

**Garnock Community Campus**



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| **Education & Youth Employment: Standards & Quality Report** | | | |
| **Establishment:** | Garnock Community Campus | **Session:** | 2017 - 2018 |

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| **Our school:**  Garnock Community Campus is a non-denominational 2-18 comprehensive campus situated on the outskirts of Kilbirnie, North Ayrshire. It serves the towns of Kilbirnie, Dalry, Beith as well as the villages of Glengarnock and Gateside. The associated primary schools are Beith Primary School, Moorpark Primary School, Dalry Primary School and Gateside Primary School. In January 2017 we moved to the new community campus. Our leadership structure consists of our Head Teacher, 5 Depute Head Teachers, 9 Principal Teachers with curricular responsibility, 4 Pastoral Support Principal Teachers, 1 Pupil Support Principal Teacher and 2 Primary Principal Teachers.  As a 2-18 campus we understand the unique opportunity we have to shape the curriculum of our learners across all phases of education and are absolutely committed to ensuring that we get it right for every child.  The current school role for Early Years is 40 children, some of whom utilise the 8am-6pm wrap around provision. In the primary school we have 163 pupils and in the secondary we have 973 pupils, 500 hundred of whom arrive by bus each day. We have a significant number of pupils affected by poverty and other forms of deprivation, or are highlighted as vulnerable in some way. Many of our children require additional support with their learning.  Due to our context - a key driver for us is the support we offer our learners. We therefore use a range of strategies to raise attainment and encourage all children, regardless of their background, to reach their full potential. This is reflected within our school improvement plan and is supported by the use of Pupil Equity Funding. All aspects of our curriculum are underpinned by a nurturing approach which includes utilising restorative approaches to deal with conflict and enhancing parental involvement and engagement.  Other key drivers include the holistic development of numeracy and literacy across the campus and a focus on skills development in the BGE – the intention is that, in time we will have laid much stronger foundations to support our pupils as they progress into the senior phase and beyond. In primary, there is a specific focus on skills in science and digital literacy.  To enhance our learners’ employability prospects we have developed our Senior Phase curriculum and year on year make it broader and more flexible for our learners. This year our Senior pupils can choose up to six areas of activity in S4, 5 and 6. Extensive self-evaluation coupled with our recent Curriculum Review in the primary, recognised our strengths in capitalising on the opportunities we have to join up the curriculum and already in our new building there are many examples of cross-sector working for pupils and staff.  After extensive consultation involving parents, the local community and led by ‘Columba 1400’ pupils - we introduced six fundamental values that permeate across the new campus community.  These values are: Respect, Responsibility, Creativity, Determination, Achievement and Teamwork.  ***Our vision: A dynamic learning environment that meets the needs of all learners while continuing to strengthen community partnerships.*** |

**How successful has the school been at improving excellence and equity?**

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| **School Priority 1:**  **Embed and enhance the principles of ‘Getting it Right For Every Child’ (GIRFEC) and cultivate a nurturing school approach to meet the needs of all young people.** | |
| National Improvement Framework Priority   * Improvement in children and young people’s Health and Wellbeing | How Good is Our School? (version 4) Quality Indicator  How Good is Our Early Learning and Childcare? Quality Indicator  **2.1** Safeguarding & Child Protection **2.4** Personalised Support  **2.7** Partnerships **3.1** Ensuring Wellbeing, Equality and Inclusion |
| Progress, impact and evidence:  Our six values underpin everything that we do. Further, all our staff are also aware of the six principles of nurture and work is ongoing here to fully embed these principles in to all that we do. We believe that these strategies will improve equity for all and lead to improved opportunities and attainment, regardless of background. We have eight members of staff across the campus who are trained to plan and deliver targeted nurture sessions.  Targeted nurture groups exist to provide those children we believe require additional opportunities to develop socially and form positive relationships, amongst other great benefits. A Healthy Start Club also exists to provide children with an opportunity to enjoy a healthy breakfast, engage in physical activity and form positive relationships with others.  Money from our Pupil Equity Fund has been invested into a ‘Safespace’ in an attempt to support children to de-escalate from periods of stress or anxiety more quickly. We have also used some of this funding to enhance our nurture provision for children in primary four to seven. This fund has also supported us in investing in Health and Wellbeing resources designed to support us in improving mindfulness across the campus.  In terms of developing our restorative practice strategies, five members of staff (three members of staff in the secondary and two in the primary) have been trained in restorative practice and will roll out CLPL training to campus staff in twilight and other sessions during the year. Further, we have updated and developed our previous behaviour policy to include a more restorative practice approach to incidents of misbehaviour or conflict.  A counsellor is present within our campus four days each week and provides support to a variety of our pupils. Since this is a new appointment, her impact is just beginning to be felt, however, we anticipate that she will be a great asset into de-escalating children’s emotions and improving their mental wellbeing. Our area inclusion worker also supports children each week allowing them to air their concerns and chat through their worries as well as linking and working with families. Family Learning Workers support the campus to provide meaningful learning and engagement opportunities for families, including family book clubs, cooking opportunities, workshops and family empowerment programmes. Parents who have engaged in these opportunities report an improved confidence in parenting and ability to support their child’s learning. Parents with children in the primary engage in learning discussions three times each session, allowing them an opportunity to set targets with their child and his/her teacher.  All staff across the campus make extensive use of the SHANARRI indicators, which are embedded in the Child Progress Reports our staff generate. These GIRFEC driven tools are then used extensively in the primary and with our Pupil Support and Pastoral staff in the secondary - to inform parents and as a planning tool to agree to next steps. We celebrate diversity, have a LBGT group and have a range of speakers in each year talking to our pupils about the life challenges, prejudices and support they experience.  All staff across the campus are trained annually on child protection and the requirements on them to support our learners if they have concerns to a child’s mental or physical health.  We believe that the combination of these activities helps us to target those children who come from challenging backgrounds and who would have traditionally struggled to access the curriculum. Hard evidence for this comes through data which shows that the  A Rights Respecting Schools committee is in place and represents the whole campus. The committee aims to make all children and staff aware of the rights of every child as highlighted in the United Nations Convention of the Rights of the Child (UNCRC). We aim to achieve Level 1 of this award by the end of this session. All staff are aware of the GIRFEC principles (Safe, Healthy, Active, Nurtured, Achieving, Responsible, Respected, Included) and the rights of the child and it is the responsibility of all staff, parents/carers and partners to ensure that all children have access to these rights at all times. An integral part of the Rights Respecting School initiative is to ensure that our children’s views are heard across the campus. Children are consulted about their learning at all stages across the campus and set targets with parents and teachers in the primary. Pupil focus groups such as the ‘Pupil Leadership Team’ and the ‘RRS Reps’ allow children to affect change across our campus.  All children are treated as individuals and whether a child requires additional support tools or not they will receive an education that suits their needs and maximises their potential. For those requiring additional support there are a massive number of strategies which our teaching staff and our Pupil Support staff use to meet the needs of these children. This ensures we offer universal and targeted support as well as removing the barriers to learning some pupils have.  Our partnerships with parents are conducted in such a way that the pupil remains at the centre of everything we do, but where the school, parent and child are given equal status and voice in the discussions and the plan for the future. We encourage our parents to take part in the life of the school through our various activities each year (information evenings, musical shows, school show strictly come dancing etc.) and welcome parental input through the Parent Council, our parent focus groups, family learning activities and parental input to the school improvement plan. Our Parent Council offers a wide cross section of our pupils and is truly representative of our pupils and the local community.  We have great partnerships with local business which attend at the campus and discuss with the HT school strategies, relating to learning and teaching, employability kills being developed and opportunities for our pupils within the community. Additionally partnerships extend to local universities, colleges and other employers (seen each year in our Careers Events where these partners attend and put on a careers show for our Senior pupils) | |
| Next Steps:   * All staff to be trained in ‘Restorative Approaches’. * ‘Restorative Approaches’ workshops for parents * Nurture groups to be extended to allow us to target more children * Achieve Level 1 of the ‘Rights Respecting School Award’ * Continue to develop meaningful family learning opportunities * Provide more opportunities for pupils to lead learning in the primary * Mindfulness activities to be developed for all stages from Early Years to Primary 7 | |

**How successful has the school been at improving excellence and equity?**

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| **School Priority 2:**  **Enrich the quality of learning experiences and raise attainment in numeracy and literacy (includes science and digital literacy in the primary)** | |
| National Improvement Framework Priority   * Improvement in attainment, particularly in Literacy and Numeracy | How Good is Our School? (version 4) Quality Indicator  How Good is Our Early Learning and Childcare? Quality Indicator  **2.2** Curriculum **2.3** Learning, Teaching and Assessment  **2.6** Transitions **3.2** Raising Attainment and Achievement (Securing Children’s Progress) |
| Progress, impact and evidence:  Progression pathways have been developed for Early, First and Second Level in Reading, Writing, Listening & Talking, Numeracy and Science. Staff have also participated in moderation activities with our colleagues from our neighbouring schools which has led to improved teacher confidence. In the Secondary this year, supported by Pupil Equity Funding (PEF) a whole new improvement strategy has begun placing Literacy and Numeracy at the centre of all subjects across the S1 curriculum. Each subject area is developing Holistic Assessment Tasks which encourage the literacy skills initially covered in English classes to be used repeatedly across subject areas, we are certain this fundamental approach will pay great dividends in developing confidence in the literacy ability in our S1 pupils. Numeracy too is working with targeted subject areas developing the approaches used so as to be in line with the methodologies employed in maths classes.  In terms of tracking, in the primary school, Children’s progress is robustly monitored and tracked using the progression pathways and interventions, such as pupil support, are used to ensure the needs of all pupils are being met. Termly evaluation meetings between class teachers and the leadership team take place where attainment data for each child in every class is discussed and conversations take place regarding possible interventions. Our monitoring reveals that all of our children have made progress in literacy and numeracy and many children are attaining in line with or above national expectations in the primary. In secondary there is a robust Senior Phase tracking system which has been used for several years and continues to be developed this year. It has a range of triggers and interventions, all of which involve interaction with parents and the child. In S1-S3 we are again using PEF funding to support the development of a new BGE tracking and monitoring system which is focused on tracking the skills development of our learners. We this system is already beginning to offer us additional data which we can use to intervene early in the secondary phase with each child’s learning and we anticipate it will help us keep a focus on the child at the centre of their learning - involving them, their parents/carers and school staff in planning for the future work.  Our PEF funding has also been invested wisely with resources such as Lexia purchased which is proven to raise attainment in literacy. Children who are identified as not yet being on track to attain at the nationally expected level receive Learning Support and have access to a variety of well-pitched resources.  All primary teaching staff worked closely with the Professional Learning Academy last session to develop skills in teaching numeracy, with particular focus on First Level. The teaching of numeracy is more active and the drive is that this leads to improved attainment. | |
| Next Steps:   * All primary teaching staff will develop skills in delivering ‘Number Discussions’ and these discussions will take place regularly in every class, leading to improved mental agility at all stages * Primary 4 – 7 classes will benefit from support from the Professional Learning Academy in relation to ‘Strathclyde Higher Order Reading Skills’. This will lead to improved attainment for all, and improved teaching in reading. * Parents will have opportunities to become more involved in their child’s learning through a series of Family Learning events every Thursday afternoon. * All early years and primary staff will be trained in ‘Word Aware’ and ‘Talk Boost’ initiatives. These initiatives will become embedded in the daily teaching and learning, leading to improved attainment * The Professional Learning Academy will provide support for staff and children in primary five, six and seven to develop numeracy skills through coding. * A member of the Professional Learning Academy will support the implementation of the Early Level Numeracy Progression Framework in our Early Years Class. * Our S1 focus on literacy will be developed and our staff given regularly CPD throughout the session to develop their skills and allow pupils to see the tools of literacy run throughout their whole curriculum * Numeracy will continue to be developed in S1 with staff from the maths department work to support subjects across the school develop their knowledge and skills of the systems of learning used by Maths staff when developing skills in pupils. Maths staff will also discuss the needs of the school community in relation to numeracy developing their courses from within to ensure pupils see their learning across the school * Both Literacy and Numeracy in S1 will be developed from this initial 1st year into S2 then S3 – ultimately this increased consistency of approach across the school’s subjects will support pupils to more fully develop their basic literacy and numeracy skills and better prepare them to move in to the Senior Phase and SQA qualifications * BGE tracking and monitoring with its focus on skills will continue to be developed from the initial pilot stage | |

**How successful has the school been at improving excellence and equity?**

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| **School Priority 3:**  **In parallel with the ‘Pupil Equity Fund’, provide enriched opportunities for all stakeholders across the campus** | |
| National Improvement Framework Priority  Improvement in attainment, particularly in Literacy and Numeracy | How Good is Our School? (version 4) Quality Indicator  How Good is Our Early Learning and Childcare? Quality Indicator  **2.2** Curriculum **2.3** Learning, Teaching and Assessment **3.1** Ensuring Wellbeing, Equality and Inclusion |
| Progress, impact and evidence:  As mentioned in other elements of this report, we have made extensive use of our PEF funding. This includes resources targeted towards the following areas:   * Additional staffing in English and Maths to develop Literacy and Numeracy skills with targeted groups of pupils * PT Leadership post to develop leadership opportunities across the campus with targeted groups of pupils * Funding for leadership courses ( some residential ) focusing on Literacy and Numeracy with targeted groups of pupils * Management post to lead with the PEF * Additional resources for the development of Literacy and Numeracy across the campus * Mentoring and coaching opportunities for pupils * Additional classroom assistants to support targeted groups of pupils   In relation to each of these and their impact, we have:   * Additional staffing recruited in English and Maths – the extra flexibility we have with these staff has allowed us to free up experienced teaching staff to specifically lead allocated departments encompassing the whole S1 curriculum – this has already brought a conformity of thought and a recognisable enhanced and more consistent literacy and numeracy learning experience for pupils across their curriculum * PT leadership posts advertised and filled beginning now these staff will begin to develop a variety leadership opportunities for a targeted groups of pupils * Funding allocated from PEF, arrangements currently being made for the targeted pupils to attend the courses * Management posts to lead with the PEF are filled and the staff are now active with their areas of development. Staff are already working with them and there is a consistency of approach appearing in the planning of our S1 BGE curriculum, particularly taking forward the latest BGE benchmarks from Education Scotland. * Money has been set aside and both PTs of Literacy and Numeracy are making and being awarded bids from this – as well as PT and classroom colleagues across the school. * Opportunities for pupils to be mentored/coached is being explored and will soon benefit from this additional support. * Additional classroom assistant time has been secured and pupils are seeing the benefit of additional support in the areas where they need it most, specifically focused on literacy and numeracy support. | |
| Next Steps:  The developments made through the use of PEF funding to support the progress of our targeted pupils in their literacy and numeracy will be embedded year on year – reaching the position at the close of PEF funding - that these will have become embedded practices.  We will evaluate the progress of our targeted pupils in their literacy and numeracy ensuring that the extra funding from PEF is delivering a greater learning experience and that experience is leading to greater levels of attainment in our most challenged. | |

**How successful has the school been at improving excellence and equity?**

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| **School Priority 4:**  **Develop the BGE with a focus on skills development and continue to raise the quality of teaching and learning** | |
| National Improvement Framework Priority  Improvement in attainment, particularly in Literacy and Numeracy | How Good is Our School? (version 4) Quality Indicator  How Good is Our Early Learning and Childcare? Quality Indicator  **2.2** Curriculum **2.3** Learning, Teaching and Assessment |
| Progress, impact and evidence:  All of our progression pathways in the primary have a skills focus, additionally we are developing life skills for pupils in a variety of ways, e.g. this session, all P3-7 pupils have access to swimming lessons.  As mentioned previously in this report, we have a funded PT development post and two highly experienced members of staff are sharing this responsibility. Cooperatively they are targeting skills development across all our S1 subject areas and are leading their Curricular Principal Teacher colleagues to ensure that the latest developments at a national and local level are included in each subject’s departmental plans for the S1 courses. They are also working to ensure that these plans focus on the skills that will be developed in the BGE, that the plans include assessment strategies against the national benchmarks, show a consideration of the context of the learning and define which of the Experiences and Outcomes are being covered during the session – but the key focus is skills and this important role is distilling that across the curriculum. The coordination of this planning at a school level, rather than by individual departments, means we are seeing a new coherence across the school in our BGE, this will bring clarity to staff as to the strategic purpose of the BGE and will ensure a better more consistent learning experience for pupils.  Tacking and monitoring too, as mentioned previously will function in the BGE with skills being the key educational element that is tracked and appropriate interventions developed to support each young person developing the skills they require to eventually enter the senior phase and the world of SQA and other qualifications.  We have a newly restructured Senior Leadership Team who are working in partnership with the Local Authority and with input from the Parent Council and other partners is developing our current vision of “A dynamic learning environment that meets the needs of all learners while continuing to strengthen community partnerships” to one which still continues to reflect our context and the part we play in the community, but which also encompasses the new and unique opportunities which the 2-18 ‘through-school’ offers. As an example of the changes this new vision are bringing - the newly restructured SLT, are now working across all sectors in the school – taking on the leadership challenge of raising the quality of teaching and learning regardless of whether they were originally from an EY/Primary or Secondary background. Lesson observations and quality assurance activities will function with coherence across the campus and this will have a noticeably richer leadership flavour with input from experienced leaders in both EY/Primary and Secondary coming together to agree the best 2-18 strategies and particular the 2-15 strategies in BGE.  Improved CPD opportunities for staff to further develop their expertise in their subjects and across the school – for example our in-house CPD package of opportunities and our literacy and numeracy work involving all departments.  We continue to evolve our subject observation programmes to bring about greater impact and this year we are developing teachers’ peer observation opportunities and increasing the observation windows from one slot to that of a more ongoing nature throughout the course of the session. | |
| Next Steps:  We will continue to explore wider life skills opportunities in the primary school.  Improve the quality of our BGE planning so that there is a focus on skills development – making it the forefront of each teacher’s activity in the classroom - ensuring the traditional focus of knowledge retention in the BGE is replaced by skills for life and learning.  Develop our skills tracking and monitoring, as well as the associated interventions to encompass S2 next year, then S3 the following - eventually including primary and early years when the system is more established.  Develop our vision fully sharing it with all partners.  Develop the campus identity fully from the merged schools and Early Years. | |

**How successful has the school been at improving excellence and equity?**

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| **School Priority 5:**  **Develop the senior phase to ensure that the curriculum design provides opportunities to improve young peoples’ transitions** | |
| National Improvement Framework Priority | How Good is Our School? (version 4) Quality Indicator  How Good is Our Early Learning and Childcare? Quality Indicator |
| Progress, impact and evidence:  Our Senior Phase has evolved this year in line with local and national guidance and for the first time sees S4, S5 and S6 together in classes, with each child choosing up to six subjects. This new curricular model offers greater flexibility for all abilities of learner, has an increased number of learning pathways and also allows for individualised study opportunities for pupils.  There are a full range of National 3, 4, 5, Higher and Advanced Higher course, with unit passes also available within Highers and Advanced Highers. In addition to this we have opportunities for pupils to engage with Computer Games Design, the SQA Personal Development Award, and recognised leadership awards, as well as volunteering. The Saltire Award too is available to our pupils to recognise work they do within the school or in our local community.  To allow greater access to the world of work and in line with Developing Scotland’s Young Workforce, we have a strong and established range of partnerships with local organisation and business which allow us to offer pupils short and extended workplace experiences. Flexibility is a key strategy for us and several of our pupils have part time college placements with local partners. These pupils retain a school timetable and study a reduced number of subjects applicable to their hopeful career path.  We are using standardised testing now with our S3 pupils as they move into the Senior Phase – this allows our staff to set ambitious, but achievable targets with our Senior Phase pupils. These targets are then be tracked effectively by consideration of their current working grade vs their target grade. Class teachers engage with pupils and have discussions with each individual pupil about the next steps in their learning. The progress reports generated by staff detail current working grade vs target grade, include comments on effort, homework and behaviour as well as a short be personalised statement about what each child needs to do to improve their performance. These reports are shared with parents four times a year and result in a range of school interventions. In relation to the interventions available through our Tracking and Monitoring system, entering into fresh discussions with our extended Leadership Team and teaching staff about the most effective strategies that better inform and improve our young people’s next steps.  We have a new post in school of a Data Coach and her responsibility is to look at the full range of data we collect from SQA, tracking and monitoring, Social Indices of Multiple Deprivation, BGE levels in Literacy and Numeracy etc. She then targets the most effective strategy for each child both in the Senior Phase and across S1-S3 and communicates this to relevant staff to allow them to pinpoint the best ways forward. | |
| Next Steps:  We will closely monitor the effectiveness of our new Senior Phase model and adapt and develop it as required to continue offer breadth and depth for our pupils, whilst allowing as much flexibility as possible for each individual’s learning pathway.  We will continue to look at new qualifications, both SQA and elsewhere that allow the potential of our pupils to be explored, maximised and recognised.  We will continue to develop our partnerships with local business and other employers seeking out the richest possible work experiences to offer our young people.  Through the use of our data coach, we will develop our use of data to inform our discussions with pupils and parents. The purpose of this will be to ensuring that we offering each child and the best interventions, planning and support possible. | |

**What is our capacity for continuous improvement?**

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| **Quality Indicator** | **School’s Evaluation** |
| 1.3 Leadership of change |  |
| 2.3 Learning, Teaching and Assessment |  |
| 3.1 Ensuring wellbeing, equality and inclusion |  |
| 3.2 Raising attainment and achievement |  |

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| **Overall Capacity For Improvement – strengths and next steps**  *Please provide a concluding evaluative statement of the school’s capacity for continuous improvement, giving a few examples of strengths or good practice and identifying what high level themes you will be working on in the year ahead.*   * Staff in the school are committed to the values of the school and the newly emerging vision will be based on a foundation of cross campus working. * We regularly consider the progress of our school in relation to our strategic objectives. This is often by considering the impact we are making with our high level objects, such as GIRFEC, nurture, our focus on Literacy and Numeracy, Raising Attainment for All, Improving Equity, Improving young people’s health and Improving young peoples skills particularly in relation to the world of work. * Self-evaluation routines are a recognised strength of the school – our next steps will be to develop further the impact of the data on the improvements we make * We have a number of highly experienced classroom teaching staff who undertake leadership activities in the normal course of their teaching, whether it be to develop courses or take part in the wider life of the school. This strength of teacher leadership in the school supports a huge range of the activities we are involved in, not least improvements in teaching and learning in the classroom. * We have a number of staff who have been given medium term Acting PT positions - developing a variety of strategies described in the report. These activities not only facilitate improvements in the school, they develop individual leadership skills. This experience significantly increases the leadership capacity of the school. * Our connections with KA Leisure with the new build continues to evolve and allow us to develop greater opportunities for pupils to get involved in physical activity, e.g. this year’s swimming lessons for all Primary 3-7 pupils. * Our school shows very positive relationships right across the campus – this is enhanced and encouraged by our nurturing ethos and restorative approaches, as well as our updated behaviour policy * We are committed to develop all our tracking and monitoring systems, this includes our primary staff in their dialogue with SLT about each child, our new BGE skills tracking system and our established Senior Phase system * Beyond traditional parents’ evenings, we put considerable value on parental involvement opportunities – for example family learning and our learning discussions from Early Years to P7, where parents, pupils and teachers set targets for the coming months. Also our information evenings for parents, our additional school activities such as the school show, strictly come dancing, S6 graduation, celebration of success events etc. * We promote children’s rights and have a working group of pupils involved in developing this ethos, as well as strong pupil voice coming from our pupil council and pupil focus groups – which we hold to discuss the views of pupils to our subject areas and teaching provision. |