



School improvement plan summary: Cuiken Primary School 2023/24

Every year, we ask our school community how we could improve our school. All views are considered and we write a school improvement plan. We also write a report on how last year's improvements went. The plan and report are known as a "School Quality and Improvement Plan" You can read our full plan on our school website ([Cuiken SQIP](#)) A short summary of this year's plan is given below.

Our school's vision, values and aims

We asked our Cuiken Family what our current vision and values were in August 2018.

Developing a shared understanding of our vision and values became a priority within our school improvement plan.

With ALL members of the Cuiken Family we explored what we wanted our dream school to sound like, look like and feel like. This was done through assemblies, class circle times, parent consultations, meet the teacher event, twitter, survey monkey and talking to our grown-ups within the playground.

Our final visual was agreed and is embedded in our school culture. Our vision uses each letter from the word 'Cuiken' - confident, understood, inspired, kind, engaged and nurtured. Our values are to be kind, be safe and aim high.

Last year's school improvement plan

What we improved	How we improved	What impact this had on pupils
Enhancing Learning, Teaching and Assessment using digital technology	<p>All pupils were allocated and used a digital device in school</p> <p>All pupils accessed Seesaw to share their learning with home.</p> <p>Staff and pupils confidently used digital devices to enhance learning and teaching.</p> <p>Teaching staff used the digital devices as a way to increase attainment in literacy for identified pupils.</p>	<p>All pupils will be able to share their learning with home, and families will be more aware of what their child is learning.</p> <p>Most children are more confident in using their digital device to share learning.</p> <p>Most parents feel they have a better understanding of what their child is doing in school and can talk to them about it at home.</p> <p>Many identified pupils have shown an increased ability in writing through the use of the Read Write toolbar.</p>

<p>Raising Attainment in Writing and Numeracy</p>	<p>Teaching staff engaging with and using data for literacy and numeracy to influence planning and interventions</p> <p>All teaching staff are using assessment and moderation sessions to feel more confident in their judgments.</p> <p>All teaching staff researched and presented a professional enquiry linked to raising attainment in literacy in their classrooms.</p> <p>There was Increased attainment across the school but specifically P1, P4 and P7</p>	<p>All teaching staff stated that their confidence in assessing achievement of a level has increased therefore meaning pupil's levels are more robust.</p> <p>All teaching staff felt that regular discussions about data and pupil interventions had a positive impact and the pupils were getting a more individualised input.</p> <p>Some stretch aims for literacy and numeracy were exceeded based around actions from the data dialogue meetings therefore meaning pupils were achieving more.</p> <p>Some identified pupils were able to access learning at a level not previously accessible for them though pupil interventions.</p>
<p>Equity and Inclusion, including Nurture</p>	<p>We continued to develop the role of the Sunshine Room to target identified pupils in school.</p> <p>We developed our approach to inclusive classrooms across the school.</p> <p>We continue to track the wellbeing of pupils and address their concerns.</p> <p>We continued our play based learning approaches for our Primary 1 and 2 pupils.</p>	<p>The majority of teachers reported pupils who attended the Sunshine Room were more positive when in their mainstream classroom, and more willing to engage with learning.</p> <p>Those identified pupils show progress through Boxhall profiles and ongoing assessments.</p> <p>We have a 0% exclusion rate for this session.</p> <p>Staff are becoming more aware of Children's Rights and how to enact them in school to the benefit of our learners.</p> <p>Most staff believe they have a better understanding of nurture principles making Cuiken a more nurturing place for our pupils.</p>
<p>Getting it right for our Cuiken Family - meeting learners needs</p>	<p>Ongoing staff training on supporting our ASN pupils</p>	<p>The majority of staff feel they are clear on the ASN need of pupils in their classes, and how</p>

<p>*ASN = additional support needs</p>	<p>ASN pupils discussed and tracked at Senior Leadership meetings.</p> <p>The Senior Leadership Team meet with class teachers and support staff to support them in meeting the needs of the whole class.</p> <p>Our enhanced class teacher completed Talking Mat training to ensure all pupil voices are heard regardless of ASN.</p> <p>We continued to develop our use of safe spaces and dark dens in school</p> <p>We developed the use of Inclusion Plans to build a bank of information on individual children to help them to access learning in class and across the school. This is done in partnership with home and is regularly updated and referred to in school.</p>	<p>best to support them. Most staff understand the process of supporting a child with ASN including their pathways and Getting It Right For Our Cuiken Family, therefore accessing support for pupils more easily.</p> <p>Most staff have indicated that pupils who access the Sunshine Room are now accessing their mainstream class in a more positive way.</p> <p>Most staff understand strategies that ASN children use in school to help them to regulate and learn, and can support them when used.</p>
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This year's improvements

What we will improve	How we will improve this	The impact on learners that this will have
<p>Learning, teaching and assessment</p>	<p>All teachers will embed the use of the Midlothian Literacy and Numeracy Progression Planners.</p> <p>All teachers will implement the school's agreed effective features of learning, teaching and assessment.</p>	<p>All learners will have a consistent, coherent and progressive programme of learning in Literacy & Numeracy with consistent approaches to learning, teaching and assessment.</p>
<p>Equity, Inclusion and Nurture</p>	<p>Our Senior Leadership Team (SLT) will develop the tracking and monitoring of pupils' needs and interventions across the school, including the Sunshine Room.</p>	<p>All learners will have access to the right intervention for the right period of time and it will be regularly monitored to ensure impact.</p> <p>All staff are clear on their role with ASN pupils and how best</p>

	<p>Staff will be able to identify, discuss, support and address ASN pupil needs across the school.</p> <p>Staff and pupils will work to create a shared understanding of Rights Respecting Schools and what this looks like in Cuiken.</p>	<p>to support them.</p> <p>Pupils will contribute to the development of their Rights across the school, also informing the planning of learning and teaching.</p>
Digital Technology	<p>Staff will create a digital learning policy that includes reporting, home learning and supporting learners with ASN.</p>	<p>Pupils and families are clear on best practice use of digital devices, and how they can enhance learning.</p> <p>Our ASN pupils will have access to digital devices and tools to allow them to access learning beyond what was previously accessible to them.</p>
Learning for Sustainability	<p>All staff and pupils will contribute to a Cuiken action plan to address Scotland's Learning for Sustainability call to action report.</p>	<p>Pupil voice will inform how we address the call to action report from the Scottish Government, giving them ownership over their future.</p>

Most schools in Scotland receive extra money from the Scottish Government. This money can be used to reduce inequality for children who live in households with lower incomes. This is how we used last year's extra money and how we plan to use this year's extra money.

Last year: what we did	The impact for learners
<p>Pauline Lawson from EmotionALL working on Health and Wellbeing with all classes</p>	<p>Through the creation of our new Health and Wellbeing lessons around mental health and regulation, pupils are being taught the knowledge and skills to develop positive mental wellbeing each year.</p> <p>Our pupils have a better understanding of their emotions and behaviours, and how their brains and bodies work in those situations.</p> <p>Our learners are now more able to discuss their emotions and ways that can help them regulate.</p>
<p>Free breakfast club in school Monday-Thursday</p>	<p>Pupils were able to access a free breakfast four mornings per week.</p> <p>Pupils could access school a little earlier putting less pressure on families at home.</p> <p>Pupils were more ready to learn once they accessed breakfast.</p>

Talk for Writing Training (fiction) for staff	<p>All pupils, regardless of ability, were able to access story writing through this approach to writing.</p> <p>Some pupils were able to show more increased ability in writing.</p>
Releasing our Support for Learning teacher to become a second Principal Teacher to develop our data dialogue discussions with staff	<p>Pupils' achievements, gaps in knowledge and levels were more accurate through the input from the SfL teacher during discussions with teaching staff.</p> <p>More individualised interventions were identified through these discussions, meaning pupils were getting the correct support.</p>
Yoga intervention	<p>Small groups of identified pupils were able to access blocks of yoga lessons to help with emotional wellbeing and relaxation.</p> <p>Pupils were able to use these strategies at home and in school as part of their regulation.</p>
<p>End of year school trip/experience for all learners</p> <p>P6 camp assistance</p>	<p>All learners were able to participate in an end of term trip or experience without worry of cost.</p> <p>All P6 learners were able to access school camp regardless of financial situation at home.</p>
This year: what we will do	The impact for learners
Pauline Lawson from EmotionALL	<p>More identified learners will receive support with understanding their emotions and regulation.</p> <p>Some families will access one to one time with Pauline to support their child at home with emotions and regulation.</p> <p>Our ELC (nursery) and Primary 1 pupils will receive blocks of lessons that the other classes received last year from Pauline. This will build their knowledge at the beginning stages, to build upon year on year at Cuiken.</p>
Wildside Nature	<p>Identified pupils will access outdoor learning to build confidence, resilience, teamwork and experiencing success outside of academic work.</p> <p>Pupils will learn more about nature, our local environment, and sustainability and ecosystems.</p> <p>Pupils will become more aware of the nature world and their impact on its survival.</p>
Katy Kassis Psychotherapy	<p>Some pupils will access school counselling that will help them to address things that are going on in their lives within or outside school.</p> <p>These pupils will know they have a safe space to</p>

	talk and work through their emotions.
Access to experiences/trips	<p>Pupils will access experiences they may not otherwise be able to access e.g. a theatre show.</p> <p>Pupils will gain knowledge and/or skills in different settings.</p>
Talk for Writing (non-fiction) training	<p>All pupils, regardless of ability, were able to access non-fiction writing through this approach to writing.</p> <p>Some pupils were able to show more increased ability in writing.</p>
Free breakfast club	<p>Pupils were able to access a free breakfast four mornings per week.</p> <p>Pupils could access school a little earlier putting less pressure on families at home.</p> <p>Pupils were more ready to learn once they accessed breakfast.</p>