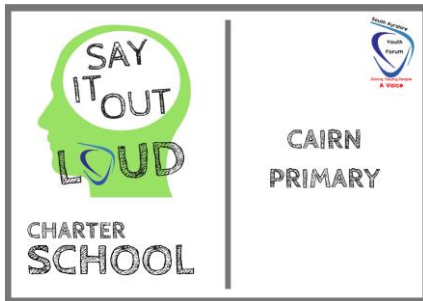




Cairn Primary School & Early Years Centre  
&  
Gardenrose Primary School & Early Years Centre



**IMPROVEMENT PLAN: 2022-2023**



Our vision and ambition in South Ayrshire Educational Services is to achieve excellence and equity. We have the highest expectations for all learners so that they achieve their potential regardless of their circumstances. We want to achieve this in a context where we act with integrity in a climate of mutual trust and respect and have the highest ambition for every learner. It is our ambition to close the attainment gap while constantly stretching and challenging children and young people who are attaining at the highest levels to achieve more. Closing the gap while challenging every learner will guide and define the work of the educational services.



### Cairn Primary School's Vision

#### Believe to Achieve

At Cairn Primary we strive to create an inclusive, nurturing and stimulating environment where all of our children feel valued and inspired to achieve their full potential. We appreciate the contribution of all pupils, parents and staff to the Cairn Community. We promote a strong sense of belonging which creates a positive ethos within the school. Together as a team we are empowered to achieve our goals and aspirations.

#### Our Values

We actively promote **respect, honesty, kindness, trust** and **inclusion** within our school community.

#### Our Aims

Our aim at Cairn Primary is to achieve excellence and equity through raising attainment for all, and to recognise the range of skills, talents, hopes and enthusiasm of all our pupils thereby encouraging them to realise their full potential. We provide a wide range of planned experiences to enthuse and motivate our pupils for learning, while continuing to develop a set of positive values and attributes that will prepare our pupils for the future. We work in partnership with pupils, parents and the wider community to create a positive environment where all opinions, skills and talents are valued and recognised.



Our school vision and 6 values were chosen by our children, parents/carers and staff and are at the heart of Gardenrose Primary School and everyone who is part of our community

Our school vision is:-

*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!*

Our 6 values are:-

- Fairness,
- Honesty,
- Included,
- Nurture,
- Respect and
- Responsibility.

## How evidence for our School Improvement Plan was gathered

- Self-evaluation using HGIOS24 / 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

## 1. South Ayrshire Council Plan

- 1.1 Maximise the potential of our children and families
- 1.2 Improve the way we work as a council
- 1.3 Maximise the potential of our economy
- 1.4 Maximise the potential of our adults and older people
- 1.5 Maximise the potential of our communities
- 1.6 Maximise the potential of our environment

## 2. Children's Services Plan – 2020-2023

- 2.1 Outstanding Universal Provision - Ensure children get the best start in life; South Ayrshire is the best place to grow up; and all children and young people are successful learners, confident individuals, responsible citizens and effective contributors.
- 2.2 Tackling inequalities - reduce the gap in outcomes between the most and least deprived children and young people in South Ayrshire.
- 2.3 Love and Support our Care Experienced Young People and Young Carers - ensure children and young people who are care experienced or young carers are loved and supported to improve their life experiences and life chances.
- 2.4 Good Physical and Mental Health and Wellbeing - Ensure all children and young people are supported to achieve and maintain good physical and mental health and wellbeing.
- 2.5 Promoting Children's Rights - work to ensure we are delivering on the provision of the United Nations Conventions on the Rights of the Child (UNCRC) as incorporated in Scots Law.

## 3. South West Educational Collaborative Plan

- 3.1 Ensure children benefit from the highest quality of Early Learning and Child Care provision.
- 3.2 Improve attainment in literacy and numeracy through the broad general education for all learners.
- 3.3 Improve attainment more quickly for children and young people who are most disadvantaged.
- 3.4 Ensure all children and young people are ready for learning, life and work by investing to ensure teachers and headteachers in every school feel better equipped and confident in supporting children and young people and delivering appropriate pathways for all learners.

## 4. National Improvement Framework

- 4.1 Improvement in attainment, particularly in literacy and numeracy
- 4.2 Closing the attainment gap between the most and least disadvantaged children
- 4.3 Improvement in children and young people's health and wellbeing
- 4.4 Improvement in employability skills and sustained positive school leaver destinations for all young people

## 5. National Improvement Framework Drivers

- 5.1 School Leadership
- 5.2 Teacher professionalism
- 5.3 Parental engagement
- 5.4 Assessment of children's progress
- 5.5 School improvement
- 5.6 Performance information

Cairn and Gardenrose Primary Schools and Early Years Centres will be preparing to merge during session 2022/23. All areas of school life, policies and procedures, curriculum and pedagogy, resources and relationships will be audited and adapted where necessary to ensure a seamless merge for pupils, staff and parents of both schools.

MERGER OF GARDENROSE PRIMARY AND CAIRN PRIMARY SCHOOLS AND EYCS.				
To prepare for and provide a seamless transition for both schools when merging in August 2023 HGIOS 4/ HGIOELC : 1.1; 1.2; 1.3; 1.4;1.5; 2.2; 2.3; 2.4; 3.1; 3.2; 3.3 SAC1.1; CSP 2.1; 2.2; 2.3; 2.4; 2.5; SWEIC 3.1; 3.2; 3.3; 3.4; NIF 4.1; 4.2; 4.3; 4.4				
What Outcomes Do We Want To Achieve?	How Will We Achieve This? (Intervention Strategies)	Lead Person	Start and Finish Dates	How Will We Measure Impact On Children and Young People? (Include Where Possible Current Measure and Target)
<p>To create a vision, values and aims for Culzean Primary School and EYC.</p> <p>To audit all aspects of planning, learning, teaching and assessment; school and EYC policies and procedures; and all resources in both schools, identify strengths and differences and create a common approach for Culzean PS.</p>	<ul style="list-style-type: none"> <li>A working party made up of staff, pupils and parents will engage with all stakeholders to consult and create a vision statement, values and aims for the new school.</li> <li>Curriculum planners (long and short term) in both schools and EYCs will continue to be moderated and adapted to create a consistent approach to planning curriculum and learning, teaching and assessment.</li> <li>Pedagogy/ quality learning and teaching will continue to be</li> </ul>	Fiona McDougall/ SMT/ Curricular Champions	August 2022 - June 2023	<ul style="list-style-type: none"> <li>A vision statement, values and aims for Culzean PS will be agreed by all stakeholders.</li> <li>All staff will engage in professional dialogue to ensure that strengths across the two schools are identified.</li> <li>There will be a consistent approach to planning of learning, teaching and assessment across both schools.</li> <li>Pedagogy and quality learning and teaching will be aligned.</li> <li>Appropriate resources and training will be identified and purchased to be used across both schools prior to merging.</li> <li>Policies and systems will be aligned.</li> </ul>

<p>(A detailed plan for literacy, numeracy, HWB and science can be found below.)</p>	<p>moderated and a consistent approach across both schools will be developed in all curricular areas.</p> <ul style="list-style-type: none"> <li>Existing resources for all curricular areas will continue to be audited, moderated and new resources identified for the merged school.</li> <li>Policies and systems in both schools will be moderated and a consistent approach will be agreed and communicated to all.</li> </ul>			<ul style="list-style-type: none"> <li>All children, parents and staff will transition to Culzean Primary confidently and securely.</li> </ul>
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<b>Priority 1: RAISING ATTAINMENT IN LITERACY</b>				
<p>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.</p>				
<p>HGIOS 4 / HGIOELC Q.Is1.1, 1.2, 1.3, 2.2, 2.3, 2.4, 3.2 / SAC P1,2/ CSP 1,2 / SWEIC 1, 2, 3, / NIF 1, 2</p>				
<b>What Outcomes Do We Want To Achieve?</b>	<b>How Will We Achieve This? (Intervention Strategies)</b>	<b>Lead Person</b>	<b>Start and Finish Dates</b>	<b>How Will We Measure Impact On Children and Young People? (Include Where Possible Current Measure and Target)</b>
<b>CLUSTER PRIORITY</b>				
<p>To work collaboratively to ensure that all pupils develop consistent skills through planned transition experiences.</p>	<ul style="list-style-type: none"> <li>Cluster literacy leads plan P7-S1 experiences.</li> </ul>	<p>Louise McCarron/ primary leads</p>	<p>Sept 2022 - June 2023</p>	<ul style="list-style-type: none"> <li>P7 pupils will develop consistent skills through shared learning experiences.</li> </ul>
<b>SCHOOL PRIORITIES</b>				

<p><b><u>Listening and Talking</u></b> To improve attainment in <b>listening and talking</b>, while closing the attainment gap between our most deprived and least deprived pupils.</p>	<ul style="list-style-type: none"> <li>• Embed "Talk Boost" Programme within EYC and implement in P1, 2 and 3.</li> </ul>	<p>Catrin Hughes Debbie Bell Sam McAllister</p>	<p>Aug 2022- June 2023</p>	<ul style="list-style-type: none"> <li>• There will be a 5% increase in listening and talking CFE levels.</li> <li>• 85% of children in the EYC will achieve their communication and language developmental milestones.</li> <li>• Each targeted pupil's listening and talking baseline will show an increase in skills achieved.</li> </ul>
<p><b><u>Reading</u></b> To improve attainment in <b>reading</b> for all pupils while closing the attainment gap between our most deprived and least deprived pupils</p>	<ul style="list-style-type: none"> <li>• Purchase infant and P4-7 reading schemes, ensure all staff receive training in delivering reading skills and ensure that both schools implement consistently.</li> <li>• Identify and purchase a phonics and spelling resource, ensure all staff are trained and implement in both schools.</li> <li>• Cairn to continue to embed Accelerated Reader programme in P2-P7. Gardenrose teachers will receive training prior to the merger in order to implement in August 2023.</li> <li>• Interventions will be audited and adapted to ensure consistency across both schools.</li> </ul>	<p>Debbie Bell  Jane Forbes  Gillian Thomson</p>	<p>August 2022- August 2023</p>	<ul style="list-style-type: none"> <li>• There will be a 5% increase in reading CFE levels.</li> <li>• The number of children achieving the appropriate band in reading scores in SNSA will increase by 5% in P1, P4 and P7.</li> <li>• Most children in P3-7 will achieve a standardised GL reading score of 90 or above.</li> <li>• 85% of children in the EYC will achieve their communication and language developmental milestones</li> <li>• Reading motivation questionnaire/survey will show an improvement in scores from baseline.</li> <li>• Spelling will be monitored termly to ensure that new resource is having a positive impact in both schools.</li> </ul>
<p><b><u>Writing</u></b> To improve attainment in <b>writing</b>, while closing the attainment gap between our most deprived and least deprived pupils.</p>	<ul style="list-style-type: none"> <li>• Continue to embed 'Talk for Writing' (Pie Corbett) fiction and non-fiction in all stages</li> <li>• Continue to plan across stages to ensure appropriate challenge and progression</li> </ul>	<p>EYC-P3 Debbie Bell Gillian Thomson  P4-7</p>	<p>August 2022 -June 2023</p>	<ul style="list-style-type: none"> <li>• There will be a 5% increase in the number of children achieving the appropriate CFE level in writing.</li> <li>• The number of children achieving the appropriate band for writing scores in SNSA will increase by 5%.</li> </ul>



	<ul style="list-style-type: none"> <li>• Moderate cold &amp; hot task writing across both schools.</li> <li>• Ensure handwriting programme and expectations are consistent across both schools</li> </ul>	Jane Forbes Sarah Boyd		<ul style="list-style-type: none"> <li>• 'Hot' writing tasks will show a significant improvement from the 'cold task' with pupils achieving the toolkit success criteria.</li> <li>• Presentation of written work will show a marked improvement.</li> </ul>
<p><b><u>Dyslexia Inclusive Practice</u></b> To provide early identification and an inclusive approach to supporting pupils with dyslexia and literacy difficulties.</p>	<ul style="list-style-type: none"> <li>• Continue to improve pedagogical approaches to support all learners and ensure consistency across both schools.</li> <li>• Early identification checklist to continue to be completed by class teacher along with class-based evidence (Microsoft forms)</li> <li>• GL portfolio and South Ayrshire Ecological Assessment completed with support of CST.</li> <li>• Appropriate DFS resources available and utilised consistently within all classrooms.</li> <li>• Self- Evaluation form to be updated based on the 8 key areas.</li> </ul>	Pauline Ryding/ Carol Kay Kerry Malcolm	August 2022-June 2024	<ul style="list-style-type: none"> <li>• A whole school commitment to Dyslexia and Inclusive Practice will be evident throughout both schools</li> <li>• Pupils with dyslexia or other barriers to learning will be identified early, recorded on the support overview and will have the correct targets, supports and interventions put in place</li> <li>• All stakeholders will be consulted in the process</li> </ul>
<p><b><u>Play Based Learning</u></b> To improve attainment in <b>literacy</b>, while closing the attainment gap between our most deprived and least deprived pupils.</p>	<ul style="list-style-type: none"> <li>• High quality play-based learning approach to be embedded consistently within the EYC and P1 and 2 and extended to 3 in both schools.</li> </ul>	Debbie Bell Lesley Mair	August 2022 - June 2023	<ul style="list-style-type: none"> <li>• At least 75% of pupils will achieve Early Level Reading and Writing in P1.</li> <li>• Most P1 pupils will achieve the appropriate SNSA banding in reading and writing.</li> </ul>

	<ul style="list-style-type: none"> <li>Ongoing training in pedagogy and implementation of play-based learning in EYC and infant classes (Alastair Bryce Clegg Training sessions &amp; SWEIC PL)</li> </ul>			<ul style="list-style-type: none"> <li>At least 85% of children in the EYC will achieve their language and Communication developmental milestones.</li> </ul>
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**Priority 2: RAISING ATTAINMENT IN NUMERACY**

To raise attainment in numeracy for all children whilst closing the gap through collaborative dialogue around learning and teaching, data literacy and high quality professional development (across the Carrick Cluster).  
 HGIOS 4 / HGIOELC Q.Is1.1, 1.2, 1.3, 2.2, 2.3, 2.4, 3.2 / SACP 1,2/ CSP 1,2 / SWEIC 1,2,3 / NIF 1, 2

What Outcomes Do We Want To Achieve?	How Will We Achieve This? (Intervention Strategies)	Lead Person	Start and Finish Dates	How Will We Measure Impact On Children and Young People? (Include Where Possible Current Measure and Target)
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**CLUSTER PRIORITY**

<p>To improve children's numerical skills.</p> <p>To build consistency of approach in pupil experience across Cluster.</p>	<ul style="list-style-type: none"> <li>Numeracy cluster group to plan P7 - S1 transitions.</li> </ul>	<p>Linsey Gibb/ Primary leads</p>	<p>August 2022</p> <p>June 2023</p>	<ul style="list-style-type: none"> <li>Children are successfully applying appropriate numeracy skills</li> <li>All children across Cluster are taught agreed skills</li> <li>Reduction in gaps in learning at point of transition</li> </ul>
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**SCHOOL PRIORITIES**

<p>To improve <b>numeracy</b> attainment and achievement for all pupils while closing the attainment gap between our most deprived and least deprived pupils.</p>	<ul style="list-style-type: none"> <li>Pedagogy in both schools will be moderated and adapted to ensure consistency of learning and teaching. Scott Morrow will support numeracy leads in both schools to ensure high quality learning and teaching of numeracy skills.</li> </ul>	<p>Louisa Stevenson</p> <p>Sam McAllister</p>	<p>August 2022- June 2023</p>	<ul style="list-style-type: none"> <li>Maths attainment will increase by 5% across CFE levels.</li> <li>Most children in P2-P7 will achieve a standardised GL maths score of 90 or above.</li> <li>SNSA maths results for P1, P4 and P7 will show that most children have achieved the appropriate banding.</li> </ul>
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	<ul style="list-style-type: none"> <li>• Problem solving will be integrated into our maths pedagogy (not taught as an add on and not as a series of methods to apply to a predictable problem).</li> <li>• Staff will undertake CLPL to develop understanding of integrated problem solving in order to develop young mathematicians who have an understanding of the world, the ability to reason mathematically and develop a sense of enjoyment and curiosity about the subject.</li> </ul>			<ul style="list-style-type: none"> <li>• Almost all children will display a positive attitude to problem solving in an attitude to maths survey.</li> </ul>
	<ul style="list-style-type: none"> <li>• High quality play based learning approaches will be embedded within both EYCs and P1, 2 and 3 classes.</li> <li>• Ongoing training in pedagogy and implementation of play based learning in EYC and school (Alastair Bryce Clegg Training and SWEIC PL sessions)</li> </ul>	<p>Debbie Bell  Lesley Mair</p>	<p>August 2022 - June 2023</p>	<ul style="list-style-type: none"> <li>• At least 80% of pupils will achieve Early Level secure in P1.</li> <li>• Most P1 pupils will achieve the appropriate SNSA banding.</li> <li>• 80% of children in the EYC will achieve their numeracy and mathematics developmental milestones.</li> </ul>

**Priority 3: WELLBEING, EQUALITY & INCLUSION FOR ALL**

To provide enjoyable learning experiences with appropriate support and challenge, for all learners through addressing the principles of GIRFEC.

HGIOS 4 / HGIOELC Q.Is 1.1, 1.2, 1.3, 1.5, 2.1, 2.2, 2.3, 2.4, 2.5, 2.7, 3.1, 3.2, 3.3  
SAC P1, 3,6/ CSP 1,2, 3, 4, 5 / SWEIC 1,2,3 / NIF 1, 2, 3

What Outcomes Do We Want To Achieve?	How Will We Achieve This? (Intervention Strategies)	Lead Person	Start and Finish Dates	How Will We Measure Impact On Children and Young People? (Include Where Possible Current Measure and Target)
<b>CLUSTER PRIORITY</b>				
To achieve the Mental Health and Wellbeing Charter. (GR)	<ul style="list-style-type: none"> <li>Cluster group will support each school to complete HWB self-evaluation and implement action plan for Mental Health &amp; Wellbeing Charter.</li> </ul>	School HWB champion	September 2022 - June 2023	<ul style="list-style-type: none"> <li>Children demonstrate that they are confident in accessing relevant information and support.</li> <li>Children will be happy, safe and included and this will be measured using the well-being webs.</li> </ul>
<b>SCHOOL PRIORITIES</b>				
To improve attainment and achievement in <b>health and wellbeing</b> for all pupils while closing the wellbeing gap between our most deprived and least deprived pupils.	<ul style="list-style-type: none"> <li>Restorative Training refresher will be provided for all staff</li> <li>Positive Relationships/ Positive Behaviour Policy will be adapted for the merger.</li> <li>Parents will be consulted on policy for the merger.</li> <li>Implementation of policy will be monitored by SLT.</li> <li>All staff will receive MAPA training in term 1.</li> </ul>	Carol Kay  Kerry Malcolm	August 2022- June 2023	<ul style="list-style-type: none"> <li>Positive relationships will improve in both schools through restorative practice.</li> <li>Observational data such as parent reports and teacher observations will be used as evidence alongside a reduction in use of reflection cards.</li> <li>All staff will have a shared understanding, approach and language to de-escalation techniques for pupils who have difficulty in self-regulating.</li> </ul>
To improve social and emotional skills in the EYC by introducing the PATHS programme.	<ul style="list-style-type: none"> <li>EYC teacher will pilot PATHS as a universal approach to empower children to develop fundamental social and emotional learning skills.</li> </ul>	Catrin Hughes Beth Wade/ Nicola Noonan	August 2022- June 2023	<ul style="list-style-type: none"> <li>EYC children will develop self-control, emotional awareness and interpersonal problem-solving skills.</li> <li>85% of children in the EYC will achieve their health and wellbeing milestones.</li> </ul>

<p>To continue to develop a whole school approach to nurturing staff wellbeing (and extend across both schools)</p>	<ul style="list-style-type: none"> <li>• Both staff wellbeing champions will continue to develop policy and practice to support staff wellbeing.</li> <li>• Staff to complete COAST modules</li> </ul>	<p>Catrin Hughes  Kayleigh Bell</p>	<p>Aug 2022- June 2023</p>	<ul style="list-style-type: none"> <li>• Whole school and staff nurturing approach will be embedded in each school and EYC and be extended across both staff groups.</li> <li>• Staff will be more aware of supports to promote staff wellbeing.</li> <li>• A positive staff team ethos will be developed across both schools to support all.</li> </ul>
<p>To continue to work towards reaccreditation of the Silver Rights Respecting School Award</p>	<ul style="list-style-type: none"> <li>• Both schools will place the UN Convention on the Rights of the Child at the heart of its ethos and curriculum.</li> <li>• 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.</li> </ul>	<p>Jenna Calder Alison Park</p>	<p>Aug 2022 - June 2023</p>	<ul style="list-style-type: none"> <li>• Evaluations will show that: <ul style="list-style-type: none"> <li>○ Children are healthier and happier</li> <li>○ Children feel safe</li> <li>○ Children have better relationships</li> <li>○ Children become active and involved in school life and the wider world</li> </ul> </li> </ul>
<p>To further develop outdoor learning by introducing Forest Kindergarten in the EYC</p>	<ul style="list-style-type: none"> <li>• EYC staff in all 3 establishments will receive training in Forest Kindergarten.</li> <li>• Children will have regular frequent experiences in almost all weathers in a natural woodland setting</li> </ul>	<p>Rhian McDerment</p>	<p>Aug 2022 - June 2023</p>	<ul style="list-style-type: none"> <li>• All children will be motivated and engaged during forest kindergarten.</li> <li>• Staff confidence when delivering forest school will increase. (Survey)</li> <li>• Children will develop an appreciation of nature, problem solving skills and how to manage their own risks. (Observation)</li> </ul>
<p>To improve digital literacy skills of pupils, staff and parents.  To ensure the online safety of all pupils with a</p>	<ul style="list-style-type: none"> <li>• Digital Champions to provide CLPL opportunities for staff and to upskill own digital literacy skills.</li> <li>• Workshops and leaflets to be provided for parents looking to</li> </ul>	<p>Zoe Clive  Sophie Caldwell</p>	<p>August 2022 - June 2023</p>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Staff will integrate Cyber Resilience and Internet safety into everyday learning</li> </ul>

<p>move to an increase in the use of digital technology.</p> <p>To achieve the Digital Schools Award.</p>	<p>upskill themselves or support their child at home.</p> <ul style="list-style-type: none"> <li>• Link with South Ayrshire Digital network</li> <li>• Raise awareness of internet safety /Campus Police officer to deliver online safety sessions.</li> <li>• Staff to continue to use virtual platforms for homework and communication. Virtual assemblies to continue across both schools.</li> <li>• Introduction of consistent communication platform between home and EYC/school - See Saw purchased for both schools (staff training for Cairn staff).</li> </ul>			<ul style="list-style-type: none"> <li>• School will raise awareness of the links between digital and young people's well-being.</li> <li>• Parents will be more aware of how to support their child to be safe online.</li> <li>• Virtual solutions will be used confidently by almost all staff and pupils for homework and communication.</li> <li>• Both schools will work towards achieving the Digital Schools Award.</li> </ul>
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**Priority: SCIENCE FRAMEWORK**

To focus on improving 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 / SACP 1,2/ CSP 1,2 / ESP 2, 3, 4 / NIF 1, 2

What Outcomes Do We Want To Achieve?	How Will We Achieve This? (Intervention Strategies)	Lead Person	Start and Finish Dates	How Will We Measure Impact On Children and Young People? (Include Where Possible Current Measure and Target)
<ul style="list-style-type: none"> <li>➤ Children and young people will experience quality learning and teaching in science due to increased levels of confidence and expertise in staff.</li> <li>➤ Children and young people's skills</li> </ul>	<ul style="list-style-type: none"> <li>➤ Carrick Cluster Science Steering group consisting of school mentors for Science will receive CLPL from Girvan Cluster Science mentors.</li> <li>➤ Staff from Early Years, Primary and Secondary Science will engage in training led by mentors with support available from Girvan mentors.</li> </ul>	<p>Andrew Hislop</p> <p>Karen McDonald</p> <p>Emma Pollock</p>	<p>August 2022 - June 2023</p>	<p>Cluster Staff Wheel of Science questionnaire on levels of confidence within the science organisers. (September 2022 and June 2023)</p> <p>Classroom observations</p> <p>Staff evaluations following CLPL activities.</p>

<p>development knowledge and understanding in science subjects is enhanced due to further development in pedagogy and assessment skills in staff.</p> <ul style="list-style-type: none"> <li>➤ Children and young people's science enquiry skills and understanding of science is enhanced due to staff confidence in applying TAPS focussed assessment.</li> <li>➤ Children will experience coherent and progressive learning and teaching in science across and through the Girvan cluster because of the collegiate development of science programme of study.</li> <li>➤ Children, young people and staff will engage more readily with science enquiry and aspire to pursue a career in science.</li> <li>➤ Staff will continue to share experiences and good practice at all</li> </ul>	<ul style="list-style-type: none"> <li>➤ SSERC meets will take place throughout the session 2022/2023</li> <li>➤ Mentors will apply for further grants and funding through SSERC and Edina Trust, to source science resources for schools.</li> <li>➤ Staff throughout the cluster will implement more STEM based activities in classrooms and more varied approaches to learning and teaching.</li> <li>➤ Mentors will introduce the TAPS focussed assessment within each school. (<a href="https://pstt.org.uk/resources/curriculum-materials/assessment">https://pstt.org.uk/resources/curriculum-materials/assessment</a>)</li> <li>➤ 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.</li> </ul>			
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<p>levels, and develop greater collegiality between cluster schools.</p>				
<p><b><u>PEF Funding</u></b></p> <p>Cairn PS received £51,450 of Pupil Equity Funding this session. This has been used to fund 40 hours of additional School Assistant support to provide targeted interventions, a Barnardos worker for 1 day a week to target health and wellbeing of pupils and families and an Acting PT to manage the PEF plan and deliver a range of HWB interventions.</p>	<p>Interventions include:</p> <ul style="list-style-type: none"> <li>• Social/Communication Group</li> <li>• Accelerated Reader (Cairn)</li> <li>• HWB Interventions</li> <li>• Literacy and Numeracy interventions</li> </ul>	<p>Jane Forbes</p>	<p>Aug 2022- June 2023</p>	<p>Full details on how these interventions will be implemented and measured can be found within each school's PEF action plan.</p>
<p>Gardenrose PS received £36,720 of Pupil Equity Funding this session. This has been used to fund 53 hours of additional School Assistant support to provide targeted interventions and support boost groups.</p>		<p>Kerry Malcolm</p>		