



CAIRNS PRIMARY

# CAIRNS PRIMARY SCHOOL STANDARDS AND QUALITY 2025



# SCHOOL VALUES AND VISION



## Our Vision

- Lead
- Learn
- Aspire
- Achieve

# #TEAM CAIRNS



## Our Vision

- Lead
- Learn
- Aspire
- Achieve



# IN SESSION 2024-2025



**We worked  
together and  
acheived great  
things...**

## #TEAM CAIRNS



**Here are some  
examples of our  
phenomenal  
teamwork. Making a  
positive difference to  
the amazing pupils of  
Cairns Primary School.**

## Barnardos

Our Barnardos support worker has worked with 7 families this year (11 pupils) and has supported parent/carers and pupils within school with weekly visits, check ins and activities out with term time. Barnardos will also present at our P1 induction and distribute leaflets to outline their service and support.

## Magic Breakfast

We began our Magic Breakfast Initiative this year.

This has a focus on all children in nursery and school having access to a breakfast each morning. The pilot began in P1, P4 and P7. From January, all classes in the school were offered breakfast. This has helped to support concentration,

Magic breakfast presentations were made to parents during the open night, parental engagement month and P1 induction. A presentation was also provided to staff. An assembly was held for pupils to raise awareness. A questionnaire was distributed to staff, pupils and parents to gain feedback. Results showed an increase in concentration, wellbeing and social skills.

## Health and Wellbeing Planning

Health and Wellbeing planners were developed using pathways to plan for all levels in line with CfE benchmarks. These will be piloted from Aug. Emotion Works planners previously developed, were used within all classes, with a focus on pupil awareness of the main 5 cogs (with the addition of 2 extra cogs for upper school).

## CAIRNS PRIMARY

SQIP REVIEW  
2024-25

STRATEGIC  
PRIORITY -HEALTH  
AND WELLBEING



## Parental Engagement Month

Parental Engagement Month was held in March with a focus on Health and Wellbeing.

All classes held an event for parents around supporting their children in varying ways related to emotions, relaxation, healthy eating, friendships, calming techniques and sensory support.

Parents also accessed a video around 'flipping your lid' and a presentation about magic breakfast.

A booklet was distributed to parents following the event with information from all classes to support their children.

## Health and Wellbeing Ambassadors

Our Health and Wellbeing Ambassadors worked to distribute resources to create calm corners in each classroom.

They presented at assembly to launch their Health and Wellbeing back packs for playground support and a timetable of support was established.

They created a video around 'Flipping your lid' to present at the Parental Engagement events.





## Attachment Accreditation

As part of SLC priority to attain Attachment Accreditation, we submitted evidence for 'Act to make a difference' and 'Hear their voice.' We are also submitting 'See the whole person' this session.

Parents were informed through our monthly sway and pupils were informed through assembly.

## Health Week

Health Week with a focus on physical, social and emotional wellbeing was held in May.

A programme of sports was planned for classes and a sports day was held.

Primary 6 pupils were given health packs to support them.

A programme of social and emotional support included pupil and parent/carer workshops from Scottish Action for Mental Health, pamper sessions and health masterclasses.



## Staff Health and Wellbeing drop ins

Monthly Staff Health and Wellbeing drop ins were established to support staff around their own wellbeing. as well as supporting pupils.

A google classroom around nurture and attachment with resources for staff was established.

Drop in sessions around RSHP, supporting distressed behaviours with resources and sharing good practice in ASP's were held. A session around Emotion Coaching was also held.

## CIRCLE framework

Staff received training around the CIRCLE framework. SLT carried out 2 observations based around varying aspects of an inclusive classroom.

Following the first observation, group feedback identifying good practice and next steps was presented to staff.

Following the second observation, feedback was given at tracking, monitoring and planning meetings.

Staff will carry out peer observations in June with a focus on CIRCLE, to support transition.

Our pupil learning group carried out an audit using CIRCLE around all classes. This was shared with staff.

## Nurture

Nurture groups were identified and 4 groups were established across the school.

Boxall profiles were completed where appropriate.

Groups were developed for transition and social, emotional and behavioural support.



## Numeracy

- Our supported study programme helped identified pupils in P4, P6 and P7. This session we planned interventions to target P4 and p7 identified pupils.
- Developed more robust assessments with the use of progression planners and benchmarks to gain more accurate data.
- All staff trained in PCA, this was part of our learning community. This allowed us to moderate and review resources used to support learners
- We raised attainment in all targetted stages this session

## HWB

- The Magic Breakfast Initiative was introduced to P1, P4 and P7, before being implemented in all classes including the nursery. 100% of parents, staff and pupils from the audit, agreed it was a success. Pupils, staff and parents identified concentration, social skills and wellbeing as the areas which had improved within the classroom.
- Emotion Works subscription allowed staff to continue to embed programme as part of Health and Wellbeing. This also supported our Parental Engagement month and Health Week.
- 100% of pupils and staff said the calm resources helped to support their classroom and distressed behaviours. This also supported our CIRCLE framework promoting an inclusive classroom. 81% of staff felt confident supporting children with ASN's

# CAIRNS PRIMARY

SQIP REVIEW  
2024-25

PEF



## Attendance

- Our focus on attendance this session has been very successful.
- We have worked very hard to make contact with parents and robustly monitor attendance each month, following our new learning community approach which was devised by ourselves and Loch PS.
- We have engaged our Barnardos worker with families who have had difficulties with attendance and with 2 out of the three families, attendance has improved by at least 5%.
- There has been an increase in attendance for all learners across the school between this session and last sessions figures.

	Session 23-24	Session 24-25	Improvement %
Whole School Attendance	91.08%	92.74%	1.66%

## Literacy

- All staff trained in Talk for writing and implementing in class for all learners
- PEF cohort attainment in writing in mainstream has risen this session
- NELI intervention was implemented this session. Target group who took part in NELI intervention were assessed at the beginning and end of term, target group are now all 'on track'.
- Book initiative - all children in P1 received an 'at home library' through a book being given once a month. Workshops to launch and introduce books were well attended and 82% of parents felt that it had a positive impact on reading at home and helped them to support children with reading.
- Reading book spend- supported our application to become a reading school. Through work throughout the session on reading for pleasure across the school we achieved our Core Reading Award, we are now a Reading school.



## Outdoor Learning

Weekly Outdoor Learning Sessions with for P4 pupils with Grow 73  
Parental engagement sessions with Grow 73

Continued development of the school garden to support high quality learning

- Addition of planters
- Creation of paths
- Creation of pond area
- Wildflowers planted
- Trees planted
- Polytunnel groundwork underway
- Cairns Bothy opened and under development
- Pumpkin Patch event

All pupils took part in Outdoor Classroom Days in October 24 and May 25

Pupils designed and created gardens for Scottish Garden Festival

Pupil Outdoor Learning and Learning for Sustainability Committee

- attended Conference of Schools at Hamilton Palace
- took part in online LfS lessons

New links within the community - Revolve

# CAIRNS PRIMARY

**SQIP REVIEW**  
**2024-25**

**STRATEGIC PRIORITY-**  
**HWB - OUTDOOR**



## OPAL

Creation of OPAL working party

Whole Staff training on OPAL

OPAL development stage 1 achieved

Creation of zones within playground

- Wheeling
- Digging
- Loose Parts
- Role Play
- Sand boxes

Pupils have taken part in OPAL assemblies

Playground Committee

Loose Parts Day - March 25

Resources donated and purchased for play

- Sports
- Sensory
- Loose Parts





## Development of play across our infant stages (P1-3).

- P1 established a play environment from term 1, building on what had been implemented the previous year. Regular adaptations of the environment, quickly introducing Top Tasks, free play and setting the expectations for play. Learning experiences were a mixture of adult-led, child-led and adult initiated.
- P2 and P3 introduced play slowly in a more structured approach, leading to the introduction of top tasks and free play.

## Interdisciplinary learning and play

P2 and P3 used IDL topics to help structure play and give pupils choice

- choice of resources to help them learn and where they wanted to learn.
- The pupils had free play, choice in activities they could take part in and who they wanted to learn with.
- The environment was adapted to suit the pupils in the class and the pupils had a say in how it changed and their interests were used to plan learning.

# CAIRNS PRIMARY

**SQIP REVIEW  
2024-25**

**STRATEGIC  
PRIORITY - PLAY**



## Building staff knowledge and confidence

- Working party established to share practise and develop play across infants and ASN dept.
- Cathkin community play group was established to share our practise and learn from other establishments
- Google classroom set up- this allowed us to share useful materials and reading to support staff development and build skills and knowledge
- Class and nursery visits arranged to allow staff to observe play in action
- Visits to other establishments to share practise and learn from others further in their 'play journey'
- Termly meetings as an infant group or with P1s to plan next steps.



## Continuing from year 1...

### Observations

In Primary 1- Moving to a more formal style of observations.

- Development of how we observe and record children's learning.
- Development of observation paperwork that can be used by class teachers daily.
- Established Per term, each child will be observed in two main areas of learning - Numeracy and Literacy



### Development of the playroom

Developing the playroom as a space for all infant classes and ASN to use.

- development of areas- social, creative and discovery.
- changing the room to a theme- making it relevant to the children
- establish a timetable for infants and ASN to use.
- ongoing adaptations through observations of the children
- ongoing assessment of resources- quality of resources and purpose for learning.





# PUPIL VOICE



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**At Cairns our pupils are at the heart of what we do and we regularly seek their opinions and feedback as we encourage them to be leaders of their own learning and of many areas across the school. We have many committee groups across the school that come together to discuss learning and changes that can be made across to enhance pupil learning experiences.**

This was the fourth year that I took part in the Burns Club. I like getting to learn a new poem and going to the competition. I also got to perform in front of the whole school and on the radio! P4 pupil LC



All of Primary 7 did Sidekicks training this year which means we are able to run sports clubs at lunch time. I set up a Basketball Club for the younger pupils and they loved it! P7 pupil YR



# CLUBS



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**At Cairns we offer an extensive before, lunchtime and after school clubs. Offering a wide variety of experiences at no cost. These clubs support social and emotional wellbeing as well as developing and nurturing talents and skills for life, learning and work.**

Baking	Burns	Gymnastics	Athletics
recorder	dance	Football	basketball
Crafting	homework	Reading	drama
lego	Breakfast club	Cheerleading	rugby
Bikeability	choir	Cross country	multisports

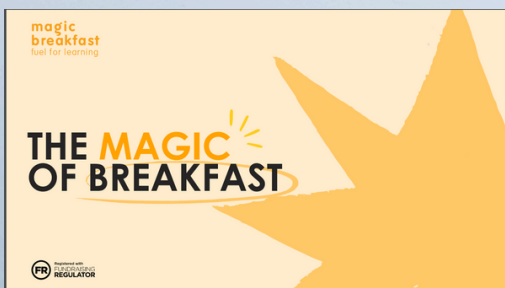


# Learning for ALL



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We continued to focus our PEF and PB spend on Equity of Opportunity. To ensure all of our pupils have the opportunity to experience a variety of learning opportunities outwith and within the school environment. We acknowledge the cost of the school day and strive to provide as many opportunities for our pupils and their families. Here are some of the ways (at no cost to our families) we have invested in our pupils and wider school community.



GROW 13



# Magic Breakfast Initiative

- Magic Breakfast is a Charity targeting poverty and hunger. We use our funding to be part of the project.
- Breakfast available to all pupils every day
- Menu of – toast, bagels, crumpets and cereal
- At times there are also beans or porridge offered
- All meet nutritional standards – same cereals and bread as breakfast club/school dinner
- Butter is dairy free



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All pupils will have a chance to experience Outdoor Learning sessions in our School Garden this year.

**GROW 73**





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# OUTDOOR CLASSROOM DAY

We will again be taking part in 'Outdoor Classroom Day' in November and May. Please look out for further information on Parents Portal and the school newsletter nearer these dates.





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**Our learning community  
Headteachers worked  
collaboratively to develop our  
approach to raising  
attendance. All staff were  
involved and proactive in  
sharing the attendance  
matters message.**



# Learning community collaboration

# CAIRNS IN THE COMMUNITY

Your paragraph text Cairns plays an important part in our local community, encouraging children to get involved with local charities and volunteer groups. We aim to instil a sense of belonging for pupils within our community by helping with local projects and initiatives. Our chaplaincy team makes regular visits, when permissible, and provide workshops for children as well as joining our assemblies termly. We work with a local litter picking group and have taken part in their campaigns to clean up our community. Visiting specialists work with our pupils and staff to ensure curriculum planning meets the needs of learners and that staff are confident in supporting pupils.

Our local community is an important part of our daily school lives and we work hard with our partners in the community to build positive relationships to the benefit of all.





# Parental Engagement

This session we had fantastic parental engagement. We had two full months of parental engagement opportunities during the months of October and March. This allowed parents to come into class and share in their children's learning in a variety of curricular areas and also join them outside for work in the garden, outdoor learning and PE. We also help parental workshops for play, reading and maths.



parental  
engagement-  
indoors



parental  
workshops



parental  
engagement -  
outdoors





# Parental Engagement

We also held a number of well attended whole school events. These included whole school open nights, our pumpkin patch and our Christmas Fayre.



open night



pumpkin patch



Christmas Fayre





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CELEBRATING SUCCESS

# WIDER ACHIEVEMENTS



PERFORMER OF THE  
MONTH  
DRAMA AND  
PERFORMANCE ACADEMY



SCOTTISH MEN'S  
ARTISTIC COMPETITION  
GYMNASTICS



PLAYER OF THE WEEK  
FOOTBALL TRAINING  
ACADEMY



DANCER OF THE MONTH  
ELITE DANCE



SWIM SKILLS 2 AWARD  
SWIMMING



PUPIL OF THE WEEK  
KARATE

## LEAD LEARN ASPIRE ACHIEVE

At Cairns we love to celebrate our children's wider school achievements. Here are some of our amazing pupils and their learning outwith school.



# Our plans for session 2025-26...

