

**Cairn Primary School & Early Years Centre**

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| **IMPROVEMENT PLAN: 2021-2022** |







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 / School as a Learning Organisation/ Child at the Centre 2 performance indicators
* Self-evaluation, using quality indicators were discussed openly at staff meetings and inservice days
* Parents` views were sought at informal events and parent information sessions throughout the year
* Questionnaires to pupils, parents and staff/ Microsoft forms
* Monitoring of teachers’ planning, evaluations and next steps
* Visits to classrooms by the management team and peers to observe learning and teaching
* Analysis and tracking of pupil progress and attainment using both standardised testing and formative assessment
* Pupil progress meetings with individual staff members at least 3 times a year
* Monitoring of pupil attainment and analysis of results and data
* Setting of appropriate targets with identified pupils on staged intervention
* 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**

1. **South Ayrshire Council Plan**

**5. National Improvement Framework Drivers**

**2. Children’s Services Plan – 2020-2023**

**3. South West Educational Collaborative Plan**

**4. National Improvement Framework**

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| **MAINTENANCE AGENDA 2021/2022** | | | | |
| LEARNING AND TEACHING | CFE / RAISING ATTAINMENT | ASSESSMENT AND ACHIEVEMENT | SELF-EVALUATION | CLUSTER |
| * AifL strategies * ASN – challenge and support * Floorbooks- EYC/P1/2 * Bookbug * Outdoor learning * Number Talks * MTV\* * Maths Mindset\*   \*Refresher required. | * 1+2 languages * STEM * Literacy and numeracy interventions * Whole school nurturing approach * Use of data for tracking pupil attainment and interventions. * Identify barriers to wellbeing for pupils and select suitable interventions to address needs. | * 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 * Say It Out Loud! Charter * Daily Mile/ Post lockdown fitness   \*Refresher required. | * Use of HGIOS4 & HGIOELC for self-evaluation * 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) * Transition programmes |

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| |  | | --- | | **Priority 1: RAISING ATTAINMENT IN LITERACY**  **To raise attainment in literacy for all children whilst closing the gap through collaborative dialogue around learning and teaching, data literacy and high quality professional development (across the Carrick Cluster).**  **HGIOS 4 / HGIOELC Q.Is**1.1, 1.2, 1.3, 2.2, 2.3, 2.4, 3.2 / **SAC** P1,2/ **CSP** 1,2 / **SWEIC 1,**2, 3, / **NI**F 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 PRIORITY** | | | | | | | | |
| To improve children’s technical skills for writing across the curriculum.  To build consistency of approach in pupil experience of writing across the cluster. | | * Through Talk for Writing create a P7-S1 cluster transition project based on a piece of text * P1 and P2 staff to undertake training in the Building Blocks of Literacy providing an in-depth focus on literacy learning and teaching * Relevant staff to undertake Talk for Writing CLPL to develop staff capacity and consistency in teaching writing | | Louise McCarron/ Brydie Scott | | Dec 2021  April 2022  May 2022 | | * All children are applying consistent writing strategies. |
| **SCHOOL PRIORITIES** | | | | | | | | |
| **Listening and Talking**  To improve attainment levels in **listening and talking**, while closing the attainment gap between our most deprived and least deprived pupils. | * Implement “Talk Boost” Programme within EYC and P1/2. * Social and Communication Group to continue and work through “Time to Talk” targeted program (PEF) * Makaton Training for Staff * Speech sounds training for EYC and P1/2 staff. | | Catrin Hughes | | Aug 2021-June 2022 | | * There will be a 5% increase in listening and talking CFE levels. (Currently 81%) * 85% of children in the EYC will achieve their communication and language developmental milestones. (Currently 80%) * Each pupil’s ‘Time to Talk’ Assessment/ Evaluation will show an increase in key language and interaction skills from start to finish. * Each pupil’s listening and talking baseline will show an increase in skills achieved. | |
| **Reading**  To improve attainment in **reading** for all pupils while closing the attainment gap between our most deprived and least deprived pupils | * Continue to embed Accelerated Reader programme in P2-P7. * Further develop the use of MyON to support home reading, particularly non-fiction. * All staff to engage with Star Reader Assessment Data and ensure appropriate next steps for pupils. * Thorough tracking and support of PEF cohort through a reading club * Parent Workshops/ courses to be offered by school (Virtual) | | Jane Forbes | | August 2021-June 2022 | | * ‘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% in P1, P4 and P7. * 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 * Reading motivation questionnaire/survey will show an improvement in scores from baseline. | |
| **Writing**  To improve attainment levels in **writing**, while closing the attainment gap between our most deprived and least deprived pupils. | * Continue to embed ‘Talk for Writing’ (Pie Corbett) with a particular focus on non-fiction at all stages * Continue to plan across levels to ensure appropriate challenge and progression * Continue ‘Talk for Writing’ CLPL for all support staff, teaching staff and EYC teacher. * Deliver parent workshops to share pedagogy. * Moderate hot task writing across school, cluster and other schools in the pilot * Share best practice with other schools | | EYC-P3 (Debbie Bell)  P4-7  (Jane Forbes) | | August 2020-June 2022 | | * 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’ with pupils achieving the toolkit success criteria. * There will be a 5% increase in the number of children achieving the appropriate CFE level in writing.  |  |  |  |  | | --- | --- | --- | --- | | 2020/  2021 | P1 | P4 | P7 | | 71 | 64 | 63 | | |
| **Dyslexia Inclusive Practice**  To provide early identification and an inclusive approach to supporting pupils with dyslexia and literacy difficulties. | * Improve pedagogical approaches to support all learners. * Early identification checklist to be completed by class teacher along with class-based evidence (Microsoft forms) * GL portfolio and South Ayrshire Ecological Assessment completed with support of CST. * 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 | | Pauline Ryding/ Carol Kay | | August 2019-June 2022 | | * 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 targets, supports and interventions put in place * All stakeholders will be consulted in the process * School will achieve Dyslexia Inclusive Practice Award | |
| **Play Based Learning**  To improve attainment levels in **literacy**, while closing the attainment gap between our most deprived and least deprived pupils. | * High quality play-based learning approach to be embedded within the EYC and implemented across both P1/2 classes. * Ongoing training in pedagogy and implementation of play-based learning in EYC and school (Alastair Bryce Clegg Training sessions) * Share South Ayrshire Council’s thinglink with parents | | Debbie Bell | | August 2021-June 2022 | | * At least 75% of pupils will achieve Early Level Reading and Writing in P1.  |  |  |  |  | | --- | --- | --- | --- | | 2020/21 | L&T | R | Wr | | 94 | 71 | 71 |  * Most P1 pupils will achieve the appropriate SNSA banding in reading and writing. * At least 85% of children in the EYC will achieve their language and Communication developmental milestones (Currently 80%) * Parents will have a better understanding of play based pedagogy and ways to support their child at home. | |
| |  | | --- | | **Priority 2: RAISING ATTAINMENT IN NUMERACY**  **To raise attainment in numeracy for all children whilst closing the gap through collaborative dialogue around learning and teaching, data literacy and high quality professional development (across the Carrick Cluster).**  **HGIOS 4 / HGIOELC Q.Is**1.1, 1.2, 1.3, 2.2, 2.3, 2.4, 3.2 / **SAC**P 1,2/ **CSP** 1,2 / **SWEIC 1,2,3** / **NI**F 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 PRIORITY** | | | | | | | | |
| To improve children’s numerical skills.  To build consistency of approach in pupil experience across Cluster. | | * Continue to embed the Level 2 Study Pack within Cluster Primaries * Discussion and feedback on the level 2 study packs with Carrick Academy Maths Department * Level 2 Study Pack used as method of assessment for P7 transitioning into S1 | | Linsey Gibb and Louisa Stevenson | | August 2022  Oct 2021  May/June 2022 | | * Children are successfully applying consistent numeracy skills * All children across Cluster are taught agreed skills * Reduction in gaps in learning at point of transition |
| **SCHOOL PRIORITIES** | | | | | | | | |
| **Parental Engagement**  To increase parental engagement in numeracy and maths. | | * Promote CLD family learning opportunities. * Parent workshops (Virtual) | | Louisa Stevenson | | Aug 2021- June 2022 | | * Parents will have a better understanding of numeracy and maths pedagogies and understand how to support their child at home. |
| 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. * Numicon resources are used appropriately in all stages for a multi-sensory approach. * Numicon Breaking Barriers Resource to be used for targeted children | | Louisa Stevenson | | August 2021- June 2022 | | * Maths attainment will increase by 5% across CFE levels.  |  |  |  |  | | --- | --- | --- | --- | | 2020/21 | P1 | P4 | P7 | | 88 | 86 | 75 |  * Almost all children in P2-P7 will achieve a standardised GL maths score of 90 or above. * SNSA results for P1, P4 and P7 will show that almost all children have achieved the appropriate banding. * Almost all children will display a positive attitude to problem solving in an attitude to maths survey. |
| * Problem solving will be integrated into our maths pedagogy (not taught as an add on and not as a series of methods to apply to a predictable problem). * Staff will undertake CLPL to further develop understanding of integrated problem solving in order to develop young mathematicians who have an understanding of the world, the ability to reason mathematically and develop a sense of enjoyment and curiosity about the subject. | | Louisa Stevenson | | October 2021 – June 2022 | |
| * High quality play based learning approach to be embedded within the EYC and implemented across both P1/2 classes. * Ongoing training in pedagogy and implementation of play based learning in EYC and school (Alastair Bryce Clegg Training sessions) | | Debbie Bell | | August 2021 – June 2022 | | * At least 90% of pupils will achieve Early Level secure in P1. Currently 88% * Most P1 pupils will achieve the appropriate SNSA banding. * 80% of children in the EYC will achieve their numeracy and mathematics developmental milestones (Currently 76%) |
| **Priority 3: WELLBEING, EQUALITY & INCLUSION FOR ALL**  **To provide enjoyable learning experiences with appropriate support and challenge, for all learners through addressing the principles of GIRFEC.**  **HGIOS 4 / HGIOELC Q.Is** 1.1, 1.2, 1.3, 1.5, 2.1, 2.2, 2.3, 2.4, 2.5, 2.7, 3.1, 3.2, 3.3  **SAC** P1, 3,6/ **CSP** 1,2, 3, 4, 5 / **SWEIC** 1,2,3 / **NI**F 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)** |
| **CLUSTER PRIORITY** | | | | | | | | |
| 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. | | Emma Carroll  Callum 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. |
| **SCHOOL PRIORITIES** | | | | | | | | |
| 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. | | * Restorative Training provided for all staff * Update Positive Relationships/ Positive Behaviour Policy. * Parent Workshop delivered to share all health and wellbeing developments | | Carol Kay | | August 2021– June 2022 | | * Positive relationships will improve across the school through restorative practice. * Observational data such as parental reports and teacher observations will all be used as evidence alongside a reduction in use of reflection cards. |
| To develop a whole school approach to nurturing staff wellbeing | | * Establish a staff wellbeing champion * Champion to attend twilight training offered by Educational Psychologists * Staff to complete COAST modules | | Carol Kay | | Aug 2021- June 2022 | | * Whole school and staff nurturing approach will be embedded across the school and EYC. * Staff will be more aware of supports to promote staff wellbeing. * The positive staff team ethos will continue to support all. |
| To improve digital literacy skills of pupils, staff and parents.  To ensure the online safety of all pupils with a move to an increase in the use of digital technology. | | * Digital Champion to provide CLPL opportunities for staff and to upskill own digital literacy skills * Workshops and leaflets to be provided for parents looking to upskill themselves or support their child at home. * Link with South Ayrshire Digital network * Raise awareness of internet safety /Campus Police officer to deliver online safety sessions. * Staff to complete cyber resilience coast modules * Staff to continue to use virtual platforms for homework and communication * Introduction of appropriate communication platforms between home and EYC/school. | | Zoe Clive | | August 2021- June 2022 | | * Staff will integrate Cyber Resilience and Internet safety into everyday learning * School will raise awareness of the links between digital and young people’s well-being. * Parents will be more aware of how to support their child to be safe online. * Virtual solutions will be used confidently for homework and communication. * School will work towards achieving the Digital Schools Award. |
| **PEF Funding**  The school received £48,637 of Pupil Equity Funding this session. This has been used to fund 0.2 teacher and an Acting PT to deliver a range of HWB interventions. 15 hours EYP will support PBL in P1/2. School assistant hours have been increased to support targeted literacy and numeracy interventions, especially during the continuation of the education recovery phase. | | Interventions include:   * Social/Communication Group * Accelerated Reader * HWB Interventions * Literacy and Numeracy interventions | | Carol Kay/Jane Forbes | | Aug 2021- June 2022 | | Full details on how these interventions will implemented and measured be measured can be found within our PEF action plan. |

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| **Priority 4: MERGER OF GARDENROSE PRIMARY AND CAIRN PRIMARY SCHOOLS**  **To prepare for and provide a seamless transition for both schools when merging in April 2023**  **HGIOS 4/ HGIOELC : 1.1; 1.2; 1.3; 1.4;1.5; 2.2; 2.3; 2.4; 3.1; 3.2; 3.3**  **SAC1.1; CSP 2.1; 2.2; 2.3; 2.4; 2.5; SWEIC 3.1; 3.2; 3.3; 3.4; NIF 4.1; 4.2; 4.3; 4.4** | | | | |
| **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)** |
| To audit planning, learning, teaching and assessment in both schools, identify strengths and differences and decide on policy and procedures for the merged school. | * Curriculum planners (long and short term) in both schools and EYCs will be moderated and adapted to create a consistent approach to planning curriculum and learning, teaching and assessment. * Pedagogy/ quality learning and teaching will be moderated and a consistent approach across both schools will be developed. * Resources for all curricular areas will be audited, moderated and decisions on identifying resources for the merged school will be made in consultation with all staff. * Policies and systems in both schools will be moderated and a consistent approach will be agreed. | Fiona McDougall/ SMT/ Curricular Champions | Oct 2021 –  June 2023  Oct 2021 – June 2023 | * Teachers will engage in professional dialogue to ensure that strengths across the two schools are identified. * There will be a consistent approach to planning of learning, teaching and assessment across both schools by June 2022. * Pedagogy and quality learning and teaching will begin to be aligned. * Appropriate resources will begin to be used across both schools. * Policies and systems will be aligned by April 2023. * All children and staff will transition into the new school confidently and securely. |