

**Communities and Education Directorate**

**Cumbrae Primary & EYC**

**Improvement Plan**

**2023-2024**



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**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

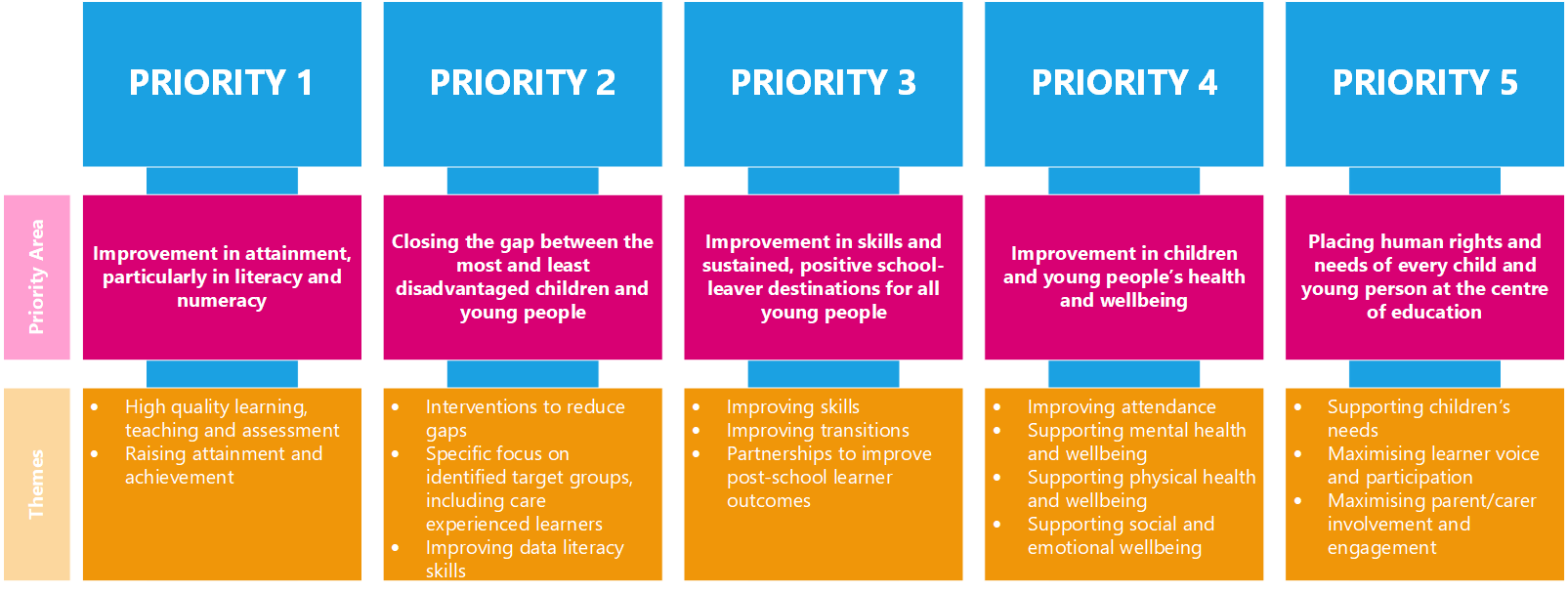
* provide all pupils with a challenging and varied learning experience, promoting respect and consideration and encouraging a high level of success and achievement. This will lead to excellence and quality in their education.
* provide all staff with a supportive and rewarding working environment, maintaining 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

**EDUCATION SERVICE: IMPROVEMENT PLAN SUMMARY 2023/4 – 2025/6**

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.

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| **PRIORITY 1** | | | | | | |
| **Strategic Objective:**  **To develop a love for learning through enhancing environments, pedagogy and providing relevant and exciting learning experiences across the school, indoors and outdoors** | | | | | | |
| **Highlight your KEY drivers for this improvement priority** | | | | | | |
| **Service Priorities**   1. Improvement in attainment, particularly in literacy and numeracy 2. Closing the attainment gap between the most and least disadvantaged children and young people 3. Improvement in skills & sustained, positive school-leaver destinations for all young people. 4. Improvement in children & young people’s health & wellbeing 5. Placing human rights & needs of every child & young person at the centre of education | **HGIOS□ & HGIOS ELC**  *Language specific to HIGIOELC is in green* | | | | | |
| **1.1** Self-evaluation for self-improvement  **1.2** Leadership for learning  **1.3** Leadership of change  **1.4** Leadership & management of staff  *(practitioners)*  **1.5** Management of resources to promote equity | | **2.1** Safeguarding & Child Protection  **2.2** Curriculum  **2.3** Learning, teaching & assessment  **2.4** Personalised Support  **2.5** Family Learning  **2.6** Transitions  **2.7** Partnerships | | **3.1** Ensuring wellbeingequality and inclusion  **3.2** Raising attainment & achievement  *(Securing children’s progress)*  **3.3** Increasing creativity and employability  *(Developing creativity and skills for life and learning)* | |
| **NIF Drivers of Improvement**   1. School & ELC Leadership 2. Teaching & Practitioner Professionalism 3. Parent/carer involvement & engagement 4. Curriculum & Assessment 5. School & ELC Improvement 6. Performance Information | **Care Standards - Care Inspectorate Quality Indicators**  *Applicable within all early years settings* | | | | | |
| * 1. Nurturing care and support   2. 1.2 Children are safe and protected   3. Play and learning   4. Family engagement   5. Effective transitions | **2.1** Quality of the session for care, play and learning  **2.2** Children’s experience high quality facilities | | **3.1** Quality assurance and improvement are led well  **3.2** Leadership of play and learning  **3.3** Leadership and management of staff and resources | | **4.1** Staff skills, knowledge and values  **4.2** Staff recruitment  **4.3** Staff deployment |
| **Rationale for Change**  OECD ‘The Future of Education & Skills 2030’ offers a vision that schools must equip students with skills, attitudes and values to contribute to and benefit from an inclusive and sustainable future.  Observations of learning & teaching and monitoring of timetables illustrate the need for an increase in opportunities for creativity and active learning to be embedded to develop all children’s intrinsic motivation to learn. Self-evaluation of 2.3 in March 2023 acknowledged children’s lack of self-motivation to learn thus impacting on their drive for achievement.  PASS tests showed P4 – 7 7 showed that 24% of children (8/32) have lower than average perceived learning capability, 2 of these children have low attainment and a focus for these children will be to rediscover a joy for learning through nurturing activities.  EYC observations noted that 66% of children (all boys) require regular opportunities for activity and curiosity to support progressive development.  Parent focus groups and questionnaires support the use of varied outdoor learning environments and the need for promoting skills based learning.  £5,000 of PEF will be allocated to purchasing resources to improve environments and develop play and curiosity.  £2,000 of PEF will be allocated to off site activities eg. Dumfries House, Science Centre, FSC depending on interests | | | | | | |

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| PRIORITY 1: Action Plan | | | | | |
| Pupil Outcomes | **Implementation Plan** | **Timescales/**  **Responsibility** | **Measurement of Impact** | **Analysis & Evaluation of Progress** | **Cost**  **(PEF)** |
| *Specifically, what will change for our learners?* | *How will we achieve this?*  *What do we plan to do?* | *What are our timescales? Who will lead?* | *How will we know the change is an improvement? Can you quantify this?*  *What data will be collated and analysed to demonstrate progress? Consider baseline data.* | *How do we know that the experiences & outcomes for learners have improved? What does the data tell us which demonstrates impact?* | *Please enter the cost to the nearest £* |
| Children will have increased opportunities to enjoy and choose from a wide variety of experiences, resources and environments to support their learning.  Children will experience environments and activities which nurture their passions  Learner motivation and learner self regard will improve  Children will have more opportunities to develop gross motor skills  Children will have fun and demonstrate increased curiosity, independence and love for learning  Children will have improved physical fitness, mental health and self-esteem.  Children will become self- motivated, happy, confident and active learners  Children’s digital literacy skills will improve | School environments will offer creative and engaging activities  Use NAC ‘Environments Audit’ & the ‘Circle’ resource to ensure our spaces are offering a variety of activities suited to the needs of our children. Particular attention needed in open area to support play based learning and EYC to meet needs of young boys  Use ED Scot Play Pedagogy audit and offer learning experiences which will promote play based pedagogy and skills based learning  Observe, involve and listen to children to be responsive and provide learning opportunities which promote learning for sustainability and develop the young workforce  Implement the Think, puzzle, explore approach to promote inquiry based learning across all curricular areas  Increase outdoor learning opportunities demonstrating progression, breadth and depth of skills based learning from Early to Second Level  Implement digital technology planners to ensure progression and deliver challenging and creative digital learning experiences. Staff will attend digital learning CLPL | Term 1  All staff led by Mrs Neilson  Ongoing  Mrs Neilson  Ongoing  All staff  Ongoing  All staff  Ongoing by all staff led by Mrs Young  Ongoing  All staff led by Ms Kelso | Floorbook recording of environments development will demonstrate children’s engagement in active learning and improved creativity across all stages.  Records of audits, points for action and photos will evidence improvement  Milestones baseline data improvement  Early years 28 days observations  Learning & Teaching observations will feature more engaged and creative learners  Monitoring of plans will show varied activities and use of different environments  Pupil feedback will show improved confidence and ability to talk about their learning.  Target folders will demonstrate progression and challenge in learning.  Monthly evaluations and tracking meetings will be focussed and comment specifically on developing skills, opportunities for creativity and children’s engagement and achievement.  PASS results will show improved feedback from previous year.  Classroom observations and discussions will show increased confidence in teaching digital learning and it being used creatively across all stages.  Self evaluation of 2.3 Learning, Teaching & Assessment will improve from Good to Very Good. |  | £7,000 – play resources, Kapla, construction materials, outdoor play items eg. mud kitchen  Offsite activities |
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| **PRIORITY 2** | | | | | | |
| **Strategic Objective:**  **To ensure all children are engaged in their learning pathway and making progress from prior levels of achievement.** | | | | | | |
| **Highlight your KEY drivers for this improvement priority** | | | | | | |
| **Service Priorities**   1. Improvement in attainment, particularly in literacy and numeracy 2. Closing the attainment gap between the most and least disadvantaged children and young people 3. Improvement in skills & sustained, positive school-leaver destinations for all young people. 4. Improvement in children & young people’s health & wellbeing 5. Placing human rights & needs of every child & young person at the centre of education | **HGIOS□ & HGIOS ELC**  *Language specific to HIGIOELC is in green* | | | | | |
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| **NIF Drivers of Improvement**   1. School & ELC Leadership 2. Teaching & Practitioner Professionalism 3. Parent/carer involvement & engagement 4. Curriculum & Assessment 5. School & ELC Improvement 6. Performance Information | **Care Standards - Care Inspectorate Quality Indicators**  *Applicable within all early years settings* | | | | | |
| * 1. Nurturing care and support   2. 1.2 Children are safe and protected   3. Play and learning   4. Family engagement   5. Effective transitions | **2.1** Quality of the session for care, play and learning  **2.2** Children’s experience high quality facilities | | **3.1** Quality assurance and improvement are led well  **3.2** Leadership of play and learning  **3.3** Leadership and management of staff and resources | | **4.1** Staff skills, knowledge and values  **4.2** Staff recruitment  **4.3** Staff deployment |
| **Rationale for Change**  PASS test P4 – 7 showed that 27% children (9/32) were lower than average in preparedness for learning. On closer inspection these children need support in growth mindset and clear guidance and structure when approaching learning tasks.  PASS test P4 – 7 showed 25% learners (8/32) had low confidence in learning. Analysis of PASS and self evaluation of 2.3 showed barriers to learning were perseverance and ability to overcome challenges.  EYC milestone data tracker shows that a continued focus is required in identifying numerals to 10 through play, counting forward/ backwards to 5 and identifying single sounds.  P5 Progress Test in English shows 62% dip in attainment from previous year, particularly in comprehension retrieval questions.  Pupil focus group conversations showed lack of understanding of targets and pathways in learning across the curriculum.  GL Assessment data for individual pupils identified gaps in specific areas which could be addressed through targeted interventions and clear goals shared with children.  Parent questionnaires identified a need in sharing understanding of curriculum pathways throughout the school and how they can help support learning at home.  A rise in children with identified needs eg. dyslexia, ASD requires clear strategies to support and develop independent learning for feelings of success | | | | | | |

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| PRIORITY 2: Action Plan | | | | | |
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| Children will demonstrate improved learner engagement  Children will be able to confidently verbalise their achievements in learning and next steps  Learner self regard will improve  Children will experience differentiated learning activities suited to their individual needs and make progress from prior levels of attainment  Children will feel emotionally secure and nurtured and personal planning will take account of their wellbeing indicators.  Children will feel success and achievement as assessment approaches will clearly measure small steps of progress. | Use NAC Learning & teaching guide and Numeracy & Literacy framework to self-evaluate and moderate our provision of learning and teaching activities. Develop excellent learning & teaching in Cumbrae  Pedagogy will ensure children are prepared for learning with clear LIs, co-constructed SC and SMART goals linked to their personal targets in target folders  Use Ed Scot Practitioner Improvement videos for CLPL to moderate practice to ensure relevant high quality teaching and learning experiences  Develop high quality assessments to evidence progress in knowledge and skills across curricular areas  Identify children requiring support particularly in nurture and develop appropriate learning plans to support their needs eg. Metacognition and life skills development  Use Tree of Knowledge resource to develop growth mindset to engourage perseverance and being prepared for learning | Ongoing  All staff led by HT  Ongoing  All staff  Ongoing led by  Head Teacher  Ongoing  All staff  Ongoing  All staff | Learning & teaching observations will evidence that all children are engaged in their learning and making progress.  ACEL data will show improved attainment over time in Literacy and Numeracy for individual children.  Improved PASS and Leauven scale results  Children will be able to discuss progress towards learning goals using their target folders.  CLPL discussions and moderation activities within school will lead to higher quality learning experiences evident in oservations and teachers’ plans  HQAs will be a key feature in termly plans and will contribute to teachers’ confidence in bundling experiences and delivering professional judgement.  Identified children will show improved engagement, learner participation using Leuven scale.  GL Dyslexia portfolio will be used as a baseline for some.  Tree of Knowledge Wellbeing Survey will show improved scores  Parental/ pupil feedback & questionnaires will evidence greater understanding of our curriculum and learning pathways |  | £1,000 – target folders, floorbooks, software licences |
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| **PRIORITY 3** | | | | | | |
| **Strategic Objective:**   * **To increase learner participation and empowerment to create positive outcomes and changes** | | | | | | |
| **Highlight your KEY drivers for this improvement priority** | | | | | | |
| **Service Priorities**   1. Improvement in attainment, particularly in literacy and numeracy 2. Closing the attainment gap between the most and least disadvantaged children and young people 3. Improvement in skills & sustained, positive school-leaver destinations for all young people. 4. Improvement in children & young people’s health & wellbeing 5. Placing human rights & needs of every child & young person at the centre of education | **HGIOS□ & HGIOS ELC**  *Language specific to HIGIOELC is in green* | | | | | |
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| **NIF Drivers of Improvement**   1. School & ELC Leadership 2. Teaching & Practitioner Professionalism 3. Parent/carer involvement & engagement 4. Curriculum & Assessment 5. School & ELC Improvement 6. Performance Information | **Care Standards - Care Inspectorate Quality Indicators**  *Applicable within all early years settings* | | | | | |
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| **Rationale for Change**  Education Scotland documentation details the importance and benefit of learner participation to the whole school community as well as individual children - [ES website](https://education.gov.scot/media/1e5ktgvs/learner-participation-in-educational-settings-feb2023.pdf)  UNCRC, Scottish Government and Education Scotland recognise that schools and EYCs play a critical role in helping children understand and experience their rights [Recognising and Realising Children;s Rights](https://education.gov.scot/resources/recognising-and-realising-childrens-rights/) PASS P4 – 7 showed 40% children (13/32) had lower than average feelings about school. On closer analysis, all of these children were either refugees or had a family trauma in the past year. Feedback from assemblies and pupil questionnaires identified that children are keen to action change and have many ideas. A change in the demographic of the school and children dealing with trauma has increased in the need for children to feel connected and safe within the school environment and local community. Observations of children in EYC identify the need to respond to children’s interests and follow their lead in learning to ensure engagement and positive wellbeing in children | | | | | | |

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| PRIORITY 3: Action Plan | | | | | |
| Pupil Outcomes | **Implementation Plan** | **Timescales/**  **Responsibility** | **Measurement of Impact** | **Analysis & Evaluation of Progress** | **Cost**  **(PEF)** |
| *Specifically, what will change for our learners?* | *How will we achieve this?*  *What do we plan to do?* | *What are our timescales? Who will lead?* | *How will we know the change is an improvement? Can you quantify this?*  *What data will be collated and analysed to demonstrate progress? Consider baseline data.* | *How do we know that the experiences & outcomes for learners have improved? What does the data tell us which demonstrates impact?* | *Please enter the cost to the nearest £* |
| Children will participate in learning underpinned by the UNCRC, notably Articles 12 & 13  Children will show improved engagement, empowerment and commitment to learning.  Children will develop effective communication skills, teamwork, problem-solving and citizenship skills.  Children will see the impact of their participation in school and local and global community.  Children will feel valued, trusted and respected. | Achieve RRS silver award and begin working towards gold.  Implement NAC Learner participation policy – use self evaluation activities, learner participation readiness checklist and establish priorities within the 4 arenas  Fortnightly dedicated time for leadership groups with clear purpose – pupil council, digital leaders, LFS, RRS, Community development  Establish cross stage activity times for skills development through 4 arenas  Use floorbooks to plan pupil learning and record development of participation | Achieve silver by October 23 and begin Gold.  Mrs Joyce  Head Teacher  Self eval & plan by Oct 23  Revisit termly all staff  Fortnightly – all staff  On-going all staff led by Mrs Neilson  On-going all staff | Evaluations and achievement of award.  Learner Participation Readiness checklist will evidence improvement  Improved PASS results from previous years  Weekly plans will detail activities and experiences and teacher’s monthly evaluations will comment on progress  Pupils will be able to talk about the changes they are leading within the school and the benefits  Improved Leuven scale scores  Significant observations in EYC will evidence impact of participation |  | £1000 – resources/ trips depending on responses from participation groups |

**This should only be completed for aspects of your PEF spend not included within your Improvement Plan priorities.**

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| **PEF contact - HT or DHT with responsibility for the plan:** | | | Julie McAleese | | |
| **Carry forward:** | £4,310 | **Total Allocation:** | £11.025 | **Total:** | £15,335 |

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| PEF Action Plan | | | | | | |
| Poverty Related Gap | **Pupil Outcomes** | **Implementation Plan** | **Timescales/**  **Responsibility** | **Detail of Spend** | **Measures of Impact** | **Analysis & Evaluation of Progress** |
| Provide details of the gap or barrier you wish to address. | Specifically, what will change for our learners? | What do we plan to do to achieve this outcome? | What are our timescales?  Who will lead? | Record cost & provide concise detail of what this entails. | How will we know the change is an improvement? Can you quantify this? What data will be collated and analysed to demonstrate progress? Consider baseline data. | What does the data tell us? How well is evidence from self-evaluation analysed to improve pupil outcomes? How is the spend contributing to narrowing our attainment gap? |
| EAL language barriers, children with dyslexia or identified needs who have difficulty showing progress because of communication barriers | Children will feel included  Children with additional support needs will feel achievement and show strengths and progress in creative ways | Ensure those children with the greatest need have access and are skilled in using digital technology to show achievements across the curriculum  Teacher training in digital technologies |  | £2,000 – ipads | Children will demonstrate improved achievements in reading, writing and accessing the curriculum. Eg. some children will be ‘writing’ longer pieces using speech to text technology, EAL children will be able to communicate using translators |  |
| Equity of opportunity to attend high quality school trips and experiences because of added expense of island locality | Equal access for all to high quality education and trips | Seek relevant opportunities and experiences for children |  | £3,000 – transport costs, school trips | Pupil learning conversations will evidence that children have wider access to experiences because of school trips. Interactions will demonstrate improved ability to talk/ write about experiences. Children will show improved teamwork and engagegment. |  |
| Emotional wellbeing of our most disadvantaged children | Children will feel secure and happy in school | Nurture teacher will lead experiences across school and curriculum to facilitate a whole school nurturing environment. PT/ CA will support targeted children. |  | £1,000 – games, gardening equipment, playground resources | Leuven scale data improvement – baseline in August. Observations/ evaluations will evidence improved relationships, wellbeing, attentiveness and sense of belonging. |  |