

**Cairn Primary School & Early Years Centre**

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| **IMPROVEMENT PLAN: 2019-2020** |



Articles 1, 2, 3, 12, 18, 23, 25, 28, 29, 30, 31

Our vision and ambition in South Ayrshire Educational Services is to achieve excellence and equity. We have the highest expectations for all learners so that they achieve their potential regardless of their circumstances. We want to achieve this in a context where we act with integrity in a climate of mutual trust and respect and have the highest ambition for every learner. It is our ambition to close the attainment gap while constantly stretching and challenging children and young people who are attaining at the highest levels to achieve more. Closing the gap while challenging every learner will guide and define the work of the educational services.



**Cairn Primary School’s Vision**

Believe to Achieve

At Cairn Primary we strive to create an inclusive, nurturing and stimulating environment where all of our children feel valued and inspired to achieve their full potential. We appreciate the contribution of all pupils, parents and staff to the Cairn Community. We promote a strong sense of belonging which creates a positive ethos within the school. Together as a team we are empowered to achieve our goals and aspirations.

**Our Values**

We actively promote respect, honesty, kindness, trust and inclusion within our school community.

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**Our Aims**

Our aim at Cairn Primary is to achieve excellence and equity through raising attainment for all, and to recognise the range of skills, talents, hopes and enthusiasm of all our pupils thereby encouraging them to realise their full potential. We provide a wide range of planned experiences to enthuse and motivate our pupils for learning, while continuing to develop a set of positive values and attributes that will prepare our pupils for the future. We work in partnership with pupils, parents and the wider community to create a positive environment where all opinions, skills and talents are valued and recognised.

**How evidence for our School Improvement Plan was gathered**

* Self-evaluation using HGIOS?4 / Child at the Centre 2 performance indicators
* Self-evaluation, using quality indicators were discussed openly at staff meetings
* Parents` views were sought at informal events and parent information sessions throughout the year
* Questionnaires to pupils, parents and staff
* Monitoring of teachers’ planning, evaluations and next steps
* Visits to classrooms by the management team and peers to observe learning and teaching
* Feedback from RAFA satellite learning walks
* Analysis and tracking of pupil progress and attainment using both standardised testing and formative assessment
* Pupil progress meetings with individual staff members
* Monitoring of pupil attainment and analysis of results and data
* Setting of appropriate targets with identified pupils
* Review of school policies as appropriate
* Staff personal development and review by HT
* Evaluation of school improvement plan and PEF Action Plan

**Children’s Services Plan**

**social, cultural and economic activities**

**National Improvement Framework- Drivers**

**Educational Services Plan and National Improvement Framework Priorities**

**Children’s Services Plan**

**South Ayrshire Council Plan**

**Educational Services Plan and National Improvement Framework Priorities**

**National Improvement Framework- Drivers**

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| **MAINTENANCE AGENDA 2019/2020** | | | | |
| LEARNING AND TEACHING | CFE / RAISING ATTAINMENT | ASSESSMENT AND ACHIEVEMENT | SELF-EVALUATION | CLUSTER |
| * AifL strategies * ASN – challenge and support * Floorbooks- EYC * Outdoor learning * Number Talks * MTV | * 1+2 languages * STEM * Digital leaders * Literacy and numeracy interventions * Whole school nurturing approach * Use of data for tracking pupil attainment and interventions. | * PLPs- setting, evaluating and recording targets * Peer/self-assessment * Use of data for tracking pupil achievement * Assessment and Moderation * Family Learning – EYC * Sports Scotland Award | * HGIOS4 * Continued review of school policy and procedures * Sharing good practice, learning walks and visiting other establishments | * Increase access & opportunities for pupils to participate in Cluster & LA active schools events (out of school activities) |

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| **Priority 1: RAISING ATTAINMENT IN LITERACY**  HGIOS 4**:** 1.1, 2.3, 3.2  Children’s Services Plan: 1, 2, 3 & 5  NIF Priority: 1 & 2 | | | | |
| **What Outcomes Do We Want To Achieve?** | **How Will We Achieve This?**  **(Intervention Strategies)** | **Lead Person** | **Start and Finish Dates** | **How Will We Measure Impact On Children and Young People?**  **(Include Where Possible Current Measure and Target)** |
| **Cluster:**  To improve children’s technical skills for writing across the curriculum.  To build consistency of approach in pupil experience across the cluster schools. | * Audit of Literacy Framework. * Create a joint assessment tool for use across the cluster. * Administer assessment to all P7s (August 2020) * Re-assess pupils at point of transition into S1 (Sept 2021). | TBC | Planning to be completed by June 2020 for implementation in August 2020.  August 2021 for S1 assessment. | * Analysis of assessment tool attainment (Sept 2021) * Overall children will demonstrate that they are applying consistent literacy skills across cluster schools * All children across the cluster will be taught the same agreed skills. |
| To improve attainment levels in **listening and talking**, while closing the attainment gap between our most deprived and least deprived pupils.  To improve attainment levels in **writing**, while closing the attainment gap between our most deprived and least deprived pupils. | * Begin ‘Talk for Writing Pilot’ (Pie Corbett) * ‘Talk for Writing’ CLPL for lead staff in EYC and school. * RAFA CLPL twilights to ensure collaborative planning and assessment with RAFA satellite colleagues. * Baseline ‘cold’ task administered with follow up ‘hot’ tasks for each section. * Social and Communication Group to be formed and work through specific targeted program (PEF) * High quality play based learning approach to be implemented in EYC and school. * Ongoing training in pedagogy and implementation of play based learning in EYC and school. | S Flint  J Forbes | Aug 2019– June 2020 | * There will be a 5% increase in listening and talking and writing CFE levels. * The number of children achieving the appropriate band for writing scores in SNSA will increase by 5%. * ‘Hot tasks’ will show a significant improvement from the ‘cold task’. * 85% of children in the EYC will achieve their communication and language developmental milestones. * Each pupil’s ‘Time to Talk’ Assessment/ Evaluation will show an increase in score from start to finish. |
| To provide early identification and an inclusive approach to supporting pupils with dyslexia and literacy difficulties. | * Improved pedagogical approaches to support all learners. * Early identification checklist to be completed by class teacher along with class based evidence. * GL portfolio and South Ayrshire Ecological Assessment completed with support of CST if required. * Appropriate DFS resources available and utilised consistently within the classroom. * Parental Engagement information sessions to be used to provide support * Self- Evaluation form to be completed and submitted based on the 8 key areas * Dyslexia lead to talk through self-evaluation with visiting assessor * Accreditation visit | P Fyfe  I Millar | August 2019-June 2020 | * A whole school commitment to Dyslexia and Inclusive Practice will be evident throughout the school and evidenced through the accreditation process. * Pupils with dyslexia or other barriers to learning will be identified early, recorded on the support overview and will have the correct supports and interventions put in place * All stakeholders will be consulted in the process * School will achieve Dyslexia Inclusive Practice Award |
| To improve attainment in **reading** for all pupils while closing the attainment gap between our most deprived and least deprived pupils | * Continue the implementation of the Accelerated Reader programme in P2-P7. * Build on the motivation of pupils to read for enjoyment in order to raise attainment in reading. * Thorough tracking and support of PEF cohort through a reading club * Parent Workshops/ courses to be offered by school and CLD team. * Bookbug sessions within Early Years Centre. * Library visits for all stages. * Book Trust Bags to be shared with pupils and parents in school and Early Years Centre. | P Fyfe | August 2018– June 2020 | * ‘STAR assessments’ will show that almost all pupils have improved their reading age from the baseline assessment. 90% of the support group will achieve a reading age closer to their chronological age. * PEF pupils will improve their reading age by at least 5 additional months in a 4-5 month period. * The number of children achieving the appropriate band in reading scores in SNSA will increase by 5%. * Almost all children in P3-7 will achieve a standardised GL reading score of 90 or above. * 85% of children in the EYC will achieve their communication and language developmental milestones |
| **Priority 2: RAISING ATTAINMENT IN NUMERACY**  HGIOS 4: 1.1, 2.3, 3.2  Children’s Services Plan: 1, 2, 3 & 5  NIF Priority: 1 & 2 | | | | |
| **What Outcomes Do We Want To Achieve?** | **How Will We Achieve This?**  **(Intervention Strategies)** | **Lead Person** | **Start and Finish Dates** | **How Will We Measure Impact On Children and Young People?**  **(Include Where Possible Current Measure and Target)** |
| **Cluster:**  To improve children’s numeracy skills.  To build consistency of approach in pupil experience across the Cluster schools. | * Refer to Level 2 Study pack in line with framework to identify key skills to be covered. * Staff CLPL to engage with study pack and framework to ensure consistency of approach across the cluster. * Twilight event 13th Nov 2019 * Testing of pupils at point of transition into S1 (sept 2020) | Cluster HTs | August 2019 -  May 2020 | * Overall, children will apply consistent numeracy skills. * All children across the cluster will have been taught the agreed skills. * There will be at least a 10% reduction in gaps in learning at point of transition. |
| To promote a positive maths mindset for all pupils by reducing maths anxiety.  To increase parental engagement in numeracy and maths. | * Mindset maths CLPL for all staff based on last year’s successful P3/4 pilot with Winning Scotland. * Promote CLD family learning opportunities. * Parental workshops to share edited version of Cairn Primary SWEIC presentation. * Authority CLPL twilights for staff. | L Stevenson | August 2019 – June 2020 | * ‘Winning Scotland Survey’ will show that children with maths anxiety will show a decrease in anxiety to below 10% on all questions. * Maths attainment will increase by 5% across CFE levels. * Almost all children in P2-P7 will achieve a standardised GL maths score of 90 or above. |
| To improve **numeracy** attainment and achievement for all pupils while closing the attainment gap between our most deprived and least deprived pupils. | * Ensure Concrete Pictorial and Abstract approach (including bar modelling) is being implemented consistently across all stages in the school. | L Stevenson | August 2019 – June 2020 | * Maths attainment will increase by 5% across CFE levels. * Almost all children in P2-P7 will achieve a standardised GL maths score of 90 or above. |
| * High quality play based learning approach to be implemented into EYC and P1. * Ongoing training in pedagogy and implementation of play based learning in EYC and P1. | D Bell | August 2019 – June 2020 | * At least 85% of pupils will achieve Early Level secure in P1. * Most P1 pupils will achieve the appropriate SNSA banding. * 85% of children in the EYC will achieve their numeracy and mathematics developmental milestones |
| **Priority 3: DRIVING EXCELLENCE AND EQUITY FOR ALL**  HGIOS 4:1.1, 1.2, 1.5, 2.2, 2.3, 2.5, 3.1, 3.2, 3.3  Children’s Services Plan: 1, 2, 3 & 5  NIF Priority: 2, 3 & 4 | | | | |
| **What Outcomes Do We Want To Achieve?** | **How Will We Achieve This?**  **(Intervention Strategies)** | **Lead Person** | **Start and Finish Dates** | **How Will We Measure Impact On Children and Young People?**  **(Include Where Possible Current Measure and Target)** |
| **Cluster:**  To improve children’s mental health and resilience.  To produce a cluster policy on LGBT+ | * Complete initial audit and action plan for mental health and wellbeing charter as cluster, personalise for individual school contexts. * Cluster approach to completing activities required to achieve charter mark. * Young people to identify shared issues and to produce a policy and resources to support others. | C Kay  C Hodgart | August 2019-June 2020 | * Cluster schools will achieve the ‘Say It Out Loud! ’ Youth forum Charter * LGBT+ policy will be produced and individualised to reflect school context. * Targeted pupils will show an increase in their mental health and wellbeing scores on the emotional literacy checklist. |
| To improve attainment and achievement in **health and wellbeing** for all pupils while closing the wellbeing gap between our most deprived and least deprived pupils. | * Implement the SAC health and wellbeing curriculum framework and support staff through CLPL as required. * Identify new curriculum resources to supplement ICE pack. * Continue to identify barriers to wellbeing for pupils from SIMD 1 & 2 and select suitable interventions to address needs. * PEF funded post remit will include – supporting social and communication group, pupils requiring anger gremlin/anxiety gremlin input, circle of friends, Give Us a Break! Programme and STEP Physical Literacy * LIAM training   (Further detail within the PEF Action Plan) | C Kay | August 2019– June 2020 | * Children who have received interventions will show: * an improvement in their emotional literacy checklist scores. * an improvement on the key strands of their boxall profile. * wellbeing indicator scores will increase above 7 in targeted areas. * There will be at least a 5% increase in pre to post scores on the parent/carer, teacher and pupil ‘Give Us a Break!’ interview form. * Behaviour monitoring will show a decrease of at least 15% in the number of warnings and red cards that are received.   (Further detail within the PEF Action Plan) |
| To improve children’s short term and working memory. | * After last session’s successful pilot, roll out MeeMo resources across P4-6 in order to improve learner’s working memory. | P Fyfe |  | * Children will show an improvement in their short term and working memory scores on the ‘MeeMo working memory assessment’. * Children’s working memory scores will improve by 5 points or more. |
| To improve employability skills and sustained positive school leaver destinations for all children.  To ensure families receive high quality universal and targeted support which will enable them to access learning activities which meet their needs. | * Complete audit using expectations in the Career Education Standard. * Train staff in the use of ‘My World of Work’. Embed career information into lessons using on-line resource. * Create and sustain local business links. * Promote parental engagement. * CLD family learning programmes – Hi 5! Mindfulness, literacy and numeracy courses. * Staff will work to engage parents in learning activities during open afternoons/evenings. | C Kay  A Wales and  R Sinclair (CLD) | August 2019– June 2020 | * Participation within the community will increase for all targeted pupils and will be tracked on the wider achievement overview. * Children will have an increased awareness of careers from an early age both in school, at home and in the wider community. * Each class, including the EYC, will make 2 new business/community links. * We aim to increase parental engagement in open afternoons/learning activities by at least 20%. |
| The school community will demonstrate an increased understanding of their rights and responsibilities. | * See action plan for RRS Gold. | T Cassells/  J Forbes | June 2020 | * School community will achieve RRS Gold award. |
| **PEF Funding**  The school received £38,880 of Pupil Equity Funding this session. This has been used to buy an additional 2.5 days of a teacher for the year. This enables the DHT to be released from class commitments to support a range of interventions. A 19.5 hour school assistant has also been purchased for the year to support literacy, numeracy and HWB interventions. | Interventions include:   * Social/Communication Group * STEP Physical Literacy * Accelerated Reader * HWB Interventions * Literacy and Numeracy interventions | S Flint | Aug 2019- June 2020 | Full details on how these interventions will be measured can be found within our PEF action plan. |