



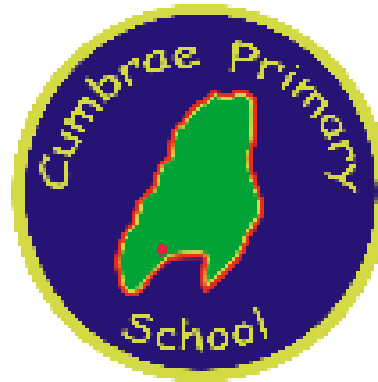
North Ayrshire Council  
Comhairle Siorrachd Àir a Tuath



## Communities and Education Directorate

### Cumbræ Primary & EYC

### Improvement Plan 2022-2023



## Vision, Values and Aims

**Our school vision is that staff, families and our community work actively together to ensure children receive a rich, inspiring and engaging education enabling each child to become a lifelong learner, aspiring to high standards of achievement in all areas of their life.**

### OUR AIMS

Working within a safe, secure and caring school, we aim to

- provide all pupils with a challenging and varied learning experience, promoting respect and consideration and encouraging a high level of success and achievement. This will lead to excellence and quality in their education.
- provide all staff with a supportive and rewarding working environment, maintaining a positive ethos and attitude to all.
- value and encourage an excellent partnership with parents, carers and members of the community, promoting high aspirations and a 'can-do' attitude.

### OUR VALUES

- Teamwork
- Respect
- Ambition
- Inclusion & Equality
- Nurture

# NORTH AYRSHIRE COUNCIL

## EDUCATION SERVICE IMPROVEMENT PLAN SUMMARY 2022-23

The Education Service Improvement Plan is aligned to the 5 priorities of the National Improvement Framework. Individual establishments should create their own plan under these 5 priorities, based on rigorous self-evaluation and analysis of performance evidence. Stakeholders should be fully engaged in the development of the plan. In the diagram below, the orange boxes show the thematic areas under each priority which the service intends to focus on in the year ahead. A full version of the service improvement plan will be published on the Council website.

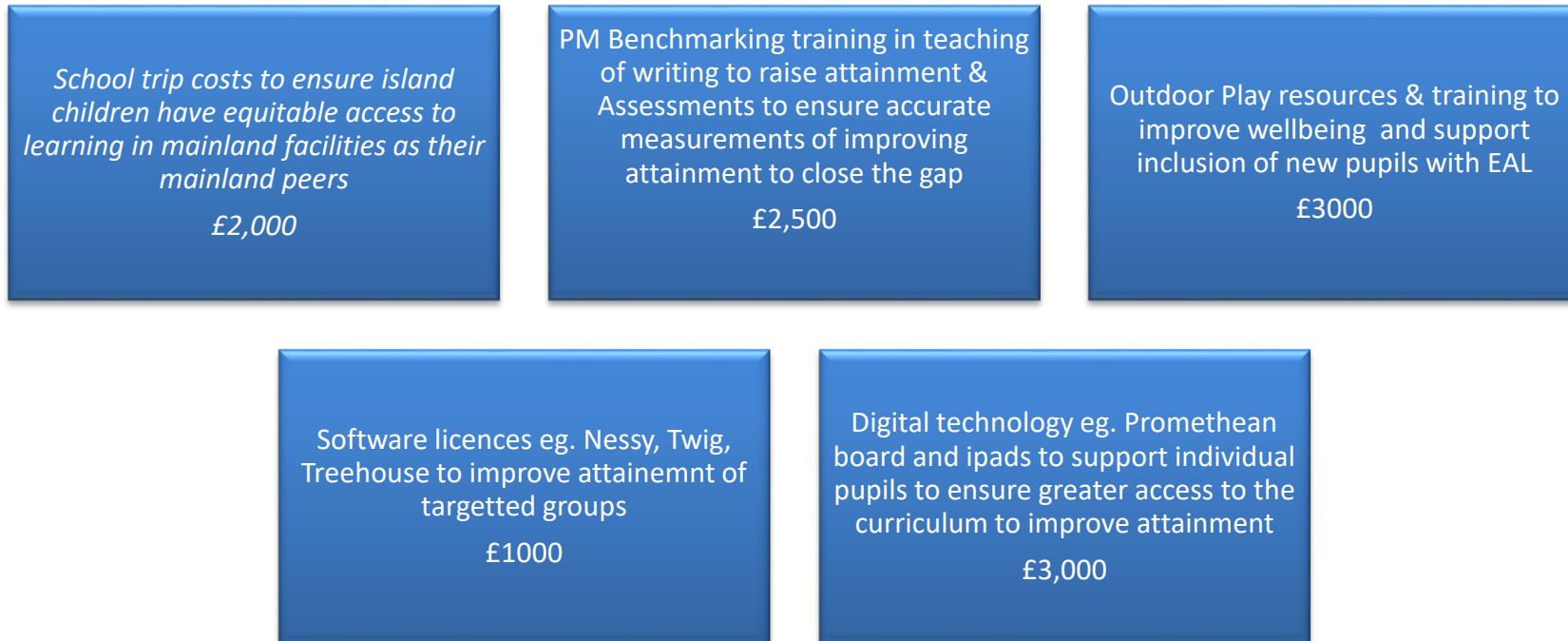


## Strategic Plan 2022-23: CUMBRAE PRIMARY & EYC

<p><b>Establishment Priorities</b></p>	<p>Improvement in attainment, particularly in Literacy and Numeracy</p>	<p>Closing the gap between the most and least disadvantaged children</p>	<p>Improvement in children and young people’s health and wellbeing and develop skills for life, learning and work</p>	<p>Placing human rights and needs of every child at the centre of education</p>
<p><b>Thematic areas</b></p>	<p>Quality learning and teaching</p> <p>Effective use of assessment</p> <p>Raising attainment and achievement</p>	<p>Interventions to reduce gaps</p> <p>Specific focus on targeted groups eg. EAL</p>	<p>Supporting mental, emotional, social health and wellbeing</p> <p>Supporting physical health and wellbeing</p> <p>DYW and creative thinking skills development</p>	<p>Maximise learner voice and participation</p> <p>Maximise parental engagement &amp; involvement</p> <p>Children’s needs are supported to ensure equity and inclusion</p>

## Strategic Plan 2022-23: CUMBRAE PRIMARY & EYC

Here is an overview of how we intend to use our **Pupil Equity Funding** to support improvement:



Establishment Strategic Priority:		* Improvement in attainment, particularly in Literacy and Numeracy					Linked to Service Priority: 1
Thematic Area	HGIOS 4 HGIOELC	Supported through PEF? Y/N	How will we achieve this?	Timescale / Assigned to:	Pupil Outcomes What will change for our learners?	Measurement How will we measure impact?	
Quality learning and teaching  Effective use of assessment  Raising attainment and achievement	2.2, 2.3, 3.2	Yes	Staff training and moderation to ensure consistency in high quality teaching of writing - Inservice training for teaching staff in Steven Graham's approach to creating a balanced reader and writer. £2,000 PEF spend on training and PM Writing	September then ongoing monitoring HT	Staff confidence in teaching writing will ensure children have clear learning outcomes at an appropriate level. Children's skills in writing will improve as they become confident in deconstructing writing and then using best examples to inspire own independent writing. Pupils will give effective feedback to peers and suggest improvements.	Planners and writing jotters will evidence consistency in pedagogy of teaching writing across school and improvement in attainment.  Quality of peer oral and written feedback will improve.	
		No	Increased class observations to monitor and moderate quality learning & teaching – SMT/ Peer/cluster/ outwith	November February May SMT/ CTs	Moderation and reflective discussions among staff will raise attainment for learners by ensuring they are receiving quality teaching and challenging and enjoyable experiences.	Classroom monitoring reflective discussions Termly attainment data will show improvement Comparison of annual GL Assessment data	
		Yes	Staff book study of Teaching Backwards to reflect on actions to improve teaching and embed quality learning – PEF £100 Monthly chapter discussions with small scale action plans	Term 1/2 HT	Staff confidence in creativity will increase and as a result learners' experiences will be matched to their needs and interests. Children will receive effective feedback to inform and support their progress.	NAC progress trackers will show improvement Lesson observations will evidence appropriate challenge and differentiation Holistic assessments Seesaw	
		No	Implement new IDL plan centred around children leading the learning.	Term 1 SMT		IDL plans will evidence children's voice more clearly	
		Yes	Implement regular focussed reading assessments to ensure appropriate challenge and continued raising of attainment - £400 PEF PM Reading	September then ongoing PT	Pupils will make progress from their prior levels of achievement. Assessment will be integral to their learning pupils will be able to demonstrate where they are in their learning.	Self evaluation of 2.2, 2.3 PM Reading assessment pupil progress	
		Yes	Staff training in digital technology to ensure confidence in being able to provide quality experiences for children – authority led	Term 2 HT	Pupil learning will be further enriched by digital technology.	All children engaged and accessing curriculum through digital technology Staff engagement in CPL	
		No	EYC physical environment improvement	Term 1 SMT/ Senior	Children will benefit from a well resourced play area which supports independence and creativity.	Self evaluation of CI Framework key question 2 – HGIO Setting	

Establishment Strategic Priority:		<ul style="list-style-type: none"> <li>Enable practitioners to develop a shared understanding of standards and expectations in the broad, general education and ensure there is a focus on outcomes for learners</li> </ul>				Linked to Directorate Priority: 1
High Level Objectives	HGIOS 4 HGIOELC NIF	Supported through PEF? Y/N	How will we achieve this?	Timescale / Assigned to:	Pupil Outcomes What will change for our learners?	Measurement How will we measure impact?
By May 2023, practitioners will have positively engaged with moderation professional learning and activities led by nominated moderation leads.	QI 2.3 QI 3.2	N	<p>By September 2022 two nominated Moderation Leads (MLs) will be identified and given time to plan and lead moderation activities within Cumbrae Primary during collegiate sessions for session 2022-23.</p> <p>By February 2023 MLs will have led bespoke professional learning in relation to moderation, learning, teaching, and assessment including High Quality Assessments</p> <p>By April/May 2023 all practitioners will have engaged in a series of moderation activities across stages and with other practitioners in the Largs Cluster.</p>	<p>September 2022 (HT)</p> <p>February 2023 (MLs)</p> <p>April/May 2023 MLs &amp; HT</p>	<p>Increased involvement in planning learning, teaching, and assessment</p> <p>Improved quality of advice and feedback to learners about the quality of their work and what they can do to make it better.</p> <p>Use of a variety of assessment approaches will allow learners to demonstrate their knowledge, understanding, skills, attributes, and capabilities in different contexts across the curriculum</p>	<p>Pre and post practitioner evaluation will demonstrate:</p> <ul style="list-style-type: none"> <li>Increased practitioner confidence in sharing practice and moderation</li> <li>Improved practitioner confidence in planning High Quality Assessments</li> <li>Improved practitioner confidence in robust accurate teacher professional judgements</li> <li>Learners confirm better feedback and opportunities to demonstrate skills attributes and capability?</li> </ul>

Establishment Strategic Priority:		* Closing the gap between the most and least disadvantaged children					Linked to Service Priority: 2
Thematic Area	HGIOS 4 HGIOELC	Supported through PEF? Y/N	How will we achieve this?	Timescale / Assigned to:	Pupil Outcomes What will change for our learners?	Measurement How will we measure impact?	
Interventions to reduce gaps  Specific focus on targeted groups eg. EAL	3.2,2.3, 2.4	No	<i>0.4 Nurture teacher will engage small groups of targeted pupils – EAL and those not on track to increase engagement and develop basic numeracy, literacy and life skills.</i>	<i>All year PT</i>	<i>Children will have targeted support plans to ensure meaningful progression.</i>	<i>New HT tracking overview will closely monitor children who are at risk of being disadvantaged</i>	
		Yes	<i>Individual or group reading intervention by PT and focussed assessment to measure progress for EAL and individuals not on track - £400 PM benchmarking</i>	<i>All year PT</i>	<i>New children will feel emotionally secure and nurtured and personal planning will take account of their wellbeing indicators.</i>  <i>Children will feel success and achievement as assessment approaches will clearly measure small steps of progress.</i>	<i>PASS survey – September Stage 1 intervention plans</i>  <i>Individual pupil assessment will show progress.</i> <i>Formative assessment strategies will show improvement in engagement</i>	
		No	<i>EAL staff will work with EAL children individually 3 times per week</i>	<i>All year EAL staff</i>	<i>EAL children will gain confidence and feel included in school community</i>	<i>Feedback from EAL team</i> <i>Observations of pupil/ EAL team engagement and interaction</i>	
		No	<i>Staff CLPL in understanding trauma and working with children with EAL – Glow tile, Nurturing North Ayrshire</i>	<i>Term 2 Ed Psych</i>	<i>Children will feel nurtured and supported by staff who have empathy for their prior experiences and trauma.</i>	<i>Staged Intervention plans &amp; progress towards targets</i> <i>TAC meeting minutes</i>	
		No	<i>EYC staff will ensure individual children are supported in a timely way to nurture their individual needs</i>	<i>All year PT/ CTs</i>	<i>Children will experience differentiated learning activities suited to their individual needs and make progress as teachers gain greater understanding of how to effectively understand and manage assessment data.</i>	<i>Individualised learning activities in planning will improve as staff have greater understanding of personal trauma</i>	
		No	<i>Staff training in data analysis eg. SNSA, GL assessments</i>				



Establishment Strategic Priority:		* Improvement in children and young people's health and wellbeing and develop skills for life, learning and work					Linked to Service Priority: 3, 4
Thematic Area	HGIOS 4 HGIOELC	Supported through PEF? Y/N	How will we achieve this?	Timescale / Assigned to:	Pupil Outcomes What will change for our learners?	Measurement How will we measure impact?	
Supporting mental, emotional, social health and wellbeing	2.2,2.7,3.1, 3.3	Yes	<i>Outdoor learning opportunities will be increased and developed through training from NAC STEM team</i>	<i>Term 3/4 SMT</i>	<i>Children will have fun, feel included and engaged as they experience high quality, creative learning opportunities.</i>	<i>Pupil focus group feedback Monitoring of forward plans Observations of engagement of all children</i>	
		Yes	<i>Playground will be developed to offer more opportunities for physical and creative play. PEF £3000</i>	<i>Term 3 PT</i>	<i>Children will develop teamwork, curiosity and consolidate their learning while making informed choices to leading their learning as they play.</i>	<i>Survey before and after development Observations of positive play experiences</i>	
Supporting physical health and wellbeing		No	<i>Partnerships will develop LFS experiences in local context – Carbon Neutral Islands Project, school garden development, reinstatement of community café following pandemic</i>	<i>All year HT  Term 3 HT/ CTs</i>	<i>Children will feel a sense of community and responsibility as they develop a wide range of lifelong learning skills through working with their wider community.</i>	<i>Plans will evidence learning activities across the four contexts of learning HGIOURSSchool evaluation Family and partner focus group feedback during projects</i>	
		No	<i>Targeted children showing anxiety will be offered counselling services.</i>	<i>All year PT &amp; Nurture teacher</i>	<i>Children will feel their wellbeing is supported as they experience nurturing relationships. Children will appear happy and confident. They will feel listened to and included. Children will have a more positive experience in school as staff knowledge is developed.</i>	<i>Children will show less anxiety Monitoring of pastoral notes</i>	
		No	<i>EAL children new to country will be offered increased nurture opportunities Staff training to support children with EAL/ trauma – use GLOW Nurturing North Ayrshire modules/ packs</i>	<i>All year HT</i>	<i>Learners will experience different settings for learning which will increase engagement and aspiration.</i>	<i>Progress towards Stage 1 targets Observations of pupil engagement and interactions with adults is positive</i>	
		Yes	<i>Embark on more off island learning opportunities and trips £2000</i>	<i>All year CTs</i>	<i>Feedback from pupils during and following visits Learning evaluations</i>		

Establishment Strategic Priority:		* Placing human rights and needs of every child at the centre of education					Linked to Service Priority: 5
Thematic Area	HGIOS 4 HGIOELC	Supported through PEF? Y/N	How will we achieve this?	Timescale / Assigned to:	Pupil Outcomes What will change for our learners?	Measurement How will we measure impact?	
Maximise learner voice and participation	HGIOS4 2.5, 2.7. 3.1	Yes	<i>Development of pupil voice groups eg. pupil council, global citizenship, eco with an aim of achieving silver RRS</i>	<i>All year CTs</i>	<i>Learners will take on leadership roles to improve school community. RRS work will ensure all have an understanding of children's rights and are included in decision making.</i>	<i>Minutes of pupil group meetings Pupil self eval of HGIOURSchool Achievement of RRS Silver</i>	
Maximise parental engagement & involvement		No	<i>Increase parental engagement in learning through providing termly class parent forums with a particular focus led by CT, SMT and partners as appropriate eg. support &amp; progression guidance in Literacy, Numeracy, Internet safety, children's behaviour and development</i>	<i>September November February May SMT</i>			<i>Parent's carers will have increased knowledge of the children's learning and development and family outcomes will improve as understanding grows.</i>
Children's needs are supported to ensure equity and inclusion		No	<i>Family Learning – focus on offering support as required to new families and programme for cooking, STEM and gardening</i>	<i>All year – Family Learning Team</i>	<i>New families will feel included and supported to access services to reduce the impact of isolation when moving to a new country.</i>	<i>Engagement of families in activities Feedback from groups Development of nurturing respectful relationships between school community and new families Discussions and interactions with children, parents and sponsors will show families feel included and valued</i>	
		No	<i>Ensure targeted support from EAL staff and staff within school to deliver a creative nurturing curriculum to ensure EAL children and children with specific needs receive timely interventions</i>	<i>All year – EAL staff</i>	<i>The most vulnerable children will receive individual support from staff and digital technology in order to make progress and achieve their potential. They will feel included and valued.</i>	<i>Stage 1 intervention progress towards targets</i>	
		Yes	<i>Use digital technology effectively across the curriculum to ensure all learners have equitable access to the curriculum and feel included. PEF £3000</i>	<i>Term 1 HT/ CTs</i>	<i>Learners will have increased knowledge of careers and the skills required for them. Older children will have opportunity for work placements.</i>	<i>Pupil focus group feedback HGIOUR school self eval -</i>	
		No	<i>Source world of work speakers &amp; develop to expose children to ambitious opportunities for the future</i>	<i>All year HT/ CTs</i>			