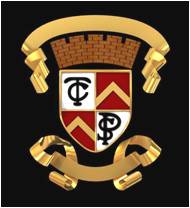


**Standards and Quality Report**

**2018-19**

Cairns Primary School, Nursery and ASN Class



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| **Context of the school:** |
| Cairns Primary is situated in the Halfway area of Cambuslang. The immediate local area is predominantly social housing with some privately owned accommodation on the outskirts of our catchment area. Cambuslang is a developing area and our catchment has been ‘re-zoned’ several times over the past few years to accommodate the growing number of families moving into new build private housing in the wider community. This has also increased the number of catchment secondary schools available for our P7 pupils.  Our current roll, as of June 2019, is 298 pupils over 3 ASN classes and 12 mainstream classes. In addition to catering for P1-P7 pupils, Cairns has an excellent Nursery facility with capacity to provide 40 morning and 40 afternoon places for early learning and childcare. We currently have 67 children at our nursery, bringing our total school role for session. 2018-19 to 365 pupils.  IMG_2767.PNGCairns Primary was established in 1957, however, we moved into our new, 'state of the art' school building in February 2012. This provides an excellent, modern environment in which our children can learn and achieve.  As a school we have developed our vision statement, ‘Lead, Learn, Aspire, Achieve,’ to reflect how we feel about our school and our learning. We believe everyone has the right and the potential to be leaders in their own learning and to aspire to achieve to be the best they can be. As a school we have chosen four core values; love, friendship, honesty and trust. We promote positive relationships within the school and foster an ethos, which encourages all pupils to respect themselves and others.  In session 18/19, of our roll of 298 school pupils, 59.2% lived in a home within SIMD 1 or 2 and 35.4% of our school pupils were in receipt of Free School Meals. Children living within SIMD 1 and 2 are present in all stages, 55% of P1-3 and 62% of our P1-7 pupils are included in our PEF cohorts.   |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | |  | **P1** | **P2** | **P3** | **P4** | **P5** | **P6** | **P7** | **Whole School** | | **18/19** | 58.5% | 57.7% | 50% | 54.2% | 57.4% | 71.4% | 65.2% | 59.2% | |  | 24/41 | 26/45 | 23/46 | 19/35 | 27/47 | 25/38 | 30/46 | 182/298 |   The staffing situation at Cairns has been extremely challenging over the past few years with turnover of staff being high, mainly due to maternity leaves, long term absences, NQT’s and role increase resulting in temporary staff filling vacancies. In session 2018/19, staffing continued to be challenging. We have had 4 members of staff on maternity leave, two of whom are in our Senior Leadership Team (SLT). We also had a number of staff going on maternity leave at different points across the session. We have an active and engaged Parent Council who play an integral role in school life. We work hard as a school community to engage with our wider Parent Forum to ensure strong partnership working. We are proud to be an integral part of the Cairns community and are keen to work in partnership with the local community and our partners within the Cathkin Learning Community. We have developed strong links with our neighbours at St Cadoc’s Primary and are ‘Champions for Change’ schools developing many joint projects. We have also developed strong links with our local nursery partners and secondary schools, to ensure positive and smooth transitions are planned.  In December 2018 we had a very successful visit from HMIe, Education Scotland and many areas of our work were highlighted as examples of very good practice, most notably ‘Leadership of Learning’.  **As part of the revised approach to inspection, the Education Scotland inspectors evaluated the leadership of change; learning, teaching and assessment; raising attainment and achievement and ensuring wellbeing, equality and inclusion. The inspection team analysed questionnaires issued to a sample of parents, pupils and to all staff. Inspectors observed class lessons and interviewed groups of pupils, including the pupil council, and staff. Members of the inspection team also met parents and members of the local community.**  The report by Education Scotland was published on 26th February 2019.  Findings of Education Scotland Inspectors  Education Scotland made comment under the following headings:-   * quality of leadership and management, * learning provision and * children’s successes and achievements   Education Scotland found there is a range of very good practice across the school in terms of learning, teaching and assessment and on the wellbeing and inclusion of children, which is leading to good levels of attainment across literacy, numeracy and health and wellbeing.  Inspectors recognised that the promotion of wellbeing for children and their families in the nursery strongly underpins the school community values, resulting in relaxed, happy children who are making good progress in their learning.  Education Scotland found that children and young people in Cairns are treated as unique individuals with their own skills, talents and needs and that staff’s responsiveness to each child’s needs is a major strength.  Inspectors recognised the leadership of change as a major strength in Cairns and the headteacher, senior management team and staff work very effectively with children, parents and community members to develop a clear vision for the school and nursery, which in turn fosters ambition and aspiration in what children are expected to achieve.  Particular strengths of the school were identified as follows:-   * Children who are responsible, respectful, happy and hardworking. The high expectations children have of themselves and others. * The nurturing and caring environment promoted by all practitioners and staff. Their strong focus on high standards and aspiration. * The effective leadership of the Headteacher and senior leadership team in promoting a motivational whole-school ethos for learning. * The teamwork of staff and their commitment to continuous professional learning linked to successful improvement across the school and nursery class. * Successful partnerships with parents, agencies and other organisations, which impact positively on children’s learning.     Education Scotland identified the following area for continued improvement:-   * Continue to develop a clear overview of children’s progress to further improve children’s attainment and achievement.   This area for improvement has been incorporated into our improvement plan. .  Education Scotland have intimated that they are confident that Cairns will be able to take forward the area for improvement and will make no more visits in connection with this report.  We were delighted with our report which  **Quality indicators for the primary stages Evaluation**   |  |  | | --- | --- | | **Leadership of change** | **very good** | | **Learning, teaching and assessment** | **very good** | | **Raising attainment and achievement** | **good** | | **Ensuring wellbeing, equality and inclusion** | **very good** | | Descriptions of the evaluations are available from:  How good is our school? (4th edition), Appendix 3: The six-point scale |  | |

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| Review of SIP progress session 2018-2019 |



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| **Priority 1**:  Raise attainment in Numeracy implementing new and revised approaches to planning, teaching, monitoring and tracking of pupil progress from P1-7. | |
| **National Improvement Framework Key Priorities**   * Improvement in attainment, particularly in literacy and numeracy; * Closing the attainment gap between the most and least disadvantaged children; * Improvement in children and young people’s health and wellbeing; and * Improvement in employability skills and sustained positive school leaver destinations for all young people. | **National Improvement Framework Key Drivers**   * School leadership * Teacher professionalism * Parental engagement * Assessment of children’s progress * School improvement * Performance information |
| HGIOS 4 QI:   * 1.1 Self Evaluation for self-improvement * 1.2 Leadership for learning * 1.4 Leadership and management of staff * 1.5 Management of resources to promote equity * 2.1 Safeguarding and child protection * 2.2 Curriculum * 2.3 Learning teaching and assessment * 2.4 Personalised support * 2.6 Transitions * 2.7 Partnership * 3.1 Ensuring wellbeing, equality and inclusion * 3.2 Raising attainment and achievement/Securing children’s progress * 3.3 Increasing creativity and employability/Developing creativity and skills for life and learning | |
| Progress and Impact:  During our inspection in December, HMIe judged teaching and learning to be very good, and the Inspectors observed a number of Numeracy lessons across the school. We want to build on this and further develop our pedagogical skills in this area.  We have had several maths interventions which have been very successful this session.  Our Collaborative Action Research projects this session were all based around maths interventions and staff all reported increased attainment for most of the targeted PEF cohort groups and other children who were working on them.   |  |  |  |  | | --- | --- | --- | --- | | Session | P1 | P4 | P7 | | 17/18 | 82% | 70% | 67% | | 18/19 | 83% | 78% | 71% | | Comment | 1% improvement on last session. | Increased attainment  of 8% on last session. | Increase of 4%. |   ‘Catch up Maths’ has been successful with many of the children gaining confidence and closing the gaps in their learning.  We are committed to continuing to raise attainment in numeracy and plan to develop our range of interventions to support children identified as having difficulties with maths and numeracy concepts. From discussions with all staff, we have decided to incorporate the MALT assessments into our own mainstream suite of assessments to enable an early diagnostic assessment of all pupils in August. This will help make the planning for maths more specific to the needs of the children within each class and also assist us when planning our differentiated groups.  The consistency of interventions has worked well this year, with the identified support staff and teaching staff time being protected to ensure continuity.  Big Maths is having a positive impact in classes and staff and pupils report increased confidence in mental maths activities and  Next Steps:   * MALT test all pupils in Aug/Sept to assist with planning. * Continue to streamline monitoring and tracking approaches to ensure we have a clear overview of children’s progress to further improve children’s attainment and achievement in numeracy. * Continue to identify groups of pupils requiring support with maths/numeracy concepts and provide appropriate interventions to meet their needs and raise attainment. * Ensure all new staff are trained in ‘Big Maths’ and using it daily within their classes- all staff to engage in professional dialogue to ensure consistent and effective use of Big Maths across all stages. * Develop the use of ICT to enhance teaching and learning during maths. * Review maths parent workshops - host parent/carer open mornings to encourage more adults to share in the learning during teaching time. * Develop the use of ICT to support and enhance maths and numeracy interventions, focusing on a Collaborative Action Research Approach. | |

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| **Priority 2**: Raise attainment in literacy through implementation of P1-3 Book Banding and P1-3 focus on North Lanarkshire Literacy Strategies and implement an increased focus on the teaching and assessment of writing, with a focus on embedding the Cairns writing approach. | |
| **National Improvement Framework Key Priorities**   * Improvement in attainment, particularly in literacy and numeracy; * Closing the attainment gap between the most and least disadvantaged children; * Improvement in children and young people’s health and wellbeing; and * Improvement in employability skills and sustained positive school leaver destinations for all young people. | **National Improvement Framework Key Drivers**   * School leadership * Teacher professionalism * Parental engagement * Assessment of children’s progress * School improvement * Performance information |
| HGIOS 4 QI:   * 1.1 Self Evaluation for self-improvement * 1.2 Leadership for learning * 1.3 Leadership of change * 1.4 Leadership and management of staff * 1.5 Management of resources to promote equity * 2.1 Safeguarding and child protection * 2.2 Curriculum * 2.3 Learning teaching and assessment * 2.4 Personalised support * 2.6 Transitions * 2.7 Partnership * 3.1 Ensuring wellbeing, equality and inclusion * 3.2 Raising attainment and achievement/Securing children’s progress * 3.3 Increasing creativity and employability/Developing creativity and skills for life and learning | |
| Progress and Impact:  ***P1-3 Active Literacy Programme***  We have continued to make good progress in 2018/19 with the implementation of the Active Literacy Approach in P1-3. We had 6 classes in the infant department where all teaching staff attended training specific to their stage at the beginning of the school year. As the programme of study was new to the school, class teachers spent additional time observing each other in class to ensure a consistency of approaches. Staff also benefited from visits from colleagues within the authority to work collegiately to share good practice.  From SLT Progress Meetings in term 2, staff reported that their confidence levels had increased when using the new strategies and stated that they could see an improvement in the children’s engagement and confidence levels. At this point, there was no formal assessment tool used to gather evidence. All feedback was based on professional judgement.  Teaching staff from the Literacy working party worked in partnership with two members of the school support staff to book band all reading texts for P1-3. In August and September, all P2 and P3 pupils were assessed using the PM Benchmarking Toolkit. The resource explicitly assesses learners’ instructional and independent reading levels using unseen and meaningful texts. The purpose of the assessment ensures that when children are learning to read, they are provided with texts that are carefully matched to their needs.  We held successful parent/carer workshops for all P1-3 classes during October and November to explain the new approaches which were being used to teach the children Phonics and Spelling. Feedback gathered was positive and parents commented that they felt more confident supporting their child at home to consolidate the learning taking place in school. As this is the first year the Active Literacy programme has been taught in all P1-3 classes, we have used attainment figures in Reading, Spelling and Writing from the 2017/18 P1 cohort to this year’s P1 cohort to measure success.   |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | | **Groups** | **All pupils** | | **SIMD 1 and 2** | | **SIMD 3 -10** | | **FME** | | |  | **2017/18** | **2018/19** | **2017/18** | **2018/19** | **2017/18** | **2018/19** | **2017/18** | **2018/19** | | Reading | 81.4% | 84% | 77% | 79% | 91.3% | 91.3% | 69.2% | 77% | | Spelling | 86% | 71.4% | 82.8% | 71.4% | 95.7% | 91.3% | 76.9% | 82% | | Writing | 23.3% | 35.7% | 22.9% | 35.7% | 56.5% | 60.9% | 38.5% | 28.6% |   **Reading** – Attainment has increased for all our groups in 2018/19. As this is our first year using the Active Literacy Approach in P1-3, we will continue to closely track progress in the coming years to gather more robust evidence.  **Spelling and Writing** - Our performance information above highlights the importance for the SLT and teaching staff to review the teaching of spelling and writing in P1-3. This will be monitored closely in 2019/20 and we have identified next steps to raise attainment in there areas.  **Cairns Writing Approach**  Over the two years we have made changes to our Writing curriculum to raise standards in Literacy across the curriculum. We have adapted planning and have introduced a more thorough assessment criteria as part of the ‘ Cairns Writing Approach’. Our assessments link directly to the new benchmarks from the Scottish Government. We are in the early stages of our transition and attainment in Writing will continued to be closely monitored in the coming years.  In session 2018/19, the Cairns Writing Approach was used consistently in all classes. A member of support staff provided additional scaffolding in lessons to enhance teaching and learning. We planned to further develop the approach by providing an extra teacher in all lessons, however, due to staff absence this will unsustainable. We will revisit this area in 2019 2020.  Our data shows improvement in all stages apart from P2. Although progression is evident, Writing will continue to be a key focus in 2019/20 with universal and targeted interventions. Key stages for future improvements are P1, P2, P5 and P6.  **Next Steps:**   * Raise attainment in literacy implementing new and revised approaches to planning, teaching and assessment P1-7, with a specific focus on spelling and writing. * PM Benchmark all P2-P3 children and targeted groups in P4-7. * Develop a structured and coherent programme of class novels for P4-7. * North Lanarkshire Literacy Approach P4-7. * Increased focus on the teaching of spelling in P1-3. * Continue Active Literacy Approach in P1-3. * Increased focus on the teaching of writing, embedding the Cairns writing approach across the school. * Increase the use of ICT in writing lessons to support learning, teaching and assessment. * Trial Talk for Writing Approach in small selection of classes from Nursery –P7. * Up skilling of School Support Assistants in literacy interventions - (Catch up Literacy/5 minute box- in house training and SLC training where possible.) * Refresh of Dyslexia Toolkit training for all staff from SST. | |

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| **Priority 3**: Develop and evaluate whole school nurturing approach whilst developing a robust health and well-being programme of study. | |
| **National Improvement Framework Key Priorities**   * Improvement in attainment, particularly in literacy and numeracy; * Closing the attainment gap between the most and least disadvantaged children; * Improvement in children and young people’s health and wellbeing; and * Improvement in employability skills and sustained positive school leaver destinations for all young people. | **National Improvement Framework Key Drivers**   * School leadership * Teacher professionalism * Parental engagement * Assessment of children’s progress * School improvement * Performance information |
| HGIOS 4 QI:   * 1.1 Self Evaluation for self-improvement * 1.2 Leadership for learning * 1.3 Leadership of change * 1.4 Leadership and management of staff * 1.5 Management of resources to promote equity * 2.1 Safeguarding and child protection * 2.2 Curriculum * 2.3 Learning teaching and assessment * 2.4 Personalised support * 2.6 Transitions * 2.7 Partnership * 3.1 Ensuring wellbeing, equality and inclusion * 3.2 Raising attainment and achievement/Securing children’s progress * 3.3 Increasing creativity and employability/Developing creativity and skills for life and learning | |
| Progress and Impact:  Two nurture groups were re- established later in the session. The delay was the result of the Nurture room being used to support two primary 1 pupils who were finding it challenging to access the mainstream curriculum.  When the sessions re-started children were engaging well, however there was limited progress made in developing Nurture across the school this session. We did start a new ‘Breakfast’ Nurture session for identified PEF cohort pupils who had attendance and late coming issues. For the targeted group, all pupil’s except one, had increased attendance over the time they were coming to the Nurture Sessions.  We continued with our ‘Emotional Check-ins’ every day in all classes and most pupils reported that they liked being able to show how they were feeling at different times of the day. Teachers reported they felt it was useful to be able to speak to pupils who had themselves identified they were feeling unhappy and often the emotional check-ins were a good way of initiating what could be difficult conversations, especially with our older pupils. A number of issues around the mental health and well-being of our pupils have been identified this session, and we believe we need to further develop our own awareness, understanding and approaches to dealing with Mental Health and well being next session.  All staff have engaged in ACES Awareness session with the Learning Community and had further discussions about this at stage meetings.  All staff have been trained on the work around ‘Boxall Profiling’, ‘Nurture Talks’ and Nurture Principles. This has led us to look at our whole school behaviour policy and this will be part of our Health and Well Being priority for next session.  Next Steps:   * Develop a more consistent and timely approach to our Nurture Group Sessions. * Continue to develop and enhance whole school approaches to nurture striving for greater consistency of e.g. emotional check ins across the school, morning welcomes, approaches to behaviour management. * Raise awareness of Mental Health and well-being and create a whole school approach to nurturing these aspects. * Enhance our whole school approaches to teaching Health and well being through the Jigsaw programme, including staff training and development of our curriculum. | |

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| **Priority 4**: Review approaches to skills for life, learning and work and within learning and teaching, with a focus on DSYW and reviewing our Masterclass programme. | |
| **National Improvement Framework Key Priorities**   * Improvement in attainment, particularly in literacy and numeracy; * Closing the attainment gap between the most and least disadvantaged children; * Improvement in children and young people’s health and wellbeing; and * Improvement in employability skills and sustained positive school leaver destinations for all young people. | **National Improvement Framework Key Drivers**   * School leadership * Teacher professionalism * Parental engagement * Assessment of children’s progress * School improvement * Performance information |
| HGIOS 4 QI:   * 1.1 Self Evaluation for self-improvement * 1.2 Leadership for learning * 1.3 Leadership of change * 1.4 Leadership and management of staff * 1.5 Management of resources to promote equity * 2.1 Safeguarding and child protection * 2.2 Curriculum * 2.3 Learning teaching and assessment * 2.4 Personalised support * 2.6 Transitions * 2.7 Partnership * 3.1 Ensuring wellbeing, equality and inclusion * 3.2 Raising attainment and achievement/Securing children’s progress * 3.3 Increasing creativity and employability/Developing creativity and skills for life and learning | |
| Progress and Impact:  We reviewed and revised our Masterclass programme focussing on Skills for Life Learning and work. We identified key life skills which were highlighted by the SQA website as being key core skills and explored how we could develop these across the P4-7 primary Masterclass Programme.  We devised a planning template which allowed staff to identify the core skill and plan innovating experiences to develop the skill over a 4 week block of ‘Masterclasses’.  Pupils were then asked to look at their own skills set and identify which skills they felt they were strongest and which they wanted to develop further. The children were then asked to choose which Masterclass they would like to attend and which developed their identified skill.  Pupils reviewed and evaluated their progress at the end of each block of Masterclasses. They also incorporated their learning in their Personal Learning Plans and planned their targets and next steps.  Pupils also continued to be involved in Committees which further developed their skills.  We had hoped to include 5th and 6th year pupils from CHS in our Masterclass Programme, however we were too late to include them as their timetables had been set. This is something we are continuing to discuss with CHS.  Next Steps   * Continue to develop this approach to Masterclass Planning next session. * Raise Awareness of skills at assembly. * Contact local colleges and universities to encourage more opportunities for our pupils to visit and hear about further education. * Review skills planning section of PLP with pupils and revise for session 20-21. * Pupil Council to plan, organise and Host a World of Work week full of events for session 19-20. | |



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| **Interventions and progress towards closing the poverty-related attainment gap 2018-19** |
| **Intervention 1**  **Literacy Interventions**   * Support of targeted pupils with 5 min box intervention to support literacy skills. Support staff were trained to deliver the interventions. * We have 2 members of staff delivering targeted interventions for reading using the 5 min box approach and have another 2 shadowing. * DHT oversaw interventions. * 2 members of support staff attended Catch Up Literacy Training and this will be fully implemented for targeted children in P4-7 in session 2019/20. * Using our data, we identified stages pupils were not attaining appropriate levels in writing. We already deploy a PSA per class to support our writing approach, however for identified target classes, we planned to deploy an additional teacher to support writing and target identified pupils. * In December, to support our imaginative writing skills development, our whole school engaged in a differentiated literacy project based on Cinderella and this culminated in a visit to the theatre to see the live production.   .  **Performance information for targeted groups using the 5 min box**  Class teachers identified children ‘not on track’ in reading, spelling and writing. PSA worked consistently with the same group of children 3 times a week.  In P1 the intervention started in January and ended in May. The children were identified from teacher judgment and the Phonological Assessment Screening Test administered in December 2019.  Children in P2 and P3 were identified from standardised assessments and teacher judgment. The intervention started in September’ 18 and finished in May’ 19.  The below shows the % of children on track with their learning at the end of the intervention compared to the beginning.   |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | | **Stage** | **Targetted group** | **Reading** | | **Spelling** | | **Writing** | | |  |  | **Jan’ 19** | **May, 19** | **Jan’ 19** | **May, 19** | **Jan’ 19** | **May, 19** | | **Primary 1** | **12 pupils** | **0%** | **58.3%** | **0%** | **58.3%** | **0%** | **0%** | |  |  | **Sep 18** | **May 19** | **Sep 18** | **May 19** | **Sep 18** | **May 19** | | **Primary 2** | **12 pupils** | **0%** | **33.3%** | **0%** | **41.7%** | **0%** | **8.4%** | | **Primary 3** | **8 pupils** | **0%** | **12.5%** | **0%** | **0%** | **0%** | **12.5%** |   **Active Literacy Programme**  All teaching staff have been trained in the Active Literacy Approach and we are going to train our support staff next session. We have implemented this approach in P1-3 and PM benchmarked all of our pupils to establish their reading level. We have ‘book banded’ all of our P1-3 texts and purchased additional novels for P4-7. This has helped to ensure pupils are reading appropriate texts, which have been carefully matched to their abilities. Feedback from pupil groups has been positive and children have commented that they are enjoying reading a greater range of texts and genres.  The Active Literacy Approach will be rolled out to P4-7 next session in 2019-20.  **Closing the Attainment Gap**  **Literacy-**  **P4**  **October ’18-** P4 Non Pef cohort attaining appropriate levels in reading- 92%  **April ’19-** P4 Non Pef cohort attaining appropriate levels in reading- 82.6%  **October ’18- P4 Pef cohort attaining appropriate levels in reading- 50%**  **April ’19 - P4 Pef cohort attaining appropriate levels in reading- 70%-**  **Closing the Attainment Gap- Analysis**  **There is an increase of 20% for our PEF cohort in reading and demonstrates the benefits of the smaller class size. It also helps us identify strengths in our intervention programme, as it was our lower attaining children, including those in our PEF cohort who were targeted for the 5 min box and catch up literacy programmes. Although we see a dip from October to April in our Non PEF cohort’s reading scores, we are pleased that, at the P4 stage, in comparison to last session, our P4 cohort has improved by 4% with children reading at or above their appropriate level. As a year group, they have gained 10.3% in children writing at or above their appropriate level.**  **We are committed to improving this further next session through our plans and activities and hope all pupils’ attainment continues to rise and increase across all stages.**  **P7**  **October ’18-** P7 Non Pef cohort attaining appropriate levels in reading- 92%  **April ’19-** P7 Non Pef cohort attaining appropriate levels in reading  **October ’18- P7 Pef cohort attaining appropriate levels in reading- 73%**  **April ’19- P7 Pef cohort attaining appropriate levels in reading – 70%- This decrease by 3% is 2 pupils who have made progress but who are reading just slightly below their CA at the time of assessment.** |
| **Intervention 2:**   * 0.8-   We identified our P4 cohort as being a stage where attainment has dipped over the past few sessions. Just over 54% of our P4 are identified as PEF cohort and we have purchased an additional staff member to reduce class sizes to allow a smaller pupil/teacher class ratio at this stage, which will also impact on class sizes across the school.  We have employed an additional teacher for 0.8 of the week this session to help attainment for our PEF cohort at the P4 stage. We identified this cohort as previously requiring support in literacy and numeracy. 54.2 % of the P4 year group are identified as our PEF cohort and they have been split between our P4 and P4/5 class.  We decided to supplement the straight P4 class with an additional class teacher on a Monday and Tuesday to focus on literacy and numeracy.  This intervention has seen the number of pupils who would previously have worked with a Specialist Support Teacher, for literacy difficulties, reduce by 30% from within the straight P4 class. Thus suggesting that prolonged interventions from within the classroom, with teachers who have cross-curricular knowledge of the pupils over an extended period, has greater impact upon learning within literacy.  This 0.8 teacher engaged in a CAR project looking at Numicon to raise attainment in numeracy. The findings of this project clearly showed the benefits of using Numicon with this P4 class, but did highlight the need to introduce these skills at a younger age for greater impact. This valuable project carried out by the 0.8 teacher has allowed this small-scale project to have an impact upon the wider maths curriculum within school.  The impact of employing an additional teacher allocation within session 2018/19 has been very positive for the identified cohort and the wider school curriculum development. This has therefore been a very worthwhile initiative, which will be fully considered when planning for PEF initiatives for session 2019/20.  We have been able to provide targeted support in literacy and numeracy to our identified PEF cohort and other children who were not on track. Our assessment data shows;  Reading  P4 cohort attaining appropriate levels in reading- 78%  An increase of 4% on last session.  P4 Pef cohort attaining appropriate levels in reading- 61%  Writing  P4 cohort attaining appropriate levels in writing – 72%  An increase of 10% on last session  P4 Pef cohort attaining appropriate levels in Writing- 56%  Numeracy  P4 cohort attaining appropriate levels in maths/numeracy-78 %  An increase of 8% on last session  P4 Pef cohort attaining appropriate levels in maths/numeracy- 61% |
| Intervention 3   * staffing to cover teachers to work in and visit other classes and in other establishments * Top up resources/training as required, e.g. 5 min boxes, holistic assessment resources * Parental Involvement workshops and packs- roll this out to P1, P4 P6 and P7 parents this session.   2 members of staff have been trained in maths recovery programme and are participating in this pilot. We hope to extend this next session to allow these teachers to work alongside stage partners to develop our existing interventions and approaches to raise attainment in maths and numeracy.  3 members of staff, 1 teaching, 2 support staff have been trained in catch up maths.  3 members of staff are participating in a CAR project with schools from South and North Lanarkshire and the Robert Owen Centre to study different approaches to raising attainment in maths.  Maths working party devised games and information packs for parents. We held workshops for parents of all stages, using the information we received from our consultation questionnaire we put out on the school app, to plan our sessions looking at concepts parents had identified as key areas they would like us to explain.  The workshops went really well, however were not greatly attended. We have developed a range of home learning and support material over the past couple of years which we could lend to parents. We will be running home learning after school clubs for parents and carers focussing on maths and literacy next session. We will be able to support parents using the bank of resources we have already created.  We will also be hosting open mornings and sessions for parents to come into the classroom and observe/participate first hand in the learning. We hope these events will be better attended and allow parents the opportunity to work closely with their child.  Closing the Attainment Gap - Numeracy  October ’18 -P4 Non Pef cohort attaining appropriate levels in maths/numeracy- 92%  April ’19 - P4 Non Pef cohort attaining appropriate levels in maths/numeracy- 87%  October ’18- P4 Pef cohort attaining appropriate levels in maths/numeracy- 56%  April ’19 - P4 Pef cohort attaining appropriate levels in maths/numeracy- 61%  This is an increase in 5% for our targeted PEF cohorts. The interventions we employed have improved the overall numeracy for P4 across this session. We are pleased the initial percentage of pupils scoring at or above the appropriate levels in their numeracy has risen. We will be analysing our approaches and streamlining them to ensure more progress again next session.  October ’18- P7 Non Pef cohort attaining appropriate levels in maths/numeracy- 38%  April ’19- P7 Non Pef cohort attaining appropriate levels in maths/numeracy- 68.4%  October ’18- P7 Pef cohort attaining appropriate levels in maths/numeracy- 30%  April ’19- P7 Pef cohort attaining appropriate levels in maths/numeracy- 67%  We are delighted with the 37% increase in attainment for our P7 pupils within our targeted PEF cohort group in numeracy. We have MALT tested and measured this group’s progress carefully this year and we have been fortunate to be able to provide regular interventions and support for this group. The teacher’s awareness of the group and the robust tracking and monitoring of this cohort has allowed the interventions to be adapted and changed to suit the needs of the pupils. Pupils report being more confident in maths. Teacher’s awareness and the sharing of strategies and skills staff have honed during the interventions have been shared and we believe this, along with our consistent use of the ‘Big Maths’ programme has also resulted in us seeing a 37% increase in the non PEF cohort’s attainment in maths/numeracy since October. |

* 1. **Attainment data - Attainment of Literacy Curriculum for Excellence levels 2015/16, 2016/17 and 2017/18 (teacher judgement – confirmed levels – 3 year trend).**

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| **Reading** |  |  |  |  |  |  | | | | | | | |  |
|  |  | Establishment | | |  |  |
|  |  | School | SLC | National |  |  |
| Year | 2015/16 | 79.86 | 75.94 | 76.00 |  |  |
| 2016/17 | 85.23 | 80.10 | 78.00 |  |  |
| 2017/18 | 78.13 | 80.28 | 79.10 |  |  |
| 2018/19 Mainsteam | 83.70 |  |  |  |  |
| 2018/19 inc ASN | 75.00 |  |  |  |  |
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**Writing**

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|  | Establishment | | |
|  | School | SLC | National |
| 2015/16 | 77.78 | 69.76 | 71.00 |
| 2016/17 | 79.19 | 75.56 | 72.00 |
| 2017/18 | 71.09 | 74.79 | 74.30 |
| 2018/19- mainstream | 79.30 |  |  |
| 18/19 inc ASN | 67.34 |  |  |

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| **Listening & Talking** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  | Establishment | | |  |  | | | | | | | |  |
|  |  | School | SLC | National |  |  |
| Year | 2015/16 | 83.33 | 82.09 | 81.00 |  |  |
| 2016/17 | 89.26 | 85.91 | 83.00 |  |  |
| 2017/18 | 87.50 | 85.75 | 91.20 |  |  |
| 2018/19 mainstream | 88.30 |  |  |  |  |
| 2018/19 inc ASN | 79.20 |  |  |  |  |
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This session our attainment figures we have more children within our ASN department who are currently P1, P4 and P7 this session, and included in our figures.

* 1. Attainment data - Attainment of Numeracy Curriculum for Excellence levels 2015/16, 2016/17 and 2017/18 (teacher judgement – confirmed levels – 3 year trend).

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| **Numeracy** |  |  |  |  |  |  | | | | | | | |  |
|  |  | Establishment | | |  |  |
|  |  | School | SLC | National |  |  |
| Year | 2015/16 | 78.47 | 74.18 | 75.00 |  |  |
| 2016/17 | 80.54 | 78.27 | 76.00 |  |  |
| 2017/18 | 73.44 | 78.86 | 78.40 |  |  |
| 2018/29 mainstream | 78.70 |  |  |  |  |
| 2018/19 inc ASN | 69.90 |  |  |  |  |
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Again, as with literacy, we have more children within our ASN department who are currently P1, P4 and P7 this session, and included in our figures.

**1.3 Poverty-related attainment gap data**

**\*Example below – schools will be sent their own customised data during the summer term**

**\*\*\*Example text on analysis of “Closing the Gap” data:**

The graphs show our whole school poverty-related attainment gap over time. This information is a collation of the % of children who are achieving expected CfE levels at stages P1, P4 and P7 according to teacher professional judgement. We have made the biggest progress within Numeracy – the gap has closed by 1.8 percentage points in 3 years, whilst the smallest progress has been in reading; this has closed by only 0.2 percentage points in 3 years, as a result reading will be a focus for this year’s funding. Our stage-by-stage gap over time data reflects this; P3, P4 and P7 gap over time data shows an increase in the gap for reading by 0.2, 0.3 and 0.1 percentage points respectively, as a result these stages will be our focus for reading this session.

Currently, reading and writing shows the biggest gap (16.4% and 16.1% respectively), and so a whole-school approach to reading and writing is planned introducing Active Literacy. As a school, we have this information per stage and have analysed it at school level. Our analysis shows that within individual stages, the biggest gaps are in P4 (30% gap) and P5 (25% gap) for Numeracy. For Reading the biggest gaps appear to be in P3 (35% gap), P4 (40% gap) and P7 (30% gap). For writing the biggest gaps are also in P3 (38% gap), P4 (30% gap) and P7 (28% gap). These stages will be the focus for this year’s equity fund, as outlined in plans below.

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| **Achieving Excellence: Overall Progress towards National Improvement Framework Priorities**  **Session 2018-19** |
| **Use all available evidence (including data)**  **Literacy:**   |  |  |  |  |  | | --- | --- | --- | --- | --- | | **Progress** | **satisfactory** | **good** | **very good** | **excellent** | |  |  | **X** |  |  |   **Strengths**    We have made gains at all stages this session with 80% or more children reading at or above their chronological age in 5 of our 7 year groups. Every cohort has made progress since initial assessments in September.  In Writing, almost all cohorts have made progression in their learning and are working at the level appropriate to their stage.  **Next steps**   * Increased focus on the teaching of spelling in P1-3 * Increased focus on the teaching of writing, embedding the Cairns writing approach across the school. * Increase the use of ICT in writing lessons to support learning, teaching and assessment. * Trial Talk for Writing Approach in small selection of classes from Nursery –P7 to support Writing attainment. * Upskilling of School Support Assistants in literacy interventions - (Catch up Literacy/5 minute box- in house training and SLC training where possible.)   **Numeracy:**   |  |  |  |  |  | | --- | --- | --- | --- | --- | | **Progress** | **satisfactory** | **good** | **very good** | **excellent** | |  |  | **X** |  |  |   Strengths  We have implemented a number of interventions this session which have seen progress made at all targeted stages. We have increased the percentage of children working at or beyond their appropriate level in maths and numeracy in most classes. Staff and children confirm a more coherent approach to the teaching and assessment of maths and most agree the introduction and consistent approach to the teaching of mental maths using our ‘Big Maths’ resource and subsequent teaching and learning approaches, have helped children to acquire a deeper understanding of some concepts.  Our involvement in the CAR project has allowed greater opportunities for staff to engage in moderation acitivities, professional discussion and debate and to share good practice, which has resulted in higher quality teaching and learning experiences of our pupils.  Our use of new assessment materials, MALT assessments, with our targeted groups have allowed a more focussed and specific approach to planning which has allowed us to close the gaps many children had in their maths and numeracy understanding.  Next steps   * Use MALT assessments to assess all pupils at the start of the year to give a diagnostic overview for teachers to plan and group more effectively for their new classes. * Continue with our targeted interventions- including maths recovery for identified pupils. * Engage parents in after school homework clubs for parents and pupils and invite parents to come into class to observe maths in action.   **Health and Wellbeing**   |  |  |  |  |  | | --- | --- | --- | --- | --- | | **Progress** | **satisfactory** | **good** | **very good** | **excellent** | |  |  | **X** |  |  |   Strengths  Our recording of participation and engagement through the Leuvens scale has been successful and has opened up a route for more children to engage with their teachers, and other staff, about their feelings. Our new H&WB general ‘recording’ system, is a basic tool which has been useful in identifying trends across PEF cohorts for staff to discuss and plan for, one key area being how well we support our school community with mental health and well being. We will develop this further next session.  Our new ‘breakfast’ nurture sessions have worked well for most children. Closer monitoring of this approach is necessary to measure the impact.  As a staff, we have been reflecting on and reviewing the training we have had this session and we feel we would like to examine our whole school behaviour policy. This is further evidence of the collegiate working and sharing of professional dialogue and good practice of all staff.  Next steps   * Develop a whole school programme to nurture and develop mental health and well being for staff, pupils and parents. * Further develop our tracking and monitoring system for H&WB. * Continue to streamline and enhance our Nurture Programme. * Review and revise our whole school behaviour policy.   **Employability Skills/Positive Destinations**   |  |  |  |  | | --- | --- | --- | --- | | **satisfactory** | **good** | **very good** | **excellent** | |  | **X** |  |  |   Strengths  We are constantly seeking opportunities for our pupils to develop their skills for life, learning and work. Our new approaches to Masterclasses have been positive and this is an area we will develop further next session.  Next steps   * Further develop our Masterclass programme, ensuring engaging activities for all ages and stages linked to core skills. * Hold a week of activities related to the ‘World of Work’ to raise pupils’ awareness of the many options they have when they leave education. * Renew and revisit links with local colleges and universities to encourage more visits and opportunities for our pupils to engage with further educational establishments. |



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| **Overall quality of our learners’ achievements**  **Highlights of session 2018-19** |
| We have had a very busy and productive session. Children at all stages continued to receive a broad, balanced and well planned curriculum in line with Curriculum for Excellence. All staff have continued to engage in professional discussion and debate around the new benchmarks  All pupils benefitted from participating in the wide range of skills based activities which were provided by our Masterclass programme, which was changed to incorporate core skills for life, learning and work. All pupils were involved in school committees this session and ‘Pupil voice’ was a key focus for all groups and we have started to use the self evaluation tool, ‘How Good is OUR school’. Our Pupil Council, Health Promoting Schools Committee have been busy fundraising for our local Foodbank and other charities, through our French Café initiative, focused themed days and other activities which were all decided upon and planned by our pupils. Our Eco Committee gained our second Green Flag award in May ’19.  We continued to build on our ‘Champions for Change’ work with St Cadocs and again led a successful joint project for our P7 pupils from both schools, looking at sectarianism within society.    We have had many highlights this year. We had a very successful HMIe Inspection visit in December. This report can be accessed via Education Scotland Website. Education Scotland found there is a range of very good practice across the school in terms of learning, teaching and assessment.  All classes presented showcases and assemblies for the school and their parents. Our Christmas Nativity was a great success with our P1 pupils highlighting their confidence and talent. Our P7 pupils held, and led, a Burns Supper for over two hundred guests, following on from the amazing success of our school as overall winners of the Bridgeton Burns Club school’s competition, for the third year running. Many of our pupils from P1-7 participate in this established competition, and this was a fantastic achievement for our school. Prize money from the competition was used to take those who participated and our P7 pupils to visit Robert Burns Birthplace Museum in Alloway, where they participated in workshops and enjoyed learning more about the poet and this era in Scottish history.  Our Parent Council helped at our Christmas fair and ran Hallowe’en and Summer discos for our pupils which were extremely well attended.  We have continued to build on our portfolio of evidence to record the wider life and work of the school and these have been a great way to share our achievements with visitors and the wider community. |

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| **Quality Indicator** | **How are we doing?** | **How do we know?** | **School Self-Evaluation** | |
| **School** | **Nursery** |
| 1.1  Self-Evaluation for Self-Improvement | * All staff understand their responsibility in improvement through self evaluation. * Almost all staff confidently use national guidance and documents to effectively evaluate their practice and engage in quality management activities and school improvement groups. * All school staff have an awareness of school tracking systems as main source of data collection. * SLT work collaboratively to engage in data analysis and subsequent planning discussions. * All improvement activity and staff PRD targets are designed with the learner/child at the centre. * Most staff demonstrate high aspirations for all children within their class/group. * All staff have knowledge of local area and are developing ability to effectively meet the needs of pupils appropriately. * PEF has enabled staff to develop approaches to effectively reduce some barriers to learning. * A range of processes are in place to effectively gather views of staff, parents and pupils which informs improvement planning and activity. * All staff are given the opportunity to take responsibility for and lead aspects of school improvement. * All teaching staff are encouraged to participate in the Tapestry programme to engage in peer visits. * Outcomes of self evaluation activity informs school improvement planning. | * An evaluative culture is evident within the school where all staff are involved in various self evaluation activities. * Core learning in nursery tracks and informs next steps in learning. * HT delivers information on HGIOS work and annual review of data and information. * 3 staff and the HT engaged in Family Group work with colleagues from NLC, SLC and The Robert Owen Centre from Glasgow University, sharing good practice and focusing in developing collaborative action research skills. * All staff involved in School improvement planning. | School  Very Good | Nursery  Very Good |
| 1.3  Leadership of Change | THEME 1   * Our school and nursery are committed to ensuring we provide the highest quality experiences for all learners. High expectations are paramount and reflect our vision and values. Pupil voice and the Rights of the Child are at the heart of what we do. * Almost all pupils in the school know that their views are sought, valued and acted upon. * Senior leaders provide strong leadership which has enabled our school and wider community to develop and promote our vision and values. * Cairns Primary and Nursery is a warm, welcoming and nurturing environment in line with our school values and this has a positive impact on pupil and staff attitudes creating a sense of pride in our school.   THEME 2   * SLT are committed to change and all staff are encouraged to contribute to the school’s strategic direction. We strategically plan change based on current educational thinking whilst taking account of the needs of our learners. * We plan for and lead changes collectively and collegiately. * Priorities are child centred and staff are committed to building on previous successes and identifying areas for improvement.   THEME 3   * Staff at all levels feel confident to initiate and lead in the change process. * The SLT support improvement and change through innovative and creative approaches. * Pupils are involved in a number of leadership opportunities which help develop their skills for learning, life and work. * Parents are given opportunities to become involved in the life and work of the school. * Our school community is regularly updated on our progress of shared school priorities. Communication regarding changes made are shared with the school community. | THEME 1   * Our vision, values and aims are displayed clearly across the school. They are discussed regularly at assembly and almost all pupils are able to confidently discuss the school values and how they are exemplified in their daily lives in Cairns Primary. * Our values and our Rights Respecting Schools work influences pupils’ positive behaviour. Positive feedback and comments from our regular consultation with all stakeholders informs us of our strengths and allows us to plan effectively for future improvements. * Through professional dialogue meetings with SLT, staff report greater understanding of the context of our school and how this influences their teaching and learning. * Nursery and school staff are involved in planning for, and taking responsibility for implementing, change which leads to greater collegiate working and sharing of expertise. * Almost all pupils are proud to be part of Cairns Primary School and can discuss why they are an important part of our school team. * Parent questionnaires, focus groups and our Parent Councils report that effective leadership and commitment to change for improvement is a strength for Cairns Primary School. * Parents report that the school and nursery have a happy, warm, welcoming and nurturing environment in line with our school values * Our recent HMIe Report refers to our positive school ethos.   THEME 2   * Minutes from all collegiate activity and working groups demonstrate very good levels of staff engagement. * Consultation with children ensures that they are fully engaged in influencing and implementing change. * The diary of collegiate activities is linked to the school improvement plan to ensure planning time together is meaningful and purposeful. * Staff regularly engage in quality professional dialogue and development activities and participate in inter authority and cross authority training and development groups, to ensure positive outcomes for our learners. * SLT share data and relevant information with staff, and through this professional dialogue staff have developed a shared understanding of the school’s strengths and areas for development. * Staff are involved in the process of change and in evaluating the impact of improvements. This is supported by carefully planned individual and collective career-long professional learning.   THEME 3   * All teaching staff participate in school working parties to take forward school improvement priorities. Staff regularly share working party and development group work to ensure whole staff collaboration. This results in a clear and shared understanding of our journey of improvement. * The HT and PT engaged in a cross authority practitioner enquiry, * We keep parents and carers updated of changes in our monthly newsletter, and via our school app and website. We also share information about our school and the learning and experiences of our pupils via our Twitter page where we have over 680 followers. * Building on last session’s Collaborative Action Research project with P4 pupils, we have further developed this approach this year This has led to increased confidence among staff and allowed opportunities for professional discussion and dialogue around pedagogy. | School  Very Good | Nursery  Good |
| 2.3  Learning, teaching and assessment | **Theme 1**   * Almost all children actively participate in their learning and show high levels of engagement. * ~~O~~ur children are developing a level of resilience when faced with challenge or constructive feedback. * All staff plan differentiated learning experiences which are appropriate for almost all children. * There are opportunities for personalisation and choice across the curriculum. This is enhanced through pupil participation in Masterclasses and extra-curricular clubs. * Staff encourage our pupils to lead their learning and support them to set, and review, appropriate targets in literacy, numeracy and Health and Wellbeing using their Personal Learning Plans.   **Theme 2**   * Learning intentions and success criteria are always shared either orally or in writing with the children. * Feedback is provided in line with the success criteria to help learners understand how they can improve. * Questioning is used effectively to support and challenge pupils. * Staff plan effectively to meet the needs of all learners and intervene appropriately for groups and individuals.   **Theme 3**   * Moderation activities across the school and Learning Community have allowed staff to fully engage in professional dialogue around standards and expectations in writing. * Almost all staff are confident in using assessment information/data to support pupils’ learning and ensure appropriate next steps are identified and met. * Learners are keen to discuss their learning and are enthusiastic to share their experiences. * Assessment is a key aspect of the planning cycle. We use a variety of assessment approaches to allow learners to demonstrate their knowledge, understanding and skills. This information is integral in planning children’s next steps. * We use our assessment data to provide reliable evidence which we use to report on the progress of all children   **Theme 4**   * Pupil progress meetings are held with all teaching staff at regular points in the session to help review and evaluate progress of all learners. * As a result of monitoring and evaluating learners’ progress we have clearer information on attainment within literacy and numeracy. * Staff are working collegiately to enhance and consolidate their knowledge and use of benchmarks in all curriculum areas to enhance the learners’ journey. * A tracking system is in place which informs us of personal data, attainment and aspects of wider achievement and engagement. * Support is in place for pupils and is based on the professional judgement of staff and intelligence from formative and summative assessment. | **Theme 1**   * Work on Growth Mindset has impacted positively on the resilience of our pupils. * There is a very strong focus on readiness for learning, which takes account of the varied needs of pupils across the school and nursery. * Classroom observations and participation in professional dialogue evidence good quality learning and teaching with appropriate pace, challenge and differentiation. In almost all classes. * Planning to meet the needs and abilities of all learners is evident through classroom observations, forward planning and daily planning. * The learning environment supports quality learning experiences. * Classroom observations show effective use of digital technology to enhance and motivate learners in most classes.   **Theme 2**   * Pupils from P4-7 are developing their collaborative working skills. * Through classroom observations, jotter monitoring and learner conversations, most pupils are clear on their areas of strength and areas they are working to improve ~~on.~~ * In P4-7, many learners are able to give effective feedback to peers on their learning and suggest ways in which they can improve. * In the nursery, children are independent learners who make choices and decisions, and use a range of resources to enhance their play. * In P1-3, support staff are deployed effectively by class teachers ensuring learning is accessible to all learners.   **Theme 3**   * Learners self-assess their progress and identify achievable targets. Peer and self-assessment is evident across the school. This is helping learners become more aware of areas of strength/areas to develop. * Moderation activities across the Learning Community are building staff confidence in progression within and achievement of a level in literacy and numeracy. This leads to clearer next steps for learners and is resulting in more accurate teacher judgements. * Opportunities for assessment are planned at identified points throughout the session and data is gathered for analysis to ensure learning and teaching is matched to learners’ needs.   **Theme 4**   * Using our tracking system, informed by other data including SIMD, FME and ASN information, staff identify the most vulnerable pupils in their class and provide appropriate support and strategies to increase attainment and achievement. * Tracking and monitoring allows us to track attainment of individual pupils over time and intervene as early as possible where required and secure improved outcomes for all learners. * Staff have worked collegiately to develop planning documents which ensure consistency, progression and coherence, based on the sound principles of CFE. * Staff have worked collaboratively to incorporate the benchmarks within planning for all curricular areas. This has helped them monitor and track progress more effectively. | School  Very Good | Nursery  Very Good |
| 3.1  Ensuring wellbeing, equity and inclusion | **THEME 1**   * The drive, determination and professionalism of the SLT and all staff and practitioners, ensures the wellbeing and inclusion of all learners is at the heart of the school and nursery. * Staff have a firm understanding and knowledge of the children and their families and are committed to improving outcomes by excellent teamwork and strong links to partners and outside agencies. * We have a caring and nurturing environment at Cairns and most pupils feel safe, secure and confident. * Almost all pupils understand their rights and their responsibilities. * The principles of GIRFEC are embedded in everyday practice. * There are excellent relationships between staff and children who value, respect and care for one another. * A well planned progressive health and wellbeing curriculum provides pupils with quality learning experiences.   **THEME 2**   * All staff comply with statutory duties   and procedures relating to Child Protection and GIRFEC.   * Systems are in place to monitor and track the progress of all learners including ASN and Care Experience pupil. We carefully consider socio economic contexts e.g. SIMD and FME when tracking progress.   **THEME 3**   * Pupils are taught and encouraged to behave and interact in a way which ensures they and others feel valued, included and respected. * All staff feel they are treated with respect. * Tracking data and professional dialogue are used to track Care Experience, ASN, FME and SIMD 1 and 2 pupils in particular, and ensures timely interventions are provided when required. The impact of these is evaluated regularly. * Staff have sound understanding of vulnerable families and act promptly on care and concern matters. | **THEME 1**   * The caring and inclusive ethos and culture is evident when you walk through the school door. Feedback in questionnaires show almost all parents feel the school makes their child feel safe and feel confident. * At the start of a school session all staff are involved in a wellbeing meeting and important information is shared. Updates on pupils are given regularly in staff and support staff meetings when appropriate. * Most pupils are well mannered, make good behaviour choices and feel valued. * We have had no exclusions in the past 5 years. * Children are highly respected and pupil voice is encouraged consistently. * VSE validated our values being alive within a culture of mutual respect. * Children feel supported when they are in school and nursery and are confident to seek out staff when they need help or reassurance. * Rights based learning and pupil voice is a strong feature in the school. This was commended in our recent VSE report.   **THEME 2**   * Planning ensures that appropriate steps are implemented and reviewed and improve outcomes for pupils. (ASPs, multi-agency meeting minutes etc.) * Professional dialogue with all staff shows their understanding of the duties they have in line with Child Protection procedures and a child’s wellbeing. * Annual updates on Child Protection and vulnerable pupils are planned and delivered to all staff.   **THEME 3**   * Staff and pupil feedback provides evidence of feeling valued and included. * From our data, we have made progress and narrowed the poverty related attainment gap in literacy and numeracy at some stages. * We have forged effective partnerships with St Cadoc’s and the ‘Nil By Mouth’ charity whose director Dave Scott states,   + ‘We view Cairns as an example of best national practice in terms of tackling sectarianism and promoting equality.’ * Clear ASN procedures are in place and staged intervention is used to ensure inclusion and equity for all. This allows us to be consistent in our approach to meeting learners’ needs and responsive in our support. | School  Very Good | Nursery  Very Good |
| 3.2 Raising attainment and achievement | **Theme 1**   * All children are involved in setting their own targets in literacy, numeracy and health and wellbeing. These are reviewed across the session by the learners, their parents and the teacher. * Most children are attaining at levels appropriate to their age and stage. * Almost all children are making good progress from their prior levels of attainment in literacy and numeracy. * Identified support staff are trained in Catch-Up Numeracy, and the 5 Minute Literacy Box and are fully timetabled to support children with barriers to learning. * The teaching of Literacy and Numeracy is at the heart of the delivery of all aspects of the curriculum and every effort is made to make meaningful links and transfer the learning into real life contexts.   **Theme 2**   * Across literacy and numeracy, we have raised attainment over time within most stages. * Raised confidence in the use of data has assisted us in planning successful and appropriate interventions to raise attainment. * Effective use of information supports children at points of transition to ensure continuity and progression in learning. * A robust tracking system is in place to ensure all pupils are attaining over time which allows year on year comparisons. * The HT and SLT have a good awareness of attainment across the school.   **Theme 3**   * All pupils are given a rich variety of opportunities to develop their potential and enable them to be successful, confident and responsible and contribute to the life of the school and wider community. * Success is celebrated and effort is rewarded at wider achievement assemblies, end of year pupil celebrations and weekly assemblies and this is tracked through our school wider achievement grid.   **Theme 4**  Consistent effort is made to promote the wider achievement of all our learners and judicious use is made of Pupil Equity Funding to ensure equity for all | **Theme 1**   * Ongoing summative assessment and standardised testing across the school enables us to track and monitor all learners. * Literacy and numeracy benchmarks are systematically evaluated to effectively monitor the progress of learners and plan appropriate next steps with a particular focus on meeting the needs of children affected by the poverty related attainment gap. * Learners’ achievements in and out of school are recognised and recorded in their Records of Achievement and Personal Learning Plans. Staff help learners to understand how these achievements help them develop knowledge and skills for life, learning and work. * Support Staff timetables are regularly reviewed and updated to ensure that all pupils identified as requiring support receive   it.  **Theme 2**   * Ongoing tracking and monitoring informs the basis of professional dialogue and the agreed planning for next steps. Close attention is focused d on ensuring equity for all learners. * Our tracking and monitoring system allows us to track progression data i.e. how cohorts perform as they move through the stages of the school, and to make year on year comparisons i.e. how P1 cohorts are performing in different sessions. Results are compared to national and local averages. * Staff use Benchmarks to inform the assessment process and   achievement of a level. All staff participate in moderation activities through collaborative practice within the learning community.   * The SLT holds termly tracking meetings with the staff to discuss children’s progress.   **Theme 3**   * A wide range of innovative opportunities for all pupils and evidenced in the school calendar. * Our wider achievement documentation is constantly updated to ensure effective tracking for all and compensatory provisions are put in place to widen the experiences of our less advantaged pupils.   **Theme 4**   * Pupils are continually offered a wide variety of experiences outside of school and statistics show an increase in pupils attending after school clubs. Our newly devised committee system enables all pupils to participate in school committees. * Ongoing tracking and monitoring informs the basis of professional dialogue and the agreed planning for next steps. Close attention is placed on ensuring equity for all learners. | School  Good | Nursery  Good |



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| **Overall evaluation of establishment’s capacity for continuous improvement** |
| Following our successful HMIe inspection this session, we feel we are in an excellent position to continue to move forward and improve the educational experience of our pupils.  We have clear goals and identified priorities to work towards. Our PEF plan is relevant to the needs of our pupils and our staff are highly motivated and engaged. Staffing has been relatively ‘stable’ and continues in the same vain next ession with only three members of our core staff on maternity leave,at the moment. We are keen to build on the training and staff development opportunities for all that we have been working on over the past couple of years.  As highlighted in our recent HMIE report;  ‘The headteacher, together with the senior management team and staff have been successful  in creating a positive learning culture that is founded on a collegiate approach. Teaching and  support staff are empowered by the headteacher to develop their leadership roles. All staff lead  aspects of school life. This results in continuous improvement in learning and teaching and  improved outcomes for children.’  Also;  Practice worth sharing more widely  The leadership of the headteacher and senior leadership team is creating a strengthened culture  of professional learning.  We will continue to improve and develop the work we do here at Cairns to ensure all children have the best educational experience possible.  signed:  Date: |