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| Cairn Primary School and Early Years Centre Standards and Quality Report  2019-2020 | |
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Introduction

This report has been written in response to the question ‘How Good was our school in 2019-2020?’ The report will tell you about the quality of education in Cairn Primary School and Early Years Centre and how children benefit from learning here.

COVID- 19 Pandemic

This report has been written following the closure of the school at the start of the COVID-19 pandemic. During lockdown, the school supported all our families in a variety of ways. The Acting Head Teacher and Acting Depute visited families by completing door step visits. Free school meal parcels were organised to be delivered to entitled families. Senior Leadership Team, class teachers and Early Years Practitioners made pastoral support phone calls to all pupils. Work packs and resources were delivered to children’s homes and further resources were made available in the local shops. PE equipment was delivered to families in conjunction with Active Schools to promote physical activity and a virtual Cluster Sports Day took place. Teachers posted work daily and weekly on Microsoft Teams and continued to work on creative ways to teach and engage pupils through online platforms. The SLT worked closely with agencies to source additional support and resources for families in need.

**Vision and Values**

**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.

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

**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.

**Our School & Community**

Cairn Primary School and Early Years Centre serves part of the Maybole and North Carrick Communities Locality. Approximately one out of eight people in this locality live in a deprived neighbourhood and one in ten children live in poverty. It is likely this has increased significantly during the lockdown period. Two out of three people aged 16 to 74 are economically active and approximately nine out of ten pupils leave school for a positive destination.

Cairn Primary and Early Years Centre is a non-denominational school. Our catchment area comprises of the area of Maybole on the same side of the High Street as the school. During 2019-2020 the current roll was 110 pupils and 53 early years’ children. Class structure is 5 composite classes P1-7. There was an expansion to the Early Years Centre in order to offer 1140 hours with the centre being open 52 weeks of the year.

All Primary 1 to 4 pupils are entitled to free school meals. 67% of our pupils are affected by the poverty related attainment gap. 58% live in decile 2 and 48% of pupils are on Staged Intervention. Cairn Primary has 38 pupils who are placing requests. The staffing comprises of the Acting Head Teacher, Acting Depute Head Teacher, Acting Principal Teacher, five class teachers, a nursery teacher, a 0.4 cluster pupil support teacher, two clerical staff, three school assistants, one PEF funded school assistant and 0.5 PEF funded class teacher, catering team and janitorial staff. There was a new Depute Manager appointed to the Early Years Centre along with two seniors and several early years practitioners.

The school has been in a very settled position, therefore there have been no pupil exclusions over the course of this session. Due to the school closure, areas of the school improvement plan have been carried forward into session 2020-2021 along with an additional COVID-19 recovery appendix.

**What key outcomes have we achieved?**

**Reporting on Curriculum for Excellence Levels**

Achievement of a Level by Year Stage

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| School | Early Secure P1 | | | First Secure P4 | | | Second Secure P7 | | |
|  | 2016-17 | 2017-18 | 2018-19 | 2016-17 | 2017-18 | 2018-19 | 2016-17 | 2017-18 | 2018-2019 |
| Reading | 82 | 86 | 84 | 92 | 76 | 70 | 58 | 78 | 92 |
| Writing | 76 | 86 | 84 | 85 | 76 | 70 | 58 | 78 | 85 |
| List. & Talk | 82 | 86 | 84 | 92 | 76 | 80 | 58 | 78 | 92 |
| Languages Overall | 80 | 86 | 84 | 91 | 76 | 73 | 58 | 78 | 90 |
| Overall Maths | 82 | 86 | 95 | 100 | 82 | 70 | 58 | 78 | 85 |

\*\*\* CFE Levels not available for 2019-2020 session due to school closures during the COVID-19 Pandemic.

**What key outcomes have we achieved?**

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| **Cluster/School Priority 1 : Raising Attainment In Literacy** | |
| **NIF Priority: Improvement in attainment, particularly in literacy and numeracy.** | **Links to HGIOS 4 / HGIOELC :1.1,2.3,3.2**  **Links to Children’s Services Plan:1, 2, 3 & 5** |
| **Progress and Impact**  **Cluster:** Work intended to improve the technical skills in writing has been limited due to changes in staffing across the cluster.  **Next Steps:** This outcome will continue as we striveto improve children’s technical skills in writing across the curriculum and to build consistency of pupil experience across the cluster.  **School:** We entered into our second year of the Accelerated Reader Program for P3-7 pupils. The program has allowed pupils to select appropriately challenging books and has increased pupil motivation for reading. Star Reading results have shown that 6 PEF funded children have increased their reading age by 9 months or more in a 4-month period. A further 7 children have increased their reading age by 5-8 months in a 4 month period. Overall 45% of the PEF cohort have increased their reading age by more months than the assessment period. In the previous year most pupils achieved a GL standardised reading assessment score of 90 or above with some achieving well above the confidence band. Although on track this year, we were unable to complete the GL assessments due to the school closure.  ReadingWise Comprehension was delivered as an intervention with a group of Primary 5- 7 children. Out of the 7 PEF pupils targeted, 5 pupils increased their reading comprehension age by over a year in the 3 month period, 1 increased by over 2 years in the same period and one remained unchanged. It was also noted by class teachers that there was a significant improvement in self-confidence. This intervention has previously been noted to have a positive impact on both the GL and SNSA reading scores.  This session we have made good progress with our Dyslexia and Inclusive Practice Award (DAIPA). Our DAIPA pupil committee led a whole school focus week aimed at raising the school community’s awareness of how dyslexia can present and how to address barriers to learning. All teaching staff have contributed to the creation of a ‘gold standard’ dyslexia friendly classroom checklist for early, first and second levels. In addition, all teaching and support staff have engaged in professional discussions linked to dyslexia and inclusive practice and have contributed to the development of key targets focussing on parental engagement and pupil voice within the dyslexia identification process. We have improved our systems and policies linked to dyslexia by creating a comprehensive identification pathway based on the South Ayrshire identification framework. This ensures any child with dyslexia has their needs met.  All teaching and support staff have engaged in the Dyslexia Scotland Career-Long Professional Learning Module 1 with most teaching staff having completed the second module. Almost all staff have reported an increased understanding of how to meet the needs of learners who may have dyslexia because of the modules. A range of information resources for parents/carers were created and shared through the ‘Dyslexia and Inclusive Practice for Parents’ section of our school website.    Three members of staff were trained in the ‘Talk for Writing’ programme and began a pilot at P1/2 and P6/7 stages prior to lockdown. Staff participated in further training during the school closure and look forward to developing this further.  A social and communication skills group was formed for identified pupils in the infant classes. All 7 pupils showed improvements in expressive language and social use of language and 6 out of 7 pupils increased their CFE listening and talking levels.  **Next Steps**: Continue to improve attainment in literacy for all pupils while closing the attainment gap between our most deprived and least deprived pupils. We will sensitively assess where pupils are at in all areas of literacy and will continue to consolidate learning and target gaps in learning with our interventions. Talk for Writing pilot will be completed and staff will start to implement it at all stages across the school. Our Social Communication group will complete their final 10 sessions and a second group will be formed across P1-3. The school will continue on its journey to achieving the Dyslexia Inclusive Practice Award. | |

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| **Cluster/School Priority 2 : Raising Attainment in Numeracy** | |
| **NIF Priority: Improvement in attainment, particularly in literacy and numeracy.** | **Links to HGIOS 4 / HGIOELC: 1.1,2.3,3.2 Links to Children’s Services Plan:1, 2, 3 & 5** |
| **Progress and Impact**  **Cluster:** A 2nd level numeracy and maths study pack was produced to identify key skills to be covered in order to support consistency at transition.  **Next Steps:** To improve pupils’ numeracy skills and build a consistent approach in pupil experiences across the cluster through using the numeracy pack.  **School:** Staff are introducing Concrete Pictorial and Abstract (CPA) approaches across the school. All staff have attended further CPA training with Chris McKenna and have purchased additional resources to support learning. Staff have embedded number talk strategies across the school and pupils are confident in explaining their strategies.  Jo Boaler’s mathematical mindsets have remained at the forefront. Following our successful pilot project in conjunction with ‘Winning Scotland’ we found maths anxiety has decreased significantly with a major shift in attitudes/mindsets to maths. Our case study was published by Winning Scotland and shared as good practice in The National Improvement Hub. All staff have introduced ‘The Learning Pit’ to their classrooms and children can talk more confidently about their learning. The numeracy champion has continued to look at data of pupils as they have moved through secondary school to monitor the impact of a number sense approach and the school continues to work closely with the attainment challenge advisor.  All children attending the two numeracy boost groups were on track to achieve the appropriate CFE levels. Unfortunately, due to the school closure we do not have our usual GL, SNSA and CFE level data.  **Next steps:** To continue to improve attainment in maths and numeracy for all pupils while closing the attainment gap between our most deprived and least deprived pupils. We will consolidate learning and identify gaps caused by the school closure. We will continue to build on our approaches to concrete, pictorial and abstract concepts to ensure consistency across the school. We will also look at ways to create more opportunities to improve number sense through implementing high quality play based learning in the Early Years Centre and P1/2. All classes will aim to reduce maths anxiety across the school by adopting a positive approach to mathematical mindsets. | |

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| **Cluster/School Priority 3 : Wellbeing, Equality & Inclusion** | |
| **NIF Priority: Improvement in children’s health and well being.**  **Improvement in employability skills and sustained positive destinations for all young people.** | **Links to HGIOS 4 / HGIOELC: 1.1, 1.2, 1.5, 2.2, 2.3, 2.5, 3.1, 3.2, 3.3**  **Links to Children’s Services Plan: 1,2,3 & 5** |
| **Cluster:** The health and wellbeing of our children remains a key priority. A cluster LGBT+ policy has been created, along with sensitive support materials.  **Next Steps:** Cluster will work to achieve the Say It Out Loud! mental health and wellbeing charter mark.  **School:** The health and wellbeing of our children and young people is paramount as it contributes to their ability to benefit from good quality learning and teaching and to achieve their full academic potential. All staff have had refresher training in the nurture principles and have developed ‘nurture nooks’ within the classrooms. ‘The Hub’ was created as a safe and nurturing space where children have been able to independently access resources and attend support groups and targeted interventions. A nurturing approach and ethos is well embedded within the school.  TheActing DHT has been released from class by the PEF fund and has implemented a number of targeted interventions. All P4-7 pupils completed an emotional literacy baseline in August and those scoring below 69 were allocated an appropriate intervention. A nurture group was formed to focus on self-esteem and confidence (Space to Talk). Individual pupils completed the Anger Gremlin and this was used to support transition.  We successfully achieved our Gold Sports Award in September 2019 and had a whole school community celebration to recognise the achievement. Through our funding grant, pupils have continued to benefit for a second year from opportunities to attend more sporting events such as bowls, cycling, orienteering and attending a national football game. 91% of pupils took part in an extra-curricular club in 2018/19 and we continued to build on this in 2019/2020. There were 112 different activity sessions on offer for our pupils. Our P1-3 gymnastics team achieved 2nd place in South Ayrshire and qualified for the National Gymnastics Competition in Perth. The final unfortunately didn’t take place due to the Covid-19 lockdown.  Our playground provided a more nurturing experience for all children as a variety of experiences and resources were introduced to enhance interval and lunchtime. The number of warnings received decreased by 34% from the previous session.  The Early Years Centre has delivered a number of parent programmes to promote parental involvement with children’s learning and play. Open afternoons have informed parents about different aspects of learning. Children’s wider achievements are celebrated at assemblies and on twitter and are tracked to allow us to offer more targeted opportunities. We continued to build on our previous HWB progress where we saw the number of children achieving the appropriate HWB CFE levels increase significantly from 59% to 92% due to school improvements and targeted PEF interventions in this specific area. We created a new and improved sensory room for pupils with ASD and sensory needs. This was used by a group early years’ children and a couple of school pupil. This allowed them a safe and calm environment to self-regulate.  **Next Steps**: Our main focus will be the health and wellbeing of our pupils and staff in the recovery phase. There will be a whole school approach to Nurture delivered through the ICE Pack Covid-19 recovery resource. Identified groups will take part in nurture, Give Us a Break!, What to do if you worry too much, Starving your anxiety Gremlin and LIAM. We will continue to strive to close the gap between our most deprived and least deprived pupils. | |

**Evaluation Summary**

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| 1.3 Leadership of change |
| All staff are totally committed to reducing the attainment gap between our most and least deprived children and have a clear understanding of the unique social and economic context in which our children and families live in. This has become even more apparent during school closure visits and pastoral calls. Our vision, values and aims have been embedded across the whole school community. All staff work closely with cluster schools to improve attainment in literacy and numeracy. Our management team are focused on achieving improved outcomes for all children.  Staff at all levels take responsibility for leading and implementing change, therefore leading to greater equity for all learners. All staff take responsibility for leading and driving forward specific areas of the school improvement plan. Staff continuously measure the impact of targeted interventions and reflect and adapt their practice in order to maximise the impact of changes on outcomes for learners. All staff are clear on the school’s strengths and areas for development based on a range of evidence. All staff are committed to engaging in CLPL in order to develop their own understanding and commitment to driving forward appropriate changes. Evidence is used to create a clear rationale for improvements. Staff are committed to sharing good practice locally, across the South West Regional Collaborative and in The National Improvement Hub.  Staff have high expectations of themselves, our learners, parents and partners. We regularly seek feedback from pupils, parents, carers, staff and the wider community and act upon this to further our school improvements. Our staff spend time engaging in professional dialogue to support learning and teaching. We are ambitious for our children and school community to succeed. As a school we work collectively with all stakeholders to ensure positive outcomes for all learners. The management team are two years into their roles and are confident in driving forward positive changes.  The overall evaluation of this Quality Indicator is good. |
| 2.3 Learning and teaching |
| Our school ethos is built on positive, nurturing and trusting relationships. The continuation of our HWB interventions has had a positive impact on the whole school by creating a calm and productive learning environment. This has allowed our learners to become fully engaged with their learning and has enhanced their ability to talk confidently about their next steps. Learners’ achievements in and out of school are celebrated through twitter and assemblies. Children contribute effectively to the life of the school through consultations at assemblies, in class and at committee meetings. They play an active role in making positive changes within the school and wider community. Our school is committed to respecting children’s rights.  Teaching is underpinned by our aim to achieve excellence and equity through raising attainment and recognising the range of skills, talents, hopes and enthusiasms of our pupils thereby inspiring them to realise their potential. A wide range of learning environments and opportunities are used to enrich learning and engage our children. There are clear targets within our School Improvement Plan and staff work passionately to achieve them. Due to the school closure many of the priorities from last session will continue alongside additional targets found in the recovery appendix of the plan. Staff continue to keep up to date with all current educational research and pedagogy to improve learning and teaching eg Number talks, Maths mindsets, CPA, Talk for Writing, Play based learning and Dyslexia Inclusive Practice. Feedback is used effectively to inform children of their progress and support their understanding of their next steps in learning. Staff plan well to meet the needs of all learners and pupils are involved in planning and evaluating their learning.  Class observations and quality assurance procedures demonstrate that children are appropriately supported and challenged. Developmental milestones are tracked in the Early Years Centre and are used to inform next steps in planning. Profiles are also used to track pupil progress and are shared with nursery parents. Assessment evidence is gathered regularly to ensure that all children are being challenged and supported appropriately. We work with cluster colleagues in order to moderate our planning, assessments and expectations ensuring they are reliable and robust. All staff use attainment data effectively and continually monitor and evaluate learner’s progress in order to evaluate the effectiveness of interventions. We continue to develop a consistent approach to learning and teaching across the whole school. A new approach to reporting was trialled and the school will continue to develop this process in consultation with parents and carers next session.  The overall evaluation of this Quality Indicator is good. |
| 3.1 Ensuring wellbeing, equity and inclusion |
| Our school promotes an inclusive, nurturing and stimulating environment where children feel valued and appropriately challenged. Our learning community has a shared understanding of wellbeing and children’s rights. Almost all children feel safe and cared for in school and say that staff treat them fairly and with respect. Staff are all up to date with all current legislation regarding child protection, GIRFEC and COVID-19 procedures and risk assessments. We have strong systems in place for tracking the progress of our looked after and accommodated children, young carers, children with additional support needs and our PEF cohort of children in both the school and Early Years Centre. We have a high level of pastoral support for our vulnerable children and families. We employ a range of effective strategies and work closely with partners to ensure that we raise attainment and achievement for all. Our staff, children, parents and partners are aware of expectations and are consulted through TAC meetings and staged intervention processes and are all involved in fulfilling statutory duties to improve outcomes for our children.  All staff are proactive in promoting positive relationships in the classroom, playground and wider community. Staff know each child as an individual and they respond appropriately to their needs. Discussions with pupils, parents and staff then allow targeted supports to be provided on an individual or group basis depending on the need. A range of HWB baselines and follow up assessments are used regularly to measure and assess the suitability and impact of these interventions. ‘The Hub’ and sensory room has allowed a safe place for pupils to regulate their emotions or take part in targeted interventions.  The school is pro-active in educating children about COVID-19, healthy eating, road safety, anti-bullying and inclusion. Staff model the school values at all times. Pupils all take part in PE and enjoy taking part in the whole school Daily Mile in order to improve mental and physical wellbeing and relationships across the school. There is a strong partnership with Active Schools to promote physical activity and attendance at sporting events.  The school works closely with partners to tackle barriers to wellbeing. A speech and language therapist, the Community Safety Team, Community Learning and Development workers, Aberlour, social work and the campus police officer, all support the school and Early Years Centre in ensuring all learners and their families are included, engaged and involved in the life of the school. We provide alternative curriculum activities for individuals and groups of learners. We have provided nurture cooking groups, gardening clubs and community safety projects which have all helped to improve social and emotional outcomes for all pupils.  The overall evaluation of this Quality Indicator is very good. |
| 3.2 Raising attainment and achievement |
| Almost all children are attaining the appropriate curriculum levels at key stages. We are aware of those who require additional support or interventions and also the cohort of children who have exceeded these expectations and require additional challenge. Attainment levels in literacy and numeracy are a central feature of our priorities for improvement. We continue to improve our children’s skills in reading and writing whilst maintaining the significant improvements we have made in numeracy attainment and the mental health and wellbeing of our children. Teachers are becoming increasingly confident in discussing learning and justifying professional judgement on the new 4 stages of progress. Confident teacher judgements together with benchmarking and an appropriate range of assessments are leading to improvements in attainment. A robust tracking process is in place and regular pupil progress meetings with the Acting Head Teacher ensure that effective interventions are put in place, when required, to meet the individual needs of pupils and to ensure continuity in the progress they make.  Overall, almost all of our learners are successful, confident, and responsible and they contribute to the wider life of the school and community. They are developing a range of skills and attributes through a wide range of activities and are taking increasing responsibility for ensuring that they continue to add to their achievements. Our funding grant has allowed our pupils to access a wider range of sporting activities where our pupils have achieved success in competitions they were previously unable to access. Active schools activities are well planned and tracked and pupils have had the opportunity to take part in a wide range of extra-curricular activities with our P7 pupils becoming Sports Leaders. Our pupils have benefitted from the opportunity to work with The Gaiety to perform a Pantomime for the local schools and community. Pupils have achieved their junior achievement award, and P7 pupils earned their John Muir Award following their residential trip to Dolphin House. We look to build on the success of this next year.  We have supported our pupils with online learning through Microsoft teams during the school closure.  The overall evaluation of this Quality Indicator is very good. |

**What are the key priorities for improvement in 2020/21?**

* Raising attainment in literacy
* Raising attainment in numeracy
* Driving excellence and equity for all

**What is the capacity for improvement?**

The Head Teacher is continuing in her role as a seconded Quality Improvement Manager for the South West Educational Improvement Collaborative. The Acting Head Teacher is in a position where she is two years into the role, knows the school community well and is committed to the pupils, parents and staff. She will continue to be well supported by the Acting Depute Head teacher and Acting Principal teacher and together they will look to address gaps in learning following the school closure. The team continues to be proactive and adaptable when finding new and creative ways to support pupils and their families. The senior leadership team is committed to taking forward school improvement priorities but recognises the reduced capacity for improvement due to the recovery period following the school closure in March 2020.

Our Early Years Centre will remain open 52 weeks of the year and will continue to offer 1140 hours to families. The centre now has a Depute Manager and two Senior Early Years Practitioners who will continue to lead the team of staff and support their children’s well-being and ability to achieve their developmental milestones.

Plans are underway for a new community campus to be built in 2023 and pupils, parents, staff and the wider community will continue to be involved in the consultation processes.

The school will continue to work closely with cluster schools in order to raise attainment in literacy, numeracy and health and well-being through targeted support and intervention. There is evidence of strong teamwork and leadership by staff at all levels and all staff are committed to change, which results in improved outcomes for learners. We will continue to strive to close the attainment gap while improving outcomes for all children.

Overall, the school and Early Years Centre is in a very good position to support children through the recovery phase and beyond.