Assistant
Mrs Linda Sutherland – Classroom Assistant
Mrs Adele McMillan – Classroom Assistant
Mr Matthew McCreadie – Facilities Officer

Music Specialists

Mr David Sullivan – Piano
Mrs Ellen Martin – Strings
Mr Craig Anderson – Brass

Occasionally, a child may face difficulties preventing them from effective learning. We identify them as having additional support needs, which may be short term, or for their whole school journey.

Our School Early Childhood Centres have a variety of procedures to assist in the early identification of children with additional support needs and planning will take place at the earliest possible stage.

Children and young people who have been identified as having additional support needs will be supported through an Child's Plan (CP), Individual Learning Plan (ILP) or in some cases a Coordinated Support Plan (CSP).

You and your child will be fully involved in developing these plans at all stages.

Additional and more specific information on Additional Support Needs can be found on our website:

www.east-ayrshire.gov.uk/EducationAndLearning/SupportForPupils/AdditionalSupportforLearning.aspx

East Ayrshire Support Team (EAST) helps by providing support with early identification/assessment of a child's needs.

They can then offer support through curriculum development, planning of teaching, mentoring, reviewing and staff development.

The service is made up of different specialist teams:

- **The Core Team:** offers direct support to schools
- **English as an Additional Language** helps children with limited, or no English, or those who appear fluent but are not achieving their full potential
- **Visual Impairment Team** supports children with visual impairment and also offers a service to pre-3 children and their families
- **Early Language Centre** supports children from pre-school to P3 who have a severe, specific language delay or disorder
- **Hospital Education Service** supports children and young people who are admitted to hospital for an extended period or are frequently re-admitted
- **Autism Spectrum Disorder Outreach Team** – supports children who have significant Social Communication Difficulty including Autism Spectrum Disorder

All schools have access to a core EAST teacher on a needs-led basis.

For information to other related services for young people, see: <http://www.eastayrshire.gov.uk/EducationAndLearning/ActivitiesAndSupportForYoungPeople/SupportForYoungPeopleSchoolAndEducation/EastAyrshiresupportteam.aspx>

If you believe your child has additional support needs please contact your school/centre, or get in touch with us on 01563 555640.

SECTION 3

The School/Centre Day and Year

Breakfast Club

Begins at 8:00am – 8:50am

Greenmill Primary School

Classes begin at 9:00am.

The morning session spans from 9:00am until 12:35pm
(Interval between 10:40am - 10:55am)

The afternoon session begins at 1:20pm and concludes at 3:00pm
(Lunch for both staff and pupils is from 12:35pm - 1:20pm)

Greenmill Early Childhood Centre

Our morning (AM group) begins at 8:30am finishing at 11:40am

Our afternoon (PM group) starts at 12:30pm - 3:40pm

EAST AYRSHIRE COUNCIL					
School Holiday Arrangements 2019/2020					
Term	Break	Detail / Attendance	Date	Cumulative Holiday Total	Cumulative Working Days
First	Mid Term	Teachers (In Service) Pupils return	Friday 16 August 2019 Monday 19 August 2019		
		*Local Holiday *Local Holiday	Friday 20 September 2019 Monday 23 September 2019	1 2	
		Close Teachers (In Service) Pupils return	Friday 11 October 2019 Monday 21 October 2019 Tuesday 22 October 2019	7	
		Close	Friday 20 December 2019		84
Second	Mid Term	Re-open	Monday 6 January 2020	17	
		Close Teachers (In Service) Teachers (In Service) Pupils return	Thursday 6 February 2020 Tuesday 11 February 2020 Wednesday 12 February 2020 Thursday 13 February 2020	19	
		Close	Friday 3 April 2020		147
		Re-open	Monday 20 April 2020	29	
Third		Local Holiday (May Day)	Monday 4 May 2020	30	
		Local Holiday Teachers (In Service) Pupils return	Monday 25 May 2020 Tuesday 26 May 2020 Wednesday 27 May 2020	31	
		Close	Friday 26 June 2020	66	195
		*Ayr Gold Cup weekend has been confirmed as Thursday 19th – Saturday 21nd September 2019			
Session 2020/2021:		Teachers (In Service) - Monday 17 August 2020 Pupils return - Tuesday 18 August 2020			

Good Friday - 10 April 2020

Pupils attendance will be 190 days after deducting 5 In Service days

Attendance and Timekeeping

The law requires all parents to provide an education for their child.

We take attendance at school/centre seriously and follow up on unauthorised absences, or continued absence from school/centre, involving other partners if necessary.

You are responsible for ensuring that your child attends school/centre regularly and arrives on time. You are responsible for ensuring the safety of your child on their journeys to and from school/centre, except when they are on any school/centre transport we provide.

Regular and punctual attendance is linked closely to achievement and staff will work with parents to ensure that children can achieve their full potential.

Reporting an absence

The law requires that educational establishments maintain an accurate record of attendance and absence of each pupil. Parents are requested to assist in this process by informing the school or centre if children are to be absent for any reason.

This is how absence is recorded in our school/centres:

- Primary schools note attendance twice a day - morning and afternoon. In secondary schools attendance is recorded each period rather than morning and afternoon only and texts are sent to parents if their child is absent from school.
- In Early Childhood Centres, parents are required to sign a register when dropping a child off at the centre and when collecting them.
- Where your child's absence is approved, for example a medical appointment or the school or centre is notified of a sickness absence, it is marked as an **authorised** absence.
- Where an absence is unexplained by the parent the absence is marked as **unauthorised**.
- If your child is not going to be attending, please let us know by 9.15am on the first day of absence, explaining the reason. When your child returns, please send them with a note, confirming the reason for absence.

Where a child exhibits a pattern of absence which may warrant investigation – and if we cannot contact you, or your other emergency contacts – then other appropriate support services may be contacted.

This might include other family members, a social worker, a health visitor or other concerned party, requesting that they visit your home to investigate and report back on their findings.

Behaviour and Anti-Bullying

We want every child in Greenmill Primary and Early Childhood Centre to grow up free from bullying behaviour and we're fully committed to making sure children and young people become confident individuals and responsible citizens.

We take bullying very seriously and work to prevent it.

Should an incidence of bullying occur, we will respond quickly and effectively. You can find more information on our Respectful Relationships Policy at: <https://www.east-ayrshire.gov.uk/EducationAndLearning/SupportForPupils/Anti-Bullying.aspx>

Dress Code/School Uniform

Early Childhood Centres

Children are encouraged to wear a Greenmill school sweatshirt/polo shirt. Children have the best fun when they are doing creative and activity-based work. We always try to make sure they wear aprons but it can be messy fun, so please dress your child in suitable clothing.

Please also make sure that your child has suitable outdoor clothing as outdoor learning takes place on a regular basis.

Greenmill Primary School

Children are encouraged to wear a full school uniform, including a Greenmill school sweatshirt/polo shirt or a shirt and tie.

There are forms of dress and footwear which are unacceptable in school/centre such as clothes which:

- might encourage rivalry/offence (such as football colours, photos, wording)
- could cause health and safety difficulties (loose-fitting, dangling earrings)
- are made of flammable material (such as shell suits)
- might cause damage to flooring (high heels)
- carry advertising, particularly for alcohol, tobacco or drugs,
- could be used to inflict damage on other pupils, or be used by others to do so

In addition, earrings or other body piercing jewellery should not be worn for any PE-related activity. However, your child will never be deprived of any educational benefit as a result of not conforming to the dress code.

Help with clothing and footwear costs

If you are in a low-income family, receive Universal Credit, or other benefits, you may be entitled to grants for free school meals, footwear and clothing.

All applications for free school meals and clothing grants must be made online. Please see the link below:

<https://www.east-ayrshire.gov.uk/CouncilAndGovernment/Benefits/Benefits-EducationAndSchool/Clothing-grants-and-free-school-meals/Clothing-grants-and-free-school-meals.aspx>

Security and Visitors

We consider that the safety and well-being of children and staff at Greenmill Primary and Early Childhood Centre is of the utmost importance. Our security measures include:

- All staff working in our School and Early Childhood Centre wear name badges for identification and all students and visitors will also be expected to do so.
- The main School and Early Childhood Centre doors are monitored. A staff member is on duty to welcome children and parents as they arrive and again at departure time.
- Parents escort their children into the Early Childhood Centre.
- In the School and Early Childhood Centre the external door is secured once children are inside.
- Parents/carers sign their children into the Early Childhood Centre as they arrive in and out of the service at the end of the day.
- In the interest of your child's safety, if you require your child to be collected by someone not known to staff members, it is essential that you inform an appropriate member of staff or the office.
- Access to the school is by coded fob; all visitors must report to reception, where they will be asked to fill in the log-in book.
- For security reasons, school doors cannot be accessed whilst the school is in session. Parents and visitors should enter the building by the main entrance where they will be asked to sign in. On leaving the building they should again call at the office to sign out.
- Adult presence is provided in the playgrounds at break time of the School (Safety and Supervision of Pupils) (Scotland) Regulations 1990. Playgrounds are supervised at intervals and lunch times by Janitorial staff, Classroom Assistants and the Senior Leadership Team.

Homework and Study

Homework fosters independence, self-reliance, self-esteem, co-operation and responsibility and life-long learning. It is an essential part of primary education as it re-enforces what children learn in school. It provides a link between teacher and parent and encourages parental involvement in their child's education.

In Greenmill, homework is an integral part of learning. It is intended to be purposeful, relevant to learning, often exploratory and something which teachers and pupils approach with a positive attitude.

Homework tasks will be varied and wide-ranging, well-balanced and coherent, with evidence of progression through primary school, and in line with school policies. All homework activities will have been fully explained by the teacher before being sent home and children will have a homework diary. As many of our pupils attend clubs in the evenings we issue homework at the beginning of the week and collect it at the end of the week allowing families to organise their time effectively. We also offer a homework club two days after school.

School Canteen Facilities, including use of Parentpay

All children in Primaries 1 to 3 are entitled to a free school meal.

This is a great opportunity for children to enjoy the social interaction of eating in an environment where they can try different foods every day and it can also help to increase their concentration for their afternoon classes.

Our award winning meals service offers nutritionally balanced, well-presented food in an environment that is sensitive to the needs of pupils.

East Ayrshire Council are the only Council to have achieved nine consecutive Gold Soil Association Food Awards since 2008. We also back using valued local suppliers for our fresh ingredients.

School meals provide a good lunchtime experience with an important break in the day away from the classroom, while still being in the safety of the school.

School lunch breaks should be an interesting and enjoyable time and our philosophy is to help children towards a good diet by providing an attractive and interesting range of wholesome, cooked food, made from excellent, fresh, quality ingredients.

Menus and other information can be found at: www.eac.eu/schoolmeals.

The management of the Catering Service in your school is provided by the Council through Onsite Services. The Schools (Health Promotion and Nutrition) Act 2007 sets out in detail the national nutritional food standards we follow.

Free school meals and milk

The Nursery Milk Scheme entitles children under five to free milk. Water can be provided as an alternative if your child does not want milk, or has a milk allergy.

If you are in receipt of Universal Credit, or other benefits, your child may also be entitled to free school meals.

All applications for free school meals and clothing grants must be made online. Please see the link below:

<https://www.east-ayrshire.gov.uk/CouncilAndGovernment/Benefits/Benefits-EducationAndSchool/Clothing-grants-and-free-school-meals/Clothing-grants-and-free-school-meals.aspx>

Some children who attend Early Childhood Centres may also receive a meal – please ask at the centre regarding eligibility and local arrangements as the service may depend on the age of your child and the hours attended.

Online School Payments and Cashless Catering

A safe and secure system of online school payments has been introduced to all primary and secondary schools, removing the need for your child to carry cash. The payment service is being provided by ParentPay:

<https://www.parentpay.com/>

ParentPay is a secure online payment system allowing parents to pay for school meals, snacks, trips, uniforms and much more.

Parents who do not have access to online facilities or wish to continue to pay in cash can do so by paying through Paypoint facilities at local shops.

Benefits for parents:

- make payments whenever and wherever you like
- no need to worry about your child carrying cash to school
- monitor and make payments by instalments for larger items such as school trips
- a single login for all your children regardless of which school they attend
- alerts for low balances via email and/or SMS text

Further information on online school payments is available online at: www.eac.eu/onlineschoolpayments

It means you will be able to pay for school meals and snacks using the Online Payments system and will be able to view your child's menu choices, as well as track their spending.

Primary 1 to 3 pupils and other pupils who are entitled to free school meals will have their meal allowance added to their account every day.

A biometric thumb image will be used in the majority of schools to identify pupils and link them to their record on the cashless catering system.

To access the service, you need to consent for your child's biometric data to be stored on the cashless catering system. It is incredibly safe and anonymous.

Further information on online school payments is available at:

www.eac.eu/onlineschoolpayments

Complaints Handling

East Ayrshire Council's aim is to provide high quality services to the people we serve, but sometimes things can go wrong. If this happens, please tell us, so that we can put things right via the following link:

<https://www.east-ayrshire.gov.uk/CouncilAndGovernment/Contact-us/Contactusform.aspx>

Complaints

If you have experienced a problem with a service or have a complaint to make, the quickest way to get it resolved is to talk to the school or head teacher.

- **Stage 1:** If the head teacher is unable to provide a satisfactory resolution to your enquiry or complaint, you can raise a formal complaint via the Council's Complaints Procedure. Your complaint will be reviewed by a manager within education and a response provided within five working days.
- **Stage 2:** If you are not satisfied with the response received, you can ask for a further review of your complaint by senior management and we will aim to respond within 20 working days.

If you have completed the Council's complaints process and you are still unhappy, you can ask the Scottish Public Services Ombudsman to look at your complaint. Further information is provided in the leaflet a **guide to making comments, suggestions and complaints** or on the Council website www.east-ayrshire.gov.uk/complaints

Complaints about care

You have the right to contact the Care Inspectorate with any complaint that you have about an Early Childhood Centre and you can make a complaint:

- online at www.careinspectorate.com
- by email enquiries@careinspectorate.com
- by phone on 0845 600 9527
- by letter, or by visiting any of their offices – a list is here:

www.careinspectorate.com/index.php/our-offices

Emergency Procedures / Medical matters

It's essential that you let us know of any particular medical conditions or requirement(s) your child might have. Written parental consent is also required for the administration of medicines.

Please let the school/centre know of any change in your contact information, any change in a child's medical condition and of arrangements we should make should your child become ill, or need to be taken home.

If your child feels unwell during class they should tell the class teacher/practitioner and, where necessary, a first aider will be called to attend. If we do need to send your child home, we will contact you to make arrangements.

Your child should not go home without permission and pupils who are being sent home due to illness must be picked up by a parent, or other responsible adult (eg. a relative)

In the event of an accident or illness which requires referral to the local Medical Practice and/or to the Accident and Emergency Services, parents or the designated emergency contact will be informed.

Data Protection

East Ayrshire Council creates, collects and processes personal information about children and we are bound by the terms of the Data Protection Act 1998.

We collect information from children, their parents and guardians and we may also receive information from other sources, such as previous schools.

All information is stored securely and we do not share it apart from the circumstances described below, or where the law requires us to do so.

Under the Act, we are known as the *Data Controller* and the information we collect is needed for a number of reasons which include, but is not limited to:

- Monitoring and reporting on absence.
- Supporting teaching and learning.
- Monitoring and reporting on your child's progress.
- Providing appropriate care.
- Assessing how well your child's school/centre is doing.

The information we collect will also include details such as contact address or phone numbers and data such as ethnic group, additional support needs and any relevant medical information. Occasionally, we may make information available to other organisations, for example:

- To other schools/centres if you move away.
- To the Scottish Qualifications Authority for examination entries.
- To the Scottish Government and its agencies.

You can see the personal information we hold about you by making a Subject Access Request. A parent or guardian may make a request on behalf of children under 12.

To do this, please contact the Council's Freedom of Information Officer on 01563 576094, or email: FreedomOfInformation@east-ayrshire.gov.uk

A fee may be charged for this service.

Parent Council details

As a parent of a child in attendance at the establishment, you are automatically part of the Parent Forum of Greenmill. The membership of the Parent Forum is made up of all parents who have a child at the Greenmill. The Parent Forum can decide to form a smaller body called the Parent Council. The Parent Council is a group of parents selected by members of the Parent Forum to represent them.

Currently our establishment Parent Council key roles are as below:

- Chairperson – Claire Donnelly
- Vice-Chair – Stewart Hill
- Secretary – To be nominated

- Treasurer – Russell Cowan

Greenmill Primary School and Early Childhood Centre are very fortunate to be able to work in close partnership with the Parent Council, who are extremely supportive of all aspects of school life. The Parent Council is independent of the school and of East Ayrshire Council and its objectives are “to identify and represent the views of parents on the education and welfare of the pupils”.

The Parent Council support the work of the school, for example, by discussing aspects of the curriculum and learning and teaching, promoting contact between all parents and the rest of the school Community, organising social and fundraising events, discussing anything that is of interest to parents and being involved in the appointment of senior staff.

All parents are welcome to come along to the meetings and can contribute to discussions through the Chairperson. Parents who wish to find out more about the Parent Council should contact either the Head Teacher, or the Chair of the Parent Council, email: greenmillparentcouncil@gmail.com

The Parent Council have a section on the school Blog/Website with information and news on events.

<https://blogs.glowscotland.org.uk/ea/greenmillprimaryandecmain2017/parent-council/parent-council/>

Meetings are held regularly (almost on a monthly basis) and minutes are available for all parents to view via the school website.

The Head of Establishment/or representative has a duty to attend Parent Council meetings.

Local Elected Members and the Executive Director or representative has a right to attend any meeting.

Curriculum

In Greenmill we follow the values and principles for the curriculum as set out in ‘A Curriculum for Excellence’. We encourage our pupils to develop skills for learning, life and work, including literacy, numeracy and health and wellbeing in and out of the classroom.

It affirms that CfE is for all young people in all educational settings and that it should support them in a range of ways which helps them to maximize their potential. At the heart lies the aspiration that all children and young people should be successful learners, confident individuals, responsible citizens and effective contributors. These are the four capacities.

It defines the scope of the new curriculum as extending beyond subjects to include:

- ✓ The ethos and life of the school
- ✓ Curriculum areas and subjects
- ✓ Interdisciplinary projects and studies
- ✓ Opportunities for wider achievement

Children and young people enjoy making progress and find satisfaction in meeting the challenges posed by a curriculum that engages, stimulates and motivates them.

In Greenmill we recognise that children and young people progress at different rates and we have a great focus of teaching the skills of literacy and numeracy to ensure they are prepared for their future lives.

SECTION 4

The Curriculum is organised under the following headings:

- ✓ **Literacy and English**
- ✓ **Numeracy and Mathematics**
- ✓ **Health and Wellbeing**
- ✓ **Expressive Arts**
- ✓ **Religious and Moral Education**
- ✓ **Sciences**
- ✓ **Social Studies**
- ✓ **Technologies**

Teachers plan exciting and challenging inter disciplinary studies where each of the curriculum areas makes its own unique contribution to developing the four capacities of children and young people. Teachers have much more freedom to teach in innovative and creative ways.

Throughout the curriculum children are given responsibility for their own learning and are encouraged to develop skills for life. Literacy, Numeracy and Health & Wellbeing are taught at every opportunity not just within specific lessons. Parents will be contacted by letter regarding any sensitive aspects of the curriculum e.g. sexual health and relationships.

The aims of A Curriculum for Excellence are that every child and young person should know they are valued and will be supported to become:

- ✓ **Successful Learners** through using their imagination and creativity, tackling new experiences and learning from them, and developing important skills including literacy and numeracy through exploring and investigating while following their own interests.
- ✓ **Confident Individuals** through succeeding in their activities, having the satisfaction of a task accomplished, learning about bouncing back from setbacks, and dealing safely with risks.
- ✓ **Responsible Citizens** through encountering different ways of seeing the world, learning to share and give and take, learning to respect themselves and others, and taking part in making decisions.
- ✓ **Effective Contributors** through playing together in leading or supporting roles, tackling problems, extending communication skills, taking part in sustained talking and thinking and respecting the opinion of others.

In Greenmill we are already thinking imaginatively about how experiences and outcomes might be organised in new and creative ways e.g. through wider, cross curricular and interdisciplinary work.

In our school, assessment is an integral part of learning and teaching. Teachers use assessment practices which involve high quality interactions with children based on thoughtful questions, careful listening and reflective responses which help children to achieve their aims and to develop their learning and thinking skills.

Play-based Pedagogy -

Active Learning - In Greenmill we promote Active Learning in order to support our children's development.

Active Learning engages and challenges children's thinking using real life and imaginary situations. It takes full advantage of the opportunities for learning presented by:

- ✓ Spontaneous play
- ✓ Planned, purposeful play
- ✓ Investigation and exploring
- ✓ Events and life experiences
- ✓ Focused learning and teaching

Supported when necessary through sensitive intervention to support or extend learning. All areas of the curriculum can be enriched and developed through play.

Literacy

Language development is a priority. Developing the skills of reading, writing, talking and listening helps children achieve and communicate a greater understanding of the subjects within the school curriculum and the wider context of society.

Our programmes support children in all aspects of language, helping them to understand, analyse, critically respond to, and create spoken, written and visual communications.

We use a variety of resources to support the delivery of our language programmes. Bug Club is our online reading resource. In addition to this core resources we make use of Big Books and a wide variety of texts, both fiction and non-fiction. Texts are used to allow listening, talking, reading and writing to be developed at the same time in a meaningful context. Texts from books not only allow children to practise their reading skills, they are a focus for further work, for example, discussions, prepared talks, comprehension, knowledge about language such as nouns, verbs, punctuation, word choice and all aspects of writing.

Writing skills can be divided into two key components. Technical skills which include spelling, handwriting and punctuation and writing skills which focus on the child as a story teller/writer.

A wide range of resources are used to help children develop neat, legible handwriting and 'Big Writing' is a structured programme which develops children's writing skills. In primary

one and two children are taught phonological awareness using a variety of resources including “Active Literacy” which teaches initial sounds and rhyme as well as (word endings). It teaches the letter sounds in a way that is fun, multi-sensory and interactive.

Children are encouraged to read for enjoyment, there is a vast array of fiction and non-fiction books available. Children from primary four upwards are encouraged to take library books home to read as often as possible. We also have a campus library where children can take time to enjoy reading from a selection of books.

Numeracy and Mathematics

Numeracy and Mathematics covers the following central themes –

- ✓ Problem Solving
- ✓ Information Handling
- ✓ Number Processes
- ✓ Money and Measurement
- ✓ Shape Position and Movement

A plethora of practical apparatus is used to support children’s understanding of mathematical concepts. An important part of every maths lesson is the class interactive session which develops each child’s mental agility. We use Number Talks approach which takes account of research and is in line with current recognised best practice. It helps us address some of the areas that children experience difficulties with.

There are a variety of core resources that enable us to ensure a level of consistency, breadth, balance, progression and coherence across the numeracy curriculum. Teachers also make effective use of ICT in the delivery of Numeracy and Mathematics Lessons.

Endeavoring to ensure that our children and young people have a strong knowledge of finance we have incorporated financial education into our numeracy programme.

Health and Wellbeing

This is based on guidelines from A Curriculum for Excellence:

The guidelines are based on interconnected themes of physical health, emotional health and social health. Physical health explores physical factors in relation to our health and looking after ourselves. Emotional health explores emotions, feelings and mental health and how these affect us and our relationships. Social health explores interactions of the individual, the community and the environment in relation to health and safety.

It is our aim at Greenmill to promote a positive approach to Health and Wellbeing by

Aims

- ✓ working in co-operation with the home in promoting the good health of our pupils.
- ✓ helping children realise their true worth and value as individuals.
- ✓ making our school a happy community conducive to the physical, emotional and social wellbeing of our children.
- ✓ developing attitudes and habits that will result in healthy living and high standards of personal hygiene.
- ✓ cultivating an awareness of the importance of good health, give children an understanding of how their body works so that they may form habits which will promote and maintain their own health and safety.
- ✓ raising pupils awareness of the necessity for fresh air, exercise, balanced diet, sleep and rest for healthy living.
- ✓ Providing opportunities through discussion, daily attention and encouragement lead children to acquire habits of personal hygiene and good manners in school.
- ✓ Developing an awareness of the need for law and order in communities and establishments, for the safety of oneself and others.
- ✓ developing self-confidence on the roads, through knowledge of road safety, road signs and road sense.
- ✓ encouraging the child to appreciate that society is made up of peoples of different races, talents, abilities and capacities, so that he/she becomes a caring member of his/her society.
- ✓ providing opportunities through which the pupils will learn of the services in society which provide care and attention for those who need help physically, emotionally and socially.

Physical Education is essential to the growth and developments of our pupils. It offers opportunities for the development of physical competence, social skills, fitness and a healthy lifestyle. It is for this reason that we encourage all of our pupils to take part in physical education. We ask that all parents support their child's health and wellbeing by ensuring that they have an appropriate gym kit with them on their designated gym days.

Each class will experience two hours of physical activity per week, some of which will be linked with their outdoor learning programme. At Greenmill we have strong links within the community and often bring skilled expert coaches to work with our classes as part of their physical education programme. In the interest of health and safety there are specific guidelines in regard to appropriate clothing and the wearing of jewellery;

For indoor activities, pupils should wear shorts, plain t-shirts and gym shoes or clean training shoes. For outdoor activities pupils are advised to bring tracksuit or jogging bottoms, a warm sweatshirt, extra socks and suitable outdoor trainers. Rain jackets, hats and gloves should be worn when appropriate.

Please note that pupils will not be permitted to wear **any** jewellery during PE lessons, extra-curricular activities or school based activity. This includes all piercings, rings, watches and wrist accessories. If pupils are wearing jewellery that cannot be removed they will be given a non-practical task to complete during PE lessons.

Through the daily life in the classroom, good habits will be encouraged which will promote healthy living. Our Active Schools coordinator is Mr Scott Guy. Mr Guy organises and leads a plethora of games and activities over the course of the year for our pupils.

Daily tooth brushing has been established for all of our primary one children. This national programme will be further embedded as it is introduced across other stages. We have an annual health promotion week and throughout the year have regular workshops that have a health promoting focus. Our afterschool clubs have an excellent attendance rate.

Personal and Social Development is grouped together and taught throughout the year as short study topics. Topics include, but are not limited to, Decision Making, Keeping Safe, Respect for Self and Others, Rights and Responsibilities, Racism. These topics are strategically planned and taught taking into account previous learning and the age appropriateness of the content.

In the teaching of sexual health, relationships, parenthood and drug awareness education, parents are consulted prior to the programme commencing regarding the content. The school nurse is also available to support and advise during the delivery of this programme.

We aim to provide experiences for our pupils that will give them the opportunity to:

- ✓ Develop positive attitudes towards themselves and others and cope with emotions and a variety of experiences;
- ✓ Develop tolerance and respect and a willingness to co-operate and share with others;
- ✓ Develop skills in working independently and taking responsibility for their own learning
- ✓ Develop the confidence to show initiative and imagination

Our P1 – P3 children benefit from the free meals initiative implemented by the government giving the free daily access to a two course hot meal service from the school kitchen.

Social Subjects

Social subjects is the name given to the group of subjects better known as – History, Geography and Modern Studies. Social Subjects are normally not taught as individual subjects but as part of an interdisciplinary approach, for example, through the Vikings children will explore the Geography, History etc associated.

In line with guidance from A Curriculum for Excellence, understanding the environment is important to every individual and to the community at large and it is the task of the school to structure this learning so that pupils develop:

- ✓ Knowledge and understanding of the important principles and ideas of social subjects, science and technology.
- ✓ A range of skills that will enhance their capacity for critical thinking and problem solving within social, scientific and technological contexts.
- ✓ Informed values and attitudes towards the environment through relating their learning to the real world and to themselves.

Pupils will therefore be able to take better-informed decisions and to act in ways that are sensitive to environmental issues and consistent with the idea of sustainable development.

Similarly, Social Studies provides important opportunities for pupils to develop an understanding at local and global levels of their rights and responsibilities, the importance of active citizenship and the central concepts of equity in a democratic, fair and caring multicultural society.

Expressive Arts

Expressive Arts includes Art & Design, Music and Drama. The programmes are based on guidelines from A Curriculum for Excellence.

Art & Design promotes discovery and understanding of ideas and feelings and provide a means of expressing those visually. Through Art and Design, pupils develop their capacity to invent, create and interpret images and objects; design, make and evaluate and gain insight. They use materials creatively in their work and experience the uses/effects of a wide range of media.

Drama develops in the children the use of imaginative play to explore order and make sense of themselves and the world about them.

Music is an important part of social culture. Within our school curriculum, we aim to develop music to enrich the lives of individual pupils and promote their personal, intellectual and social growth. The school also offers, on a limited availability, instrument tuition (percussion, keyboard and brass).

We are proud to be the only school within East Ayrshire Council who has a strings project embedded across P4 - P7. As part of the learning experiences within music they experience weekly strings tuition from Mrs Martin our Strings tutor.

Technology

Our technologies curriculum provides a range of different contexts for learning that draw on important aspects of everyday life and work. It includes creative, practical and work-related experiences and outcomes in business, computing science, food, textiles, craft, design, engineering, graphics and applied technologies. It is important to remember that as children play and learn they will develop an interest, confidence and enjoyment in ICT skills that can be transferred and applied in different learning contexts. Our technologies education often complements other aspects of learning and is usually part of an interdisciplinary study.

Greenmill Primary has an ICT suite and there is a timetable for classes. There are also charging trollies with laptops as well as Promethean Board technology. Children develop their skills in using digital technologies such as a 3D printer, digital cameras, iPads, MP3 players, sound systems, scanners, etc. Supervised internet access is available to all pupils. EAC policy insists that staff, children and parents sign an annual agreement to ensure that they understand the possible dangers of internet use and that they are aware of how to responsibly access the internet safely and legally. EAC employs a safety filter on all of its computers for the protection of its employees and children. We also advise parents to frequently monitor sites to which their children have access at home.

We aim to teach our pupils the necessary skills within ICT that will ensure they can transfer these skills across all areas of the curriculum and indeed in their future education and throughout their lives.

Religious & Moral Education

Spiritual, Social, Moral and Cultural Values Within our establishment are underpinned by religious observance, we respect the different beliefs of children, teachers and parents. We do, however, endeavour to allow –

- children to engage in a shared activity reflecting and expressing their spiritual needs and aspirations, and allow those who wish, to worship
- celebrate important occasions in the life of the school and community
- involve children in experiences which stimulate, challenge and extend their capabilities for spiritual response to the world in which they live.

Curriculum 3-18 Religious education has an important contribution to make to the overall education of the child. As with all other curricular areas, religious education helps to develop knowledge and understanding, and skills such as reading, writing, listening, information gathering, talking, etc. All of these take place within a number of different contexts. Good practice in religious education involves the use of a variety of approaches including individual work, group work and, where appropriate, whole class teaching. The use of artwork, written activities, talk, role play, music and other areas contributes meaningfully to the development of good religious education.

Religious observance takes place in weekly assemblies conducted by various local ministers. Every Christmas, Easter and Summer, the establishment attends a service in The Old Church in the Square.

Parents from ethnic minority religious communities may request that their children be permitted to be absent from school in order to celebrate recognised religious events. Only written requests detailing the proposed arrangements will be considered. Appropriate requests will be granted on not more than 3 occasions in any one school session and the pupil noted as an authorised absentee on the register.

Outdoor Learning

Curriculum for Excellence offers opportunities for all children and young people to enjoy first-hand experience outdoors, whether within the school grounds, in urban green spaces, in Scotland's countryside or in wilder environments. Such experiences inspire passion,

motivating our children and young people to become successful learners and to develop as healthy, confident, enterprising and responsible citizens.

Parents will be requested to give consent to this regular localised outdoor learning once at the beginning of each school session, with medical and emergency contacts being requested. Thereafter parents will be notified of the venues and dates of off campus visits, in order that pupils come adequately prepared. However, it is the parents'/carers' responsibility to inform the school if emergency contacts or medical conditions change or they don't wish their child to participate in a visit.

SECTION 5

Achievement and Improvement

Over the course of this session, the leadership of change has accelerated at a great, yet sustainable rate. With a consistent and settled SLT and staff workforce improvement has been able to be extended throughout the school. In an OECD publication – *Schooling Redesigned: Towards Innovative Learning Systems*, there are six common features of Innovative Learning Environments highlighted: Culture Change; Clarifying Focus; Capacity Creation; Collaboration and Cooperation; Change Agents and Communication Technologies. These have been the six areas where leadership of change has been evident.

- **Culture Change** – with greater stability and a focus on the culture and ethos of the school, and an emphasis on the importance of relationships, this has provided a firm foundation to develop continuing change. This has seen an increase in expectations across the school community where pupil/teacher relations have been much more stable and positive. Teachers are supported through SLT with issues regarding support for pupils and pupil need is addressed at all levels. Parent engagement is beginning to improve with a marked reduction in the amount of parent/carer complaints being dealt with at authority level. Relational trust at all levels has been established with the voice of each stakeholder being heard and due consideration given to their opinions in taking the school forward. Furthermore a greater degree of accountability across the school is beginning to take root, not only in relation to the attainment and progress of pupils but also in how we conduct ourselves in our relationships. Staff are very much more reflective and analytical of their practice - this is in no small part due to the critical awareness brought to bear by Visible Learning.
- **Clarifying Focus** – The targeting of ASN provision and interventions to support pupils has been a clear area of progress. We have challenged assumptions about historical patterns and trends within the school/community context. Identifying key areas for improvement such as effective transitions and adherence to clear progression pathways has reduced the amount of 'lag' between stages. Data has been used as part of teachers' ongoing planning and preparation in order to match tasks and activities to individual learning needs.
- **Capacity Creation** – The introduction of external professional providers to provide an accurate picture of where learning and teaching is within the school, has provided an effective lens for staff to examine what actually makes a difference to their practice and, in turn, improve outcomes for learners. Teaching staff have taken up the mantle of collaborative professionalism and practitioner enquiry to engage afresh with their craft in learning. Leadership is being cultivated at all levels across the school. A focus on tackling bureaucracy has enabled us to examine everything we do in the light of 'does it impact on the learner's journey?' Staff are now far more engaged and motivated to be effective and impactful in their working. Support staff have also been further developed in areas to support numeracy and literacy, but this requires to be taken further.

- **Collaboration and Cooperation** – Across the whole school community there is a greater emphasis on this area. There has been a recognition among colleagues to de-privatise practice in order to improve. Professional discussion in relation to planning and moderation have been built in to the year with an expectation based on this is just what we do. Stand-alone moderation is seen as being less effective. Time spent with SLT as part of tracking and monitoring have proven very worthwhile as progress is not only monitored but challenged as targets are set. Collaboration with community partners, especially Yipworld, and parents continue to grow.
- **Change Agents** – The many competing priorities at national and local level have all been embraced over the course of the academic session and very much provide the direction of travel of change for the school: *National Improvement Framework; Education Service Improvement Plan; Scottish Attainment Challenge; Pupil Equity Funding; EAC Community Plan; Children and Young People's Service Plan; New Barony Campus; Education Scotland; South West Education Improvement Collaborative.*
- **Communication Technologies** – The school has undergone a huge transformation in terms of the effective use of digital learning within the school. There have been pockets of excellent practice across the school with real expertise in relation to this area. The introduction of the school blog and the increasingly widespread use of GLOW has improved dramatically. Also the introduction of a digital platform to support the reading of pupils at home has further underlined the role of digital learning within the school.

Attainment

P1

- By examining the attainment over time in the data performance table below, pupils at P1, P4 and P7 have made improvements over the last academic session. Performance at Primary 1 continues to be high and above the EAC average and Scottish National average (2017/18) in Reading, Writing, Listening and Talking and Numeracy. The P1 Play Pedagogy has been very successful in this regard and has set high expectations at the outset. We require to create better transition and attainment information from ECC into P1 and build upon the progress there.

P4

- Attainment at Primary 4 has also increased significantly. It is above the EAC average in all but Writing, where it is 3% below the average. P4 attainment across each area is below the Scottish National Average (2017/18) but the gap is narrowing. The implementation and development of Number Talks and the training with SAC team have contributed significantly to the increase in Numeracy at this level.

P7

- Attainment in P7 has shown a rise within the school compared to the previous 3 years but is significantly below both the EAC and Scottish National (2017/18) averages for each of the subject areas in Literacy and Numeracy. These are unacceptably low levels and require urgent interventions. Over the course of this cohorts' time within the school a lack of procedural systems have meant significant gaps in learning, through ineffective and inaccurate transitions between stages; inconsistent assessments; lack of progression pathways; a general lack of cohesion have all contributed to this low performance. The continued actions implemented over the last year will continue to bring improvements.

Personal Achievement

- Engagement with Active Schools, EAST, Vibrant Communities, Yipworld, Dumfries House, EAC Music tuition services, EAC Outdoor Education, Cumnock Community Council, Ayrshire Chamber of Commerce and other third sector providers have all contributed to opportunities throughout the year for pupils to be involved in personal achievement. The list of all the achievements are too numerous to mention but below are listed a selection
- The school also recognises pupil achievement within and out with the school at weekly assemblies and all pupils have the opportunities to work towards a gold certificate of progress throughout the year. Pupils can serve on a number of school councils including, Pupils Council, Sports Committee, Eco Committee, RRS Committee, Dyslexia Friendly School Committee and now the Digital Learners Committee.
- As part of a Health & Wellbeing Group a small group of pupils attended Personal Training sessions at a local Gym. Some pupils have gone on to do this individually out of school.
- P7 pupils also carry out an Enterprise initiative in collaboration with Cumnock Rotary Club, which this year saw them host a school talent show – The G factor. Financial proceeds from the event went towards several local charities.
- P7 Enhanced Transition with Cumnock Academy so our pupils participate in PE and Home Economic lessons.
- P5/6 Pupils have been involved in the Dumfries House Field to Fork programme where they learned key skills in relation to animal husbandry and gardening.
- K'Nex Challenge success was gained at education group and regional level with two P6 pupils attending the finals in Glasgow University.
- Pupils participated through the Active Schools Calendar for each stage and reached number 5 in the list of school winners for the overall position within EAC.
- Individual pupils have undertaken significant personal fundraising initiatives out with the school with one P5 pupils becoming Cumnock Young Citizen of the Year and another attending an event with the Prime Minister at 10 Downing Street in recognition of work done in support of Type 1 Diabetes.
- Our school choir and Bell Ringers participated in the Cumnock Tryst at the request of and conducted by Sir James McMillan along with other professional ensembles. The choir also performed for HRH Duke of Rothesay in the lead up to Christmas.

Review of Progress 2018-19

Establishment priority 1:	Improve outcomes in Numeracy for all pupils through the development of consistent approaches within Numeracy pedagogies.
- Derived from NIF priority:	Improvement in attainment, particularly in literacy and numeracy
- NIF Driver:	

<p>- Self –evaluation supported by HGIOS 4/ HGIOELC QIs:</p>	<p>Assessment of children’s progress</p> <p>1.1 – Self Evaluation for self-improvement 1.2 – Leadership of Learning 1.3 – Leadership of Change 1.4 – Leadership of staff 1.5 – Management of resources to promote equity 2.3 – Learning, teaching & assessment 3.2 – Raising Attainment and Achievement</p>																																			
<p>Progress and Impact:</p>	<p>Numeracy</p> <table border="1" data-bbox="507 544 1345 992"> <thead> <tr> <th></th> <th>15/16</th> <th>16/17</th> <th>17/18</th> <th>18/19</th> </tr> </thead> <tbody> <tr> <td>P1 % Achieved Early level (or above)</td> <td>57</td> <td>50</td> <td>93</td> <td>87</td> </tr> <tr> <td>East Ayrshire</td> <td>78</td> <td>79</td> <td>81</td> <td>82</td> </tr> <tr> <td>P4 % Achieved First level (or above)</td> <td>38</td> <td>58</td> <td>46</td> <td>70</td> </tr> <tr> <td>East Ayrshire</td> <td>65</td> <td>62</td> <td>58</td> <td>67</td> </tr> <tr> <td>P7 % Achieved Second Level (or above)</td> <td>29</td> <td>32</td> <td>29</td> <td>35</td> </tr> <tr> <td>East Ayrshire</td> <td>58</td> <td>56</td> <td>63</td> <td>65</td> </tr> </tbody> </table> <p>Each class teacher attended the SAC Active Numeracy CLPL with Linda Keith. Staff found this enormously beneficial. As part of our Learning Visit by EAC, it was highlight the consistency of approaches and language used by both pupils and teacher in relation to Number Talks.</p> <p><i>Evidence from discussion and observations indicated that learners enjoyed their learning and were aware of specific targets to develop particularly in literacy and numeracy. (Learning Visit Feedback Dec 2018)</i></p> <p>East Ayrshire Numeracy and Mathematics Progression Frameworks are used to support the planning of learning pathways and support the reliable professional judgments, linking to moderation activities and monitoring and tracking data.</p> <p>Classroom Assistants have been trained in using Five Minute Numeracy Box with targeted pupils across the school.</p> <p>The continued use of ELCCP to support raising of attainment with P1 class in the Play Pedagogy approach has likewise improved.</p>		15/16	16/17	17/18	18/19	P1 % Achieved Early level (or above)	57	50	93	87	East Ayrshire	78	79	81	82	P4 % Achieved First level (or above)	38	58	46	70	East Ayrshire	65	62	58	67	P7 % Achieved Second Level (or above)	29	32	29	35	East Ayrshire	58	56	63	65
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<p>Next steps:</p>	<ul style="list-style-type: none"> • Further embed Number Talks approach to mental maths and extend to include fractions • Up skilling of new members of staff in Number Talks • To provide further opportunities for collaborative working in relation to Numeracy approaches. • Use of AIM support through SAC to work with pupils and staff in relation to numeracy. 																																			

	<ul style="list-style-type: none"> • To moderate the teacher judgments alongside secondary colleagues • To implement and explore assessment procedures which are specific and impactful in supporting pupil progress. • To trial Learning by Questions subscription to support improvement in Live feedback to pupils – this will be done as part of a practitioner enquiry project. • To ensure classroom environments are numeracy rich and fully supportive of pupil learning.
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Establishment priority 2:	Improve attainment in Literacy for all pupils through the implementation of a whole school reading programme, the development of pupil friendly writing targets and increasing opportunities for effective feedback.																																								
- Derived from NIF priority: - NIF Driver: - Self –evaluation supported by HGIOS 4/ HGIOELC QIs:	Improvement in attainment, particularly in literacy and numeracy Assessment of children’s progress 1.1 – Self Evaluation for self-improvement 1.2 – Leadership of Learning 1.3 – Leadership of Change 1.4 – Leadership of staff 1.5 – Management of resources to promote equity 2.3 – Learning, teaching & assessment 3.2 – Raising Attainment and Achievement																																								
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Writing

	15/16	16/17	17/18	18/19
P1 % Achieved Early Level (or above)	77	69	90	91
East Ayrshire	73	74	74	76
P4 % Achieved First Level (or above)	49	48	48	61
East Ayrshire	64	61	57	64
P7 % Achieved First Level (or above)	43	34	35	45
East Ayrshire	54	59	61	62

Listening & Talking

	15/16	16/17	17/18	18/19
P1 % Achieved Early Level (or above)	66	66	93	96
East Ayrshire	83	84	83	87
P4 % Achieved First Level (or above)	49	67	58	83
East Ayrshire	76	76	70	79
P7 % Achieved Second Level (or above)	33	49	48	53
East Ayrshire	68	70	72	79

Implementation of a whole school reading programme ensured differentiated support, progression, assessment that is integral to ongoing teaching and pupils' progress and effective and robust tracking and monitoring procedures for pupil reading

Developed and introduced child friendly writing targets in line with the E&O's and Benchmarks for writing. Pupil are more able to identify specific and individualised learning targets in writing.

	<p>SLT and staff engaged with CLPL on quality feedback provided by Osiris. Feedback approaches have begun to be developed with increasing staff confidence and involving all pupils in the feedback process in Literacy. (PEF)</p> <p>Continued to utilise ELCCP to support raising attainment within Literacy in line with the P1 play-based pedagogy. (PEF)</p> <p>DHT (Inclusion) was appointed to support whole school Literacy developed within the inclusion agenda. (PEF)</p> <p>Classroom Assistants (PEF funded) were trained in using the Five Minute Literacy box and reading recovery which is carried out with a selection of pupils across the school.</p>
Next steps:	<ul style="list-style-type: none"> To engage in Active Literacy Programme – year 1 with EAC SAC team

Establishment priority 3:	To ensure that Health and Wellbeing of all is being met by implementing appropriate and effective ASN procedures through the GIRFEC agenda and sustaining the positive relationship and ethos across the school and wider school community
<p>- Derived from NIF priority:</p> <p>- NIF Driver:</p> <p>- Self –evaluation supported by HGIOS 4/ HGIOELC QIs:</p>	<p>Closing the attainment gap between the most and least disadvantaged children</p> <p>Assessment of children’s progress</p> <p>1.5 – Management of resources to promote Equity, 2.1 – Safeguarding and child , 2.4 – Personalised Support 3.1 – Ensuring wellbeing equality and inclusion</p>
Progress and Impact:	<p>DHT (Inclusion) was appointed to lead the GIRFEC agenda. (PEF) In collaboration with SLT and ASN coordinator, we created a coherent and comprehensive ASN calendar of commitments and shared with all staff to ensure consistence practice and that all pupils’ needs are identified and met.</p> <p>Following the authority ASN audit and through the use of the school ASN audit toolkit, areas for development taken forward were: ASN log to be regularly updated on SEEMIS Use SEEMIS to record TAC meeting with a clear action and outcome shown. Consistent use of Ayrshare in line with GIRFEC guidance GIRFEC National Practice Model embedded in to practice Consistent evidence of pupil and parent/carer views is part of the planning and reviewing process. All relevant ASN paperwork to be stored digitally.</p>

	<p>ASN Policy has been revised and implemented.</p> <p>All staff are now trained in using Pastoral notes on SEEMIS to build effective chronologies.</p> <p>Continue to build capacity through embedding nurture principles in staff practice.</p> <p>Audit of current position of Rights Respecting School Award of school was carried and has become a renewed focus for the whole school with a focus on particular rights each fortnight at our circle assemblies</p>
Next steps:	<ul style="list-style-type: none"> • Carry on Journey of RRSA for Silver accreditation. • Ensure Relationships Framework is fully embedded across the whole school community

Establishment priority 4:	Develop digital literacy skills with all pupils and staff to enhance communication and to facilitate learning.
<p>- Derived from NIF priority:</p> <p>- NIF Driver:</p> <p>- Self –evaluation supported by HGIOS 4/ HGIOELC QIs:</p>	<p>Improvement in attainment, particularly in literacy and numeracy</p> <p>Teacher Professionalism</p> <p>1.1 self-evaluation for self-improvement 1.3 – Leadership of Change 1.5 – Management of resources to promote Equity 2.1 – Safeguarding and child protection 2.2 - Curriculum 2.3 – Learning, teaching and assessment 2.5 – Family Learning</p>
Progress and Impact:	<p>Fully implemented the use of Glow with staff and pupils.</p> <p>Developed a whole school Glow blog and provided training for all staff involved to provide a public face for communication.</p> <p>Introduced a Glow share-point to enhance internal information sharing.</p> <p>Developed staff knowledge, skills and confidence through training opportunities and peer support. Improve the infrastructure to ensure access for all. Improve communication through the use of Outlook emails and digital calendar.</p>

	<p>Provided digital learning opportunities in all areas of the curriculum, which has enhanced learning and outcomes for all pupils.</p> <p>Work towards the Digital School Award was undertaken and applied for – there will be a validation visit for this early in the next academic session</p> <p>The use Forms in Glow for all pupil, staff and parent surveys has begun to provide useful data in terms of stakeholder views</p> <p>Implement the use of Curriculum for Excellence Machine for self-evaluation procedures.</p> <p>Parent workshops to support developing digital technologies have taken place through the year in relation to Bug Club and the use of the school blog</p> <p>We have continued to develop e-portfolios from P4 to P7 with children being supported by upper school buddies.</p>
Next steps:	<ul style="list-style-type: none"> • The gaining of Digital Schools Award • Further embed digital literacy across learning and make better use of current infrastructure to support and enhance learning and teaching • And each class contributing to their own class blog pages. • Preparation for Barony campus • Implementation of Technologies Progression Frameworks

SECTION 6

Assessment

- The School uses the East Ayrshire Assessment Toolkits in Literacy and Numeracy as well as the Scottish Government’s SNSA assessments for pupils in Primaries 1, 4 and 7.
- Moderation of teacher judgements is carried out throughout the year among class teachers and within the Cumnock Education Group schools.
- Pupils meet each week with class teachers as part of Feedback sessions and set targets in relation to Literacy and Numeracy and their progress towards achieving a level.

Reporting

- There is a proposed change of reporting format for this coming session across the school– no longer a parents’ evening but three 15 minute tracking and monitoring meetings with parents in November, February and May. Pupils will be in attendance

at these meetings and will share with parents/carers their progress towards their targets and what still requires to be done to allow them achieve these.

- Parents/carers are also responsible for ensuring that pupils are supported and contribute to the achieving of targets set

Further information

Class size policy

- Currently, the maximum number of children in classes is:

Primary 1	25
Primary 2 and Primary 3	30
Primary 4 to Primary 7	33

The exception to this is a composite class, which has a maximum size of 25.

A composite class is one in which children from two or more years are grouped together (for example, P2 and 3) or, in some small schools three years may be grouped together. More information on composite classes is available at:

www.east-ayrshire.gov.uk/Resources/PDF/C/CompositeClasses.pdf

Early Childhood Centres are registered with the Care Inspectorate for a maximum number of children in specific age ranges and this varies from centre to centre.