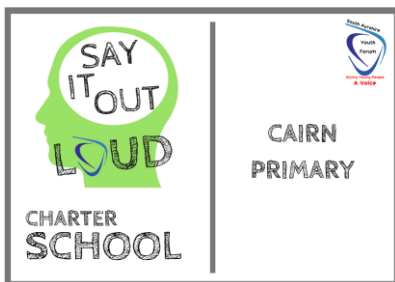


Cairn Primary School and Early Years Centre  
Standards and Quality Report  
2021-2022

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## Introduction

This report has been written in response to the question 'How Good was our school in 2021-2022?' 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

During session 2021-22, there were no school closures however during the year there was high staff and pupil absence. This had a significant impact on the progress of learning during these times. Some pupil's health and wellbeing was significantly affected by changes in family circumstances. Parents were not permitted in to schools until after Easter and November's 'Parents Night' took the form of phone calls. Parents were invited in after Easter to meet their child's teacher and see the classroom and resources prior to our May Parent's Night. Parents were also invited to our sports day in June, the first for 2 years.

## 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 2021-2022 the school roll was 116 pupils and 54 children within the Early Years Centre. The class structure comprises of six composite classes from P1-7 and the 'Hub' for children requiring additional support or interventions. The Early Years Centre continues to offer 1140 hours across 52 weeks of the year and also offers places for two year old children.

All Primary 1 to 5 pupils are entitled to free school meals. 76% of our pupils are affected by the poverty related attainment gap. 17% live in SIMD 1 or 2, 37% are registered for free school meals and 32% of pupils are on Staged Intervention. Cairn Primary has 48 pupils who are placing requests. The staffing comprises of a shared Head Teacher with Gardenrose Primary, Acting Depute Head, two Acting Principal Teachers, five class teachers, an Early Years Teacher, a Covid recovery teacher, two cluster pupil support teachers (both 0.4), two clerical staff, three school assistants, one PEF funded full time school assistant and a part time Early Years Practitioner, the catering team and janitorial staff. The Early Years Centre comprises of a Depute Manager, two seniors and eleven Early Years Practitioners.

The Head Teacher returned to Cairn Primary following the end of a secondment and has taken on the role of Head Teacher at Gardenrose Primary as well. Her time is therefore shared between both schools. The Head Teacher is very ably supported by the Acting Depute and two Acting Principal Teachers. There has been one pupil exclusion this session. Our average attendance is currently sitting at 92%.

## What key outcomes have we achieved?

### Reporting on Curriculum for Excellence Levels

#### Achievement of a Level by Year Stage

School	Early Secure P1				First Secure P4				Second Secure P7			
	2017 -18	2018 -19	2020 -21**	2021 -22	2017 -18	2018 -19	2020 -21**	2021 -22	2017 -18	2018 -19	2020 -21**	2021 -22
Reading	86	84	71	76	76	70	67	87	78	92	69	86
Writing	86	84	71	64	76	70	64	70	78	85	63	71
List. & Talk	86	84	94	68	76	80	100	78	78	92	81	86
Languages Overall	86	84	79	69	76	73	77	78	78	90	71	81
Overall Maths	86	95	88	72	82	70	86	78	78	85	75	75

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

\*\* CFE levels for 2020-2021 followed two school closure periods due to Covid-19 pandemic.

2021-22 CFE levels followed significant absence levels of staff and pupils due to Covid-19 outbreaks.

Attainment levels are variable in session 2021. With the exception of reading P1 attainment is significantly lower than previous years. These children's time in Early Years was disrupted during the Covid pandemic and school closures.

In P4 literacy attainment has improved to more than pre-pandemic levels however maths attainment levels have declined.

In P7 attainment has improved in all areas since last year.

## What key outcomes have we achieved?

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:**

P1 and P2 staff from across the cluster undertook training in the SWEIC Building Blocks of Literacy providing an in-depth focus on early literacy, learning and teaching. Staff attended Talk for Writing CLPL to develop staff capacity and consistency in teaching writing. This will support a consistent approach in these approaches across the cluster.

Next steps: A cluster literacy group has met and will continue to meet next session. A priority is to look at a literacy transition programme in P7 - S1 to ensure a smooth transition and ensure a consistent approach across the cluster. Secondary colleagues will team teach with primary staff to understand primary pedagogy.

**School:****Listening and Talking**

All EYC and P1 teachers received Talkboost training in October. The EYC teacher delivered Talkboost to a targeted group of 4 children from October to February. 3 out of the 4 children showed improvement in baselines and are now on target to achieve their literacy and communication developmental milestones.

Further Talkboost training took place in February for infant teachers and school assistants. Targeted intervention will take place early next session.

In October, a Time to Talk targeted group of 8 children was identified by CT and COVID Recovery teacher and baselines completed. All children showed improvements in their baseline scores and 6 out of the 8 children are now on track with their CFE levels.

Following staff training, Makaton is embedded in the EYC in everyday practice at song time and also for children who may not have language. Staff wear lanyards with Makaton visuals for children to assist communication. All staff practise speech sounds with all children and deliver more focussed work with children highlighted through SLT referral and observations.

**Reading**

The Accelerated Reader Programme is in its 4<sup>th</sup> year for P2-7 pupils. The programme has allowed pupils to select appropriately challenging books and has increased pupil motivation for reading. We have seen 67% of our children improve their reading age by more than the 5 months during the 5 month assessment period, 43% of these children increased their reading age by over 10 months and 27% made an increase of over one year. Within P4-7, the class average is an 8 month gain during a 5 month assessment window.

All staff are now confident engaging with Star Reader Assessment Data and use it to evidence their professional judgement.

**Writing**

Teachers and school assistants have taken part in Talk for Writing training and collegiate planning sessions throughout the year. Non-fiction has been an area of development this session and all pupils have engaged and developed an understanding of the non-fiction genre.

All pupils have shown a significant improvement from cold to hot writing tasks and reluctant writers are now more engaged.

Staff have shared practice and moderated pupil writing with teachers from Gardenrose and have found that standards are similar across the stages.

#### Play based learning

EYPs and teachers have continued to access training and professional reading to support the development of continuous play and play based learning to support literacy skills. This has enhanced current practice and teacher confidence and resulted in more engaged learners. All P1 and 2 children are experiencing a play-based, child-centred approach to learning.

Continuous provision in the EYC now extends and develops children's learning based on their interests.

#### Dyslexia Inclusive Practice

This session we continue to make progress towards our Dyslexia and Inclusive Practice Award (DAIPA). All teaching and support staff have engaged in further 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. With the support of our Pupil Support Teacher, we continue to embed our systems and policies linked to dyslexia by using a comprehensive identification pathway based on the South Ayrshire identification framework. All checklists have been put into Microsoft forms to allow easy access for parents and teachers and for evidence to be collated, effectively. The team continue to meet to discuss the Ecological assessments, discuss further evidence and have consulted with the Educational Psychologist with regards to any complex identifications. Appropriate targets, supports and interventions have been put in place in consultation with pupils, parents and staff. This has ensured that any child with dyslexia or literacy difficulties has had their needs met.

Parental engagement in this process has noticeably improved and they are appreciative of the early identification and support offered to their child.

Our GL results show that the majority of P4 and P6 pupils and most of P2, P3, P5 and P7 are achieving within the appropriate confidence band for literacy.

**Next Steps:** We will continue to improve attainment in literacy for all pupils while closing the attainment gap between our most deprived and least deprived pupils. We will continue to assess where pupils are in all areas of literacy and will consolidate learning and target gaps in learning with our interventions. Staff will continue to embed Talk for Writing non-fiction and fiction and moderate with colleagues from Gardenrose. We will implement 'Talk Boost' with the aim of raising attainment in listening and talking skills across the Early Years Centre and Primary 1-3. The school will continue on its journey to achieving the Dyslexia Inclusive Practice Award and supporting all children with barriers to literacy.

Next session we will be auditing all aspects of literacy and adapting them prior to the merger with Gardenrose.

**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 numeracy cluster group has been established and met to discuss next steps.

**Next Steps:** To collaborate to improve pupils' numeracy skills and build a consistent approach in pupil experiences across the cluster.

**School:**

Teachers have worked collaboratively and shared practice to ensure a more consistent approach to CPA and bar modelling across all stages. Additional resources have been purchased for all classes to support the use of concrete materials. Scott Morrow has modelled CPA approaches in each class and has answered teachers' questions on their practice. All second level staff participated in the local authority 'Teaching for Understanding' numeracy and maths twilight CLPL sessions. This has had a positive impact on staff knowledge and confidence. Pupils benefit from whole school progression and maths anxiety is much reduced.

P6/7 have piloted integrating problem solving in a bundled programme based on Jo Boaler Maths Mindset "Big Ideas" and this work has been shared with other stages.

The Early Years Centre and Primary 1/2 are embedding a play-based learning approach to maths and numeracy, ensuring pupils have a solid foundation and demonstrate greater number sense. Pupils are encouraged to learn through curiosity and creativity.

Our GL results show that the almost all of P2, most of P3, P4, P5, P6 and the majority of P7 are achieving within the appropriate confidence band for Numeracy and maths.

**Next steps:** We will 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 continue to build on our approaches to concrete, pictorial and abstract concepts to ensure consistency across the school, especially with the addition of new staff members. We will also look at ways to create more opportunities to improve number sense through implementing high quality play-based learning beyond the Early Years Centre and P1/2. All classes will aim to continue to reduce maths anxiety across the school by adopting a positive approach to mathematical mindsets. We will look to re-introduce Numicon 'Breaking Barriers' resource to support children with specific difficulties in aspects of numeracy and maths. We will integrate problem solving skills into our maths pedagogy, developing children's ability to reason mathematically and

develop a sense of enjoyment and curiosity about the subject. We will also inform parents about their children's learning through numeracy information guides and parent and child workshops.

**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:** A Health and Wellbeing cluster group has been established and they have met to share good practice and identify next steps for collaborative working.

**Next Steps:** Cluster will work together to support all schools to achieve the Say It Out Loud! mental health and wellbeing charter mark. Cairn achieved this in 2021.

**School:**

The health and wellbeing of our children and young people is paramount. It contributes to their ability to benefit from good quality learning and teaching and to achieve their full academic potential. All staff received further training in positive relationships and restorative conversations. A positive behaviour policy and posters were created in consultation with all stakeholders. The DHT monitors the impact of the policy throughout the school. In December the number of warnings given to pupils was greatly reduced as a result of a consistent approach and class teachers, rather than SLT, using restorative conversations with pupils.

A member of staff was identified as the Staff Wellbeing champion and she undertook training in December 2021 and January 2022. 85% of school staff completed the staff wellbeing survey in May 2022. Staff are more aware of the support currently in place and a draft policy has been created.

**Digital Literacy**

The school's Digital Champion attends South Ayrshire's Digital network meetings and ensures that all staff receive SAC's Digital CLPL monthly calendars which provide opportunities for all to up level digital skills. All staff received training from the digital champion in the use of Clickview. Teachers are now beginning to use this resource within daily lessons to enhance the learning and provide pupils with a varied learning experience. All staff have completed the cyber resilience COAST modules and are aware of cyber risks and how to mitigate these. Alongside a focussed Safer Internet day and regular HWB/ICT lessons, internet safety has been threaded through everyday learning ensuring that pupils are aware of the risks of using the internet and also how to keep themselves safe online. P7 pupils have delivered internet safety talks to all classes. Staff commented that children were extremely engaged and had meaningful discussions about how to keep themselves safe online.

Most classes continue to use Teams for homework which allows pupils to continue to develop the skills to independently access their learning from home.



A specific area has been created on the school website for the Early Years Centre. Parents/carers of children in Early Years have easy access to communication between EYC/school and home.

Staff funded by PEF continue to provide a number of targeted HWB interventions. All P4-7 pupils completed an emotional literacy baseline in August and those scoring below 69 were allocated an appropriate intervention. All pupils completed wellbeing-webs across the year and scores were tracked and monitored. Nurture groups were established when required to meet the needs of identified children. Time to Talk was delivered over 5 months to a group of P1 and 2 pupils and had a positive impact on children's abilities to communicate about and regulate their emotions.

### Rights Respecting Schools

The Rights Respecting School lead has continued to work to ensure that all stakeholders are aware of children's rights and that this is embedded in our school ethos. Staff are more aware of how to teach about children's rights and pupils are able to talk about them and show respect and understanding for the rights of others in all aspects of school life. Each class has a charter which is referred to regularly and during restorative conversations. A pupil committee has been re-established and communicates with classes at our virtual assemblies, introducing the right of the month and any other RRSA news. A RRS mascot and homework competition has motivated children to learn about rights and involved parents and carers. Information letters are sent out to parents regularly. A display board and posters inform the school community about our RRSA journey towards reaccreditation of our silver award.

### Food for thought

This session we received funding from Education Scotland's 'Food for Thought' programme. All pupils in the school have benefited from the development of the playground and garden as a relaxing space to play and 41 children have worked directly in the 'Grow your own food' programme. They were motivated by learning outdoors and their knowledge and interest of where their food comes from has greatly developed. The pupils involved hope to harvest the produce they have grown and then create a recipe book to share with their families and the wider community. The pupils also supported the community allotment and will continue to build on this next session.

We continue to build on previous HWB progress, however, following COVID we have found that the HWB CfE levels have decreased slightly to 78%, with most pupils achieving the appropriate level. This decrease is as result of more pupils and families being affected by the closures over COVID and as staff reconnect with pupils and families, more HWB needs are becoming apparent. We have a rigorous approach to assessing and tracking HWB which allows us to identify the needs of pupils quickly. Through PEF funding and increased staff capacity we are confident that these levels will increase.

**Next Steps:** Our main focus will be to support the health and wellbeing of our pupils and staff in the approach to the merger with Gardenrose. Cairn will continue to promote a nurturing and supportive ethos and work closely with staff and pupils in Gardenrose to ensure a consistent approach in both schools. Identified groups will take part in a range of interventions which include nurture, Seasons for Growth, What to do if you worry too much, Starving your anxiety Gremlin and LIAM. These are all interventions that have demonstrated a positive impact over the last couple of years. A Barnardo's worker has been funded by PEF and will work closely with school staff to support identified pupils and their families. We will continue to strive to close the gap between our most deprived and least deprived pupils.

#### **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**

Following an audit of planning in both schools it was agreed that Cairn staff would continue to use electronic planners and Gardenrose staff would change their forward planning to align with Cairn.

In September, during the authority twilight, teachers from both schools collaborated virtually within their levels to discuss the 4 stages of progress and the learner journey in order to have consistent expectations in both schools.

During the October inservice day all teachers completed a SALO activity discussing 'What does quality learning, teaching and assessment look like in Cairn?' This was analysed alongside Gardenrose's return to identify strengths and differences between the schools. This will inform merger decisions regarding learning, teaching and assessment. All staff contributed to an audit of literacy resources. This has allowed us to identify gaps in provision prior to the merger.

During the February inservice day teaching staff from both schools met to share practice in Talk for Writing and to moderate pupil work. Staff were confident that standards are mostly similar across both schools and that the 4 stages of progress are mostly applied consistently in writing. Staff also discussed pedagogies used in literacy and numeracy and again most practice is consistent across both schools.

During the summer term, almost all Cairn staff visited their stage partner in Gardenrose for a day to further build positive relationships and audit learning and teaching to identify good practice and any differences in pedagogy. All staff agree that both schools can learn from one another prior to the merger.

In June, stage partners for next session met to begin a long term annual plan to ensure that children in each stage will receive similar experiences in the session prior to the merger.

During May and June, all classes from Cairn and Gardenrose met to provide the children with opportunities to begin to build positive relationships with one another. These days were well received by the children, staff and parent helpers and will continue next session.

During the May inservice day all early years staff met to begin to build positive relationships across the two teams and to audit practice across the centres. Good practice and ideas for preparing staff, children and parents for the merger were discussed. Both EYCs will work closely next session.

Staff are enthusiastic about working together to ensure a seamless transition into Culzean Primary School and EYC for all stakeholders in August 2023.

## Evaluation Summary

### 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. Our vision, values and aims have been embedded across the whole school community. Staff work closely with cluster schools to improve attainment in literacy, numeracy and health and wellbeing. Our leadership 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. This year we have seen a continued improvement in motivation for writing.

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 local, regional and national 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, and staff 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.

This session the Head Teacher became shared Head of Cairn and Gardenrose Primaries. The senior leadership team have supported each other, and all staff, very well during this period of change and are confident in driving forward positive changes in preparation for the forthcoming merger.

The overall evaluation of this Quality Indicator is very good.

### 2.3 Learning and teaching

Our school ethos is built on positive, nurturing and trusting relationships. Careful consideration of staff allocation, PEF funding, Health and Wellbeing interventions and embedding the positive relationship policy has led to a consistent learning environment and high quality learning and teaching throughout the Covid 19 pandemic and recovery period. This has allowed our learners to continue to engage in their learning. Learner's achievements in and out of school are celebrated through Twitter, virtual assemblies and school displays. Children contribute effectively to the life of the school through consultations, committees, virtual assemblies and various leadership opportunities. As we are progressing through the Covid recovery period, we are re-establishing our strong community links. Our school is committed to respecting children's rights and as part of our improvement plan we are aiming for reaccreditation at silver level which lapsed during the pandemic.

Teaching is underpinned by our aim to achieve excellence and equity through raising attainment and recognising and encouraging the range of skills, talents, hopes and ambitions of our pupils inspiring them to realise their potential. A range of learning environments and opportunities are used to enrich learning and engage our children. P1 have particularly enjoyed play-based learning and outdoor learning opportunities and have shared their curiosity and creativity with parents. There are clear targets within our School Improvement Plan and staff work collegiately to achieve them. Staff continuously strive to improve their professional practice and implement a consistent approach across the school to raise attainment for all. This is achieved through CLPL, professional reading, collegiate planning and moderation. This has been evident in our development and embedding of Talk for Writing and Teaching for Understanding in numeracy and maths. Staff critically reflect on teaching and learning through professional dialogue and continue to assess improvements against 'How Good is Our School' and 'School As a Learning Organisation'. Evaluations are used to adapt teaching practice and inform the School Improvement Plan. These are used to meet the needs of all learners, school and wider partnerships.

We use a variety of assessment approaches to allow learners to demonstrate their knowledge, understanding and skills. 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 early years parents. Assessment evidence is tracked to ensure that all children are being challenged and supported appropriately. This session we have worked with colleagues in Gardenrose to moderate our planning, assessments and expectations to ensure that they are reliable and robust. Teaching staff use a range of data

effectively and continually monitor and evaluate all learner's progress, ensuring looked after children, young carers and those living with financial hardship have equitable opportunity to achieve skills for learning, life and work. Robust quality assurance procedures ensure that children are appropriately engaged, supported and challenged in their learning.

The overall evaluation of this Quality Indicator is very good.

### 3.1 Ensuring wellbeing, equity and inclusion

Our school promotes an inclusive, nurturing and stimulating environment where children feel safe, valued and included. Our learning community has a shared understanding of wellbeing and children's rights. We are seeking re-accreditation of RRS silver award which lapsed during the pandemic. Almost all children feel safe and cared for in school and say that staff treat them fairly and with respect. Staff continually seek CLPL which ensures that they stay up to date with all current local and national legislation. We have robust 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. We provide a high level of pastoral support for our vulnerable children and families in both the school and Early Years Centre. 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 our high expectations and are consulted through parent meetings, Team Around the Child 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 regularly carried out to measure and assess the suitability and impact of these interventions. 'The Hub' 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, relationships and sexual health, anti-bullying and inclusion. Staff model the school values at all times. We have 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, Thriving Communities 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 when required. We have provided nurture groups, gardening activities and community 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

Most 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. Teachers are confident in discussing their pupils' learning and justifying professional judgement using the 4 stages of progress. Confident teacher judgements are made and triangulated with an appropriate range of summative and formative assessments. A robust tracking process is in place and termly pupil progress meetings with the Head Teacher and Acting Depute ensure that effective interventions are implemented as soon as required, to meet the individual needs of pupils and to ensure continuous progress for all.

#### EYC Developmental Milestones

80% of our pupils are achieving 8 or more out of the 10 communication and language developmental milestones.

75% of our pupils are achieving 8 or more out of the 10 maths and numeracy developmental milestones.

90% of our pupils are achieving 8 or more out of the 10 health and wellbeing developmental milestones.

Our nursery team, led by the teacher, has analysed the data and will focus structured play opportunities around the more complex milestones to improve attainment next session.

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. Active Schools activities are well planned and tracked and pupils have recently had the opportunity to take part in a range of extra-curricular activities including rugby, football and netball. P7 pupils developed a range of skills during their three-day programme of activities at Dolphin House. Music continued to be delivered creatively, with children receiving tuition through Microsoft Teams and outdoors in the school grounds. Since Covid restrictions were eased, we now welcome instructors back into school.

The overall evaluation of this Quality Indicator is good.

## What are the key priorities for improvement in 2022/23?

We will continue to maintain a focus on the priorities below.

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

This will be done while we work closely with staff, pupils and parents in Gardenrose Primary to prepare for our school merger which will take place in August 2023.

## What is the capacity for improvement?

The Head Teacher has now been in the role of Shared Head Teacher of Cairn Primary and Gardenrose Primary for one year. She has made steps to begin to align the schools' practices and policies in preparation for the merger. The Acting Depute is now four years into the acting role and knows the school community well. She is committed to the pupils, parents and staff. She supports the shared Head Teacher very well and deputises as the school lead when the Head Teacher is in Gardenrose. She will continue to be supported by an Acting Principal Teacher and PEF funded Principal Teacher, who together will continue to support improved outcomes for all children. The staff team continues to be proactive and adaptable, finding new and creative ways to support pupils and their families. The senior leadership team is committed to taking forward school improvement priorities while preparing both schools for a seamless transition to the new school.

Our Early Years Centre will remain open 52 weeks of the year and will continue to offer 1140 hours to families. The centre is led by a Depute Manager who is supported by two Senior Early Years Practitioners. They will continue to lead the large and dedicated team of staff to support their children's well-being and ability to achieve their developmental milestones.

The new community campus will open in August 2023 and pupils, parents, staff and the wider community will continue to be involved in the consultation processes and merger activities taking place. This will be an exciting time for pupils, parents and staff.

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 supports and interventions. 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 of the Covid pandemic and prepare all stakeholders for a positive transition into Culzean Primary School and Early Years Centre.

