



Gardenrose Primary and Early Years Centre
Standards and Quality Report
2021/22



Context of the School

Gardenrose Primary School and Early Years Centre serves the town of Maybole and is the largest of the three primary schools in the town. Gardenrose sits at the heart of the community and works together with local organisations and individuals to offer our pupils and their families greater opportunities for learning and building good relationships. The school is non-denominational and has a total roll at June 2022 of 160 pupils arranged in 7 classes from Primary 1 through to Primary 7. The Early Years Centre located within the school building has 40 children, ages 3-5 and 2-3 years old provision is available for up to 10 children, within the Carrick Centre. Free meal entitlement is currently 14% (SAC average is 22%). 97% pupils in the Primary School live in SIMD 3-8, predominantly most pupils live in SIMD 3-5. Average attendance this session was 93.56%, above the 90% expected by the local authority.

The school is modern in style and semi-open plan. Our Early Years Centre consists of two playrooms and an outside area. The children have free flow between rooms and outdoors. Primary 1 - 3 classrooms surround a large carpeted open area used for play based learning. Primary 4 - 7 classrooms are situated at the opposite end of the building. There are 4 closed rooms with the remainder open plan, surrounding a large carpeted open area, which provides scope for many different learning opportunities.

There are separate dining and PE facilities. The PE hall is also used for assemblies and wider community gatherings. There is an extensive playground incorporating grassy and tarmac areas as well as a picnic area and a small enclosed playground. There is also an area of Forest School at the edge of the school grounds. The children enjoy access to a variety of colourful playground games and natural outdoor resources which all contribute to their learning experiences.

Gardenrose has a committed staff including teaching, support, early years, clerical and senior leadership team. An acting Principal Teacher, acting Depute Head Teacher and a shared Head Teacher (with Cairn Primary) are currently in post. Teaching staff entitlement is 10.6 FTE.

School Roll June 2022	P1	P2	P3	P4	P5	P6	P7	Total
Gardenrose 2021-22	13	24	24	23	26	28	20	158

Our Vision and Values

We work in partnership with our school community to provide an inclusive, nurturing, happy learning environment which aims to help everyone achieve their potential - to be the best that we can be.

The 6 values chosen by pupils, parents/carers and staff and are at the heart of Gardenrose Primary School and everyone who is part of our community.

- Fairness
- Honesty

- Included
- Nurture
- Respect
- Responsibility

What key outcomes have we achieved?

We have high expectations for all learners and promote achievement and attainment in its widest sense.

Reporting on Curriculum for Excellence Levels

We are continually striving to increase levels of attainment and providing opportunities for all pupils to achieve. The table below shows the percentage of pupils that are achieving Curriculum for Excellence levels expected or higher than expected for their age.

% achieving levels expected or higher than expected for their age

Gardenrose	Early Secure P1			First Secure P4			Second Secure P7		
	2019-20 June Predictions	2020-21	*2021-22	2019-20 June Predictions	2020-21	*2021-22	2019-20 June Predictions	2020-21	*2021-22
Language	85%	80%	100%	68%	81%	71%	81%	65%	72%
Maths	92%	84%	100%	64%	81%	70%	84%	77%	67%
HWB	No data available	84%	100%	No data available	100%	96%	No data available	81%	78%

Definitions

Almost all Over 90%	Most 75% - 90%	The majority 50% - 74%	Less than half 15% - 49%	Few Up to 15%
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*2021 - 22 CfE levels are variable compared to previous years. This follows a series of Covid-19 outbreaks throughout the year resulting in almost all classes being sent home to isolate for at least 10 days. Staff and pupil absence levels were high.

Language - All pupils (13) in P1 and most pupils in P4 (71%) and P7 (72%) achieved Curriculum for Excellence levels in Language which were in line with or higher than levels expected for their age.

Mathematics - All pupils (13) in P1 and the majority of pupils in P4 (70%) and P7 (67%) achieved Curriculum for Excellence levels in Mathematics which were in line with or higher than levels expected for their age.

Health and Well-being (HWB) - All pupils in P1, almost all pupils in P4 (96%) and most pupils in P7 (78%) achieved Curriculum for Excellence levels in Health and Well-being which were in line with or higher than levels expected for their age.

In P.4 all learners have moved up at least one stage within the four stages of progress pathway from their prior levels of attainment in literacy and numeracy. In 2020-21, 72% of this cohort achieved national expectations in both literacy and numeracy. In 2021-22 this decreased to 65% in both Literacy and Numeracy respectively.

In 2020-21, 72% of the P7 cohort achieved national expectations in literacy and numeracy. 2021-22 saw this decrease to 68% for both literacy and numeracy.

SNSAs for P4 and P7 were carried out in February to provide diagnostic information half way through the year. P1 pupils carried out their SNSAs in May.

In P1 all pupils achieved expected bands in numeracy and almost all (92%) in literacy.

In P.4, most (65%) pupils achieved expected bands in reading, less than half (39%) in writing and the majority (70%) in maths.

In P.7, the majority of pupils achieved expected bands in reading (72%), in writing (61%) and in maths (61%).

Pupil Equity Fund

The school received £47,905 of Pupil Equity Funding this session. This has been used to fund 0.5 nurture teacher post, school assistant hours have been increased and a part-time EYP has been funded to support targeted literacy and numeracy interventions and PBL, especially during the continuation of the education recovery phase

There have been changes this session in the identification of Pupil Equity entitlement and in determination of progress through a level. This has had an impact on measures.

The majority of pupils eligible for PEF were entitled to funding due to additional support needs, previously only FME or SIMD factors were used. The percentage of pupils eligible for PEF who achieved expected CfE levels in Literacy and Numeracy was 100% in P.1, 27% in P.4 and 40% in P.7, giving an overall average of 56%.

School Improvement Priorities - Progress and Impact

School 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.

NIF Priority: 1 and 2

Links to HGIOS 4 / HGIOELC
1.1, 1.2, 1.3, 2.2, 2.3, 2.4, 3.2

SACP 1,2/ CSP 1,2 / ESP 2, 3, 4

Cluster Progress

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 literacy skills in P7 - S1 and ensure a consistent approach across the cluster.

School Priorities - Progress and Impact Statements

All EYC and P1 teachers received Talkboost training in October. Talkboost was delivered to a targeted group of children from October to January. All 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 P1-3 teachers and school assistants. Targeted intervention will take place early next session.

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.

Staff analysed GL literacy data to ensure pupils had been appropriately grouped for spelling and reading. Literacy data was used during attainment meetings between class teachers and the Head Teacher to ensure that all pupils were making progress in their learning and that they were being appropriately challenged and supported. Boost groups and appropriate interventions were identified to address concerns. CST and school assistant timetables were reviewed regularly and adjusted according to need. School assistants received training in Hornet and 5 minute box.

Teachers and school assistants have taken part in Talk for Writing non-fiction training this year. A non-fiction planner was created to ensure progression in skills and shared with staff in October. All pupils have engaged and developed an understanding of the non-fiction genre and all have shown a significant improvement from cold to hot writing tasks. A workshop was delivered in March to share this new approach to writing with parents.

Staff have shared practice and moderated pupil writing with teachers from Cairn and have found that standards are mostly consistent across the stages.

This session we continue to make progress towards our Dyslexia and Inclusive Practice Award (DAIPA). Our pupil committee will be re-established following Covid restrictions and will continue to raise the school community's awareness of how dyslexia can present and how to address barriers to learning. 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 have embedded 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 and this is increasingly used 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. A comprehensive database has been created to record all ASN data.

Pupils identified with dyslexia have increased by 17% and 27% of all pupils in the school have been ecologically assessed.

An EYP was timetabled 10 hours a week to support planning, delivery and evaluation of play-based learning (PBL) in P1-3. Floorbooks were created to evidence PBL in P1-3 by the EYP. P1 teachers have attended several PBL training seminars and engage with the Play is the Way Team page. Professional reading has been accessed by EYPs and early level teachers. All practitioners are developing PBL in their practice as a result of their learning and all children are highly engaged.

Benchmarks and developmental milestones are used when planning, setting targets and assessing children's progress in literacy opportunities across the curriculum in the EYC. The senior EYP has

been trained in PEEP and has delivered sessions to Carrick Centre parents and co-delivered to parents in the 3-5 centre.

Our GL and SNSA results show that the majority of children 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 Cairn. 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 Cairn.

School 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.

NIF Priority: 1 and 2

Links to HGIOS 4 / HGIOELC
1.1, 1.2, 1.3, 2.2, 2.3, 2.4, 3.2

SACP 1, 2/ CSP 1,2 / ESP 2, 3, 4

Progress and Impact

Cluster Progress:

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:

Staff analysed GL maths data to ensure pupils had been appropriately grouped for learning maths. Maths data was used during attainment meetings between class teachers and the Head Teacher to ensure that all pupils were making progress in their learning and that they were being appropriately challenged and supported. Boost groups and appropriate interventions were identified to address concerns. CST and school assistant timetables were reviewed regularly and adjusted according to need.

A workshop was offered to parents to inform them of current approaches being used to teach maths. Parent guides were shared on the school blog to inform parents about number talks and maths mindsets.

All teaching staff have received training in concrete, pictorial and abstract approaches and bar modelling from Scott Morrow and our numeracy champion. White Rose maths was purchased and is used in P4-7 classes to support numeracy teaching programmes. Concrete materials and numicon sets have been purchased for all classes to support the use of these approaches and children are becoming more confident in using them. Scott Morrow has modelled CPA approaches in each class and has supported teachers' questions about this practice. This has had a positive impact on staff knowledge and confidence.

All EY staff attended Alice Sharp's numeracy seminar and this has had a positive impact on their practice and confidence. EY and infant teachers continue to access PBL training. The Early Years Centre and infant classes 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 and SNSA results show that most children 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 in the Early Years Centre and P1-3. All classes will aim to reduce maths anxiety across the school by adopting a positive approach to mathematical mindsets. 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.

School Priority 3 : Health and Wellbeing, Equality & Inclusion

Providing opportunities which ensure wellbeing entitlements, equality and inclusion for all through maximising their successes and achievements

NIF Priorities: 1/2/3	Links to HGIOS 4 / HGIOELC 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	SACP 1, 5 CSP 1,2, 3, 4, 5 ESP 2, 3, 5
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Cluster Progress

All cluster primaries are working towards achieving the Mental Health & Wellbeing Charter. Gardenrose's HWB champion has completed the self-evaluation and an action plan has been created. A pupil mental health committee has been established and pupils from P4-7 are organising and running activities throughout the school to promote positive mental health. A mental health policy has been written following consultation with staff, pupils and parents. A wellbeing fortnight was organised in May to promote growth mindset, positive attitudes and resilience.

A cluster HWB group has been established and representatives will continue to meet next session to ensure all schools are supported with HWB developments.

School Progress

Attainment meetings and pupil support meetings are focussed on regularly analysing a range of data including wellbeing webs and Boxall assessments in order to identify pupils who require additional support through nurture groups and HWB interventions. Support staff have received training in interventions and their timetables are regularly reviewed to address needs. All pupils who have received HWB interventions have shown an improvement from their baseline assessments.

All staff undertook training in nurture, positive relationships and restorative conversations in August and have been encouraged to complete COAST modules on restorative practice. A positive relationships policy was written in consultation with staff, pupils and parents, agreeing rewards and

consequences to be used to promote positive behaviour throughout the school. A script for restorative conversations was agreed and visual prompts for all staff have been displayed around the school. SMT staff monitor warnings and reflection cards on a weekly basis. The newly established protocols have had a positive impact on pupils' ability to self-regulate their behaviour. All EYC staff and some school staff have completed the COAST module on Nurture. Nurturing approaches are revisited at staff meetings throughout the year to ensure consistency across the school. Pupils who require additional support are assessed using Boxall before joining a nurture group and receiving HWB interventions. 5 members of staff have attended MAPA training and this has had a positive impact on their awareness and confidence when dealing with challenging behaviour. De-escalation strategies are increasingly used to support pupil self-regulation. The acting Principal teacher attended a 4 day DDP training and shared her new knowledge and strategies with teaching staff.

A member of staff was identified as the Staff Wellbeing champion and undertook training in December 2021 and January 2022. 50% of school staff completed the staff wellbeing survey in May 2022. A Well-being policy and action plan are being created to further support staff well-being. Staff are more aware of the support currently in place and plans for future development.

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.

School assemblies, events and celebrations are now held virtually with staff and pupils becoming increasingly more confident in using Teams and Zoom to share with all stakeholders.

Some classes continue to use Teams for homework which allows pupils to continue to develop the skills to independently access their learning from home. All classes and the EYC make regular use of See Saw to communicate with parents and showcase children's learning. Some classes use See Saw to share homework with children and parents.

The school blog and social media also share aspects of the life of the school with stakeholders.

Staff funded by PEF continue to provide a number of targeted HWB interventions. Primary 4 - 7 pupils completed the GL PASS assessment in August and those scoring below 69 were allocated an appropriate intervention. All children completed wellbeing-webs across the year and results were tracked and monitored. Nurture groups were established when required to meet the needs of identified children.

We continued to build on our previous HWB progress where we saw the number of children achieving the appropriate HWB CFE levels increase significantly from 59% in 2017- 2018, to 92% (2019-2020) and increase further to 93% this year, despite the disruption of the school closure periods. We feel this has been due to the HWB interventions that have continued to be provided, alongside a whole school nurturing approach.

Next Steps: Our main focus will be to support the health and wellbeing of our pupils and staff in the run up to the merger with Cairn. Gardenrose will continue to promote a nurturing and supportive ethos and work closely with staff and pupils in Cairn to ensure a consistent approach in both schools. Identified groups will take part in a range of interventions which include nurture, Seasons for Growth and LIAM. These are all interventions that have demonstrated a positive impact over the last couple of years. We will continue to strive to close the gap between our most deprived and least deprived pupils.

School Priority 4 : Preparing for the merger of Gardenrose and Cairn Primaries and EYCs.

NIF Priorities : 1 and 2	Links to HGIOS 4 / HGIOELC 2.2,2.3,2.6, 3.2	SACP 1 CSP 1,2 ESP 2, 3, 4
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School Priority

Work has been on-going throughout session 2021/22 and will continue next session to prepare pupils, staff and parents for the merger of the new school.

Following an audit of planning in both schools, Gardenrose teaching staff agreed to move to electronic planners in order to align with Cairn. All teachers have found this to be a positive development and will plan closely with their stage partners in Cairn next session.

A new positive relationships policy was created in Gardenrose in August and follows a similar approach in Cairn. This will support a consistent approach when the schools merge.

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 to ensure consistent expectations and standards 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 Gardenrose?' This was analysed alongside Cairn's return to identify strengths and differences between the schools. This will inform merger decisions regarding learning, teaching and assessment. All teachers also 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 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 found that most practice is consistent across both schools.

During the summer term, most Gardenrose staff visited their stage partner in Cairn 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, 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 EY teams 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

Quality Indicator	School Self Evaluation
<p>1.3 Leadership of change</p>	<p>The vision of the school is ambitious and focuses on improvements in outcomes for all. The shared vision and values were created in partnership with all stakeholders. These are fundamental to our School Improvement Plan (SIP) and are visible throughout the school and are continually reinforced with the school community. All staff have high expectations of the children in their class.</p> <p>School priorities are identified collegiality through self-evaluation of attainment data and How Good is Our School 4? All staff are committed to change to secure improvements for all children within the school. Staff are clear on the school's strengths and areas for development as a result of involvement in whole school self-evaluation based on a range of evidence. We protect time for professional dialogue, collegiate learning and self-evaluation, so that all members of our school community can contribute to our plans for continuous improvement. All staff engage in CLPL in order to develop their own understanding and commitment to driving forward appropriate changes. Evidence is used to create a clear rationale for improvements.</p> <p>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. We have effective strategies in place to monitor and evaluate the impact of changes on outcomes for our young people. Time is prioritised to allow staff the opportunity to develop their leadership skills through curriculum development time and planned professional learning. This has led to positive changes in the curriculum across the school.</p> <p>This session the Head Teacher became shared Head of Cairn and Gardenrose Primaries. The senior leadership team have supported each other, and all staff, well during this period of change and are confident in driving forward positive changes in preparation for the forthcoming merger.</p> <p>The overall evaluation of this Quality Indicator is good.</p>
<p>2.3 Learning, teaching and assessment</p>	<p>Our school ethos is built on positive and trusting relationships. Careful consideration of staff allocation and PEF funding and creating the</p>

positive relationship policy has led to a consistent learning environment and quality learning and teaching throughout the Covid 19 recovery period.

Overall children enjoy learning and are active participants who are motivated and apply themselves to all areas of the curriculum. The planned learning experiences are enjoyable and well matched to their needs and interests.

Pupils are aware of their rights and are encouraged to contribute effectively to the life of the school. Opportunities to engage with the wider community including MacMillan Coffee morning, Children in Need, Remembrance services and whole school assemblies and events have been adapted due to COVID restrictions and have taken place online. Parents/Carers and the wider community have enjoyed joining some school events including the Scottish Celebrations, Burns Supper and class Christmas performances via Zoom and Teams. We were delighted to have parents joining us in person in the summer term for Parents Night appointments and Sports Day.

Learner's achievements in and out of school are celebrated through Twitter and virtual assemblies. 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 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.

We are working towards ensuring there are appropriate experiences to meet the needs of all children throughout the school and to consistently provide quality feedback for each individual. Children have the opportunity to apply skills in real life contexts and the relationships between children and staff are nurturing, respectful and generally very positive.

A range of evidence is used to support assessment judgements and decisions about next steps for each individual. All teachers have been supported in analysing and discussing a range of assessment data to enable them to plan the next steps and secure improvements for children within their class. Each term staff meet with the SMT to discuss tracking and assessment information to ensure that the targets set are being met and to identify development needs for individual learners and specific groups.

Teachers plan differentiated learning experiences to enable challenge and support, matching the needs and interests of the pupils. All teachers share the LI/SC with the children to help them to understand the

purpose of their learning and to support them in becoming independent learners.

Most teachers are skilled at questioning pupils in order to promote higher order thinking skills and are able to intervene appropriately to develop curiosity, confidence and independence in their pupils. Most explanations and instructions are clear and feedback is effective in supporting progress in most classes.

Learning across the curriculum is supported by the use of digital technologies. Most staff are skilled in using some digital technologies to enhance the delivery of their lessons.

All children are provided with feedback on their strengths and next steps and this is reflected in written work and pupil led self-evaluation exercises. As a school we continue to reflect on and develop the effectiveness of feedback to ensure consistency in our approaches.

Outdoor learning opportunities are planned by all teachers. Children in the Early Years Centre and P1-3 have benefitted from regular 'Forest School' sessions led by one of our skilled Early Years Practitioners. We will continue to develop this throughout the school and across the curriculum to ensure increasing outdoor learning opportunities are planned.

Children in the Early Years Centre have very good opportunities to use real life and imaginary contexts to support learning and staff provide good opportunities for children to work collaboratively and problem solve. In the Early Years Centre pupils are motivated and enthusiastic to learn. They are able to make choices about what they want to learn and where they want to learn. In the two to three playroom pupils benefit from a calm and nurturing environment. Staff know their pupils well and respond to their needs through sensitive interventions.

All learning is linked to planning and is assessed and reported on. We plan appropriately to meet the needs of all of our children, across all areas of the curriculum to ensure that we are taking account of their individual needs, including those facing additional challenges, (looked after children and those living with financial hardship). We closely monitor and evaluate children's progress and have detailed trackers to help us to monitor each child's attainment over time. We use this data to evaluate the effectiveness of interventions designed to improve outcomes for all learners. Tracking and monitoring are used effectively to secure improved outcomes for all. Teachers are developing their data analysis skills to ensure improvement for all. This session we have worked with colleagues in Cairn to moderate our planning, assessments and expectations to ensure that they are reliable and robust. Professional discussions on the four stages of progress suggest that there is

	<p>consistency in most stages across both schools. Teachers have engaged in moderation of writing as part of the 'Talk for Writing' approach and again, standards seem to be consistent in both schools.</p> <p>The overall evaluation of this Quality Indicator is good.</p>
<p>3.1 Ensuring wellbeing, equity and inclusion</p>	<p>Our school promotes a 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 are provided with CLPL which ensures that they stay up to date with all current local and national legislation. We have systems in place for tracking the progress of our looked after and accommodated children, children with additional support needs and our PEF cohort. We provide good pastoral support for our children and families in both the school and Early Years Centre. We employ a range of strategies and work with partners to ensure that we raise attainment and achievement for all. Our staff, children, parents and partners 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.</p> <p>All staff promote positive relationships with children in the classroom, playground and wider community. Staff know each child as an individual and they respond appropriately to their needs.</p> <p>We know and can demonstrate that almost all of our children and young people feel safe, healthy, achieving, nurtured, active, respected, responsible and included through each child completing a well-being web each term. Staff complete Boxall assessments for children in order to measure progress for those children involved in our Nurture group.</p> <p>Our school relationships and behaviour policy has been reviewed which included consultation with children, parents/carers and staff. It promotes a structured approach to promoting positive behaviour and ensures fairness and equality. This strategy has been effective this session with almost all children feeling that they are treated with respect by staff and other pupils. Most children feel that the school listens to their views and takes them into account. Almost all pupils said that they are encouraged by staff to do their best.</p> <p>Within the Early Years Centre all new children have a care plan in place within 28 days and are reviewed every term. Staged intervention plans are in place for all children who have additional support needs.</p> <p>All primary pupils receive two hours of quality PE which is enhanced with partnership working with Carrick School of rugby for Primary 6 and 7 pupils and our Active Schools Co-ordinator, who supports the delivery of a range of sports and leadership skills.</p>

	<p>A pupil mental health committee has been formed and is working alongside the HWB champion to achieve the Mental Health and Wellbeing charter. There is a growing awareness of what supports are available for children and families.</p> <p>Staff are confident and understand the barriers that some children and families face. We work in partnership with other agencies to tackle barriers to learning eg Speech and Language therapist, Place to Be councillor, Aberlour and social work. Support staff have clear remits which are focused on supporting children with additional support needs and outcomes of children are improving due to this.</p> <p>The School is making good progress within this indicator.</p>
<p>3.2 Raising attainment and achievement</p>	<p>3.2 Raising attainment and achievement</p> <p>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 becoming more confident in discussing their pupils' learning and are becoming more confident in justifying professional judgement using the 4 stages of progress. Teacher judgements are made and an appropriate range of summative and formative assessments are beginning to be used to triangulate those judgements. A tracking process is in place and termly pupil progress meetings with the Head Teacher and Acting Depute ensure that effective interventions are implemented when required, to meet the individual needs of pupils and to ensure continuous progress for all.</p> <p>Analysis of the Developmental Milestone tracking data in May showed very good progress in Numeracy and Health and Well-being with 92% of children achieving all 10 milestones. In Literacy 69% achieved all 10 milestones and this will be an area for development next session.</p> <p>This year all pupils in P1 achieved the expected level in all areas. This is a very small cohort of 13 pupils.</p> <p>In P.4 attainment levels are higher than pre pandemic levels however this year is lower than last year's levels.</p> <p>In P.7 attainment levels have fallen since pre pandemic levels although language and HWB have improved since last session.</p> <p>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</p>

	<p>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. Since Covid restrictions eased, we now welcome instructors back into school.</p> <p>Pupil's achievements both in school and the community are celebrated at virtual assemblies.</p> <p>We encourage our children to take on responsibility and leadership roles in school which develops their confidence, gives them a voice in many aspects of school and helps to develop skills for life and work. Normally this would include whole school roles and responsibilities such as House Captains, Committee members, Prefects and Buddies. We also celebrate and showcase class and school achievements and events virtually.</p> <p>Overall attendance for the school this session has been 93.56%. There have not been any exclusions.</p> <p>The school is making satisfactory progress in this area.</p>
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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 Cairn 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 Gardenrose Primary and Cairn 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 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 well and deputises as the school lead when the Head Teacher is in Cairn. They continue to be supported by an Acting Principal Teacher, working together to continue to support improved outcomes for all children. The staff team continues to be adaptable to change and supporting merger activities. The senior leadership team is committed to taking forward school improvement priorities while preparing both schools for a seamless transition to the new school.

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 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 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.