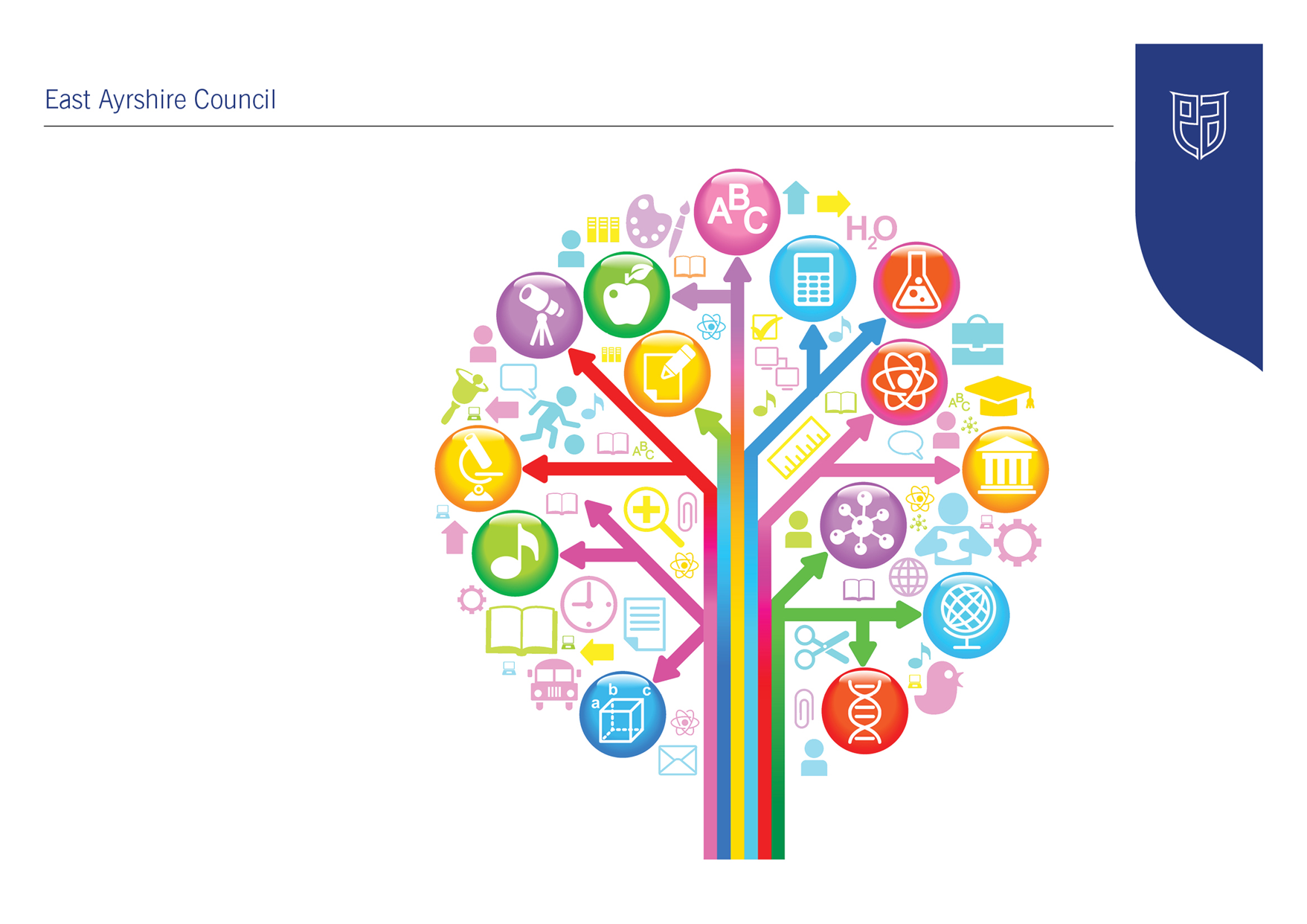
****

**Standards and Quality Report**

**2024 - 2025**

New Cumnock Primary School

|  |
| --- |
| **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: |
| **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. |

|  |  |  |
| --- | --- | --- |
| **Improvement Priority**  *(Expressed as outcomes for learners)* | **Improvement Priority** *(Expressed as outcomes for learners)*  **By May 2025, our self-evaluation activities, based on How Good is Our School, 4th edition, quality indicator 3.1 Leadership of Change, will demonstrate that our young people are experiencing an ‘Excellent’ provision** | **Education Service Improvement Plan 1: Our Leadership**  We actively support, promote and enact leadership at all levels. Our young people are supported to be leaders of their learning in our centres, schools and wider life experiences. All staff have ready access to appropriate CLPL and experiences to promote leadership in every classroom, playroom and centre. |
| **Our Leadership** | | |
| **Progress and Impact** | ***Summary of Impact***  Throughout the session, a focus has been placed on developing leadership opportunities within the school. This has included the Senior Leadership Team working with the local authority to support other schools with their self-evaluation, a member of teaching staff taking part in the Leaders of Learning Programme and staff using their PRD as a driver to seek bespoke individual leadership opportunities for their own professional development.  As a result of these opportunities and using self-evaluation data collected throughout the year, we have evaluated ourselves as providing ‘excellent provision’ within 3.1 Leadership of Change. Data collected has been summarised below in the form of our Learning Review report and our self-evaluation scoping paper:  *Learning Review Statements with a focus on Leadership:*  *‘The SLT lead a strong strategic vision for improvement and are clear on the schools next steps for progression moving forward.’*  *‘Staff use self-evaluation processes very well to support continuous improvement and maximise outcomes for children.’*  *‘Self-evaluation and closing the feedback loop underpins effective processes and approaches to improvement.’*  *‘There is a strong consistent collaborative approach to improvement throughout the school and all staff actively led and are supported to develop their leadership roles.’*  *‘The school has strong strategic systems, with clear processes, which are embedded and regularly evaluated.’*  *Self-Evaluation Scoping Paper*   |  |  |  |  | | --- | --- | --- | --- | | **Self-Evaluation Summary** | | | | | **QI 1.3 Leadership of change (**Developing a shared vision, values and aims relevant to the school and its community; Strategic planning for continuous  improvement; Implementing improvement and change) | | | | | **How well are you doing?**  **What’s working well for your learners?** | **How do you know?**  **What evidence do you have of positive impact on learners?** | **What are you going to do now?**  **What are your improvement priorities in this area?** | **How would you evaluate this QI using the HGIOS?4/HGIOELC? six‑point scale?** | | **Developing a shared vision, values and aims relevant to the school and its community** | | | | | 1. Our Vision, Aims and Values is created by consulting our pupil, staff, parents and wider agencies. 2. Social, Economic and Cultural Context are considered when planning and implementing practices and approaches to enhance our provision for all our children and families. We interpret a range of data/ information such as SIMD, FSM, gender, ethnicity, religious beliefs, local partnerships, and community heritage and development plans, when planning and reviewing the opportunities we provide in the school. Different improvement methodologies are used to support our reflections. 3. Through our collaborative approaches, we interpret both national and local policies by using a range of data to ensure we are creating and implementing policies and practices which set high expectations for all stakeholders. Our School Improvement Cycle ensures that supports are put in place to strive towards these expectations and regularly self-evaluate our approaches. | * DREAM Poster used to promote school Vision, Aims and Values. * Feedback is gathered from pupils and parents through focus groups and parent surveys. * Curriculum Rationale demonstrates our understanding of our Social, Economic and Cultural Context and is considered when planning approaches for our learners. * Our attainment data and the views of children, parents and staff enable us to gather effective data to measure the impact the opportunities we provide has on our learners, families and staff. This data is regularly collected through our School Improvement Cycle and tracking and monitoring system. | Review Vision, Aims and Values (2027-2028)  Update Curriculum Rationale (2025-2026)  Four Contexts of Learning to be clearing identified within our Vision, Aims and Values (2027-2028) | 1. 6 2. 6 3. 6 | | **Strategic planning for continuous improvement** | | | | | 1. Through our bespoke School Improvement Cycle, all staff are empowered to work in partnership to generate improvement rationales and gather/ analyse data to bring about positive change.      1. We utilise a range of quality assurance tools to allow the planned gathering of quality data to optimise our self-evaluation. We gather this data from a variety of stakeholder. 2. We provide opportunities to self-evaluate throughout the year through providing opportunities for staff to collaborate, visit different schools, invite educational colleagues out with our establishment to visit us, work in partnership with wider stakeholders and providing opportunities to empower our pupils to be part of positive school change. | * School Improvement Plan provides focus for whole school improvement. * Our School Improvement Cycle allows us to gather data on specific areas and evaluate it as a whole staff. * Our Standards and Quality report allows us to evaluate against our School Improvement Plan and use the data gathered to measure impact on our learners and highlight potential next steps for school improvement. * Our Self-Evaluation Matrix allows us to track our self-evaluation through times to ensure appropriate depth and breadth. * Range of quality assurance tools are evidenced in our School Improvement Cycle. * Planned Collegiate calendar to provide protective time for staff to collaborate. * HT and DHT part of authority Learning Review team supporting self-evaluation in wider establishments. * Staff working in partnership with other schools to share good practice. * Pupil Leadership Groups and Pupil Council empower pupils to be part of positive school change.   3)   * CFE Machine used to collect staff views. * Opportunities made to ‘look outwards’ and collaborate with the local authority and wider school. | Review School Improvement Cycle (2027-2028)  Develop Scoping papers for all Quality Indicators (By 2026-2027) | 1. 6 2. 6 3. 6 | | **Implementing improvement and change** | | | | | 1. Staff, pupils and parents are empowered to be leaders of learning and have the opportunity to evaluate and be part of school improvement. 2. We promote collective efficacy to involve all stakeholders in our self-evaluation processes and school improvement. 3. Staff regularly take part in professional learning opportunities to improve their knowledge and skills to improve outcomes for our learners. | 1)   * Pupil leadership promoted at all ages through leadership programmes, Pupil Leadership Groups and Pupil Council. This is evidenced through action plans, accreditation schemes and minutes from meetings. * Opportunities for parents to lead improvements through our parent council and HLP parent groups. * All staff have designated curricular leadership roles which are agreed at the beginning of the session. * Members of staff lead at local authority level with different work groups (Inclusive Leaders, Promethean Lead, PLTA Lead) * Both the HT and DHT are trained coaches to support staff in engaging in non-directive coaching sessions to support their critical thinking. * Teachers supported to develop leadership through National Training Programmes, evaluating against Middle Leadership/ Standard for Headship Standards and/or taking part in a practitioner enquiry. This is evidenced in staffs PRD’s.   2)   * Planned Collegiate calendar to provide protective time for staff to collaborate.   3)   * Teaching staff annually engage in the PRD process, have opportunities during collegiate nights to discuss their progress and have a bi-annual check in with SLT. * Staff use PDSA model as a means of practitioner enquiry to create a rationale and make changes to improve their practice. * Support staff take part in FACEtime meeting to review and set targets for each academic session as outlined in EA FACE policy. | During Self- Evaluation, utilise inspection notes from different school as a moderation tool to support our own self-evaluations (2025-2026) | 1. 6 2. 6 3. 6 |   ***Senior Leadership Team Development***  ***Progress***  Across the session, the Head Teacher has been part of the learning review team supporting other schools in the local authority and has had the opportunity to present at HT meetings around our own school’s self-evaluation. Furthermore, the Depute Head Teacher led at Inclusive Leader’s events sharing what has been highlighted as good practice in relation to the wellbeing supports the school implements.  ***Impact***  As a result of being part of leadership opportunities within the local authority, the following is planned for next session:   * HT and DHT to continue to be part of the local authorities learning review team. * DHT to continue to share practice with wellbeing supports and collaborate with other schools to evaluate and improve practice. * From attending learning reviews, professional links with schools have been established which has led to planned visits for teaching staff to observe effective practice.   ***Leaders of Learning Programme***  ***Progress***  This session, one of our teaching staff took part in East Ayrshire’s Leaders of Learning Programme. This provided her with the opportunity to attend meetings with other schools to interpret policy and set expectations, lead collegiate sessions within our school to collaborate with staff about how we implement this practice, and seek staff’s views and professional opinions around developing sustainable approaches within the school.  ***Impact***  The following feedback in relation to the sessions was shared by teaching staff:    ***Professional Review and Development (PRD)***  ***Progress***  During Term 1, all staff completed a self-evaluation exercise focusing on collective leadership in the school. As a result, we were able to conclude that the Senior Leadership Team and staff have an aligned view of leadership development within the school (see feedback below).  C:\Users\newcprhastingsg\Desktop\Coaching Wheel SQR.PNG  To further develop leadership within the school, all staff placed a focus on leadership programmes within their PRD’s, reviewing against the standard for middle leadership/ standard for headship, and/or practitioner enquiry. The following opportunities to develop leadership were established:   * Leadership opportunities with the Local Authority (HT/DHT) * Leadership of Learning Programme * Reading Schools Programme * Clean Green Schools Initiative * Digital Schools Programme     **Impact**  The following example demonstrates the impact on pupil’s learning from staff engaging in leadership opportunities:  C:\Users\newcprhastingsg\Desktop\AD Prac Enquiry.PNG  During a collegiate session, staff shared their views around our PRD process and the impact it has had on developing their own leadership capacity:  ***C:\Users\newcprhastingsg\AppData\Local\Microsoft\Windows\INetCache\Content.Word\PRD feedback 2.jpg*** | |
| **Next Steps** | * Staffs personal areas of interest and skills to be recorded on the school blog. * PRD process to include a bi-annual check in with staff to support them with their professional development. * HMIE reports from other schools to be used to support our school in validating our self-evaluation scores. | |

|  |  |  |
| --- | --- | --- |
| **Improvement Priority**  *(Expressed as outcomes for learners)* | **Improvement Priority** *(Expressed as outcomes for learners)*  ***By May 2025, staff will be confident in their teacher judgement of a level within Listening and Talking. As a result, most children will be on track in relation to their individual Pupil Progress level within Listening and Talking.*** | **Education Service Improvement Plan Priority 2: Teaching and Learning Together**  Our young people should experience a teaching, learning and curriculum offer that meets their needs, and those of our local and national context. All staff should be supported to deliver in new and innovative ways by accessing CLPL relevant to their needs and those of our young people. |
| **Teaching and Learning Together** | | |
| **Progress and Impact** | **Summary of Impact**  As part of our school improvement priority to ensure staff are confident in making professional judgements, significant work has been undertaken to strengthen the teaching and assessment of talking and listening skills.  A key driver of this progress was the introduction of Oracy training, which equipped staff with a deeper understanding of what effective talking and listening looked like in the classroom, as well as instruction on teaching explicit skills. As part of this process staff also engaged in reviewing existing assessment strategies to ensure a consistent approach to planning for assessment. To further support this priority, each class developed talking and listening charters, setting clear expectations and shared language. Furthermore, opportunities to share good practice through collegiate sessions and peer observations encouraged open dialogue and collective learning.  Through targeted Oracy training and collaborative professional learning, staff now feel more confident in explicitly teaching these skills. In addition to enhanced classroom practice, staff have reported increased confidence in assessing pupils talking and listening, and in accurately reporting progress and attainment. This is contributing to more consistent and reliable professional judgements in line with national benchmarks. Early attainment data indicates that pupil performance in talking and listening is beginning to align more closely with other areas of literacy.  **Oracy Training**  ***Progress***  As part of the ongoing commitment to improve the quality of teaching and learning, staff engaged in targeted Oracy training focused on the development of specific talking and listening skills. The training focused on developing specific Oracy skills, including active listening, structured talk and purposeful discussion. Staff explored a range of talking roles including builder, instigator, challenger, clarifier, prober and summariser – as well as different group configurations to support collaborative learning. The sessions also provided practical strategies for embedding Oracy to everyday teaching, enabling staff to create inclusive environments where all pupils can confidently express their ideas and engage in meaningful dialogue. 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. As a result of increased knowledge, it was anticipated pupils would receive an improved provision in this area.  ***Impact***  Prior to training, 38% off staff reported via a glow form they did not feel confident teaching learners about talking and listening skills. When asked “How many times do you explicitly teach talking and listening skills?” staff said:    *“I don't explicitly teach the skills of L & T I need to improve this”*  *“I don't - It is generally included as part of my writing lessons”*  Following the training, staff reported during collegiate sessions increased confidence in planning and delivering lessons that explicitly develop pupils’ Oracy skills. Teachers are now better equipped to facilitate purposeful dialogue, encourage critical thinking and promote inclusive participation through talk. This has contributed to a more dialogic classroom culture where pupils are supported to articulate their ideas clearly, listen actively and build on the contributions of others.    100% of staff now report teaching talking and listening skills in an explicit way.  100% of staff report their class now recieves improved provision in this area.  *“They now understand the purpose and impact of dedicated listening and talking sessions and can use the taught skills in activities more confidently. They enjoy using ‘talk tokens’, sentence stems and group roles to assist them, especially the less confident/quieter learners.”*  The impact of this training is evident in improved pupil engagement during discussions, more structured classroom talk and enhanced pupil outcomes in collaborative tasks across the curriculum.    **Listening and Talking Class Charter**  ***Progress***  Staff across all stages co-constructed talking and listening class charters with pupils. Expectations around communication were made explicit, supporting the development of high-quality learning and teaching provision in the classroom. The majority of teachers now have these visibly displayed in their classroom, whilst most teachers report referring to guidelines and expectations during talking and listening lessons.  ***Impact***  Through clear, agreed upon norms for discussion, most teachers reported on forms that pupils engaged more purposefully in group tasks, learning to take turns, listen actively and respect diverse viewpoints. During collegiate sessions, teachers shared with colleagues that class charters led to improved focus and a deeper engagement in listening and talking tasks. Moving forward, next session all classes should agree on expectations prior to delivering explicit talking and listening skills.   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **LITERACY – LISTENING AND TALKING** |  |  |  |  |  | |  |  |  |  |  |  | | P1 % achieved Early Level or above | **75** | **66%** | **88%** | 85% |  | | P2 % on track | **64** | **72%** | **87%** | 90% | +2% | | P3 % on track | **100** | **84%** | **81%** | 84% | -3% | | P4 % achieved First Level or above | **100** | **81%** | **85%** | 82% | +1% | | P5 % on track | **79** | **96%** | **96%** | 89% | +4% | | P6 % on track | **78** | **89%** | **100%** | 93% | -3% | | P7 % achieved Second Level or above | **90%** | **83%** | **96%** | 90% | -10% |   **Assessment Opportunities**  ***Progress***  During a collegiate session, as a staff we agreed to implement a whole school approach to the assessment of talking and listening. Staff elected to use the East Ayrshire criteria sheet for assessing talking and listening skills. It was agreed this approach would clearly outline expectations for pupils across stages. It was also agreed that teachers would integrate specific talking and listening outcomes into their medium-term planners to ensure these skills are taught and assessed intentionally and progressively. This would provide an opportunity for our learners to be on track in listening and talking due to the implementation of a progressive whole school approach to assessment.  ***Impact***  Staff are developing a clearer understanding of progression within talking and listening and this is supporting more accurate judgements when determining levels. As a result, talking and listening attainment data is in the early stages of becoming more closely aligned with reading and writing, indicating promising progress. In a glow form, staff said:  “I think my criteria is much more specific because we are using the EAC criteria and not criteria I came up with in conjunction with my class. I am teaching discrete lessons more frequently and am building on these skills week upon week. I think the children are now more aware of the listening and talking skills and are using these out with this discrete teaching time. I think the children's talk is more meaningful. I think the use of the assessment sheets is good for progression.”  Ongoing moderation and support will continue to build staff confidence when making teacher judgments and ensure sustained improvements in attainment levels.  **Sharing Good Practice**  ***Progress***  As part of the standards and quality assurance calendar, staff were given purposeful opportunities to observe colleagues teaching Oracy skills in the classroom setting. These peer observations allowed teachers to see a range of effective strategies in action; including the explicit modelling of talk, the use of structured discussion techniques and inclusive questioning approaches as delivered through the Oracy programme.  ***Impact***  By witnessing how talking and listening skills could be delivered as explicit skills, almost all staff developed a clearer understanding of what high quality teaching and learning looks like across different stages and how these skills align with curriculum standards (reported in a glow form). The culture of collaboration was further strengthened through regular opportunities to share good practice during collegiate sessions. Almost all staff became more confident using the language/skills from the training programme and how this could be embedded in their practice. As a result, there is now a more cohesive, whole school approach with most staff feeling supported and empowered to improve outcomes in this area of learning.  Staff said:  *“It was beneficial as I could see the setup of another teacher's lesson, and could take ideas from that lesson to use in my own.”*  *“It was good to hear that other people are feeling more confident and gather ideas from my colleagues as to how to develop my class listening and talking sessions further. It reassured me that I am on the right track with my progress.”*  *“It gave me ideas for strategies that I could try to implement in class and adapt to my class dynamics.”* | |
| **Next Steps** | * Continue to plan for and embed teaching of explicit skills through medium term planners. * Plan for assessment opportunities in line with backdrop planners. * Ensure all class charters are visible and there is consistent sharing of expectations with pupils at the start of the session. * Demonstrate improvement in talking and listening attainment data across the school for session 25/26 - for attainment data to fall in line with levels across other aspects of literacy (reading and writing). | |

|  |  |  |
| --- | --- | --- |
| **Improvement Priority**  *(Expressed as outcomes for learners)* | **Improvement Priority**  ***By March 2025, almost all children and staff will achieve over 70% in their wellbeing questionnaire as a result of the development of our NCPS Staff Wellbeing Model.*** | **Education Service Improvement Plan Priority 3: Our Wellbeing and Belonging**  We want all of our young people to feel supported by people who know them well, and feel included in all of our schools and centres. Our staff need to be supported in their working with our young people, especially in times of adversity. As a key universal service, it is our vision that all young people attend our establishments on a full-time and regular basis to support them in their development at all stages. |
| **Our Wellbeing and Belonging** | | |
| **Progress and Impact** | **Summary of Impact**  This session, we have placed a focus on developing systems to monitor and improve wellbeing within the school. This has included carrying out staff training around managing stress, creation of a staff wellbeing policy, and implementing a dysregulation tracker.  Through a staff questionnaire, the following was shared in response to the training and approaches implemented in regards to teacher wellbeing:  100% of staff agreed that training this year has improved their understanding of teacher stress.  83% of staff have an increased understanding of stressors that can be experienced in school.  100% of staff have an increased awareness of teacher burnout and the impact it can have on their own wellbeing and learner’s outcomes.  100% of staff shared that the informal supports in place in the school has a positive impact on their wellbeing.  When carrying out the GMWP Tool in April 2025, almost all children shared a positive rating when evaluating themselves against the Autonomy indicators (red/yellow column below). The small number of children who scored lower (green column) were identified and opportunities to check in with a key member of staff were organised. Out of all check ins, quick interventions were able to be implemented to reassure children.  SQR Autonomy  **Developing Understanding of Teacher Stress and Stress Management Models**  ***Progress***  Staff engaged in collegiate sessions with a focus on defining teacher stress, identifying common stressors within educational establishments and recognising the impact of teacher burnout. Furthermore, staff engaged in professional enquiry by analysing a variety of peer-reviewed articles in relation to stress management strategies.  This was used to devise formal and in-formal systems to support within the school. Information gathered was used to develop a rationale and identify supports for staff. Through staff consultation, the following was discussed:  C:\Users\newcprhastingsg\AppData\Local\Microsoft\Windows\INetCache\Content.Word\IMG_7387.JPG  C:\Users\newcprhastingsg\AppData\Local\Microsoft\Windows\INetCache\Content.Word\IMG_7388.JPG  ***Impact***  As a result of information gathered at these sessions, the following rationale, stress management model, and in-formal and formal supports were agreed and developed as part of our Supporting Staff Wellbeing Policy.  C:\Users\newcprhastingsg\AppData\Local\Microsoft\Windows\INetCache\Content.Word\SQR Wellbeing 1.PNGC:\Users\newcprhastingsg\AppData\Local\Microsoft\Windows\INetCache\Content.Word\SQR Wellbeing 2.PNG  **Wellbeing Support Flow Chart**  ***Progress***  The Senior Leadership Team developed a Wellbeing Support Flow Chart to make all staff aware of different supports available if needed. Through approaching SLT with concerns and/ or through our quality assurances procedures, we hope to identify stressors early to support staff with managing them in an effective manner.  C:\Users\newcprhastingsg\AppData\Local\Microsoft\Windows\INetCache\Content.Word\Wellbeing flow chart.PNG  **Impact**  This new model has been created and shared with all staff to raise awareness of supports available to support wellbeing. Staff commented on our new wellbeing support model with the following:  *‘A clear model which lays out step by step what happens and supports which are put in place to support staff members.’*  *‘Yes, there is a clear structure of supports.’*  *‘Yes it is a very clear document and model that I can access to get support.’*  **Dysregulation Tracker Tool**  **Progress**  When required for targeted children, class teachers have implemented the East Ayrshire Dysregulation Tracker to monitor occasions a child becomes dysregulated, to allow appropriate supports to be put in place for the child concerned. As dysregulated pupils can be a factor leading to teacher stress, this tool allows a data driven approach to allow key adults to collaborate to ensure supports are relevant and effective.  **C:\Users\newcprhastingsg\AppData\Local\Microsoft\Windows\INetCache\Content.Word\regulation tracker example.PNG**  ***Impact***  The example below shows the impact of quickly identifying an increase in dysregulation, and through implementing appropriate supports, we see a reduction in significant incidents the following week:  C:\Users\newcprhastingsg\AppData\Local\Microsoft\Windows\INetCache\Content.Word\Regulation tracker  tool.PNG  Due to the success of using this tracker, it is now part of the schools social/ emotional supports which are used to support children who are showing frequent levels of dysregulation. | |
| **Next Steps** | * The SLT will attend Dyadic Developmental Psychotherapy (DDP) training which will allow them to model and apply therapeutic conversational skills to lead behaviour change for children over time and support staff in challenging conversations. * Continue to use the dysregulation tracker tool to gather information to support our most vulnerable learners. * Continue to collaborate with staff to adapt and improve our systems to ensure they are effective in practice. | |

|  |  |  |
| --- | --- | --- |
| **Improvement Priority**  *(Expressed as outcomes for learners)* | **Improvement Priority**  ***By May 2025, most children (75-90%) within a targeted group, will have made the best possible progress with their learning, by improving attendance beyond 85%.*** | **Education Service Improvement Plan Priority 4: Our Attainment, Destinations and Achievements**  We want the very best for all of our young people in East Ayrshire. We aim to ensure that all young people secure a positive destination through excellent achievement and attainment at all levels. |
| **Our Attainment, Destinations and Achievements** | | |
| **Progress and Impact** | **Summary of Impact**  The bulk of the work undertaken this session has been self-evaluation exercises and establishing systems in relation to our new attendance monitoring procedures within our school. We now have systems which not only effectively tracks and monitors attendance, but provides a consistent approach to these processes. All staff involved have clear roles and communicate effectively with each other on a daily basis. After listening to the voice of our young people and consulting our parent focus group, we amended the current East Ayrshire attendance letters contained within the attendance standard circular. We have made changes to the wording, to ensure the message being delivered to parents is strong, informative and supportive. Our focus group provided a platform for parents to offer their suggestions and help direct our school attendance journey this session and beyond. Through working closely with our Home Link Practitioner **(PEF)** and clerical staff, we have identified more barriers to school attendance than we had previously anticipated. Even at this early stage of the implementation of the plan, attendance rates have started to improve within specific targeted groups and many class teachers have commented on an improvement on school readiness and attainment in key curricular areas such as Literacy, Numeracy and Health and Wellbeing (HWB). This improvement in attendance is clear in our overall attendance statistics which show an increase this session of 1.8% from last session.   |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | |  | 15/16 | 16/17 | 17/18 | 18/19 | 19/20 | 20/21 | 21/22 | 22/23 | 23/24 | 24/25 | | New Cumnock Primary School | 93.9 | 93.8 | 93.9 | 94.1 | 93.7 | 94.6 | 91.1 | 88.2 | 89.1 | 90.9 |   **Attendance Self-Evaluation Toolkit (SWEIC)**  ***Progress –***  The SWEIC Attendance Self-Evaluation Toolkit was completed in November 2024 by our HT and PT. We self-assessed against the 4 Standards, gaining the following results.   1. Ethos and Relationships – Amber 2. Policy, Procedures and Data Analysis – Amber 3. Targeted Interventions and Vulnerable Groups – Green 4. Effective Partnerships – Green   Our overall standards status was then marked as a Green, highlighting that most of our processes were effective in trying to improve attendance, however next steps were highlighted for moving forward.    We intend to carry this Self-Evaluation Toolkit out again at the start of next session to see our progress and identify steps required to take next session.  ***Impact –***  Strengths and next steps were identified from the Toolkit as follows:              **Parent and Pupil Consultation**  ***Progress –***  Our Pupil Council members were consulted in relation to our current attendance policy and procedures. They explored reasons for school absence, reviewed and gave feedback on the parental letters and the Promoting Positive Attendance poster within the East Ayrshire Attendance Standard Circular.    A small number of parents attended our working party to discuss attendance. They were informed of the procedures in place in New Cumnock PS and were consulted on the current EA policy. They shared their opinions on the letter format and Promoting Positive Attendance poster which mirrored that of the children.  In addition to this, we felt it was important that staff were made aware of the attendance management procedures and shared a copy of the Attendance Calendar with them so they were aware what part they played and other people’s roles in tackling this national issue.      ***Impact –***  Taking the views of the pupils, parents and staff into consideration (SEE BELOW), was really important to help us effectively shape our future communication in relation to attendance and ensure it was impactful. By consulting the groups we set the message that we valued their opinions which also helped us to get their support behind the campaign moving forward.  The wider parent body were consulted on attendance through a Form and the following feedback was provided.        All parents who submitted the Form agree that attending school regularly is important.  *‘It’s important children are given the tools to learn and develop not only academically but socially. School sets children up and helps them achieve their dreams.’*  *‘It is important that’s children attend school as it supports their right to education, development and inclusion, attending school also encourages social interaction, independence, cooperation and resilience.’*  Most parents were in agreement that an acceptable attendance rate was 90% and above. The majority of parents felt that major illness and/or hospitalisation was a reason to stay off school.  Pupils from our targeted group and those with the highest attendance rates in each class, were consulted on attendance through a Form and the following feedback was provided.    All children who submitted the Form agree that attending school regularly is important.  *‘Because you get smarter and get to work hard and get help with things you need to get better at. It means we can be better when we are adults.’*  *‘Because if you aren’t in school, how are you supposed to learn? It’s important to learn so that you can get a job and a career.’*  Most children were in agreement that an acceptable attendance rate was 90% and above. The majority of children felt that major illness and/or hospitalisation are legitimate reasons to stay off school. Most children were not aware of what their attendance rate was throughout the year and are keen to be made aware of this when report cards are shared.  Staff were also consulted on attendance through a Form and the following feedback was provided.    Most teachers have noticed an improvement in their class attendance over the course of this session, with all agreeing that the attendance procedures are useful at identifying patterns and are helpful in communicating concerns to families.  When asked about the attendance tracking within New Cumnock PS, staff stated positively…  *‘I think it is a really good system and having this in place will help the parents realise the importance of school and consistent attendance. It hopefully will build up the relationship with families and school to then encourage the children further to want to achieve and make good progress in life and break the historic battle of non-attenders in families.’*  *‘One child in particular I have seen a huge improvement in all aspects of learning, attendance and ready to learn. Made progression in learning and more eager to participate in all learning.’*  **Enquiry Lead Learning with the University of the West of Scotland**  ***Progress –***  Contact was made with the UWS Researcher but communication was very sporadic due to staff absence within the psychology department at UWS, therefore we were unable to create interview groups as anticipated.  **Looking Outwards with Local Primary Schools**  ***Progress –***  Our PT visited the Home Link Worker at Onthank PS to discuss his approach to tackling attendance as it had been highlighted as an example of Good Practice. Our PT also gained advice from Sanquhar PS in Dumfries and Galloway. This communication helped to shape our practice in relation to attendance moving forward.  ***Impact –***  Discussing practice with other schools in relation to poor attendance, and taking into consideration our parental feedback, we adapted the Standard Circular letters which will now form part of New Cumnock Primary School’s bespoke suite of resources in relation to attendance.   * Attendance Letter 1 (below 90% letter) * Attendance Letter 2 (no improvement) * Attendance Meeting 1 (phone call or in person) * Attendance Meeting 2 (HT meeting)     ***Data Analysis***  ***Progress –***  The HT and PT worked with Gordon Pearson, East Ayrshire Data Analyst, to create a bespoke data set that could then be analysed every 6 weeks to identify issues in relation to attendance.    ***Impact –***  This reassured us that there were no particular trends that needed addressed, but instead confirmed specific barriers to attendance for particular families. For example:    Using the above information and the information we already know about our families due to the relationships we have already established helped us to identify a targeted group for our Home Link Practitioner to monitor and support, with the aim to improve their attendance, and through time, positively impact attainment. | |
| **Next Steps** | * Share pupil attendance overview with class teachers during pace and challenge meetings. * Attendance policy to reviewed and amended as practice is adapted. * Launch a campaign to promote attendance, run by our Parent and Pupil Councils. * Liaise with our ECC and Secondary partners to develop/maintain attendance levels. | |

|  |  |  |
| --- | --- | --- |
| **Pupil Equity Fund: Evaluation** | | |
| **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.** |
|  | | |
| **HOMELINK PRACTITIONER**  **BREAKFAST CLUB AND STAFF -** CLASSROOM ASSISTANT, CLASS TEACHER AND HOME LINK PRACTITIONER | **Improving Attendance**  SEE PRIORITY 4  **Targeted Support for our Children and Families**  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. PEF was used to pay for staffing, 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. | **Improving Attendance**  SEE PRIORITY 4  **Total Targets since September 2024 = 47**  •targets met = 41 (87%)  •targets still ongoing = 6 (13%)  Feedback from parents who have been supported by our HLP include:  *“Tracey is not only a great support to my children but to me as well. She listens to me when we are having a bad day and gives me advice when I don’t know what to do. I don’t know what I would do without her.”*  *“She is the reason my child comes to school every day. They have check-ins and quite often talk about what is bothering her. This allows my daughter to ‘park’ her worries and move on with the school day.”*  **Breakfast Club**  61% of the children who attend Breakfast Club are from SIMD 1 and 2. All of the children who attend enjoy breakfast club. The benefits this initiative has on children and their families is outlined below.  Feedback from pupils:  *'It gives me a safe place to go before school because my bus gets in really early.'*  *'It helps my mummy get to work in time in the morning. I like it because I get to play with my friends.'*  *‘I get to have my breakfast so I’m not hungry up until playtime’.*  Feedback from staff:  *'It is great to see Pupil X socialising at Breakfast Club. They come into class ready to learn and are more engaged on days that they attend it.'*  *‘Pupil X’s late coming has reduced since he has started attending breakfast club. He now has less gaps in his learning.’*  Feedback from parents/carers:  *'It helps me in the morning because it is one less thing to think about before I leave for work. My child enjoys eating his breakfast with his friends and enjoys coming to Breakfast Club each morning.'* |
| **CLASSROOM ASSISTANT** | **Supporting Dysregulated Children**  Supporting children to regulate their emotions to be able to safely engage in the class environment. | This session, we have used this classroom assistant role to support class teachers with overcoming barriers dysregulated children may face. Below shows an example of lowering instances of dysregulation across a period of time. This input not only has a positive outcome emotionally and academically for the child concerned, but a positive impact on every other learner in the class and the wellbeing of the class teacher.  Before CA support-    After CA Support: |
| **GL ASSESSMENT** | This session, we have continued to use GL Assessments to support teaching staff with their professional judgements. Assessments have been carried out in Term 3 and Term 4 to allow staff to reflect against other assessment pieces and provide effective interventions to challenge and support our learners. | As a result, this session we have created an analysis sheet to allow staff to interpret the data from the GL Assessment and use this to inform their professional judgements.  C:\Users\newcprhastingsg\AppData\Local\Microsoft\Windows\INetCache\Content.Word\GL Assessment pic.PNG  The data collected was used to identify 15 children who were behind national expectations but had the potential to meet it this session with the appropriate supports in place. This was discussed at pace and challenge meetings where focus groups were identified for each class to raise attainment. |
| **ICT RESOURCES** | We have invested in new technology across the school to improve access to digital technologies and skillset. Having iPads constantly in the classroom allows the children to work regularly in groups to develop skills and support each other.  Working in regular groups allows children to edit their work and refine their skills. The children are able to talk about quality in relation to the Success Criteria and outline changes they made to improve their work as well as next steps they would take to make it even better.  The children are able to show their learning through the use of apps such as Clips, Chatterkids, Scratch, iMovie, Markup etc.  Using the Scratch and Scratch Junior app/website has helped the P1/2 and P2/3 classes to develop their computational thinking and this has had a positive effect on their writing of procedural text.  Parents have been invited in to share pupil learning. The children showcased movies such as Stop Motion and iMovie’s which the children had produced themselves. Creating movies and using other features on the iPad have proven to be an excellent way to engage children in their learning and is a brilliant vehicle for recording and assessing their learning.  The iPads have been a great addition to play-based activities and structured activities and are used to support the development of literacy and numeracy within the infant classes. The use of ‘Hit the Button’ and handwriting apps have proven to be successful in raising standards in handwriting and numeracy skills.  Through using them regularly the class teachers have had the opportunity to upskill and have shared what they have learned with others.  The laptops have allowed the teachers to support writing through the use of Clicker 7. The children have used them to develop their digital literacy skills and support their learning through research. | Pupil’s enjoyment of learning is captured in the following quotes:  *“I like making iMovies because you can be very creative and choose what you want to do.”*  *“I love using the iPad because it’s fun and we get to show what we can imagine.”*  *“I like making iMovies as you can take photos and use them to make a movie and that is my favourite.”*  *“I love the iPads because we can do creative stuff like make iMovies and chatterkids. I like that we can play maths games and try to beat our score.”*  During Class Observations carried out by the SLT, quality ICT lessons were observed. Teachers were witnessed using a range of different apps such as iMovie, Chatterpix and Scratch Junior. It was noted by the SLT that there has been an increase in staff’s digital skills and the confidence in their ability to access and use the apps effectively to support learning.  Staff outline some of the benefits of accessing digital resources on a regular basis:  *“The children have taken their own learning forward and are now asking to use the app for self-selected tasks. They are keen to show their programs to their peers and this has given them a sense of achievement.”*  *“My children have been telling me that they have been using the apps at home and are keen to share what they have been working on. This not only shows their level of enthusiasm and engagement, but it is encouraging to hear the children are taking their learning outside of the classroom.”* |

|  |  |
| --- | --- |
| **Establishment Self Evaluation: How Good is Our School? 4 Quality Indicators** | |
| Quality Indicator 1.3 Leadership of Change | 6 |
| 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 |

|  |
| --- |
| **Establishment Capacity for Improvement** |
| ***Leadership and Management: How good is our leadership and approach to improvement?***  *“The SLT lead a strong strategic vision for improvement and are clear on the schools next steps for progression moving forward.”*  *“There is a strong consistent collaborative approach to improvement throughout the school and all staff actively led and are supported to develop their leadership roles.”*  *(East Ayrshire Learning Visit, 2024)*  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. Our 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 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 last 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. 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. 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 school maintained their Silver, Highly Commended Clean Green status and received their Green Flag renewal. We were also awarded a Comic Crystal trophy for our efforts in active travel as part of the Shoot to Saturn initiative. Our young people have also 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 third musical, “Mary Poppins” for the public. |