

**Cairn Primary School & Early Years Centre**

|  |
| --- |
| **IMPROVEMENT PLAN: 2020-2021** |





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.

****

**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**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **MAINTENANCE AGENDA 2020/2021** | | | | |
| LEARNING AND TEACHING | CFE / RAISING ATTAINMENT | ASSESSMENT AND ACHIEVEMENT | SELF-EVALUATION | CLUSTER |
| * AifL strategies * ASN – challenge and support * Floorbooks- EYC/P1/2 * Outdoor learning * Number Talks * MTV * Meemo | * 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 Gold 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) |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **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 Cluster. | * To create a Cluster development group with representatives from each school to agree a consistent approach to teaching the technical skills for writing. * Audit of Literacy Framework * To create a level 2 study pack in line with the Literacy Skills Framework, to focus on key skills for writing. * Consult with Cluster staff and share the draft Level 2 Study pack. | TBC  (group to be confirmed) | Planning completed June 2021 for implementation in August 2021 | * Level 2 Study pack will be available for implementation in Session 2021-22. |
| 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. | * Social and Communication Group to continue and work through specific targeted program (PEF) A second group to be formed. * Continue ‘Talk for Writing Pilot’ (Pie Corbett) * ‘Talk for Writing’ CLPL for all teaching staff and EYC teacher. * Baseline ‘cold’ task administered with follow up ‘hot’ tasks for each section. * High quality play based learning approach to be implemented in EYC and P1/2. * Ongoing training in pedagogy and implementation of play based learning in EYC and school. | S Flint  J Forbes | Aug 2019– June 2021 | * 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 key language and interaction skills from start to finish. * Each pupils listening and talking baseline will show an increase in skills achieved. |
| 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 | August 2019-June 2021 | * 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. Linked to First Ministers Reading Challenge. * Thorough tracking and support of PEF cohort through a reading club * Parent Workshops/ courses to be offered by school and CLD team (Virtual offerings). * 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 2019– June 2021 | * ‘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)** |
| To improve children’s numerical skills.  To build consistency of approach in pupil experience across Cluster. | * Embed the Level 2 Study Pack within Cluster Primaries. * Testing of pupils at point of transition into S1 (Sept 2021) * Discussion and feedback on the level 2 study packs with Carrick Academy Maths Department. | TBC | August 2020  Sept 2021 | * Overall, children are applying consistent numeracy skills * All children across Cluster are taught agreed skills * 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 successful P3/4 pilot with Winning Scotland. * Promote CLD family learning opportunities. * Parental workshops to share edited version of Cairn Primary SWEIC presentation (Virtual) * Authority CLPL twilights for staff. * Tracking off cohorts of children into secondary school. | L Stevenson | August 2019 – June 2021 | * ‘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. * Good practice to be published and shared through the National Improvement Hub. |
| 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. * Use of Numicon resources for a multi-sensory approach. | L Stevenson | August 2019 – June 2021 | * 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 P1/2. Ongoing training in pedagogy and implementation of play based learning **in EYC and P1.** | D Bell | August 2019 – June 2021 | * 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  Achievement of Mental Health & Wellbeing Charter mark  Implementation of Cluster policy on LGBT+ children’s mental health and resilience | * Each school to complete HWB self-evaluation and action plan for Mental Health & Wellbeing Charter. * Cairn PS to support Cluster schools to complete activities required to achieve charter mark. * Cluster policy on LGBT+ to be shared with all schools and developed to suit individual contexts. | C Kay  C Hodgart | September 2020  June 2021 | * Children demonstrate that they are confident in accessing relevant information and support. * Children will be happy, safe and included and this will be measured using the well-being webs. |
| 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! ,What to do when you worry too much and LIAM   (Further detail within the PEF Action Plan) | C Kay | August 2019– June 2021 | * 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 (nurture). * 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 further decrease of at least 10% in the number of warnings and red cards that are received.   (Further detail within the PEF Action Plan) |
| 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 through online platforms. | C Kay  A Wales  (CLD) | August 2019– June 2021 | * 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 learning activities by at least 20%. |
| **PEF Funding**  The school received £42,293 of Pupil Equity Funding this session. This has been used to buy additional teacher time, which enables the DHT to be released from class commitments to support a range of interventions. We have increased our school assistant hours to support targeted literacy, numeracy and HWB interventions especially during the recovery phase. | Interventions include:   * Social/Communication Group * Accelerated Reader * HWB Interventions * Literacy and Numeracy interventions | S Flint | Aug 2020- June 2021 | Full details on how these interventions will be measured can be found within our PEF action plan. |

Recovery Appendix

Due to the COVID-19 school closures we have decided to continue our school improvement plan over to next year with some adjustments to the previous plan. In addition, we have added further targets/measures in relation to Literacy, Numeracy and the Health and Well-being of our pupils following their return.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Priority 4: COVID-19 Recovery Phase**  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, 4 & 5  NIF Priority: 1,2,3 | | | | |
| **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)** |
| To improve the health and wellbeing of all pupils | * Whole school ICE Pack COVID -recovery | C Kay | August 2020-June 2021 | * Children will increase their scores on the targeted areas of the well-being web by a minimum of 1 points |
| To encourage pupils to express their emotions and to decrease pupil anxiety levels through self-regulation strategies. | * What to do if you worry too much * Starving your Anxiety Gremlin * LIAM | C Kay | Sept 2020- Dec 2020 | * P4 -7 pupils will decrease their scores on the strengths and difficulties questionnaire by at least 5%. * Parental strength and difficulty questionnaire will show a decrease of at least 5% * The Spence children’s anxiety scale will show a decrease in key areas of at least 5%. * Observational data such as a decrease of targeted behaviour, parental reports and teacher observations will all be used to triangulate data collected from scales. |
| To support pupils who have experienced loss or change through the pandemic. | * Give Us A Break | C Kay | Sept 2020- Dec 2020 | * Pupils will show at least a 5% increase in their scores on the South Lanarkshire Psychological services GUAB Pre and Post Questionnaire. |
| To decrease the attainment gap by identifying gaps in learning and providing targeted support. | * Baseline assessments for literacy and numeracy * Consolidate prior learning in literacy and numeracy * Targeted individual and group support from school assistants, pupil support teacher, DHT and HT. * Literacy and numeracy interventions. | S Flint | Sept 2020-June 2021 | * Pupils will achieve all targets set on their Staged Intervention paperwork * End of year assessments will show improvement from the baseline- Almost all children will achieve GL maths and reading scores above 90%. |
| To improve pupil fitness levels. | * Weekly outdoor Active School sessions. * Daily Mile | C Kay/ R Douglas | August 2020-June 2021 | * P 4-7 will complete 4 standardised fitness tests which will measure pupils: * Grip strength * Flexibility * Endurance * Speed   We will aim to increase these scores per pupil by 10%   * P1-3 will complete an adapted fitness test which will measure * Speed * Balance * Endurance * Co-ordination * Through taking part in the Daily Mile pupils will increase the number of laps they can complete in a 10 minute period by 10%. This will demonstrate an increase in stamina. |
| To improve communication and support for families | * Morning check-in at gate with SLT. * Regular pastoral calls to parents. * Dedicated ‘helpline time’ with SLT. * Tight communication with other agencies * Providing appropriate support- food parcels, ICT support as required | S Flint | August 2020-June 2021 | * Families will be provided with the appropriate support within a short timeframe. * Parental surveys will show that parents are happy with the school communication channels. |
| To improve pupil engagement with online learning.  To ensure the online safety of all pupils with a move to an increase in the use of digital technology. | * Ensure all pupils are safely accessing Microsoft Teams * Awareness raising in class and with parents * Working through Cyber Resilience Award. | P Fyfe | August 2020-June 2021 | * Online registers will show an increase in engagement in Microsoft teams. * Children will talk confidently about online safety and how to keep themselves safe * School will achieve the Cyber Resilience Award. |
| To support staff well-being. | * Individual Risk Assessments * Pastoral Check ins with SLT. * Providing comfortable socially distanced break areas * Socially distanced staff meetings to allow consultation * Providing individual packs of resources. * Providing appropriate outdoor clothing when required. | S Flint/ C Kay | August 2020-June 2021 | * Staff survey monkey will show an improvement in anxiety scores from prior to the school return. * No staff absences related to school pressures. |