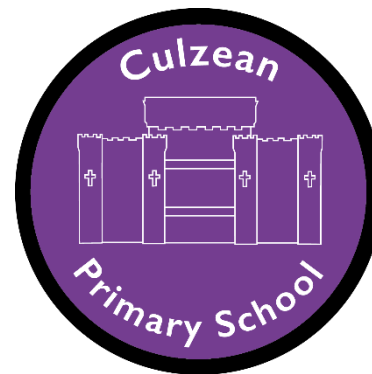




Culzean Primary School & Early Years Centre

IMPROVEMENT PLAN: 2024-2025



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

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.

Learning Together at the Heart of the Community

Our Aims

We aim to ensure that all our children become:

Successful Learners by participating fully in all learning opportunities on offer in and out of school, continuing to improve and develop skills and knowledge in all areas.

Confident Individuals by believing that anything is possible through hard work, effort, and determination.

Responsible Citizens by taking responsibility for their own learning, behaviour and respect shown to everyone in the school community.

Effective Contributors by participating fully in the opportunities made available in the school, working alongside pupils, not just friends and showing respect to everyone in the school community.

How evidence for our School Improvement Plan was gathered

- Self-evaluation using HGIOS?4 / Child at the Centre 2 performance indicators
- Self-evaluation, using quality indicators were discussed openly at staff meetings 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

- **The Promise:** Our commitment to Keeping the Promise
- **Family:** Promoting whole family wellbeing
- **Included:** Early help for children with diagnosed or undiagnosed additional support needs
- **Healthy:** Improving physical and mental health for children and young people
- **Voice:** Involving children and young people in local decision making
- **People:** Collaborative learning and reflection opportunities for the workforce

Education Services Priorities

- Engaged and Included
- Outstanding learning, teaching and assessment
- Developing our curriculum
- Self Improving Service

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 and young people
- Improvement in employability skills and sustained positive school leaver destinations for all young people
- Improvement in attainment, particularly in literacy and numeracy

Learning Together at the Heart of the Community

Cairn and Gardenrose Primary Schools and Early Years Centres merged in August 2023. Many areas of school life, policies and procedures, curriculum and pedagogy, resources and relationships were audited prior to the merger and many have been adapted where necessary to ensure a seamless transition for pupils, staff and parents in Culzean Primary. This will continue to be the priority of school improvement in session 2024/25.

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 children and young people’s health and wellbeing.

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 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 attainment and achievement including – MTV, differentiation, outdoor learning, digital</p>	<ul style="list-style-type: none"> 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 including IDL. Pedagogy/ quality learning and teaching will continue to be moderated and a consistent approach will be developed and embedded in all curricular areas. Existing resources for all curricular areas will continue to be audited and new resources identified where required. A consistent approach will be agreed for policies and systems in 	<p>Fiona McDougall/ SLT/ Curricular Champions/ Class Teachers/ Early Years Leadership Team/ EY Practitioners</p>	<p>August 2024 – June 2025</p>	<ul style="list-style-type: none"> There will be a consistent approach to planning of learning, teaching, play and assessment by teaching staff and Early Years staff. 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.

literacy and learning through play.	Culzean PS & EYC and communicated to all.			
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Priority 2: LITERACY – Writing & Listening & Talking

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.

What Outcomes Do We Want To Achieve?	How Will We Achieve This? (Intervention Strategies)	Lead Person	Start and Finish Dates	How Will We Measure Impact On Children and Young People? (Include Where Possible Current Measure and Target)
To improve attainment levels in writing and close the gap between the most deprived and all other pupils.	<ul style="list-style-type: none"> All teachers and school assistants in P1-4 classes will attend a full day's training in Read, Write, Inc 'Get Writing'. Staff will then implement this new resource. Teachers will team teach and observe their peers to quality assure the implementation. An upper school working party will be created to focus the steps below: Audit of existing resources/ approaches will be carried out. 	<p>Jane Forbes</p> <p>Infants – D Bell</p> <p>Upper – Beth Wade Gillian Thomson Sarah Boyd</p>	August 2025- June 2026	<ul style="list-style-type: none"> RWI assessments will measure progress in writing. Standardised summative writing assessments to be used across whole school in August and May. Assessments marked against criteria using the benchmarks and SAC pathways for standards of expectations. Summative assessment to be carried out as an "end of unit" assessment at the end of each writing block. ACEL data will improve by 10% for each cohort and the gap will reduce by 5%

	<ul style="list-style-type: none"> • All staff P5-7 will work together to establish best practice in adapting Talk 4 Writing to our context. • The working party will write a “writing policy” for P4-7 that has clear expectations and standards of high quality learning and teaching including planners that ensures a breadth of genres are being taught and that there is a clear skills progression of benchmarks and SC as identified in SAC planners • Pupil writing groups will be differentiated to ensure SC and expectations allow for each learner to progress at their own pace. • Pupil Support Teacher and School Assistants to be utilised effectively to raise attainment. 			
To improve teachers’ knowledge and confidence in assessing listening and talking skills	<ul style="list-style-type: none"> • Professional learning will focus on the pathways and success criteria for listening and talking. • Professional dialogue will highlight appropriate opportunities for delivering quality learning and teaching and assessments. 	Sarah Boyd	October 2024 – June 2025	<ul style="list-style-type: none"> • Staff knowledge and confidence of listening and talking pathways, benchmarks and learning and teaching will improve. • ACEL data for listening and talking will reflect pupils’ skills and ability.

Priority 2 : WELLBEING, EQUALITY & INCLUSION FOR ALL

To provide engaging and motivating 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

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.

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				
Outcomes for care experienced children will be improved.	<ul style="list-style-type: none"> Staff within school will develop an awareness and understanding of The Promise and all that is included within the national guidance and local authority initiatives. This will be enhanced by completing The Promise Education Award by June 2025. All staff will support learners with experience of care to provide improved wellbeing and in turn work towards improved educational outcomes. 	Carol Kay	August 2024- June 2025	Attainment levels for care experienced children will improve.
<p>Actively involve pupils in decisions about the mental health support they receive within Culzean PS.</p> <p>Mental Health support and outcomes will be improved.</p>	<ul style="list-style-type: none"> The Mental Health (MH) committee will be re-established. The committee will create a pledge for mental health within Culzean PS The MH committee will create and review the MH policy and share with all stakeholders. 	Carol Kay	August 2024- June 2025	<p>Culzean PS will achieve the Mental Health 'Say it out Loud' Charter</p> <p>All pupils will have increased awareness of mental health supports.</p> <p>2 key principles will be developed over the year - P4-7 emotional literacy scores will improve.</p>

	<ul style="list-style-type: none"> The committee will baseline the 8 principles of the Say It Out Loud charter and develop and address an action plan. Tree of Knowledge will be used as a core resource in all stages. 			
Play and learning experiences will be extended and enriched in all areas of the EYC.	<ul style="list-style-type: none"> Staff will revisit Blooms Higher Order Thinking and Questioning and use to further support children's learning. 	Natalie Monteith	August 2024– June 2025	All children will benefit from staff supporting them to extend and enrich their play and learning experiences.
To develop a whole school approach to nurturing staff wellbeing	<ul style="list-style-type: none"> Staff wellbeing policy will be finalised, and champions will share and promote practice to support staff wellbeing. 	Catrin Hughes Kayleigh Bell	Aug 2024- June 2025	<ul style="list-style-type: none"> Whole school and staff nurturing approach will be embedded. Staff will be more aware of supports to promote staff wellbeing.
<p>To work towards Gold accreditation in the Rights Respecting School Award</p> <p>All stakeholders will have an awareness of UNCRC Bill – Incorporation (Scotland) Bill</p> <p>Children will be empowered and inspired to think about and share their views.</p>	<ul style="list-style-type: none"> Culzean PS and EYC will place the UN Convention on the Rights of the Child at the heart of its ethos and curriculum. 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. Authority and school training will be undertaken. Children's views will be shared in school committees, and they will have an active role in the life of the school. Masterclasses add to our curriculum offer by providing 	Laura McGarva	Aug 2024 – June 2025	<ul style="list-style-type: none"> Evaluations and well-being webs will show that: <ul style="list-style-type: none"> Children are healthier and happier Children feel safe Children have better relationships Children become active and involved in school life and the wider world Consultations and surveys of all stakeholders will show an increased awareness of the importance of the UNCRC Bill.

	choice and the development of a range of specialist skills.			
To further develop outdoor learning across all stages in school.	<ul style="list-style-type: none"> School staff will receive training in outdoor learning and children will have frequent experiences developing skills in a natural woodland setting and other outdoor environments. 	Carol Kay	Aug 2024 – June 2025	<ul style="list-style-type: none"> All children will be motivated and engaged during outdoor learning experiences and will gain a range of skills – independence, creativity, curiosity, critical thinking. Staff knowledge and confidence when delivering forest school/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. Develop the use of Learning Journals to tracking achievement and share with parents. 	Sophie Caldwell	August 2024 - June 2025	<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. Learning Journals will be used confidently by almost all staff and pupils for homework and communication. Culzean will achieve the Digital Schools Award.
Parents will become more involved in the life of the school and become more	<ul style="list-style-type: none"> Opportunities will be created for parents to support wider aspects of school life. 	Laura McGarva	August 2024- June 2025	<ul style="list-style-type: none"> Surveys will show that parents feel more involved in their child's education. Pupil's achievement will be tracked number of planned opportunities will increase.

<p>engaged in their child's learning.</p>	<ul style="list-style-type: none"> • Parents will be invited in for 'stay and play' or to share their child's learning once per term. • A homework policy will be created and put into practice. 			
<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 improve attendance, 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>Attendance PEF PT will support a SA to work with identified families to focus on reducing the barriers to attending for those pupils whose attendance is 75% or below. PEF PT will track attendance. The new school attendance policy will be rolled out and the "Attendance Working Party" (SA, PEF PT and DHT) will support our pupils and families with less than 90% attendance to reduce barriers to attendance through whole school approaches and targeted interventions</p> <p>Cost of the School Day will include:</p> <ul style="list-style-type: none"> • Continuing our breakfast club and targeting appropriate pupils • Managing a school uniform bank and hygiene products bank 	<p>Jane Forbes</p>	<p>Aug 2024- June 2025</p>	<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>

	<ul style="list-style-type: none"> • Bidding for funding to support families • Raising awareness of the pilot project with all staff • Develop a CoSD Policy 			
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Cluster Priority: Curriculum design - transitions

To improve teacher’s knowledge of curriculum design.

To improve P6-S2 transitions

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)
Cluster Leads - HTs Culzean – Fiona McDougall			
<p>Staff will become confident and knowledgeable about Scotland’s curriculum.</p> <p>Staff will understand the principles of curriculum design and apply in their own context.</p> <p>P6 – S2 curriculum transition planning will support all pupils and help to meet their needs.</p>	<ul style="list-style-type: none"> • All teaching staff attend September twilight – ‘Scotland’s Curriculum – a national perspective. • Staff become familiar with the Curriculum Planning Toolkit. • Staff look at the context of the local area to support planning experiences. • P6- S2 use the Alloway Tunnel Project to develop a transition project. 	<p>September 2024 – June 2025</p> <p>Twilight dates – 16th September 12th November 15th January</p>	<ul style="list-style-type: none"> • Curriculum design will meet the needs of all children. • Transition will be enhanced by cluster transition project.



Learning Together at the Heart of the Community