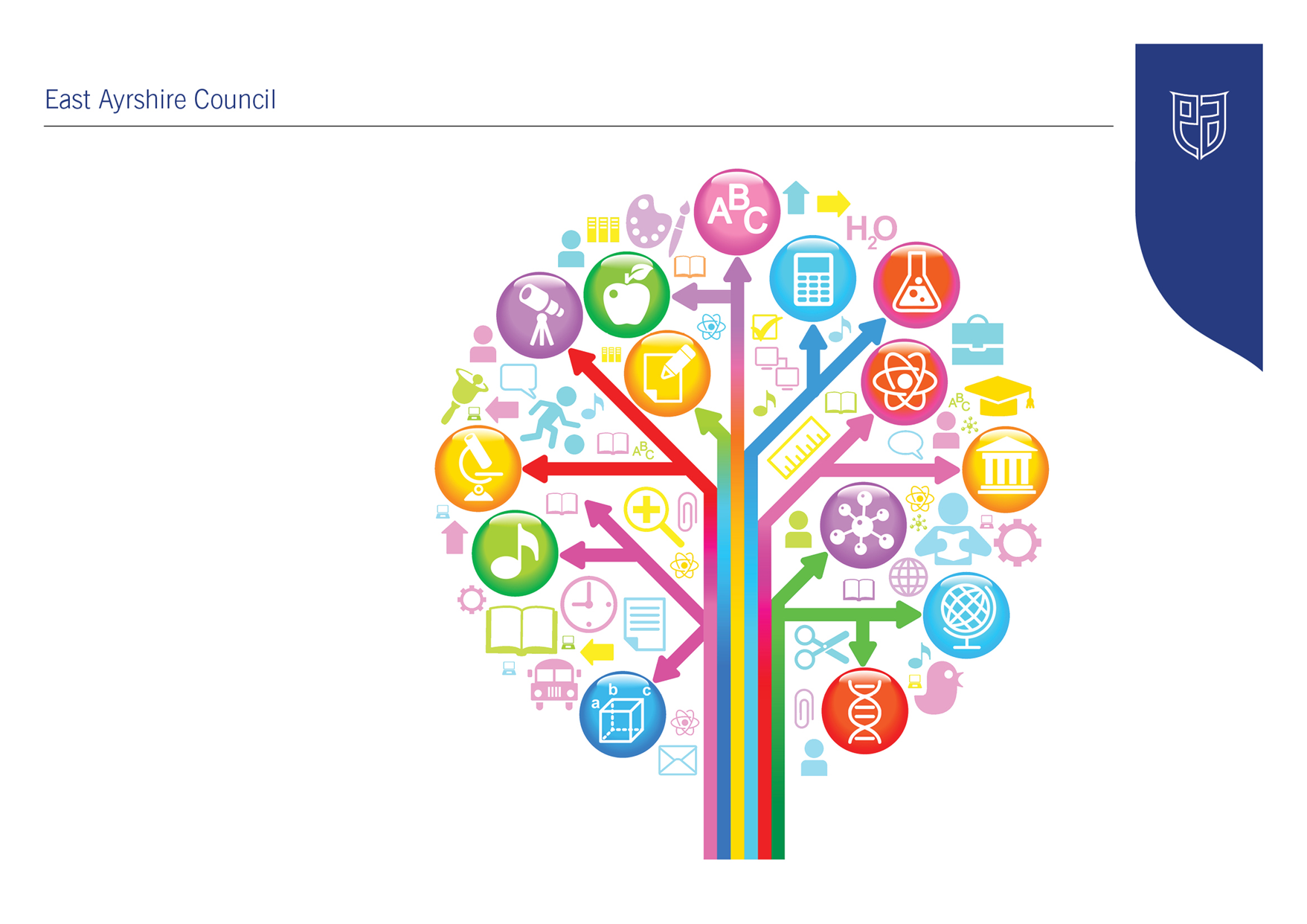
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Standards and Quality Report

2023-24



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| **Establishment Context** |
| **Summary**  New Cumnock Primary serves the village of New Cumnock in East Ayrshire. This is a mixed catchment area with children living in the farming community, council estates and private property.  The refurbished school building was opened officially in December 2012 by Sir Tom Hunter.  The building is a mixture of traditional and modern design with many of the features of the original Castle Primary School retained.  There are nine classrooms, an ICT suite and a library.  In addition, there is a PE hall and dining hall, a modern fully fitted kitchen, administration areas, meeting room, parent’s room and medical room.  Entrances/exits are by means of security doors which are alarmed, and the building is fully disability and discrimination compliant.  We pride ourselves on being a nurturing school and we provide nurture groups for targeted children across the school.    **HMIe Inspection**  Our last inspection from HMIe was carried out in October 2017. Our Summarised inspection findings published in January 2018, evaluated the Quality Indicators as follows: |

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| **Establishment Vision, Values and Aims** |
| As a whole school community, we reviewed our school Vision and Values during session 2018-2019. All children, staff, parents and partners were consulted through various mediums including a *Blether Board* at Parents’ Night and a Glow Form, accessed through email. Through this exercise we were able to determine which values the wider community feel are the most important and relevant, and therefore should be promoted. In partnership with Cumnock Academy art department we had the following posters designed. Our children speak confidently and proudly about our values. They are at the forefront of everything we do and every decision we make.      Our aims are as follows:  **Aims –**   1. ***CURRICULUM*** - We aim to provide challenging and enjoyable learning experiences to develop enquiring minds, in a broad and inclusive curriculum, where pupils, parents and staff are valued, and success is celebrated. 2. ***ATTAINMENT*** – To ensure every child is supported and challenged to make maximum progress and achieve the best of his/her ability. 3. ***LEARNING AND TEACHING*** – To create a high-quality learning and teaching environment, where teachers facilitate, encourage and support children to believe in themselves, recognise their next steps and reach their potential as life-long learners. 4. ***SUPPORT FOR PUPILS –*** To provide support for pupils to ensure that their social, emotional and educational needs are being met to enable them to reach their full potential as learners. 5. ***ETHOS*** – To create an inclusive environment which nurtures confident, resilient children, who are given a voice to take ownership of their learning and to celebrate success. 6. ***RESOURCES*** – To provide a positive, stimulating and safe learning and teaching environment, using high quality materials and working in partnership with parents and the community. 7. ***MANAGEMENT*** – To manage the school effectively by establishing an ethos of professional learning amongst staff and creating approaches to self-evaluation, through utilising a range of data through monitoring and tracking systems, to provide a positive impact on learners’ successes and achievements. |

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| **Improvement Priority**  *(Expressed as outcomes for learners)* | **By May 2024, there will be improved attainment in reading of children in Primary 2 to 7, resulting in most (75-90%) children being ‘on track’ in relation to their national expectation.** | **Rationale for improvement priority based on evidence**  ***Our performance information for reading is below 70% for most classes. Through consultation with staff, they identified lack of quality texts and the relevance of the texts, as a barrier to improving attainment in reading. The quality of the reading books and the delivery of reading, was also highlighted by parents during our consultation activities as an area for improvement.*** |
| **NIF Priorities**  Improvement in attainment, particularly in literacy and numeracy | **NIF Driver**  School improvement | **HGIOS/ HGIOSELCC QI’s for self-evaluation**  2.2, 2.3 and 3.2. |
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| **Progress and Impact** | **Summary of Impact**  In an attempt to achieve this priority, staff took part in a block of training related to the suite of SAC (*Scottish Attainment Challenge*) resources, sharing good practice sessions and undertook a professional book study using “The Art and Science of Teaching Reading” by Christopher Such. As a school, we also reviewed and updated the reading and spelling sections of our literacy policy and invested in new reading materials including the Project X book banded scheme for 1st and 2nd level, the Big Cat Phonics and Sounds scheme for Early level, and novels banded as grey, dark blue and dark red for experienced readers. We continued to utilise classroom assistant support with our P2 cohort delivering the *5 Minute Box* with a group of targeted pupils on a 1:1 basis to improve phoneme recognition, blending and common words. We also chose to work towards the CORE Reading Schools accreditation in an attempt to foster a reading culture and support reading for pleasure across the school. As a result of the work undertaken in relation to reading, in 4 out of the 6 stages, most children are achieving national expectations and in the other 2 stages the majority of children are achieving national expectations. In addition to this, 4 out of 6 stages have seen an increase in reading attainment this session. Using ACEL data, there has been improved attainment of 12% in combined reading P1/P4/P7 from session 2022/23 (68%) to session 2023/24 (80%). When compared with the East Ayrshire average in combined reading P1/P4/P7 for session 23/24 of 77%, New Cumnock Primary School is performing better than average.      **Review of Literacy Policy**  *Progress*  As we had changed several key resources and strategies for teaching reading across the school this session, our literacy policy needed to be updated and shared with staff accordingly. Teaching staff were consulted on how they teach reading and the resources they use, and were upskilled in how to use Strategic Equity Fund (SEF) resources for teaching and assessing reading including SEF DEER (*Discovering Enjoyment in Effective Reading*) and East Ayrshire comprehension tools. These inputs were used to update the policy and teaching staff were given the opportunity to feedback on the policy as well.  *Impact*  As a result of the SEF resource training opportunities, most staff stated that they had increased confidence in using the SEF OCTOPUS (*Our Clear Teaching Of Phonics Underpins Spelling*) and SEF COW (*Creating Outstanding Writing*) resources, with the majority of staff stating they had increased confidence using the SEF DEER (*Discovering Enjoyment in Effective Reading*) resource. Almost all staff expressed that the SEF resource training was useful and purposeful to their teaching. Most staff commented that the updated literacy policy was relevant, clear and provided a coherent approach to teaching reading. Almost all staff expressed that the policy provided consistency to teaching reading across the school, as well as providing expectations for staff regarding what is taught.  **Collaborative Reading and Sharing Good Practice Sessions**  *Progress*  Over the course of this session, staff have undertaken a collaborative book study using “The Art and Science of Teaching Reading” by Christopher Such as part of our collegiate time. These sessions were facilitated by our school Literacy Leader, Donna Clarke. Each session had a particular focus based on one or several linking chapters, where staff were given time to read the chapter(s), take part in discussions to reflect on the reading, and decide upon any implications for classroom practice. Prior to the end of each session, staff would agree upon up to 3 actions to implement as a test of change before the following session, and each session would start with the sharing of good practice related to these agreed actions.  *Impact*  From the 8 members of teaching staff surveyed, almost all staff stated that sharing good practice and trying out new ideas in the classroom were the most useful elements of our book study. In addition, the majority of staff surveyed also said that gaining background knowledge related to teaching reading was useful.  Staff said:  ***“I enjoyed the collaboration and discussion as a staff regarding the professional dialogue questions and then considering the implications and impact for practice. This helped me reflect on my own practice and refine my teaching of reading.”***  ***“I liked the practical aspect of trying new ideas in the classroom and hearing about the experiences of others. It was good to have time to discuss issues and I feel it helped to keep me focused on the improved attainment in reading, especially as I have recently changed stage. Being able to discuss the chapters after we had read them helped me with my understanding of the theory and the implications for practice.”***  **Reading Schools Accreditation**  *Progress*  In an attempt to raise the profile of reading for pleasure and foster a reading culture in our school, we undertook the CORE level Reading Schools accreditation organised by the Scottish Book Trust. Almost all pupils experienced activities to promote reading for pleasure across the school year, appropriate to their age and stage, including author visits, frequent mobile library sessions, celebration of Read, Write, Count and Bookbug initiative with families, book gifting, paired reading and reading buddies, access to up-to-date and high quality books in our school library and undertaking of a book themed interdisciplinary learning project in classes. In order to make better use of our school library facility, we engaged the support of a parent helper to act as our school librarian. With classroom assistant support, the entire library was book banded to improve pupil access to books and class visits to the library are now overseen by our parent librarian. To facilitate the award, one child per class was invited to become a Reading Ambassador, a role which involved choosing new books for classroom libraries and being a point of contact in the classroom to lead initiatives associated with the award, including World Book Day celebrations, and Book Week Scotland activities. All children who undertook the Reading Ambassador role this session commented that they felt the role was enjoyable and gave them leadership skills, whilst a majority of children also said it improved their organising and decision making skills. Our application for our CORE reading Schools accreditation has been submitted and we are now awaiting confirmation of this award before progressing to the SILVER award for session 2024/25.  *Impact*  Staff were asked to reflect on the development of reading for pleasure throughout this school year:  ***“Lindsay, our parent helper, is really good with the children in the library, helping them look for books they want. The mobile library is also a good addition this year as well, and the children are excited to get a new book when it comes. I have become more mindful about regularly reading in class to the children just for the enjoyment of reading and children are very keen to be read to.”***  ***“The introduction of reading ambassadors has been hugely successful and creates a sense of importance within the classroom. I think the engagement by my reading ambassador and her assistants has helped to create a sense of interest in books that perhaps was not there previously. The selection of classroom library books being changed regularly by them has been beneficial in raising engagement. I have been using different library areas and setting them up using play resources and this has really helped as some children act out parts of the story or use the characters and toys to develop things they have read or seen in the books.”***  Our Parent Librarian commented on her role in promoting reading for pleasure:  ***“Being the Parent Librarian has given me routine in my week and strengthened my confidence working with the children. I enjoy seeing the children become more confident with choosing books from the library and becoming more comfortable with me as the librarian, making them more relaxed. In my opinion, book banding the library has made the biggest impact to children accessing the library because they all know which colours are for them and where to find those books. The children are really good at respecting the library and looking after the books. I think the next steps are to involve the children in creating a reading display board and expanding the choice of books further.”***  One of our Reading Ambassadors reflected positively on her leadership role in fostering a reading culture in our school:  ***Being a reading ambassador is really fun. We get to go to the library every week with the other reading ambassadors and choose books for our class library. We choose books that our class might like; we ask the class what kinds of books they would like and also choose books because of the time of year. I like being a reading ambassador because I get to look through all the books and I get to be the leader in the class. I love going to the mobile library and choosing my own book which my teacher will read to the class as well. I read my book from the mobile library with my paired reading buddy and I always buddy up with my big sister!” (P2)***  **Project X and Big Cat Phonics and Sounds Reading Schemes (PEF) and Book Banding**  *Progress*  When canvassing staff and pupil opinions about reading, it was brought up frequently that our reading schemes for fluency and comprehension were not up to date, interesting and progressive. The majority of staff commented that our infant reading scheme (P1-3), *Jolly Readers*, was a barrier to early reading due to the fact it was not decodable enough, and that our P4-7 reading scheme, *Literacy World,* was dated and not relevant to the children, both resulting in children in all stages of the school becoming reluctant readers. It was decided that this session we would purchase new schemes to support fluency in both the Early Level and for 1st and 2nd level readers. Our Project X scheme is book banded from blue level (1.1) through to dark red level (2.3), with grey, dark blue and dark red book bands also supported with relevant novels outside of Project X. For Early level readers, our Literacy Lead Donna Clarke created word lists that are aligned with the SEF OCTOPUS (Our Clear Teaching Of Phonics Underpins Spelling) which supports children who are beginning to blend, and we purchased Big Cat Phonics and Sounds Pink, Red and Yellow banded books which are fully decodable.  *Impact*  Pupils commented positively on the Project X Reading Scheme and the Big Cat Phonics and Sounds Reading Scheme:  ***“I like doing my reading at home with my mummy because I can sound out the words in my book. I know all my sounds now and I am really good at reading words in the books. I like the book called Pick A Pet because I want a pet dog.” (P1)***  ***“I like the Project X books because they are book banded for my level. I know my level and I feel comfortable reading these books. They have funny characters and are interesting. Knowing my book band has been helpful for library times as well, because I can choose a book that I know is good for me to read. Obviously, I can choose any book I like if I really wanted to, it doesn’t have to be my book band, but at least when I know my book band, then I know which books I will be able to read well.” (P7)***  Staff said:  ***“I find the stories are captivating for the pupils and there are a good variety of texts to choose from. I like that there are non-fiction as well as fiction texts for each banding.”***  ***“The children love the characters and I can see progression as the journey through the level. There are plenty of books for each level and we can move children onto new levels as they progress or keep them on a level for as long as they need because of the amount of choice.”***  ***“Book banding within Project X is easy to interpret and understand and is helpful to monitor progression. Assessing reading has become easier as I have used the texts each week to support fluency and comprehension through group reading.”***  ***“The children are much more engaged in the text. I like that even within the fiction books there is non-fiction content which is great for discussion. I feel that children’s reading has really come along and groups are progressing quickly through the levels. Reading the whole book at a time in the early stage (blue, green, orange, turquoise and purple) has been beneficial to the confidence of my readers and the children have a real sense of pride in their achievements.”***  Parents have commented positively on the new reading schemes. A word cloud was created with key words mentioned by parents relating to their opinions of the reading scheme:  **Targeted Literacy Support for Primary 2 (PEF)**  *Progress*  Targeted literacy support, using *The 5 Minute Box* resource, was provided by a Classroom Assistant across the session to develop single phoneme recognition, blending of phonemes to make words and recognition of common words within groups of P2 learners.  *Impact*  As in previous years, the results have been very positive. The progress of children’s recognition of their single phonemes is outlined below:   |  |  |  |  |  | | --- | --- | --- | --- | --- | | ***Primary 2*** | ***Initial*** | ***Mid*** | ***End*** | ***NOTES*** | | ***Pupil 1*** | ***34%*** | ***38%*** | ***76%*** | ***Attendance issues*** | | ***Pupil 2*** | ***69%*** | ***84%*** | ***100%*** | ***LAAC*** | | ***Pupil 3*** | ***61%*** | ***73%*** | ***100%*** | ***LAAC*** | | ***Pupil 4*** | ***35%*** | ***65%*** | ***73%*** | ***Attendance issues*** | | ***Pupil 5*** | ***57%*** | ***73%*** | ***84%*** | ***Attendance issues*** | | ***Pupil 6*** | ***50%*** | ***92%*** | ***100%*** | ***Attendance issues*** | | ***Pupil 7*** | ***53%*** | ***57%*** | ***69%*** |  | | ***Pupil 8*** | ***76%*** | ***100%*** |  | ***Taken off program- significant improvement*** | | ***Pupil 9*** | ***76%*** | ***96%*** |  | ***Taken off program- significant improvement*** |   Summary of progress   * 9 out of 9 children saw improvement in learning their sounds over the course of the year. * 6 out of 9 children, learned almost all of their sounds (over 90%) * 5 out of 9 children are now able to blend sounds to read words and have started a reading book.   Pupils reflected on the impact of the 5 Minute Box intervention:  ***“I like working with Mrs Brown and using the magnetic letters to make words. I think I’ve got better at my sounds working with Mrs Brown.”***  Our Classroom Assistant involved in delivering the 5 Minute Box said:  ***“Having been involved in delivering this program for the past 7 years, I can say with confidence that this program supports pupil progress and confidence with phoneme recognition and blending for reading. I think that children having 1:1 time to practise helps them with concentration, and there is less disruption and distraction for them. I think it is a worthwhile program to use with pupils.***  Staff discussed the impact of the 5 Minute Box Intervention:  ***“There were significant barriers to learning with Mrs Brown’s 5 Minute Box group. The progress that they have made this year is fantastic, with all children assessed as improved across the year. I feel that children having that 1:1 time with Mrs Brown has had a positive impact.”*** | |
| **Next Steps** | * To continue to support staff to access and feel confident using the entire suite of SEF resources including SEF DEER for reading. * To give staff the opportunity to embed the reading elements of the literacy policy using our new resources. * To achieve our CORE Reading Schools accreditation and begin on our journey to SILVER, promoting reading for enjoyment across the school. * To invest Scholastic funds into reading materials for use in our school library, to support pupil access to a range of genres and levels of texts. * To demonstrate improvement in reading data across the school for session 24/25. | |

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| **Improvement Priority**  *(Expressed as outcomes for learners)* | ***Across session 2023/2024, an Assessment Profile will be established for each pupil/class. This data will be used effectively by class teachers to target children for interventions and support, resulting in most (75-90%) children being ‘on track’ in relation to their national expectation.*** | **Rationale for improvement priority based on evidence**  ***Through Pace and Challenge meetings:***   * ***Staff have discussed their lack of confidence in relation to making Teacher Judgements.*** * ***Staff seek clarity in relation to expectations regarding assessment and would prefer to have a more uniformed approach to assessment.*** * ***Staff have discussed the need for a balance in relation to formative and summative assessment approaches.***   ***The Head Teacher is mainly responsible for the analysis and interpretation of whole school data to inform interventions and support. It is important, now that class teachers are more confident with the tracking and monitoring system, that they take more ownership of this data in order to make more informed decisions about their learners, in an attempt to raise attainment.*** |
| **NIF Priorities**  Closing the attainment gap between the most and least disadvantaged children | **NIF Driver**  Performance information | **HGIOS/ HGIOSELCC QI’s for self-evaluation**  1.5, 2.4, 2.5 and 2.7 |
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| **Progress and Impact** | **Summary of Impact**  Across the session, as a school, we have improved our use of data through the creation of an assessment profile to support feedback, set next steps and teacher judgements. We have also introduced staff to GL assessments and the analysis of class data to identify learner’s needs and interventions. As a result this has had a positive impact on attainment across the curriculum (see below).      **Development of Assessment Profiles**  *Progress*  From discussions during collegiate sessions, staff shared that developing an assessment overview would support them in planning a range of assessments and gathering quality evidence to assist them with their professional judgements. Through evaluating our previous model, our approaches to assessment have now been defined as *Whole School Coordinated Assessments, Teacher Lead Assessments* and *Validating Profession Judgements.*  *Impact*  ***Whole School Coordinated Assessments***  This has allowed the Senior Leadership Team (SLT) to work alongside teaching staff and wider agencies to ensure that assessments are planned periodically to guarantee that the data gathered best supports the feedback process to the learner. This also provides a range of evidence that the class teacher can use to validate their professional judgement of a level.   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | August | September | October | November | December | January | | 5 MINUTE BOX ASSESSMENTS (ASN) | GLASGOW MOTIVATION AND WELLBEING PROFILE 1 | QUEST ASSESSMENTS P3  EA TRACKING AND MONITORING TOOL 1  SNSA P1/P4/P7 (DIAGNOSTIC TOOL) | 5 MINUTE BOX ASSESSMENTS (ASN) | ELLAT ASSESSMENTS P1 | 5 MINUTE BOX ASSESSMENTS (ASN) | | February | March | April | May | June |  | | EA TRACKING AND MONITORING TOOL 2 | GLASGOW MOTIVATION AND WELLBEING PROFILE 2 | 5 MINUTE BOX ASSESSMENTS (ASN)  GL ASSESSMENT 2 | EAST AYRSHIRE LITERACY/NUMERACY TOOLKIT (END OF EARLY, FIRST AND SECOND LEVEL)  EA TRACKING AND MONITORING TOOL 3 |  |  |     ***Teacher Lead Assessments***  To support staff with gathering quality evidence to support their professional judgement, this assessment guide below was created to guide staff towards examples of assessment that can be completed to gather evidence and give effective feedback to learners.   |  |  | | --- | --- | | **Summative Approaches** | **Formative Approaches** | | **Writing**   * P1-P7 once per term   **Reading**   * Record of progression of reading scheme   **Listening and Talking**   * \*Developing 2024/2025   **Spelling**   * Weekly spelling test   **Numeracy**   * Record of progression of metal agility (Table Fact, Number Bonds, Number Talks)   **Maths**   * End of unit assessment   **Wider Curriculum**   * Planned holistic assessment once per term (Allowing pupils to demonstrate learning across a range of experiences and outcomes, applying higher order thinking skills, and/or applying learning in a new and unfamiliar context). | * Observations * Questioning * Discussion * Self/Peer-Assessment * Visual Representations * Journals * Quiz * Assignments * Presentations * Written questions * AIFL Strategies |   ***Validating Professional Judgements***  As part of the school improvement cycle, aspects of the school’s quality assurance procedures were highlighted to show opportunities where learner evidence can be discussed both internally and externally to improve teacher’s confidence of professional judgement and better support the needs of all learners.   |  |  | | --- | --- | | **Pace and Challenge Meetings** | Pace and Challenge meetings will be held once a term between the SLT and the class teacher. During these meetings, learner’s progress will be discussed using a variety of evidence from the whole school coordinated and class assessments. | | **Moderation** | Moderation is used both internally and externally to develop teacher’s confidence and understanding of a curricular level. Internal moderation will take place once per session with external moderation taking place up to 2 times per session alongside colleagues from the Barony Cluster. | | **Cross Marking** | Staff will collaborate with colleagues at similar stages to organise cross marking exercises once per year. This is to create opportunities for staff to assess pupil work across different stages and promote critical discussions around assessment of a level and feedback. |   **GL Assessment Training (PEF)**  *Progress*  On 21/11/23, all staff attended GL Assessment training at Muirkirk Primary School. This allowed staff to gain the knowledge and understanding of administering the GL Assessments and interpret the data they produce.  *Impact*  As a result of administering the GL assessment in terms 3 and term 4, the data produced allowed teachers to track examples of pupil attainment within their classes (See class example below).  *P4 Data Example*  The GL Assessment has allowed pre and post assessment data to be gathered, and can be used to show examples of pupil attainment. Using this data alongside further pupil evidence, all staff have commented that is has developed their confidence with confirming a pupil’s level using the tracking and monitoring system.  Staff member comment:  ***“The GL Assessment has been really useful in assessing pupils who are on a personalised curriculum. The digital element has supported them in displaying their true knowledge which has helped me when completing the tracking and monitoring system”***  The GL Assessment has also provided the opportunity to show potential gaps in learning of the class as a whole. Data from the assessment can show specific areas of strength within the curriculum and areas of improvement, when compared to the national statistics. When analysing the data, this has allowed the SLT to evaluate the school’s curriculum and use the data to stimulate professional discussions during pace and challenge meetings (SEE BELOW).  P4 Data Questions Gaps  ***Using Data Effectively to Meet Learner’s Needs***  *Progress*  In an attempt to use assessment data more effectively, the SLT developed an overview to share with staff to highlight how pupils were progressing towards their national expectations taking into account their personal circumstances (Gender, SIMD, FSM, ASN, Looked After).  **C:\Users\newcprhastingsg\AppData\Local\Microsoft\Windows\INetCache\Content.Word\Tracking data SQR.PNG**  *Impact*  By using the above overview during Pace and Challenge meetings, staff were able to reflect on the learners needs and identify individuals who are likely to meet their national expectation if given appropriate targeted support. Through these professional discussions, the SLT and staff were able to identify the percentage of pupils on track to achieve, percentage not on track, and the potential impact on attainment if a specific targeted group were supported to be back on track. The SLT and staff were then able to identify a small focus group of children, discuss their personal circumstances and put supports in place to overcome barriers to help them achieve their national expectation. As a result of this process, almost all classes in the school have shown an increase in attainment. | |
| **Next Steps** | * GL Assessments will be used next session to continue to support staff’s professional judgement and the data gathered will be used diagnostically to support areas of school improvement. | |

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| **Improvement Priority**  *(Expressed as outcomes for learners)* | ***By May 2024, almost all children from Early to 2nd Level, will engage in all outcomes related to Relationships, Sexual Health and Parenting, from the Health and Wellbeing curriculum.*** | **Rationale for improvement priority based on evidence**  ***We recognise that our current approach to Relationships, Sexual Health and Parenting is out of date and not in line with both East Ayrshire Council’s Health and Wellbeing progression framework and the Scottish Government’s ‘RSHP.scot’ resources. We understand the need to engage with modern, recommended resources, as well as council frameworks, to plan and deliver a curricular programme that meets the needs of our school and community.***  ***Less than half of our staff have explained they do not feel confident in delivering RSHP outcomes and have expressed the need for career long professional learning to ensure they are meeting the needs of all children.***  ***Parents have raised concerns about the content of RSHP lessons and have already highlighted their intention to extract their children from this area of the curriculum. It is therefore important that we develop knowledge and understanding, as well as confidence, within our teaching staff and parents to ensure effective delivery and outcomes of this responsibility for all area.*** |
| **NIF Priorities**  Improvement in children and young people’s health and wellbeing | **NIF Driver**  School improvement | **HGIOS/ HGIOSELCC QI’s for self-evaluation**  2.1, 2.5 and 3.1 |
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| **Progress and Impact** | **Summary of Impact**  This session we have successfully implemented the most updated East Ayrshire Health and Wellbeing (HWB) progression framework, including the content for Relationships, Sexual Health and Parenting (RSHP). Making use of the modern resources and parent supports available on rshp.scot, our teaching staff and families have been supported by relevant materials and information which supports the skills progression outlined within the East Ayrshire planners. We have established a Parents Steering Group in which parents have been informed about the RSHP content and reasoning behind its development, allowing them the platform to offer their thoughts and suggestions and helping direct our RSHP journey this session and beyond. Through the implementation of these activities, almost all children are participating fully in RSHP delivery in class with a 97% inclusion rate.  **Delivery of East Ayrshire, Wealth and Wellbeing Progression Framework and rshp.scot Resource in New Cumnock PS**  *Progress –*  This session, staff have used the most recent Health and Wellbeing Progression (HWB) framework provided by East Ayrshire Council (EAC), to support delivery. The framework is in line with Curriculum for Excellence, covering all aspects of HWB from Early to Second Level. It contains a skills progression across a level, highlighting progressive key teaching points and includes links to suggested teaching strategies/resources. Our RSHP, curricular programme, has been rolled out across all stages in the school, to ensure teachers are delivering all age and stage appropriate outcomes to our learners, resulting in children having relevant knowledge and understanding to support their health and wellbeing and staff feeling empowered to plan and deliver the RSHP curriculum. The framework contains live links to suggested teaching strategies and resources to support its delivery. This includes resources stored within the East Ayrshire Council HWB Glow tile and age and stage appropriate materials such as Cbeebies, YouTube, NSPCC and BBC Teach.  From the EAC Progression framework, which offers a long term progression pathway of experiences and outcomes for our young people, we have developed Medium Term planning templates for the RSHP aspect of HWB for P1-7 to support staff in their planning and delivery of this area. These templates provide the Learning Intention and Success Criteria for the 4 organisers within RSHP. Enabling staff to then cater the activities and assessment, appropriate to that of their class.    To support our delivery of RSHP and in line with our Reading Schools accreditation, it is important that our classroom libraries are filled with relevant fiction and non-fiction texts. Using the rshp.scot recommended book lists, we used money from our Scholastic funds which were raised from our successful Book Fair this session, to purchase a wide range of books to include in our class libraries and school library.  These books provide opportunities to talk about the themes of interest to RSHP learning, but they are also good books to read and enjoy. The books can be used with a class or group, reading to pairs or individual children.    *Impact –*  Our Term 3 Improvement Cycle carried out by the SLT focused on RSHP as a method of evaluating the impact. Please see the Analysis and Feedback section below for the results.      In a Glow Form to staff about RSHP, staff were asked to rate their confidence in delivering RSHP at their current stage. Almost all rate their confidence as 4 out of 5.  Pupils were asked which aspect of RSHP they enjoyed learning about:  Responses included:   * SMART acronym about staying safe online, PANTS rule and song, hygiene. * Manners, body parts, hygiene, growing up, friendships, * Different types of families and parents * Parenthood - learning how to take care of a baby * Sexual health, puberty, stages of parenting, reproduction   Pupils were asked their opinion about the resources used by their teacher to support the delivery of RSHP in the classroom|:  Responses included:   * We liked all of them - videos, songs, power points, stories. * We liked everything. * We liked the PowerPoints. * The resources supported us. We liked the sticky notes for writing down questions. * The PowerPoints built up the learning gradually.   Pupils were asked if they feel comfortable engaging in RSHP lessons in their class:  Responses included:   * Yes. Because we love learning and we like being with Mrs Armour - we can ask her anything. * Yes, it's a safe place to learn together. * Yes because it is information we need to know and will inform us better, however depending on the subject sometimes it is better being split into boys and girls. * The majority of the class said they felt comfortable in engaging with RSHP lessons.   **Parental Engagement**  *Progress –*  It was our aim that parents would feel consulted and engaged with the RSHP journey across the school. We therefore ran a Parent Steering Group. We hoped there would be less instances of children being extracted from lessons and there will be a consistent approach from home and school. This would in turn improve children’s knowledge and understanding within this area of Health and Wellbeing.  *Impact –*  Through our parental engagement in relation to RSHP delivery this session, a number of phone calls and meetings were held with parents/carers who expressed concerns or had questions about the content. In previous years, we have experienced parental requests to have their child full extracted from the RSHP delivery in class. Resulting in their child having to go into another class or carry out a personal project during that time when the class were receiving RSHP lessons.  Since informing parents via the school app/blog and letter bag drop, in total 13 meetings were held with parents/carers. During these meetings, parents/carers were invited to review the content of the progression framework, see the resources used to support its delivery and ask any questions they had about it. From those meetings, we had 0% of children being fully extracted from the RSHP delivery in class as parents/carers were satisfied by almost all of its content. We have a few (6 = 3%) partial extractions, where children are not to be included in certain aspects of the programme. These are primarily, Physical changes and Sexual health and sexuality. In a few cases, this is down to religious reasons. Although parents/carers were appreciative of the fact that as a staff we are presenting facts in an objective, balanced and sensitive manner and encouraging our children to have acceptance and respect for all. This has resulted in us having almost all our children participating fully in RSHP delivery in class with a 97% inclusion rate.  Most parents, 83%, think it is important that RSHP is delivered as part of the HWB curriculum, thus continuing to prove its value after delivery in Term 4.      Of those who completed the survey, a minority of the parent body, 48% had engaged with the rshp.scot Parent/Carer information on our blog and at Parent’s Evening. Informing and promoting this resource to parents will be a focus for next session. | |
| **Next Steps** | |  | | --- | | * Class libraries to be updated with RSHP books appropriate to stage (ensure range of picture books related to gender identify and families). * RSHP Policy to be shared with staff. * Ensure RSHP tab is kept up to date on the school blog. * Ensure staff are supported if they change stage as some have expressed concern about some of the upper content in relation to LGBTQ+. * Next session, RSHP should be addressed from the start of session and continued throughout the year. This must be addressed within the backdrop planner. With the level of content being delivered (particularly in upper) so late in the session, children aren’t afforded much time to process and question or clarify points they haven’t understood before moving stage. | | |

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| **Improvement Priority**  *(Expressed as outcomes for learners)* | ***By May 2024, almost all children will have improved understanding of further education and training opportunities to develop skills for work, learning and life, and how these opportunities support the national context of the current and future workforce in Scotland.*** | **Rationale for improvement priority based on evidence**  ***During our consultation process with stakeholders, it was brought to our attention that although we have made good progress developing children’s understanding of positive school-leaver opportunities in New Cumnock and the surrounding area, we have not given as much priority time to supporting children’s understanding of Developing the Young Workforce in the national context.***  ***This session we hope to support children across the school in learning about college and university education opportunities, apprenticeships and vocational qualifications, and entrepreneurship through business, to support the national context of the current and future workforce in Scotland.*** |
| **NIF Priorities**  Improvement in employability skills and sustained, positive school leaver destinations | **NIF Driver**  School improvement | **HGIOS/ HGIOSELCC QI’s for self-evaluation**  1.2, 2.2, 2.7 and 3.3. |
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| **Progress and Impact** | **Summary of Impact**  This session we have successfully implemented a new approach to Developing the Young Workforce by undertaking a whole school project to learn about the various elements of the Ayrshire Growth Deal. This project both reflected local opportunities within Ayrshire, but also informed children about national economic priorities and opportunities. The variety of experiences planned for pupils to explore elements of the Ayrshire Growth Deal have allowed almost all pupils across the school to develop skills for learning, life and work and develop their knowledge of how these employability skills are important for the future workforce in Ayrshire, as well as Ayrshire’s place in the economic prosperity of Scotland.  A word cloud was created to collate pupil and staff opinions of skills developed through the Ayrshire Growth Deal Project to evidence and support this priority:    **Development of Employability skills checklists**  *Progress –*  In consultation with staff, parents and pupils, we explored which key employability skills were highlighted as most important and relevant to curriculum experiences in our school. Following this, we have tried to include opportunities to develop these skills in our curriculum, including world of work fortnight, leadership groups, literacy and numeracy support for targeted pupils, and play or active learning opportunities to develop problem solving. We have created a skills checklist to include in medium term forward planners, allowing teaching staff to plan for employability skills across the curriculum and track progress:    These checklists will be included in the RELEVANT CONTEXTS box on medium term forward planners for session 24/25 across Early, First and Second Level.  *Impact-*  Our teachers reflected on the potential positive impact of employability skills inclusion in medium term planners:  ***“Including a skills progression in our medium term planners will allow me to consciously link DYW to all relevant areas of the curriculum, encouraging me to think about what skills I am hoping to progress with the children during a block of learning.”***  ***“It can be easy to just see DYW as world of work fortnight or enterprise tasks at Christmas, but seeing the skills checklists, it reminds me that employability skills can be developed through curricular learning all year round, such as through classroom team challenges, digital learning or accreditation programs.”***  **Ayrshire Growth Deal Project and World of Work Fortnight**  *Progress –*  All children in the school took part in a whole school learning project based on the Ayrshire Growth Deal; a joint venture between North, East and South Ayrshire to invest government capital in developing the economic prospects of the area. The project was divided up between classes with P1 and P1/2 focusing on *Food and Drink Manufacturing*, P2/3 focusing on *Developing Healthy Working Communities*, P3 and P3/4 focusing on *Ayrshire Tourism*, P4/5 and P5/6 focusing on *Building a Spaceport for Ayrshire*, and P6 and P7 focusing on *CORE Renewable Energies Development*. Each class undertook a planned unit of learning related to their area of focus, which included relevant visitors and trips to enhance the learning such as Pathhead Bakery, Glasgow Science Centre, Dumfries House farm, and Burns’ Cottage in Alloway. Classes then created a showcase display to inform others about their aspect of the Ayrshire Growth Deal, including parents and our wider community.  Almost all children consulted across the school commented on how much they enjoyed the learning experiences across the project and how it has developed their employability skills like debating, team work and creativity, as well as knowledge of current and future opportunities for work in Ayrshire.  *Impact –*  Pupils across the school said:  ***“Learning about the CORE project was so interesting and I really enjoyed debating with the P6’s on the benefits of having a project like this built in Cumnock. It’s like somewhere that we could all work when we leave school if we are interested in engineering or renewable energies.” (P7)***  ***“I really liked visiting the bakery and I liked getting to ice the cakes. I never knew that we had a bakery near the train station! I think I would like to work there when I am bigger.” (P1)***  Our teachers reflected on how the project and world of work fortnight has impacted their practice:  ***“The Ayrshire Growth Deal provided us with a framework to plan and implement a range of learning opportunities within a real context for pupils. I noticed that pupils had lots of questions related to their learning and were keen to lead the learning within the project themselves. I really enjoyed participating in the learning showcase and seeing how each part of the wider project fit together like a jigsaw, with children keen to share their knowledge and see what the other classes were learning as well.”***  Parents commented on the success of the project during their visit to the children’s showcase:  ***“It was a pleasure coming to see the children’s work on display, and it is clear they have learned so much from this topic. The Space Port models are amazing; such creativity and team work on display. Its lovely seeing the older children being creative like this.”***  ***“I absolutely loved the video created by P3 and P3/4 about visiting New Cumnock. It’s like something you would see on STV! They are such clear speakers and have good knowledge about their local area.”*** | |
| **Next Steps** | * To develop creativity and digital skills across the curriculum through interdisciplinary learning. * To encourage staff to acknowledge how they will develop employability skills during the planning stages of the curriculum. | |

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| **Pupil Equity Fund: Evaluation** | | |
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| *Approach/Intervention* | *Impact*  *Report on how you have improved outcomes for learners impacted by poverty* | What evidence do you have of positive impact?  Outline the data that supports your findings. |
| **Home Link Practitioner** | **Pupil and Family Targeted Support**  Across the session our Home Link Practitioner provides targeted support for our young people and families who require it. Information is gathered from a variety of tools, including conversations, observations, Boxall Profiles and Wellbeing Assessments. Using this information, individual Action Plans are created outlining areas of strength and identifying **target** areas that require support.  **Breakfast Club**  This session, we were keen to continue with Breakfast Club as research has shown that there are positive links between Breakfast Club provision, educational achievement, attainment and behaviour in school children. A successful funding bid to the New Cumnock Development Trust secured us £10,000 to establish and run our Breakfast Club with no cost expected from our families. These funds have been used to pay for staff, food, resources and outside agencies to provide activities at Breakfast Club. Our demographic of children who attend the Breakfast Club, do so for different reasons:  · Children who would benefit from a healthy breakfast.  · Children of working parents who require the support of children care in the morning to get to their work.  · Children who were identified as having high levels of late arrivals to school. · Children who find transitions from the playground to school difficult.  · Children who would benefit from an emotional check-in prior to school starting.  **Sticky Fingers After School Club**  This was held over 4x1 hour sessions with P6 and P7 children. The sessions focused on a different emotion each week:  Week 1 - Emotion - Gratitude  Week 2 - Emotion - Resilience  Week 3 - Emotion - Embarrassment  Week 4 - Emotion - Worry/Fear  The kids chose the emotions they wanted to work on for week 2, 3 and 4 - this worked well for the older kids. | **Pupil and Family Targeted Support**  *Total Targets since September 2023*  Met = 28 (93%)  Refused = 2 (7%)  In a recent GLOW Form, parents were asked to rate the quality of support they receive from our home link practitioner from 1 to 5, with 5 being the highest. Our HLP scored an average score of 5. Some positive comments made by parents include:   * *Tracy has been great, she's helped me and my kids soo much over the past 3 years, I am so great full to have her support and she is just brilliant with my boys, especially my eldest she is helping us thro a difficult time with his behaviour and doing everything she can for him in school and helping to organise some help for him at home too. Keep up the brilliant work Tracey and thanks for all you have done for us x* * *Mrs Bradford is an absolute credit to the school, she is always on hand to help children, parents and the teachers. She will go above and beyond to make sure you get the help and support needed, the emotional and mental support has been fantastic and is always greatly appreciated.*   **Breakfast Club**  From the ??? children we have on our school roll who are SIMD 1+2, ??? of them attend Breakfast Club weekly (???). An average of ??? pupils attend on a daily basis. This session we targeted one child who was constantly arriving late for school in the mornings through Breakfast Club. An attendance review of the targeted child showed 80% reduction in school late comings between September and June. With Breakfast Club starting in January, it is evident of the positive impact this has had on overcoming late arrivals to school for these pupils.  Pupil A:  from October 2023 until June 2024 lates have reduced by 80%   |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | Sep | Oct | Nov | Dec | Jan | Feb | Mar | Apr | May | June | | 6 | 10 | 10 | 6 | 6 | 2 | 2 | 3 | 0 | 2 |   **Sticky Fingers After School Club**  Feedback from the pupils include:   * Sticky Fingers was amazing and the fruit was delicious. I liked how it taught us about feelings and we did crafts too! * I really liked discussing different emotions. It helped me understand them and realise that they are all okay. * I loved every single thing about Sticky Fingers. All the activities, emotions and the yummy fruits😊 |

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| **Establishment Self Evaluation: How Good is Our School? 4 Quality Indicators** | |
| Quality Indicator 1.3 Leadership of Change | **5** |
| Quality Indicator 2.3 Learning, Teaching and Assessment | **5** |
| Quality Indicator 3.1 Ensuring Wellbeing, Equality and Inclusion | **5** |
| Quality Indicator 3.2 Raising Attainment and Achievement | **5** |

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| **Establishment Capacity for Improvement** |
| ***Leadership and Management: How good is our leadership and approach to improvement?***  *“The very effective leadership of the head teacher supported by the strong teamwork among staff which creates the conditions for further school improvement”.*  *(HMIE January 2018)*  The relationship identified above is key to the success of this area. Staff, children, parents and partners are appropriately well involved in the school’s self-evaluation processes as it seeks to improve its work further. The school’s annual quality assurance calendar contains a wide range of appropriate approaches for the school’s management team to gather information and data about the quality of learning and teaching, and children’s progress, helping to shape the School Improvement Plan moving forward. From the School Improvement Plan it is evident that leadership at all levels is a strong feature of the school’s work and results in continuous improvement across the curriculum. Quality Career Long Professional Learning is very well planned and takes full account of PRD arrangements linked to the GTCS Professional Standards and to the School Improvement Plan. This includes members of staff who have continued to successfully participate in system wide leadership across the authority this session. Staff and pupils have continued to benefit from their knowledge and expertise. Wider Achievement groups allow children to exercise choice and develop leadership skills. Within all classrooms there is some evidence of children being encouraged to lead learning across subject areas. As a result, children within all classes have learned new skills, taken greater ownership of their learning and have developed personal attributes such as improved confidence.  ***Learning Provision: How good is the quality of care and education we offer?***  An inclusive and nurturing ethos is evident throughout the school and this ensures that most children are happy and have opportunities to learn and achieve. A variety of creative teaching approaches are used across all stages, with a particular focus on play based learning in P1 and P2. In most classes, teachers successfully relate learning to real life situations to assess children’s understanding of skills and to make learning more meaningful to the children. Across the school, assessment is integral to our planning of learning and teaching. Staff continue to identify opportunities within their short term planning, to ensure protected, quality time, to support learners with the various aspects of the learning, teaching and assessment cycle. Moderation activities and sharing good practice sessions for staff also supported them to carry out this process effectively. Processes for assessment and reporting are manageable and effective in informing improvements in learning and teaching. A few years ago, we effectively reviewed our planning system in collaboration with all staff. As a result, planning is proportionate and manageable and clearly identifies what has to be learned and assessed across all curricular areas. Effective planning also ensures that our Curriculum Rationale, which we reviewed 2 sessions ago, and the Principles of Curriculum Design, are being adhered to. Over the past few years all staff have been committed to developing effective partnership working in an attempt to remove barriers to parental engagement and as a result improve outcomes for our pupils. The role of our Home Link Practitioner has been key to this, by successfully engaging families in family learning opportunities and providing targeted and universal support to those children and families who need it.  ***Successes and Achievements: How good are we at ensuring the best possible outcomes for all our learners?***  Achieving our Gold Rights Respecting School award this session as well as Our Communication Friendly award, has allowed us to further develop our Relationships policy and ensure all staff have a shared understanding of wellbeing and children’s rights. All members of staff model positive behaviour successfully and as a result have created a nurturing environment within their classrooms and across the school for our children. All staff know what is expected in relation to statutory duties and are actively involved, often in partnership with parents, partners and pupils, in fulfilling these duties. Due to all staff working hard to create an inclusive learning environment throughout the school, this has led to improved outcomes for almost all children. So much so we were awarded our Silver Inclusive Practice award three sessions ago. Attainment in Literacy, Numeracy and Health and Wellbeing is tracked using East Ayrshire’s tracking and monitoring system to ensure learners are making good progress from their prior levels of attainment. Groups and cohorts are well supported to raise attainment through specific targeted interventions. Overall, staff are confident that most children are making good progress over time. All staff recognise the need to support children to understand the skills and capacities they are developing through participation in achievement opportunities. There is evidence through our Wider Achievement folios that some children are applying and increasing their achievements through active participation in their local community. Creativity skills are actively encouraged and developed across the school and across the curriculum. As a result there are opportunities for children to lead their own learning. As a school we are digitally well resourced. Our children show confidence and are responsible in the use of technologies. Digital technologies is used to enhance and personalise learning in school where appropriate. As a result we were awarded our Digital Schools Award three sessions ago. Through a range of opportunities including Wider Achievement groups and whole school initiatives involving effective partnership working, our children have experiences that connects them to employment, helping to shape their thinking for their future. The development of our 2nd level Backdrop Plan, and our early and 1st level planners for Developing the Young Workforce will ensure these experiences are consistent. This session our P7’s were awarded Silver Highly Commended (1 of 5 schools in the authority to be at this level) and a Power Down 'Windy' trophy for our Energy Saving challenges this session. Our young people have achieved great success within Music and Drama this session, with children achieving in Burns regional and national competitions for solo and group performances, and a cohort of children from P4 to P7 performing our second ever musical performance, “High School Musical” for the public. |