

**Cairns Primary School
Cambuslang**

Strategic Improvement Priorities Plan over 3-year cycle Timescale: 2023-2026

Strategic Priority	Year 1 – 2023/2024	Year 2 – 2024-2025	Year 3 – 2025 - 2026
1.	<p>Embark on the Talk for Writing approaches to raise attainment in writing by further developing the consistency of high-quality teaching and assessment across the school.</p> <p>In year 1 there will be a specific focus on Fictional writing across all stages.</p> <p>In P1, this initiative will be supported by the Nuffield Early Language Intervention.</p>	<p>Continue to raise attainment in writing across the school by further developing the Talk for writing approach, with a focus in non-fiction writing.</p> <p>Staff will have opportunities for moderation and planning across the LC,</p>	<p>Continue to raise attainment in Writing by participating in SLC's Improving Our Writing Programme, focusing on high quality self-evaluation at classroom level, leading to:</p> <ul style="list-style-type: none"> • improved learning and teaching in writing • use of data informed targeted interventions • improved attainment and achievement in writing; and • a relentless focus on equity and excellence for all children and young people.
2.	<p>Develop a nurture class and group sessions for pupils to support Health and Wellbeing.</p> <p>Introduce Emotion Works across school and within PPRUDB.</p>	<p>Develop Emotion Works across the school and nursery class.</p> <p>Raise profile of nurture and wellbeing through Health Ambassadors.</p> <p>Attachment Accreditation</p> <p>Develop parental engagement in supporting H&WB.</p>	<p>H&WB will continue to have a key focus across the curriculum, and we will move to the ongoing maintenance agenda as all staff are involved. H&WB will continue with attachment accreditation and diversity within curricular areas, Magic Breakfast.</p> <p>Our key focus will be on reviewing and developing our Relationships and Behaviour Policy and implementing our new approaches.</p>
3.	<p>Introduce a Play Based Learning Pedagogy at end of Early Level</p>	<p>Develop Play Based Learning Pedagogy at the end of Early Level.</p>	<p>Embed Play based learning at end of Early Level.</p>
4.	<p>Develop parental engagement work- Improve attendance and participation for target group of learners. With a focus on P1, work with Family Support Worker and Clyde Gateway Project to support families and improve engagement and attendance.</p>	<p>Continue to support families in P1 and P2 with Families Connect project. Further develop parental involvement and engagement across the whole school.</p> <p>Parental Engagement feedback and evidence demonstrates this is embedded and working well. We will continue to develop this as part of the Maintenance Agenda.</p>	<p>Embed our approaches in outdoor learning and play in all aspects of the school site and review and further develop our sustainability curriculum with an additional focus on STEM and SSERC.</p> <p>Continue to develop our approaches to developing Social studies across the school.</p>

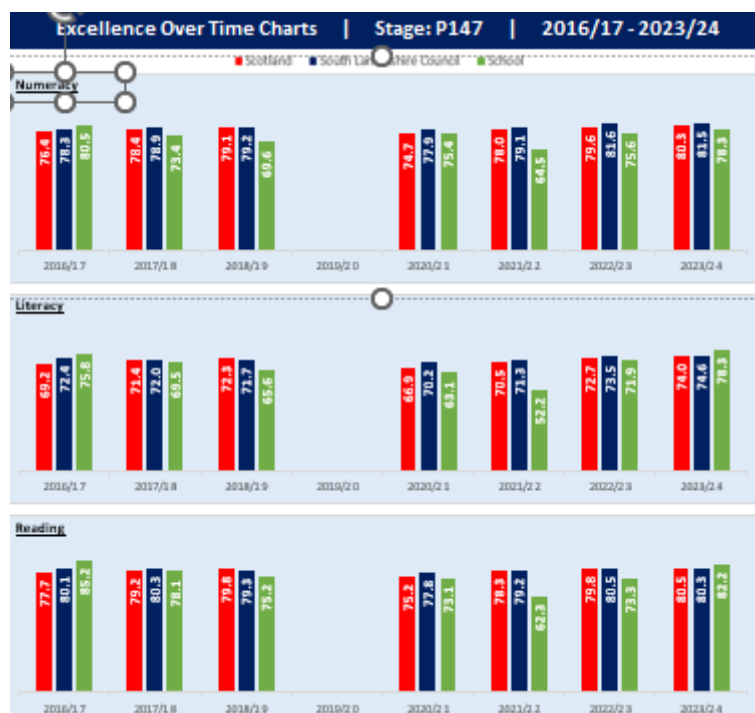
		<p>From the work we undertook last session in outdoor learning, we feel the links between play and outdoor learning and the identified gaps in our provision of Social Studies and sustainability learning need to be a focus for school improvement over the next two years. This session we aim to provide high quality learning experiences linked all aspects of social studies and SLC priorities in implementing Learning for Sustainability 2023-2030 action plan. We also aim to provide high quality outdoor learning experiences across all stages onsite and aim to develop the work we have started in outdoor learning and sustainability this session.</p>	
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Performance Data - Achievement of Curriculum for Excellence Levels (official data 2023/24)

include in SQIP submission June

File path: [Data Portal](#) > Primary > Attainment Tools > SSR (Primary) 1.106 (Feb 25).xlsx

Performance Data (Literacy and Numeracy Stage147) - Excellence Over Time Charts 2016/17-2023/24



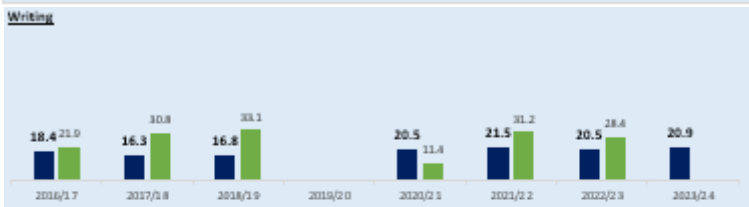
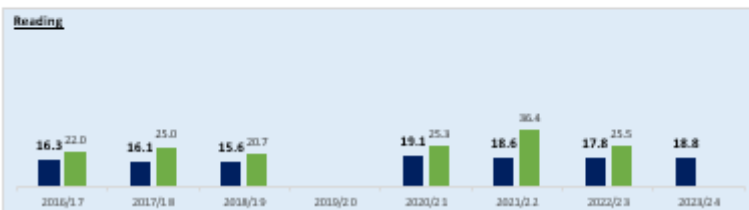
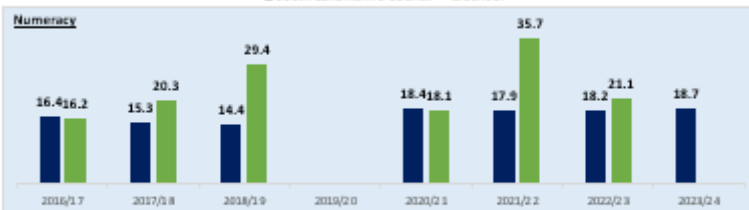


Performance Data (Literacy and Numeracy Stage 147) - Equity (Local) Over Time Charts



Performance Data (Literacy and Numeracy Stage147) – Equity (Local) Gap Over Time Charts

■ South Lanarkshire Council ■ School



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 years to accommodate the growing number of families moving into new build housing in the wider community. Our current roll, as of June 2025 is 320 pupils over 3 ASN classes and 11 mainstream classes. In addition to catering for P1-P7 pupils, Cairns has an excellent Nursery facility with capacity to provide 48 full time places for early learning and childcare, bringing our total role for this session to 368 pupils.

Cairns 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. Our school rules are 'be safe,' 'be ready,' and 'be respectful' and we promote them across our school community.

We pride ourselves in our open-door policy and welcome parents and carers as partners in their children's learning. We work with parents as partners in our children's learning and development and have been working hard to re-establish the connections and opportunities for joint working which were lost during the pandemic.

Our school was last inspected by HMIE in December 2018. The report was published in February 2019 and we were awarded the grades of VERY GOOD for QI 1.3 Leadership of Change, 2.3 Learning, Teaching and Assessment and QI 3.1, Ensuring Wellbeing, Equality and Inclusion, and GOOD for 3.2 Raising Attainment and Achievement.

Our Nursery class was last inspected from the Care Inspectorate in March 2023 and were awarded grades of VERY GOOD for all assessed quality indicators. The reports endorse our school and nursery self-evaluation and the key strengths around the ethos and leadership at all levels of the establishment. We have continued to build on these strengths and work hard to maintain our high standards of provision












The section below is for internal use only

Contextual Data








Contextual & Excellence Summary | Stage: P1-7 | Reg: All | All 25/26

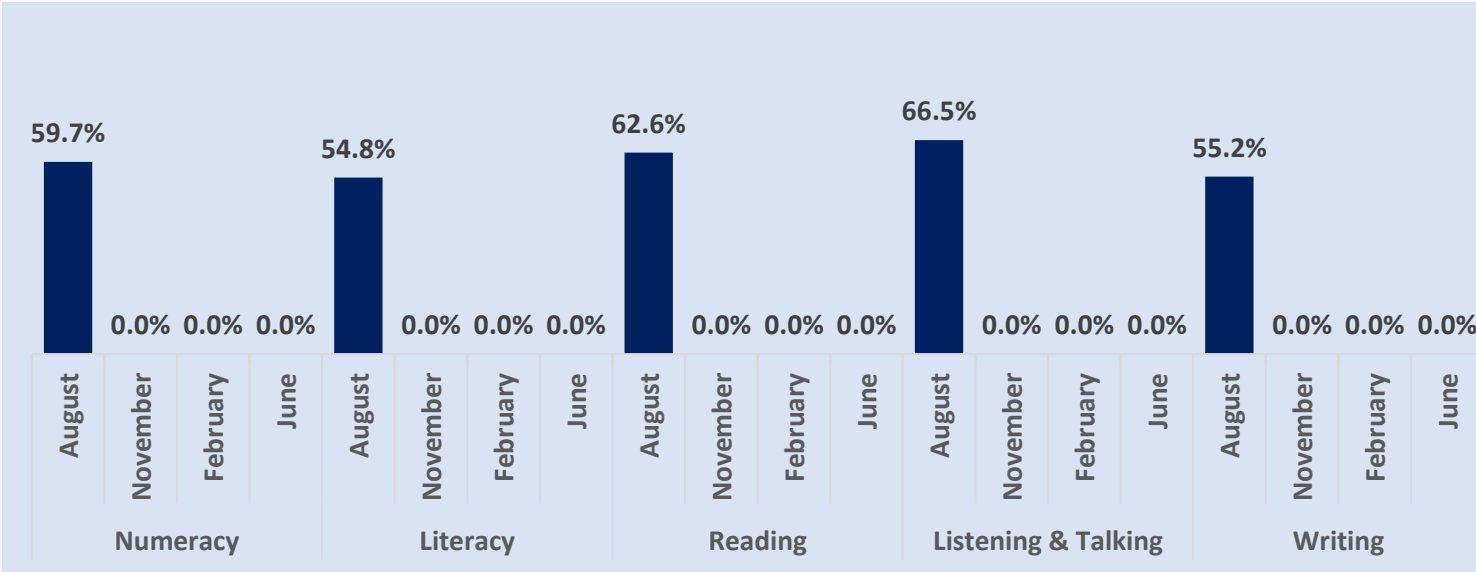
Cairns Primary School

Contextual Data

	Roll 	Att 	Equity 	FSM 	CE 	ASN 	EAL 	SIMD Q1	SIMD Q2	SIMD Q3	SIMD Q4	SIMD Q5
 (#)	164	95.3	82	51	1	56	6	57	66	3	22	15
 (#)	146	96.3	75	47	0	36	11	61	54	6	13	12
 (#)	310	95.8	157	98	1	92	17	118	120	9	35	27
 (%)	N/A	95.8%	50.6%	31.6%	0.3%	29.7%	5.5%	38.1%	38.7%	2.9%	11.3%	8.7%

CfE | Excellence | Lenses

			Equity 	FSM 	CE 	ASN 	EAL 	SIMD Q1	SIMD Q2	SIMD Q3	SIMD Q4	SIMD Q5
Num	97	88	73	37	0	26	11	59	83	6	22	15
Lit	89	81	63	31	0	22	10	51	78	5	20	15
Rea	97	97	75	37	0	29	10	58	90	7	22	16
Wri	89	82	63	31	0	23	10	51	79	5	20	15
L&T	103	103	86	46	0	34	12	69	90	8	22	16
Num	67	57	84	61	1	65	6	59	37	2	13	12
Lit	75	64	94	67	1	69	7	67	42	3	15	12
Rea	67	48	82	61	1	62	7	60	30	1	13	11
Wri	75	63	94	67	1	68	7	67	41	3	15	12
L&T	61	42	71	52	1	57	5	49	30	0	13	11
Num	59.1%	60.7%	46.5%	37.8%	0.0%	28.6%	64.7%	50.0%	69.2%	75.0%	62.9%	55.6%
Lit	54.3%	55.9%	40.1%	31.6%	0.0%	24.2%	58.8%	43.2%	65.0%	62.5%	57.1%	55.6%
Rea	59.1%	66.9%	47.8%	37.8%	0.0%	31.9%	58.8%	49.2%	75.0%	87.5%	62.9%	59.3%
Wri	54.3%	56.6%	40.1%	31.6%	0.0%	25.3%	58.8%	43.2%	65.8%	62.5%	57.1%	55.6%
L&T	62.8%	71.0%	54.8%	46.9%	0.0%	37.4%	70.6%	58.5%	75.0%	100.0%	62.9%	59.3%



Equity Summary | Stage: P1-7 | Reg: All | All 25/26

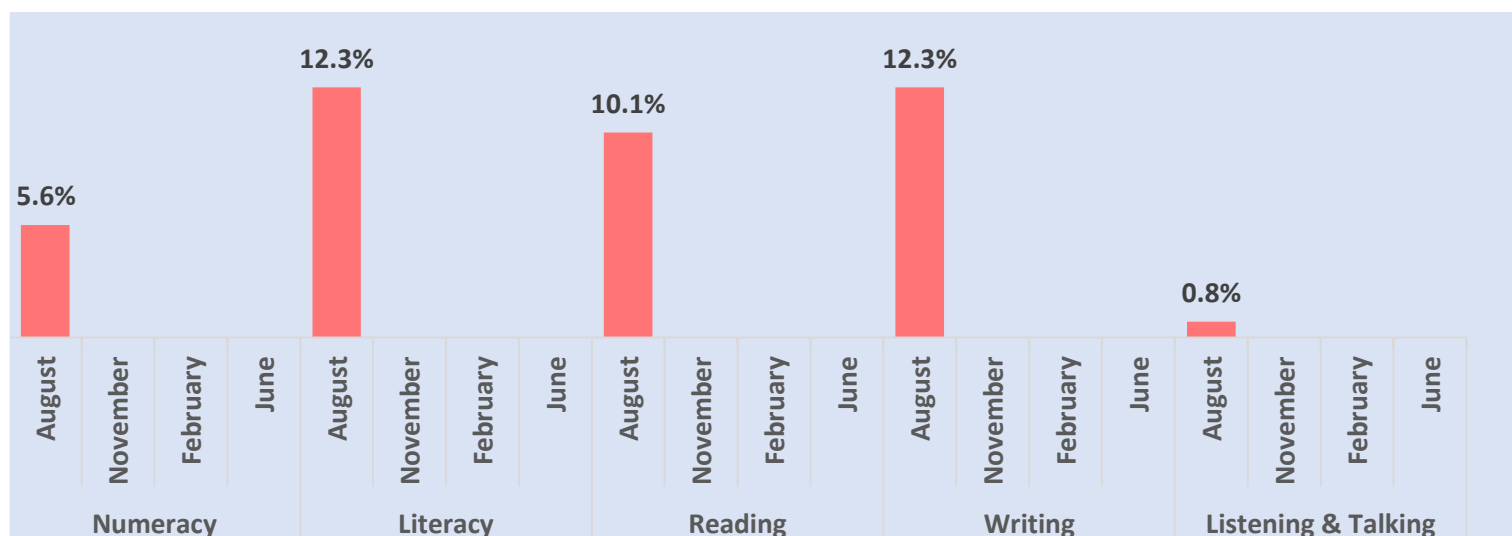
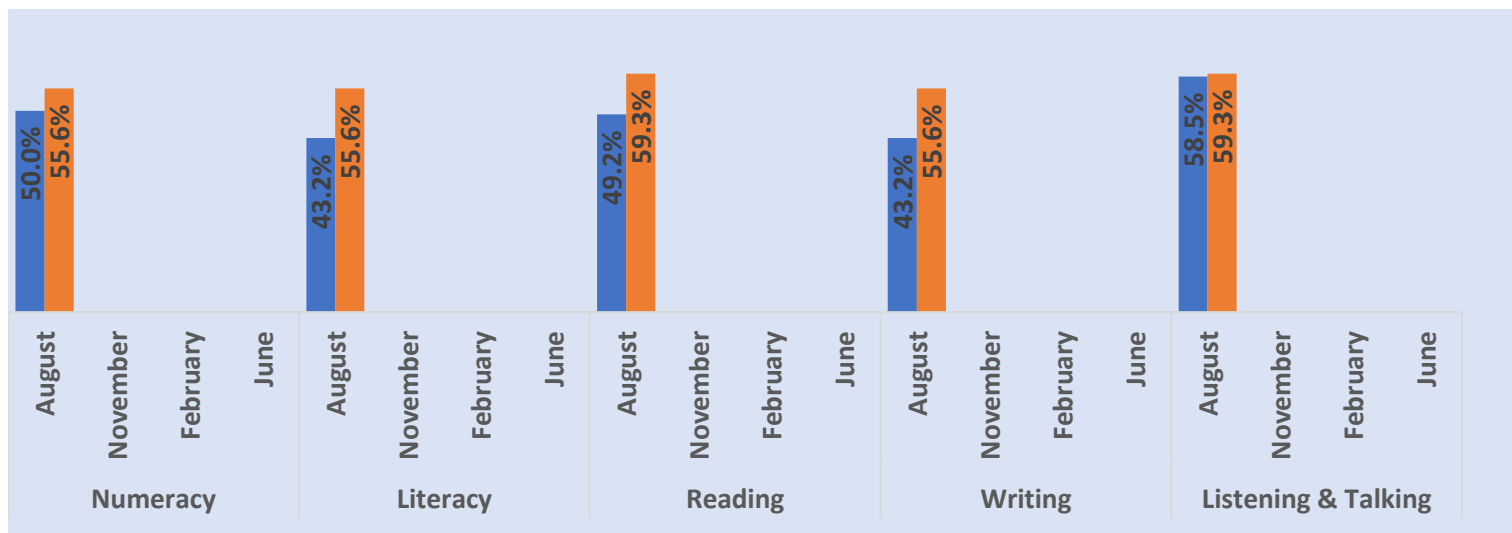
SIMD 1-2 or FSM SIMD 3-10 no FSM



CfE | (Equity (National)) | Over Session

SIMD Quintile 1

SIMD Quintile 5













Manual Input (August)




Data can be extracted from previous years' SQIP document and new BGE T&M Tool 25/26 (BGE Profile tab)

File path: [Data Portal](#) > Primary > Attainment Tools > BGE Tracking and Monitoring Tool




School Profile

		1 HT		2 DHT		1 PT		FTE Teachers 22.1		FTE Support Staff 13.4		FTE Family Support Worker		
School roll		Number of pupils per cohort							FSME (P6/7)		SIMD Q1		Equity (Q1 or FSM)	
		P1	P2	P3	P4	P5	P6	P7	 40%	 38%	 51%			
		42	49	41	50	51	39	43						
Attendance 		Care experienced (Recorded as LAC) 				ASN 				EAL 				
21/22 %		21/22 %				21/22 %				21/22 %				
22/23 %		22/23 %				22/23 %				22/23 %				
23/24 %		23/24 %				23/24 %				23/24 %				
24/25 92.4 %		24/25 0.9 %				24/25 56%				24/25 6 %				

Nursery Class Profile

	EYD	1 TL	6 EYPs	1 EYSW	Nursery roll	 22	N4	17
						 15	N5	19
							Deferred	1

ASN Base Profile

	1 DHT	0 PT	3.0 FTE CTs	6.2 SSA	Base roll		 4		 20		
					P1	P2	P3	P4	P5	P6	P7
					3	3	3	4	6	6	2

Improvement Planning and Standards and Quality Reporting for 2025/2026

Priority 1: Improving Our Writing

<p><u>NIF Priority (select from drop down menus)</u></p> <p>Closing the attainment gap between the most and least disadvantaged children and young people</p> <p><u>NIF Outcome</u></p> <p>Globally respected, empowered, responsive education system; leadership, accountability, improvement</p> <p>Staff and SLT driving excellent LTA skills, esp. for learners with ASN</p>	<p><u>SLC Priority (select from drop down menus)</u></p> <p>Provide a rich and stimulating curriculum that helps raise standards in literacy and numeracy</p> <p>Support children and young people to develop their skills for learning, life and work</p>	<p><u>SLC Stretch Aims</u></p> <p>ACEL Primary – literacy – P1, P4 & P7 combined</p> <p>Choose an item.</p>	<p><u>HGIOS?4 QIs (select from drop down menus)</u></p> <p>1.3 Leadership of change</p> <p>2.3 Learning, teaching and assessment</p> <p>3.2 Raising attainment and achievement</p> <p><u>HGIOELC QIs (select from drop down menus)</u></p> <p>Choose an item.</p> <p>Choose an item.</p> <p>Choose an item.</p>	
Rationale for strategic priority	Outcome (Intended impact)	Operational activity	Measures	School Lead
Writing attainment data highlights the need to focus on continuing to improve writing levels for learners through high quality learning, teaching and assessment approaches developed through the	By October 2025, a rigorous self - evaluation process will result in a clear focus for our writing improvement October 2025- May 2026.	<p>August-Oct 2025</p> <ul style="list-style-type: none"> • IOW introductory CLPL sessions on the IOW programme and short webinar CLPL sessions on the 15 writing elements. • Staff complete pre- IOW Professional Learning confidence survey. • Pupil work audit • Learner writing motivation surveys z 	Whole school Fact Story Action overview	<p>HG</p> <p>MMCM</p>

<p>professional learning materials of the IOW programme.</p>	<p>By December 2025, almost all staff will have implemented changes to planning approaches and routines in the teaching of one IOW element.</p> <p>By April 2026, regular adoption of evidence informed practices (IOW sprints) will result in improvement in almost all learners' self-concept and motivation in writing.</p> <p>By May 2026, regular adoption of evidence informed practices (IOW sprints) will result in improvement in most learners' achievement in writing in relation to the three identified IOW elements as evidence in the whole school Fact, Story, Action overview.</p> <p>By May 2026, almost all teaching staff will have increased their subject knowledge and confidence in the teaching of writing in the three identified writing elements, as evidenced in the baseline whole school Fact, Story, Action overview.</p>	<ul style="list-style-type: none"> • Teaching staff and SLT to complete Fact, Story, Action for writing for each class. (including evaluation of pupil work) <p>October- December 2025 • Implementation of identified sprint (4 Week Period x2) • Professional dialogue around implementation • Assessment of pupil work</p> <p>January- May 2026</p> <ul style="list-style-type: none"> • Teaching staff continue to plan and deliver IOW lessons, ensuring feedback leading to improvement. • Trio Observations of IOW lessons. • Teaching staff provide planned opportunities for learners to apply learning (IOW taught elements) to extended writing pieces. <ul style="list-style-type: none"> • Ongoing learning, teaching and assessment of pupil work. <ul style="list-style-type: none"> • Teachers' professional judgements of pupil achievement in writing. <ul style="list-style-type: none"> • Staff complete post- IOW Professional Learning confidence survey <ul style="list-style-type: none"> • Analysis of staff pre and post confidence surveys 	<p>Professional dialogue records – what's working well, even better if. Samples of learners' work to demonstrate where routines are working well for learners and where impact could be greater.</p> <p>Evidence of feedback leading to improvement Teachers' evaluation of implementation records and pupil engagement and success with IOW lessons.</p> <p>Records of professional dialogue around implementation gathered through trio observations.</p> <p>Teachers' planning of extended writing pieces incorporating IOW elements.</p> <p>Pupil assessments of extended pieces, including application of learning from IOW elements.</p> <p>Analysis of ACEL Data / CfE benchmark audit.</p> <p>Evaluation of changes in staff pre and post confidence surveys</p>	
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Progress and Impact	Next Step(s) and rationale to inform SIP for 2026/2027 or establishment maintenance agenda
What difference did we see? What did we achieve? What does your data tell you? Evidence collected to inform self-evaluation. Include bullet points throughout the year on progress of the above. Evaluative statement to be written at end of term as would be in your S&Q.	Clear next steps to be identified based on evidence, and decision if this continues to be a further strategic priority or moves to maintenance. Similar to what has been added to the rationale above

Improvement Planning and Standards and Quality Reporting for 2025/2026

Priority 2 _____ Play _____

<u>NIF Priority (select from drop down menus)</u> Choose an item. <u>NIF Outcome</u> Choose an item. Choose an item.	<u>SLC Priority (select from drop down menus)</u> Choose an item. Choose an item.	<u>SLC Stretch Aims</u> <u>Choose an item.</u> <u>Choose an item.</u>	<u>HGIOS?4 QIs (select from drop down menus)</u> Choose an item. Choose an item. Choose an item. <u>HGIOELC QIs (select from drop down menus)</u> Choose an item. Choose an item. Choose an item.	
Rationale for strategic priority	Outcome (Intended impact)	Operational activity	Measures	School Lead
Play is an ongoing priority for the SIP. (Year 3) SLC priority 1. Develop play pedagogy across infant department	Implementation of planning. To allow teachers to be more responsive. Build confidence in planning for play and provide evidence. Resourcing (source of provocations-further development of environment).	Working party implementation of planning documents (P1). Work alongside B-squared for ASN. Development and implementation of observations/	Staff feedback and levels of confidence-google form Pupil Assessments Implementation and use of planning documents Children's response and feedback to learning experiences	Staff - JG/ NB and MMcM lead Working party for play SLT- links with assessment

<p>2. Support HWB- support the needs of all pupils</p> <p>3. Develop staff knowledge and confidence to support all children</p> <p>4. Plan, track and monitor progress</p> <p>Supports children to develop their cognitive, emotional, social and physical capacities and having the right to play features in the UNCRC, Article 31 (Scottish Government, 2013)</p> <p>Strong evidence suggests learning through play contributes to closing the poverty related attainment gap, a key priority within SLC.</p> <p>Equips children with the necessary skills for</p>	<p>Having resources linked to specific topics to help ease of following children's interests.</p> <p>Development of outdoor zone - environment</p> <p>Implementation across the infant department and ASN. Support changing needs of children, transitions and relationships, and start to introduce play pedagogy P1-3.</p> <p>Parental involvement- workshops and events to involve parents in play-based learning approach</p> <p>Development of our school playground to enhance play experiences outdoors for P1-7.</p>	<p>Development of IDL boxes</p> <p>Purchasing of open ended resources</p> <p>Implementation of tracking and monitoring via floor books</p> <p>Training for support staff- play based learning Resources for outdoor zone</p> <p>Parental Engagement events Parent workshops After school clubs</p> <p>Designated area in playground (timetabled)</p> <p>Peer visits for moderation of play based learning</p> <p>Continued use of google classroom to share relevant professional reading.</p> <p>In the second year of OPAL programme Play Scotland (purchase of resources to support)</p> <ul style="list-style-type: none"> • Staff training • Loose Parts Day 	<p>Organised/ accessible resources related to IDL/Science/Music/Drama</p> <p>Feedback and observations from learning community play working party.</p> <p>Floor book evidence</p> <p>More knowledgeable, confident staff.</p> <p>Play pedagogy Introduced in P1-3 from term 1</p> <p>Attendance and feedback from parents</p> <p>High quality outdoor learning experiences</p> <p>Outdoor all year round</p> <p>More knowledgeable, confident staff.</p> <p>Opal Party working group</p> <p>OPAL parent helper group OPAL Play Audit</p>	<p>Staff- development of Social subjects/ Sustainability</p> <p>P1 and ASN Staff</p> <p>Parental engagement</p> <p>SLT- Mr Farrell link-in</p> <p>Other agencies- e.g. project 31, Friends of Cambuslang park, Grow 73 Parental engagement P1-3 staff</p> <p>ASN Staff</p> <p>SLT</p>
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success in Learning, Life and work by supporting development across the 4 Capacities		<ul style="list-style-type: none">• Purchases - Storage, Sports Equipment, Changing Area• Playground committee responsible for setting up and tidying resources• OPAL WP• OPAL parent group to set up playground zones	OPAL development 2 meeting with mentor SK	Simon Knight – OPAL
Progress and Impact			Next Step(s) and rationale to inform SIP for 2026/2027 or establishment maintenance agenda	

Improvement Planning and Standards and Quality Reporting for 2025/2026

Priority 3: Learning for Sustainability and STEM

<u>NIF Priority (select from drop down menus)</u> Placing the human rights and needs of every child and young person at the centre of education <u>NIF Outcome</u> Globally respected, empowered, responsive education system; leadership, accountability, improvement Inclusive and relevant curriculum and assessment	<u>SLC Priority (select from drop down menus)</u> Support children and young people to develop their skills for learning, life and work Empower learners to shape and influence actions on sustainability and climate change	<u>SLC Stretch Aims</u> Choose an item. Choose an item.	<u>HGIOS?4 QIs (select from drop down menus)</u> 1.3 Leadership of change 2.2 Curriculum 2.5 Family learning <u>HGIOELC QIs (select from drop down menus)</u> 1.2 Leadership of learning 1.3 Leadership of change 2.5 Family learning	
Rationale for strategic priority	Outcome (Intended impact)	Operational activity	Measures	School Lead
Development of our Learning for Sustainability curriculum has moved from our Maintenance Agenda and identified as a main priority for the year. SLC priority for LFS <ul style="list-style-type: none"> integrating climate justice and sustainable 	Climate 180 School Introduction of Climate Change Curriculum to the school, with support from Climate 180 mentor Claire Herbst. This will form part of our wider LfS curriculum, aligned to national Target 2030 plan.	Required - Learning through Landscapes trainer to contact school regarding training date <ul style="list-style-type: none"> 3 hours of online training per WP member Days training Climate Grounds Audit Meeting with staff member + pupils Climate Schools 180 workshop for staff - 3-4 hour 	Completion of Online Learning modules and staff training sessions Development of CC curriculum for all stages LfS - Implementation of Education Scotland - Whole school and community approach to learning for sustainability (LfS) Self-evaluation and improvement framework All classes timetabled for Grow 73	MF, GB, OL WP

<p>development into education</p> <ul style="list-style-type: none"> • empowering learners to drive change • fostering environmental stewardship. <p>Year 2 of developing Cairns Garden, in partnership with Grow 73.</p> <ul style="list-style-type: none"> • Develop Outdoor Learning offering as part of LfS curriculum • Continued development of staff skills and confidence in delivering engaging outdoor learning lessons to pupils <p>STEM</p> <p>Developing learner skills and knowledge in each individual STEM subject</p>	<p>Continued development of Cairns Bothy and Garden</p>	<p>Creation of LfS pupil group - continued attendance of SLC live lessons and LfS Conference of Schools</p> <p>Development of Polytunnel and grounds</p> <ul style="list-style-type: none"> • Purchase of slabs • Purchase of planters • Purchase of materials • Development of pond area • Timetabled use of garden and sensory garden • Use of Outdoor Learning Planners across all stages • 2 x Friday garden sessions with Grow 73 - 3 mainstream classes + ASN base • Outdoor Classroom Day - October and May • Outdoor Learning - development of planners, addition of more session with grow 73, development of sensory garden (P7 project) 	<p>Termly OL working party meetings</p> <p>Outdoor Learning slots</p> <p>Outdoor Learning assemblies</p> <p>Parent and Staff surveys</p> <p>LfS pupil committee – regular meetings</p>	<p>GB</p> <p>GB/WP</p>
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<p>STEM education and training aim to develop young people's ability to work across disciplines through project-based learning.</p> <p>Approaches enable young people to become familiar with the way STEM skills and knowledge are used in the world of work.</p> <p>STEM education aims to help learners become critical thinkers, problem solve, creating links to world of work and developing curiosity</p> <p>Priorities:</p> <ol style="list-style-type: none"> 1. Develop strategic approach to teaching and implanting STEM across nursery and school 2. CLPL opportunities for staff and agreed collegiate working time 	<p>By September 2025, Associate Lead will be identified, Working Party group established, and introduction training attended.</p>	<p>Working Party created – 5 members of school teaching staff and 2 members of Cairns Nursery Class (August 2025)</p>	<p>Children's response and feedback to learning experiences</p>	
	<p>By September 2025, staff training opportunities identified, and dates issued.</p>	<p>Carry out audit of STEM resources</p>	<p>Pupil group (STEM Ambassadors)</p>	<i>WP</i>
	<p>By October 2025, SNAP will have been created (STEM Nation Action Plan).</p>	<p>Create STEM Den – a central location for STEM resources to be stored, displayed and indexed</p>	<p>Organised/ accessible resources</p>	<i>GB</i>
	<p>By October 2025, STEM resource audit complete, gaps identified, and draft plan created for spending Edina Trust funding.</p>	<p>Resource index to be shared with all teaching staff</p>	<p>Feedback and observations from SSERC working group (SLC group)</p>	<i>RM</i>
	<p>By November 2025, Reflective Action Plan completed (Tasks 1-4)</p>	<p>Gaps in resources/teaching tools to be identified</p>	<p>More knowledgeable, confident staff.</p>	<i>RM/BP</i>
	<p>By November 2025, STEM Challenges Pathways SSERC Meet 1</p>	<p>Apply for £800 Edina Trust funding to purchase classroom STEM resources for the school</p>	<p>Attendance by parents/carers at STEM events/workshops</p>	<i>GB</i>
	<p>By November 2025, submit Edina Trust application</p>	<p>Online resources to be collated in central location and shared with staff for easy access</p>	<p>Feedback from parents/carers</p>	<i>CC</i>
	<p>March 2026 - STEM Challenges Pathways SSERC Meet 2</p>	<p>SSERC Staff Confidence Survey to be carried out by all staff – submitted to SSERC by 05/09/25</p>	<p>CLPL feedback from staff</p>	<i>RM</i>
	<p>March 2026 - Reflective Action Plan completed (Tasks 5 and 6)</p>	<p>Lead to attend SSERC training session x3</p>		<i>GB</i>
	<p>June – Submit Edina Trust funding report</p>	<p>Working Party to attend SSERC training sessions x2 – dates to be identified</p>		<i>WP</i>
	<p>June - Reflective Action Plan completed (Tasks 7 and 8)</p>			

<p>3. Establishing partnerships with parents, business and community</p> <p>4. Plan, track and monitor implementation and pupil progress</p>	<p>June – SSERC Evaluation completed and submitted</p> <p>Contribute to progress in STEM across the Local Authority – this could be through sharing online or physical resources, opportunities, ideas and good practice, information about partners or other STEM activities the school has participated in</p>	<p>Link to be made with Year 1 Associate school – Bankhead Primary</p>		GB
		<p>WP to create Action Plan for year ahead and responsibilities/roles distributed</p>		WP
		<p>CLPL opportunities for staff to be identified and recorded</p>		GB
		<p>Staff to revised SLC STEM planners and Challenge planners and implemented aspects in term 1 and term 2</p>		CC/EM
		<p>Progression planners to be created and implemented across all stages</p>		RM/EM
		<p>Now and next steps created and monitored throughout school year</p>		
		<p>STEM Ambassador pupil group to be created</p>		GB
		<p>STEM calendar of events created and shared with pupils, staff and parents</p>		GB
		<p>Parent body contacted in reference to our world of work and STEM links</p>		GB/RM
		<p>After school STEM clubs run by staff</p>		NB
		<p>Explore links with outside agencies/partnership business links</p>		BP/SB
		<p>Identify priorities for STEM Nation Award</p>		GB

Progress and Impact	Next Step(s) and rationale to inform SIP for 2026/2027 or establishment maintenance agenda

PEF Improvement Planning and Standards and Quality Reporting for 2025/26

Allocation: £132,300 - £138,768.89 including carry forward.

<p style="text-align: center;"><u>SLC Stretch Aims</u></p> <p style="text-align: center;">ACEL Primary – literacy – P1, P4 & P7 combined ACEL Primary – numeracy – P1, P4 & P7 combined Cost of the School Day</p>						
Rationale for PEF / PB Spend	Allocation of PEF / PB spend	Outcome (Intended impact)	Operational activity	Measures	Mid year review RAG	End of year review RAG
Robust analysis of numeracy assessment data identified 50% of our P2 PEF cohort, 27% of our P4 PEF cohort and 90% of our P5 PEF cohort who are not achieving their expected age/stage for numeracy. These pupils will be targeted for additional Maths Recovery sessions through our PEF funded CT in line with SLC Numeracy Strategy and national research on the effectiveness of this strategy for improving	<p>0.5 Class Teacher - £23,765</p> <p>Supported Study hours £2500- numeracy focus</p> <p>SSA to support supported study and parental engagement events £2500</p> <p>ICT Equipment- £5000</p> <p>Resources to support across the school and with targeted groups to raise attainment in</p>	<p>By June 2026, at least 65% of all identified PEF cohorts will be achieving within their expected age-range for Numeracy and Mathematics, with the gap improving for the remaining pupils.</p> <p>P1/4/7 combined Numeracy data to improve by 2 Percentage Points (PP) (from baseline of 80PP to 83PP). PEF funded class teacher will work with identified pupils 3 times per week, as part of their weekly intervention timetable. Note, these sessions are over and above the pupils' core maths sessions.</p> <p>Attendance and engagement at sessions will be monitored weekly.</p>	Numeracy ACEL data for identified pupils in P1-6	•		

attainment in maths and numeracy. They will also be offered 6 supported study sessions in term 3 to support their maths development.	numeracy, including IT programmes, and parental involvement resources and materials. £7545 + £885	Maths Recovery assessment used for baseline and to monitor progress every 12 weeks. Targeted parental engagement sessions for the identified families will take place in October to support home-learning.																		
<div>Through robust analysis of our literacy data, we have identified the following;</div> <table><tr><td>PEF Cohort Stage</td><td>% on track for writing</td></tr><tr><td>P1</td><td>68.4%</td></tr><tr><td>P2</td><td>28.6%</td></tr><tr><td>P3-</td><td>57.1%</td></tr><tr><td>P4</td><td>63.2%</td></tr><tr><td>P5</td><td>10%</td></tr><tr><td>P6</td><td>58.2%</td></tr></table> <div>We have identified groups of children within each PEF cohort who have been identified as needing targeted support with writing. Through participating in the SLC IOW programme we will upskill teachers and use a targeted</div>	PEF Cohort Stage	% on track for writing	P1	68.4%	P2	28.6%	P3-	57.1%	P4	63.2%	P5	10%	P6	58.2%	<div>0.5 Class Teacher – as above</div> <div>Supported Study hours £2500- literacy focus</div> <div>SSA to support supported study and parental engagement events £2500</div> <div>P1 Book initiative £2000</div> <div>Resources to access to reading materials for all children across the school through the development of our lending libraries. £5500</div> <div>Resources to support reading interventions for targeted groups and parental involvement and engagement/COSD £3000</div>	<div>By June 2026, all children engaging in IOW intervention programme will display an improvement in their writing scores as per the assessment criteria we have developed through our approaches to Talk for Writing and our baseline assessment data based on CFE benchmarks.</div> <div>P1/4/7 combined Literacy data to improve by 1PP (from baseline of 78PP to 79PP) and gap to improve by 1.5PP (from baseline of 5PP to 3.5PP).</div> <div>Wide range of novels by a variety of current children’s author available for children to borrow for class reading and for home lending. Increased staff knowledge of current children’s literature to support reading for pleasure. Diverse range of books available for all children.</div>	<div>ACEL data for writing for identified pupils in P3, P4 and P5.</div> <div>Leuven Scale for Engagement x 2</div> <div>Set up of home lending library for pupils across the school</div> <div>Purchase a wide range of books to engage all learners</div> <div>Purchase diverse books to support all children to feel included.</div>	<div>Numeracy ACEL data for identified pupils in P1-6</div> <div>Progress made towards the next level of the Reading Schools award</div> <div>Increased learner engagement in reading for pleasure</div> <div>Increase staff confidence</div>		
PEF Cohort Stage	% on track for writing																			
P1	68.4%																			
P2	28.6%																			
P3-	57.1%																			
P4	63.2%																			
P5	10%																			
P6	58.2%																			

approach with the identified learners.	Whole School theatre visit for mini literacy writing project for P2-7. £10000														
Swimming sessions will be provided to enhance Health and Wellbeing programme for all P6 pupils.	Swimming sessions and transport £3000	Increased opportunities to improve H&WB through physical activity.	All pupils in P6 will have the opportunity to attend 12 swimming sessions to support their P.E. as part of H&WB. This is a lifelong skill.	Levens scale Pupil feedback and questionnaire											
<div>After a robust analysis of the school's attendance figures, it was identified that 18 learners across P1-7 who reside in SIMD 1 and 2 and entitled to FSM have attendance below 80%.</div> <div>We have also identified 56 pupils,</div> <table><tr><td>Stage</td><td>No of pupils with attendance between 80-90%</td></tr><tr><td>P1</td><td>5</td></tr><tr><td>P2</td><td>5</td></tr><tr><td>P3</td><td>12</td></tr><tr><td>P4</td><td>11</td></tr></table>	Stage	No of pupils with attendance between 80-90%	P1	5	P2	5	P3	12	P4	11	<div>Barnardos worker to support vulnerable families and support non and poor school attenders £9000</div> <div>SSA to support families, admin and interventions - £5,000</div> <div>Magic Breakfast Initiative To target poverty related hunger and encourage school attendance through free school breakfasts for all £5000</div>	<div>By June 2026, at least 10 identified learners across P1-7 will have improved attendance of 80% or above.</div> <div>By June 2026, at least 15 identified learners across P1-7 will have improved attendance of 90% or above.</div>	<div>Attendance % for targeted learners monitored weekly and letters distributed monthly.</div> <div>Teachers given class attendance overview.monthly.</div>		
Stage	No of pupils with attendance between 80-90%														
P1	5														
P2	5														
P3	12														
P4	11														

P5	9						
P6	5						
<p>who have an attendance between 80-90%. We will work with our Barnardos worker, identified PEF funded SSA and SLT to support these children and families to promote improved attendance.</p> <p>Our Whole School attendance data is 92.74%, with our PEF cohort attendance at 89.74%.</p>			<p>By June 2026 overall attendance to improve by 2.26PP from 92.74% to 95%. Our PEF cohort attendance will improve by 1.26% from 89.74% to 91%.</p> <p>HT and Equity SSA will monitor attendance data weekly in partnership with SLT. A personalised plan for each child will be developed in partnership with parent and pupil and implemented where appropriate.</p> <p>HT, SLT, Barnardos worker and Equity SSA will build relations with identified families through family engagement activity to</p>				

		<p>ensure they feel supported and promote partnership working.</p> <p>Whole-school attendance marketing campaign to be reviewed and revised by November and launched to pupils at assembly and parents at Parents' Evening. This will then be rolled out using school's normal communication channels throughout the year.</p>				
PB project from session 24-25	<p>Carry forward and spend £ 6468.89</p> <p>Actual Spend- £6002.33</p>		<ul style="list-style-type: none"> Carry forward from last session's PB project which allowed all classes to have a fully funded educational outing. (Some classes identified trips to support learning which came outwith the PEF spending parameters.) 			
PB project session 25-26	<p>Allocation- 10%- £13,230</p>					
<p>Parents took part in a survey on play- 86% agreed there was a place for play in learning. They reported children being less stressed coming to school, it kept their children engaged, built</p>	<p>OPAL- £2750 EY worker- £24,680</p>	<p>OPAL</p> <p>EY worker to support and further develop high quality play provision in our Early level curriculum and infant classes.</p> <p>Support the development of provision and increase confidence of teaching staff in play approaches.</p>	<p>Timetabled EY worker for all classes P1-3</p> <p>Input to classroom environment and provision provided for children in P1-3</p>	<p>High quality provision provided throughout infant department- measured through children's engagement-</p> <ul style="list-style-type: none"> Leuven's scale 		

<p>confidence and eased transition. All parents surveyed said they had been given enough information about play and understood the benefits.</p>	<p>Resources - £5000</p>	<p>Develop our play resources and provision inside classrooms and outdoors.</p> <p>New equipment for playground for all learners (across the school)</p>	<p>Liase with staff to support children's learning through play</p> <p>Purchase items to create IDL boxes which can be used inside and outside of the classroom to support all learners and their interests</p> <p>Outdoor resources purchased to support play and our OPAL programme</p>	<ul style="list-style-type: none">• Use of trackers for learning and observations <p>Continued development of the classroom environment throughout the session to meet the needs of all learners through play.</p> <p>Increased staff confidence in implementing and supporting play based pedagogy.</p> <p>Learners engagement in resources and provisions provided.</p> <p>Increased confidence in staff in supporting the interests of the children to progress learning</p>		
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				Outdoors- children engaged, resulting in reduction of outdoor incidents, better behaviour, development of social skills, better risk assessment and building of resilience. Success of all learners coming together across all of our playgrounds		
	TOTAL SPEND (incl carry forward) £ 133,857					
Progress and Impact			Next Step(s) and rationale to inform PEF spend session 2026/2027.			

Maintenance Agenda

Key actions	Relevant stakeholder involvement	Timeline for completion
<ul style="list-style-type: none"> Parental engagement- continue to refine parental engagement calendar and provide relevant and purposeful opportunities for parents to engage in their children's learning. Continue to update information, opportunities and resources for parents to help them support their children's learning 	Staff Pupils Parents	Ongoing throughout the session
<ul style="list-style-type: none"> H&WB- continue to promote and develop emotion works across the school and nursery. Attachment Accreditation – continue to work towards remaining pledges to inform Continue to develop Magic Breakfast and involve parents in the setting up and distribution. Develop opportunities for wider community events. 	Pupils Staff Parents community	Ongoing throughout the session
Reading <ul style="list-style-type: none"> Continue to promote reading for pleasure and work towards our Silver Reading schools award Continue to moderate our literacy lessons and approach to teaching reading Evaluate and update our novel lists. Annotate class novels for future planning. Continue to increase staff confidence and knowledge of current children's literature 	Pupils Staff Parents	Ongoing throughout the session
Maths <ul style="list-style-type: none"> Use our newly developed assessments across all stages Moderate our pedagogies and continue to engage in the LC teacher CLPL- VCPA Use assessment data to evaluate and plan approaches to maths teaching, assessment and CLPL. 	Staff SLT Pupils	Assessments used during assessment week- Sept- March. Staff discussion and moderation- Nov Inset LC collaboration TBA

PPRUDB

- Use our final term discussions and group work to pilot our new 'Going for Gold' Approach to promoting positive behaviour.
- Seek staff, pupil and parent feedback.
- Review and revise as necessary.

Pupils
Staff
Parents
SLT

Begin in August- all staff
to trial
Sept- staff initial review
Nov- pupil and parent
review
Feb inset- final review

Evaluation of Quality Indicators

School: Cairns Primary School

Month: June

Year: 2025

Quality Indicator	School Self-Evaluation	<i>Nursery Self-Evaluation</i>
1.3 Leadership of change	Very Good	Good
2.3 Learning, teaching and assessment	Very Good	Very Good
3.1 Ensuring wellbeing, equality and inclusion	Very Good	Very Good
3.2 Raising attainment and achievement <i>Securing children's progress</i>	Good	Very Good