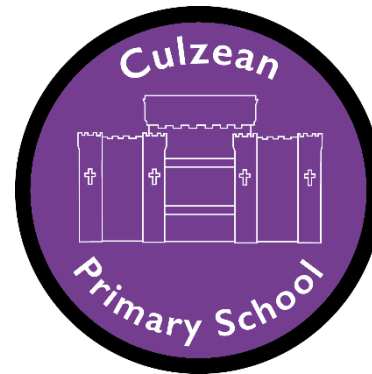




Culzean Primary School & Early Years Centre

IMPROVEMENT PLAN: 2023-2024



As a SILVER Accredited Rights Respecting School, we acknowledge the importance of article 3 in all that we do:
'The best interests of the child must be a top priority in all actions concerning children.'

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.



We will actively promote **respect, honesty, kindness and resilience** within our school community.

'Learning Together at the Heart of the Community'

Our Vision

(Draft – consultation with stakeholders still to take place)

Our vision at Culzean 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

South Ayrshire Council Plan

Spaces and Places
Live, Work, learn
Civic and Community Pride

Children's Services Plan

Outstanding universal provision
Tackling Inequalities
Love and support for our Care Experienced young people and young carers
Good physical and mental wellbeing
Promoting Children's Rights

Education Services Priorities

Equity, Wellbeing and Inclusion
Learning, Teaching and Assessment
Curriculum
Self Evaluation for Self Improvement

National Improvement Framework Priorities

Placing the human rights of every child and young person at the centre of education
Improvement in children and young people's health and wellbeing
Closing the attainment gap between the most and least disadvantaged children
Improvement in employability skills and sustained positive school leaver destinations for all young people
Improvement in attainment, particularly in literacy and numeracy

Cairn and Gardenrose Primary Schools and Early Years Centres prepared to merge during session 2022/23. Many areas of school life, policies and procedures, curriculum and pedagogy, resources and relationships were audited and adapted where necessary to ensure a seamless transition for pupils, staff and parents of both schools. This will continue to be the priority of school improvement in session 2023-24.

TO ESTABLISH CONSISTENT APPROACHES TO PRACTICE AND PEDAGOGY FOR ALL STAFF IN CULZEAN PS AND EYC FOLLOWING THE MERGER OF GARDENROSE PRIMARY AND CAIRN PRIMARY SCHOOLS AND EYCS				
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 NIF Priorities: Improvement in attainment, particularly in Literacy and Numeracy. Closing the attainment gap between the most and least disadvantaged children and young people. Improvement in employability skills and sustained, positive school-leaver destinations for all young people				
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)
<p>To establish a vision, values and aims for Culzean Primary School and EYC.</p> <p>To audit and adapt all aspects of planning, learning, teaching and assessment; school and EYC policies and procedures; and resources from both schools, to create and embed a consistent approach for stakeholders in Culzean PS & EYC.</p> <p>To ensure staff have a consistent understanding of impact of pedagogical practices on raising</p>	<ul style="list-style-type: none"> A working party made up of staff, pupils and parents will engage with all stakeholders to consult and create a vision statement and aims for the new school and early years centre. Agreed values will be established and reinforced regularly with all stakeholders. Curriculum planners (long and short term) in school and EYC will continue to be moderated and adapted to create a consistent approach to planning curriculum and learning, teaching and assessment. Pedagogy/ quality learning and teaching will continue to be moderated and a consistent 	<p>Fiona McDougall/ SLT/ Curricular Champions/ Class Teachers/ Early Years Practitioners</p>	<p>August 2023 – June 2024</p>	<ul style="list-style-type: none"> A vision statement and aims for Culzean PS and the Early Years Centre will be agreed by all stakeholders. Agreed values will be communicated to all stakeholders and expectations established. There will be a consistent approach to planning of learning, teaching, play and assessment by teaching staff and Early Years Practitioners Pedagogy and quality learning and teaching will be consistent across all stages. Appropriate resources and training will be identified and purchased. Policies and systems will be adapted for Culzean PS and EYC, implemented and communicated to all stakeholders. All children, parents and staff will transition to Culzean Primary confidently and securely.

<p>attainment and achievement including – MTV, differentiation, outdoor learning, digital literacy and learning through play.</p>	<p>approach will be developed and embedded in all curricular areas.</p> <ul style="list-style-type: none"> Existing resources for all curricular areas will continue to be audited, moderated and new resources identified where required. Policies and systems from both schools and EYCs will be moderated and a consistent approach will be agreed for Culzean PS & EYC and communicated to all. 			
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Priority 2 : WELLBEING, EQUALITY & INCLUSION FOR ALL				
<p>To provide enjoyable and motivating learning experiences, with appropriate support and challenge, for all learners through addressing the principles of GIRFEC.</p> <p>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</p> <p>NIF Priorities: Closing the attainment gap between the most and least disadvantaged children and young people; Improvement in children and young people's health and wellbeing. Improvement in employability skills and sustained, positive school-leaver destinations for all young people. Placing human rights of every child and young person at the centre of education.</p>				
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)
SCHOOL PRIORITIES				
<p>To improve the mental health and wellbeing of all pupils</p> <p>To increase staff and parent knowledge and</p>	<ul style="list-style-type: none"> Positive Relationships Policy will be created for Culzean following consultation with all stakeholders. Implementation of policy will be monitored by SLT. 	<p>Carol Kay</p>	<p>August 2023– June 2024</p>	<ul style="list-style-type: none"> All staff and parents will have a shared understanding, approach and language around supporting pupils social, emotional and mental health.

<p>understanding of the importance of mental health and wellbeing on attainment and achievement.</p>	<ul style="list-style-type: none"> Zones of Regulation will be implemented across the school community as a consistent approach to emotional regulation. 			<ul style="list-style-type: none"> Emotional Literacy Assessment – Pupil scores in June will show an increase from August baseline. Staff Survey Parent Consultation Observational data such as parent reports and teacher observations will be used as evidence alongside a reduction in use of reflection cards.
<p>To improve social and emotional skills in the EYC by embedding the PATHs programme.</p>	<ul style="list-style-type: none"> EYC teachers and EYPs will deliver PATHs as a universal approach to empower children to develop fundamental social and emotional learning skills. 	<p>Natalie Monteith</p>	<p>August 2023– June 2024</p>	<ul style="list-style-type: none"> EYC children will develop and improve self-control, emotional awareness and interpersonal problem-solving skills. 85% of children in the EYC will achieve their health and wellbeing milestones.
<p><i>To develop a whole school approach to nurturing staff wellbeing</i></p>	<ul style="list-style-type: none"> <i>Both staff wellbeing champions will finalise policy and practice to support staff wellbeing.</i> <i>Staff teambuilding and social activities will be a focus this session in order to create a positive staff team following the merger.</i> 	<p><i>Catrin Hughes</i></p> <p><i>Kayleigh Bell</i></p>	<p><i>Aug 2023- June 2025</i></p>	<ul style="list-style-type: none"> <i>Whole school and staff nurturing approach will be embedded.</i> <i>Staff will be more aware of supports to promote staff wellbeing.</i> <i>A positive staff team ethos will be developed across both schools to support all.</i> <i>Staff anxiety scale</i>
<p><i>To begin to work towards Gold accreditation in the Rights Respecting School Award</i></p> <p><i>All stakeholders will have an awareness of UNCRC Bill – Incorporation (Scotland) Bill</i></p>	<ul style="list-style-type: none"> <i>Culzean PS and EYC will place the UN Convention on the Rights of the Child at the heart of its ethos and curriculum.</i> <i>Children will be aware of their rights and all stakeholders will model rights and respect in all their relationships, whether between children or between children and adults.</i> <i>Authority and school training will be undertaken.</i> 	<p><i>Jenna Calder</i></p> <p><i>Laura McGarva</i></p>	<p><i>Aug 2023 – June 2025</i></p>	<ul style="list-style-type: none"> <i>Evaluations and well-being webs will show that:</i> <ul style="list-style-type: none"> <i>Children are healthier and happier</i> <i>Children feel safe</i> <i>Children have better relationships</i> <i>Children become active and involved in school life and the wider world</i> <i>Consultations and surveys of all stakeholders will show an increased awareness of the importance of the UNCRC Bill.</i>

<p><i>Children will be empowered and inspired to think about and share their views.</i></p>				
<p>To further develop outdoor learning by embedding Forest Kindergarten and outdoor play in the EYC and outdoor learning across all stages in school.</p>	<ul style="list-style-type: none"> • EYC staff will receive training in Forest Kindergarten and children will have regular frequent experiences in almost all weathers in a natural woodland setting and other outdoor environments • School staff will receive training in outdoor learning and children will have regular frequent experiences in a natural woodland setting and other outdoor environments 	<p>Natalie Monteith (EYC)</p> <p>Fiona McDougall</p>	<p>Aug 2023 – June 2025</p>	<ul style="list-style-type: none"> • All children will be motivated and engaged during outdoor learning experiences • Staff confidence when delivering forest school and outdoor learning activities will increase. (Survey) • Children will develop an appreciation of nature, problem solving skills and how to manage their own risks. (Observation)
<p>To improve digital literacy skills of pupils, staff and parents.</p> <p>To ensure the online safety of all pupils with a move to an increase in the use of digital technology.</p> <p>To achieve the Digital Schools Award.</p>	<ul style="list-style-type: none"> • Digital Champions to provide & signpost 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 continue to use virtual platforms for homework and communication. • Introduction of consistent communication platform between 	<p>Zoe Clive</p> <p>Sophie Caldwell</p>	<p>August 2023 - June 2025</p>	<ul style="list-style-type: none"> • Teachers and learners will use digital technologies more extensively when engaging in learning experiences, using the Digital Literacy and Computing Science Es and Os to plan for learning. • 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 by almost all staff and pupils for homework and communication. • Culzean will achieve the Digital Schools Award.

	<i>home and EYC/school – Learning Journals will replace See Saw.</i>			
<p>PEF Funding</p> <p>Culzean PS received £88,170 of Pupil Equity Funding this session. This has been used to fund 100 hours of additional School Assistant support to provide targeted interventions, support boost groups and an Acting PT to manage the PEF plan and deliver a range of HWB interventions. The Acting PT will also manage the Cost of the School Day pilot.</p>	<p>Interventions include:</p> <ul style="list-style-type: none"> • Social/Communication Group • Targeted Nurture Groups • Accelerated Reader • HWB Interventions • Literacy and Numeracy interventions <p>Cost of the School Day will include:</p> <ul style="list-style-type: none"> • Establishing a breakfast club and targeting appropriate pupils • Managing a school uniform bank and hygiene products bank • Bidding for funding to support families • Raising awareness of the pilot project with all staff • Develop a CoSD Policy 	Jane Forbes	Aug 2023- June 2024	<p>Full details on how these interventions will implemented and measured be measured can be found within the school’s PEF action plan.</p> <p>Full details of the Cost of the School Day Pilot will be found in the CoSD action plan.</p>

Cluster Priority: SCIENCE

To improve the confidence and competence of Staff to effectively teach STEM education and provide learners with STEM skills and knowledge that they require throughout their lives.

HGIOS 4 / HGIOELC Q.Is1.1, 1.2, 1.3, 2.2, 2.3, 2.4, 3.2

NIF Priorities: Improvement in attainment. Closing the attainment gap between the most and least disadvantaged children and young people. Improvement in employability skills and sustained, positive school-leaver destinations for all young people.

What Outcomes Do We Want To Achieve?	How Will We Achieve This? (Intervention Strategies)	Start and Finish Dates	How Will We Measure Impact On Children and Young People? (Include Where Possible Current Measure and Target)	January 2024 Review
<p>Cluster Priority STEM group (Lead Science Steering Group) Culzean – Emma Pollock, Catrin Hughes (Early Years), Karen McDonald</p>				
<ul style="list-style-type: none"> ➤ Children and young people will experience quality learning and teaching in science due to increased levels of confidence and expertise in staff. ➤ Children and young people’s skills, development, knowledge and understanding in science subjects is enhanced due to further development in pedagogy and assessment skills in staff. ➤ Children and young people’s science enquiry skills and understanding of science is enhanced due to staff confidence in applying TAPS focussed assessment. ➤ Children will experience coherent and progressive learning and 	<ul style="list-style-type: none"> ➤ Cluster Science Steering group consisting of school mentors for Science will continue to access CLPL directly from SSERC and take the lead within each cluster school. ➤ Staff from Early Years, Primary and Secondary Science will engage in online collaborative training led by mentors with external support available from SSERC. ➤ SSERC meet – Microbes for Minors & Titanic and one other SSERC meet of choice will take place throughout the session 2023/2024 ➤ Mentors to apply for further grants and funding through SSERC, to source science resources for schools. ➤ Cluster Science Steering group to showcase 2nd year of practice. ➤ Staff throughout the cluster will implement more STEM based activities in classrooms and more varied approaches to learning and teaching. ➤ Mentors will introduce the TAPS focussed assessment within each school. (https://pstt.org.uk/resources/curriculum-materials/assessment) ➤ Early Years/Primary/Secondary links will be established to create a programme of study to ensure a seamless transition of skills, knowledge and understanding from Early level to third/fourth level within science enquiry. 	<p>August 2023 to June 2024</p>	<p>Cluster Staff Wheel of Science questionnaire on levels of confidence within the science organisers. (September 2023 and June 2024)</p> <p>SSERC showcase for mentors.</p> <p>Classroom observations</p> <p>Pupil Attainment</p> <p>Staff evaluations following CLPL activities.</p>	<p>Cluster questionnaire for staff and children.</p>

<p>teaching in science across and through the Carrick cluster because of the collegiate development of science programme of study.</p> <ul style="list-style-type: none">➤ Children, young people and staff will engage more readily with science enquiry and aspire to pursue a career in science.➤ Staff will continue to share experiences and good practice at all levels, and develop greater collegiality between cluster schools.				
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Appendix 1

Improvement Planning 2023-2024

* Include links to the plans when available

South Ayrshire Service Plan Priority:					
1. Closing the poverty-related attainment gap by improving attainment in literacy					
SAR Strategic Plan Priority:					
To raise attainment in literacy and close the reading attainment gap between the most and least disadvantaged children and young people in South Ayrshire					
ALL SOUTH AYRSHIRE SCHOOLS 2023-2024					
SAR Strategic Aim	Actions	Intended Impact	Resources	SAR Lead	Completion Date
<p>To develop confident and skilled readers in South Ayrshire with a lifelong love of reading and the confidence to access all aspects of education, culture and society</p> <p>To support and develop all education staff in South Ayrshire to implement best practice through a culture of shared knowledge, collaboration and enquiry</p>	By June 2023 all schools will have an identified Reading Leader	<p>The values, vision and aims of South Ayrshire Reads is consistent and clear to all stakeholders</p>	All reading leaders can join a dedicated MS Team to ensure access to information, local/regional/national messages and resources and, opportunities to collaborate.		June 2023
	By June 2023 all clusters will have an identified SAR link person to direct enquiries / requests to.		<i>South Ayrshire Reads</i> strategy document and MS Team		June 2023
	By end of August 2023 ALL education staff, parents, children and young people will be introduced to the strategic vision of (SAR)the South Ayrshire Reads initiative.		SAR Video link will be provided, and time allocated on August Inservice days to share with all school staff. <i>(Please share with all pupils during the first few weeks of term and share the video link on your school social media channels)</i>		August 2023
	By April 2024 ALL education staff will have had the opportunity to attend an online South Ayrshire Reads Engagement session		Multiple dates will be available throughout the session and will be promoted through Reading Leaders Network, Education Update and, SAR Twitter feed		April 2024
	By April 2024 ALL parents, carers and partners will have had the opportunity to attend an online South Ayrshire Reads Engagement session		Multiple dates will be available throughout the session and will be promoted through Reading Leaders Network, Education Update and, SAR Twitter feed		April 2024
	By September 2023 ALL primary education staff will have engaged in initial science of reading training (Sept Twilight) and follow-up training (TBC)		Multiple dates will be available throughout the session and will be promoted through Reading Leaders Network, Education Update and, SAR Twitter feed		April 2024

	By February 2024 ALL school assistants will have had the opportunity to attend in-person Supporting Children with Reading training		Training will take place on both October 2023 and February 2024 Inservice days		October 2023 February 2024
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