

School Improvement Plan
Cambusbarron Primary
School

2024 – 2025



Context

Cambusbarron Primary School is a non-denominational school with a nursery class. It serves the village of Cambusbarron. The school roll is 227 across P1 to P7 with 10 classes in total.

Attendance is above the national average and there have been no exclusions in recent years. We liaise with parents to discuss individual cases and circumstances and provide support as required.

The percentage of children entitled to free school meals is 7% which is below the Stirling average and a decrease of 3.04% since last session. We currently have 0.44% of our pupils from SIMD Decile 1 and 2 which is a decrease of 0.92% since last session. We currently have 13.6% of our children who are in receipt of the Clothing and Footwear Grant which is a decrease of 2.4% from last year. 1.32% of our learners are also Care Experienced.

The school has established effective links with Stirling High, where the majority of our P7 leavers transition to. The school has developed a working partnership working within Stirling Learning Community schools; Allans Primary, Borestone Primary, Braehead Primary, Gargunnoch Primary and St. Ninian's Primary. The school is actively involved in a School Improvement Partnership with Strathblane and Raploch Primary schools. Cambusbarron Primary, in partnership with Fallin Primary, is part of the Leaders of Learning initiative where Learners work with staff and our partner school to have a real voice in decisions made across the school.

There are currently 45 children attending our Nursery. The nursery is involved in an Improvement Partnership with Raploch, Riverside, Acrewood and Childminders. This mutually beneficial relationship supports the sharing of best practice. The nursery Standards and Quality report is available on request.

We have a supportive Parent Council with a sub-groups for Fundraising and Events (FREG). Working alongside the Parent Council we have further developed their role and representation to ensure that all classes are represented. We have developed strong links with the Community Council, the Community Development Trust, the local library, Therapets, Active Stirling, the local Church and Learning Through Landscapes.

Our Vision, Values and Aims

At Cambusbarron PS, our children are at the centre of all we do. We strive to inspire, challenge and support each and every individual to aspire to be the best they can be, never to give up, be curious about learning and life and to grasp every opportunity with open hands. We strive to provide a happy, caring, achieving and inclusive school community where children are motivated to learn and grow together becoming responsible citizens, successful learners, confident individuals and effective contributors within our society

Our Aspirational Aims

A – always demonstrate and lead by our school values to nurture a strong sense of integrity in our community with learners who have strong values at their core.

S – strive to work closely with families, our community and wider partnerships to support enriching experiences and to be adaptable, responsive and supportive to every individual's needs.

P – provide high quality, relevant, rich and engaging learning experiences which motivate, challenge and meet the needs of all our learners.

I – inspire our learners to be aspirational, ambitious, resilient and courageous to enable them to realise their own hopes and dreams.

R – recognise that we are all different and to be inclusive, compassionate and to celebrate each other's diversity and unique qualities. To empower our learners to know who they are as individuals and to value and respect themselves and others.

E – equip our learners with transferable skills which will support them in becoming resilient life-long learners and successful global citizens who approach life with curiosity and critical thinking to solve problems.





Our Curriculum

Through our curriculum, we aim:

- o To provide learning experiences which are relevant, challenging and enjoyable
- o To equip children with the necessary skills, attitudes and ambitions to help them on their learning journeys
- o To encourage children to be creative, to adapt to change and to be actively involved in and responsible for their learning
- o To encourage good citizenship by promoting the values of respect, responsibility, friendliness, honesty, courage and ambition.
- o To equip children with an understanding of their own learning
- o To encourage children to understand and value both our local and wider communities.

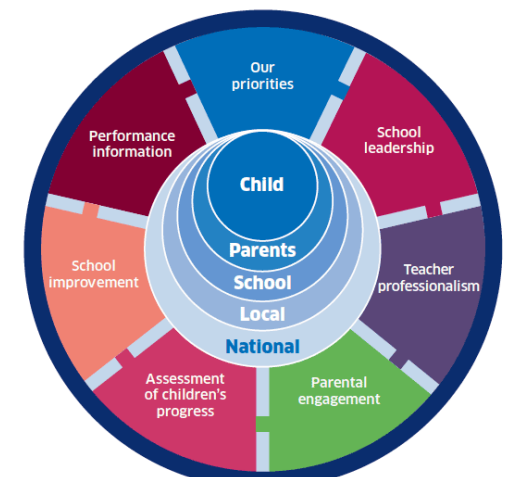
Our aims are to be ambitious for our children and young people, their families and communities, delivering excellence and equity and promoting children's rights. To listen, nurture, care and support children and young people to play, to learn, to participate and to flourish.

The report aims to provide helpful information to parents, pupils, our local community, Stirling Council and Education Scotland.

We strive to continuously improve our approaches to self-evaluation. We are determined to continue strengthening our engagement with learners, parents, staff and wider stakeholders to inform this process.

The learner is at the centre of all that we do. The **National Improvement Framework** sets out the key areas for improvement in our schools. Click on this link to read more

<http://www.gov.scot/Topics/Education/Schools/NationalImprovementFramework>



Self-Evaluation for Self-Improvement is at the heart of our practice at Cambusbarron Primary. We continue to develop our practice in making robust use of evidence as a basis for judgements regarding the impact of our work on our learners. This process supports us to examine;

- **How are we doing?**
- **How do we know?**
- **What are we going to do now?**

As part of our procedures for monitoring school effectiveness, we have engaged in a range of self-evaluation activities These have included:

- **Analysing data:** → Baseline Assessments → Analysis of a broad range of data
- **Gathering and evaluating Stakeholder views:** → Evaluations of and feedback from families, learners, staff
- **Observing directly quality of practice:** → Working alongside teachers → Formal and informal Peer / Leadership team classroom visits
- **Documentation:** → Forward planning → Tracking, Impact and Planning meetings → Reports to parents in person and through Pupil Progress Reports → Use of HGIOS 4 and Wee HGIOS to inform self-evaluation

All teaching staff and support staff are members of the School Improvement Planning team. Other stakeholders, including children, parents and support staff are also key to planning our improvements and evaluating our progress.

This report will be shared on our website. Abbreviated printed copies of the report are available from the school office. A display copy is available in the staffroom.

National Improvement Framework Priorities	HGIOS 4 & HGIOELC Quality Indicators	Children's Services Plan Improvement Areas	Regional Improvement Collaborative Priorities	Nurture Principles
<p>Improvement in attainment, particularly in literacy and numeracy.</p> <p>Closing the attainment gap between the most and least disadvantaged children.</p> <p>Improvement in children and young people's health and wellbeing.</p> <p>Improvement in employability skills and sustained, positive destinations.</p> <p>Key drivers of improvement</p> <ul style="list-style-type: none"> ● School leadership ● Teacher professionalism ● Parental engagement ● Assessment of children's progress ● School improvement ● Performance information ● An Empowerment System 	<p>1.1 Self-evaluation for self-improvement</p> <p>1.2 Leadership for learning</p> <p>1.3 Leadership of change</p> <p>1.4 Leadership and management of staff/practitioners</p> <p>1.5 Management of resources to promote equity</p> <p>2.1 Safeguarding and child protection</p> <p>2.2 Curriculum</p> <p>2.3 Learning teaching and assessment</p> <p>2.4 Personalised support</p> <p>2.5 Family learning</p> <p>2.6 Transitions</p> <p>2.7 Partnerships</p> <p>3.1 Improving/ensuring wellbeing, equality and inclusion</p> <p>3.2 Raising attainment and achievement</p> <p>3.3 Increasing creativity and employability</p>	<p>Key outcomes are:</p> <ul style="list-style-type: none"> ● Improving mental health and emotional wellbeing ● Tackling child poverty ● Improving outcomes for children with care experience ● Improving outcomes for children with disabilities ● Improving outcomes for children in need of protection 	<ul style="list-style-type: none"> ● Improve attainment in literacy and numeracy for children and young people ● Close the attainment gap between the most and least disadvantaged children and young people for numeracy and literacy ● Improve the health and wellbeing of children and young people ● Improve curriculum developments, learning and teaching to support employment skills and sustained positive destinations 	<ul style="list-style-type: none"> ● Children's learning is understood developmentally ● The environment offers a safe base ● The importance of nurture for the development of self-esteem ● Language is a vital means of communication ● It is understood that all behaviour is communication ● The importance of transition in children's lives is understood

School Improvement Priorities for session 2024-2025

Priority Description (School Priority):	Expected Impact/Outcomes for learners	Impact Measures (QA Activity, NSA Assessments, Tracking of interventions)	PEF Link	NIF Priority:	HGIOS	Council Priorities	The Promise:
1. Curriculum - Raising attainment in Reading, Writing and Numeracy	<p>Frameworks support a consistent teaching approach across the school. All children receive high quality learning and teaching.</p> <p>Ensures a clear, consistent and progressive approach to the teaching of spelling across the school.</p> <p>Staff will have clear expectations and understanding of planning and assessment to further develop their ability to analyse data rigorously to identify strengths and areas for development for all learners leading to progression in learning for all learners.</p> <p>Data used effectively to establish and evaluate focussed Intervention Groups in collaboration with class teachers, SfL and SLAs to provide effective support and challenge.</p> <p>Children have a good understanding of their progress and next steps in reading and writing aligning with taught Learning Intentions / Success Criteria.</p> <p>Staff will have a clear understanding of how digital tools can remove barriers to</p>	<p>Effective use and analysis of tracking data through Tracking Impact and Planning meetings</p> <p>Quality Assurance Learning Visits</p> <p>Staff develop their shared understanding reflected in their planning and engagement in professional discussions.</p> <p>Quality assurance of feedback and children's understanding of their strengths and next steps.</p> <p>Spelling data tracked and impact measured.</p> <p>Focussed Intervention Groups clearly established and impact evidenced.</p> <p>NSA data will align with teacher professional judgement and identified areas for development.</p> <p>Quality assurance and discussions with children on their own personal successes and next steps in learning.</p> <p>Supportive technology recorded on</p>		Improvement in attainment, particularly literacy and numeracy.	2.3,1.2,2.4,3.2	Learning, Teaching and Assessment	

	<p>learning.</p> <p>Children will be able to independently access accessibility tools that support their own needs.</p>	<p>Pupil Support Overviews and included in handover information.</p>					
<p>Improving and Supporting Children's Health & Welll Being</p>	<p>Shared understanding across all adults and inclusive environment evident across our whole school.</p> <p>Staff will collaborate pro-actively and effectively with all stakeholders to be responsive and adaptive to whole school, class level and individual needs.</p> <p>Children will be able to successfully engage in demands placed on them throughout the school/day week.</p> <p>All learners will have had an opportunity to take on a leadership role throughout their time at Cambusbarron PS, improving pupil self-esteem and personal success.</p> <p>All children will be able to share their successes and skills developed.</p> <p>The LEANS' approach will better support Learners' understanding around neurodiversity, their beliefs about neurodivergence, and the actions / strategies they can employ to support</p>	<p>A robust whole school environment approach/framework will be created.</p> <p>Quality Assurance environmental audits will evidence a calm, nurturing, purposeful and supportive environment throughout the school.</p> <p>Increase in children's self regulation and understanding of appropriate strategies evident through Staged Intervention meetings and TIP meetings.</p> <p>Tracked through new Tracking & Monitoring Toolkit.</p> <p>Evidenced in Curriculum Plans and Learner Leadership Action Plans.</p> <p>Through assemblies / newsletters / Sharing the Learning</p> <p>Pre and post attitude evaluations / unit knowledge quizzes and focus groups post intervention for discussion. Analysis supported by Ed</p>	<p>Yes</p>	<p>Improvement in children and young people's health and wellbeing.</p> <p>Improvement in employability skills and sustained positive destinations.</p>	<p>2.2,2.4, 3.1</p>	<p>Inclusion and Wellbeing</p>	<p>Yes</p>

	<p>themselves and others.</p> <p>Further develop staff knowledge about neurodiversity and neuro-divergence.</p>	Psychology.					
Children developing their leadership of learning	<p>Developing learners skills in being active participants in their own learning journey</p> <p>Learners are active participants in planning their learning</p> <p>Learners develop effective peer / self assessment approaches age and stage appropriate. evident.</p> <p>Learners explore how we can profile their learning</p>	<p>Quality Assurance discussions with learners. Children can identify and share their progress and next steps in learning. Children can identify how they learn best</p> <p>Quality assurance evidence of learners' work</p> <p>Displays evidence learners voice in planning.</p> <p>Quality Self / Peer assessment is visible and consistent throughout the school and included in our Pedagogical and Learning Framework</p> <p>Approaches to profiling explored and evidenced.</p>		Improvement in attainment, particularly in literacy and numeracy.	1.3, 2.3, 3.2	Learning, Teaching and Assessment	
Digital Skills Development	Teachers are supported to use the new tracking system to analyse data effectively, assisting them to focus on key aspects of learning and teaching	<p>Tracking Impact and Planning meetings</p> <p>Data informed referrals to Support for</p>	Yes	Closing the attainment gap	1.1,2.3,3.1,3.3	Curriculum	

	<p>which are having a positive impact and to identify those areas that need to be improved.</p> <p>All children and families will understand how to stay safe online and protect themselves.</p>	<p>Learning Teacher</p> <p>Achieving the Digital Wellbeing Award.</p> <p>Completion of a pre and post self-evaluation tool</p> <p>Parents report a better understanding and confidence around keeping children safe online.</p>		<p>between the most and least disadvantaged children., Improvement in attainment, particularly literacy and numeracy.</p>			
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Key Actions

Priority Description (School Priority)	Key Actions	By when?	Person/people responsible
Curriculum - Raising attainment in Reading, Writing and Numeracy	Writing, reading and numeracy frameworks embedded to support consistency of approach in learning, supporting depth, progression and coherence.	June	Working Party
Curriculum - Raising attainment in Reading, Writing and Numeracy	Further develop learners' self reflection into their own strengths and identified / focussed next steps in learning.	June	Mark / Danielle
Curriculum - Raising attainment in Reading, Writing and Numeracy	Use of effective digital technology and accessibility features to remove barriers to learning supported by the Stirling Council SPEC site and CALL Scotland.	March	Cathy
Improving and Supporting Children's Health & Well Being	Explore and apply the CIRCLE framework tools and Nurture Principles for inclusion to effectively support all pupils and to promote and embed inclusive practice approaches across our school.	June	Working Party
Improving and Supporting Children's Health & Well Being	Broaden opportunities for success, including providing further leadership opportunities and celebrating wider achievement for all across the school.	December	Mark / Danielle
Improving and Supporting	LEANS (P4-7): Introduce the	December	Mark

Children's Health & Well Being	concept of neurodiversity to children, and how it is relevant to their own schools and lives through 'Leaning into the Year' in Term 1.		
Digital Skills Development	Engage as a pilot school for the new Tracking System	March	Mark/Danielle
Digital Skills Development	Achievement of the Digital Wellbeing Award to develop approaches to support all learners' understanding of Cyber Resilience and Internet Safety.	June	David