



Standards and Quality Report 2017-2018 Improvement Plan 2018-2019

School: Cults School

Head Teacher: Caroline Johnstone

Cults School



Respect

<http://cultsprimary.aberdeen.sch.uk/>



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Context of the school:

Cults Primary/Nursery School is a co-educational, non-denominational school, which opened in 1973. It is a large, open plan school on one level, situated on the outskirts of Aberdeen within the suburb of Cults and is the zoned school for children living in the Cults and Bielside areas. Housing in the area comprises mainly privately owned properties. Some council owned properties exist within the school catchment area along with sheltered accommodation for the elderly. There continues to be considerable building work ongoing within the local area, mainly of large, privately owned, family homes.

In session 2017/18 the school had a roll of around 620 pupils in P1-7 and an 80 place nursery. The school roll will be around 620 in August 2018 and the school is predicted to continue to grow in the coming years.

There is a leadership team of a Head Teacher, 2 Depute Head Teachers and 1 Principal Teacher. A third Depute Head Teacher post will be advertised in session 2018/19. In August 2018 there will be 22 primary classes, 4 nursery classes and an Enhanced Provision classroom. The full time equivalent teaching staff is 31fte and children are supported by 10fte Pupil Support Assistants.

Parental engagement and involvement is a key feature of our school and parents are encouraged to be fully involved in the life and work of the school. An active Parent Council (PC) meets regularly and works with the Head Teacher, parents and staff on strategic matters and our Parent Teacher Association (PTA) works tirelessly to fundraise for and support the school.

Pupil participation is a key priority in our school and pupils have many opportunities to be involved in decision making and shaping the work and life of the school. Pupils have a sense of pride in their school and almost all are motivated, keen and well behaved learners.

A breakfast club and after school club run by Aberdeen Childcare Services operate daily on the school premises and another provider offers this facility offsite. Our school is part of the Cults Academy associated school group and we play an active role in the recently established Cults ASG Partnership forum, forging close links with the other schools in our ASG, the local community and other agencies operating in the community with the aim of working together to ensure all our pupils have consistent learning experiences and opportunities for partnership events to support learning and teaching.

Cults Primary/Nursery has a very diverse school population with around one third of our pupils being of nationalities other than British, which gives our school a very cosmopolitan feel. Many families have links with the oil and gas industry. Families are often mobile and many of our pupils have travelled widely and lived in several countries, experiencing different education systems. Very few children come to Cults Primary/Nursery who are completely new to the English language.

The most recent school inspection took place in May 2009 and the Care Inspectorate reported on the nursery in March 2016. The reports are available at

<https://www.education.gov.scot> and <http://www.careinspectorate.com/index.php/type-of-care>



The school is welcoming, friendly and has a positive atmosphere, something which is often commented upon by visitors, parents, new staff and pupils. Staff work well together and with pupils and parents to reflect on practice and ensure a high quality learning experience for all our pupils. We have very few incidents of vandalism or theft, as a community we value and respect our school.

Session 2017-18

FSM Entitlement

Less than 3% of P4-7 pupils registered to receive free school meals

SIMD

The SIMD profile for Cults Primary/Nursery School ranges from SIMD 7 to SIMD 10

No pupils live in homes which are in the lowest 20% on the SIMD.



School vision statement:

At Cults Primary/Nursery school we aim to provide a safe, welcoming, stimulating environment where all members of the school community work together in partnership to ensure all learners are happy, included, nurtured, supported and challenged to fulfil their full potential.

School values and aims:

School Aims

- We aim to provide a safe, welcoming and caring environment for all, in which each member of the school community can feel secure and valued
- We aim to provide a stimulating environment where active participation in a full and varied curriculum encourages pupils to be independent learners
- We aim to provide opportunities that will challenge and motivate each individual to attain their full potential
- We aim to raise pupil attainment by the setting of challenging, realistic and achievable targets
- We aim, through open communication, to promote a supportive partnership with pupils, parents/carers and the wider community
- We aim to encourage in children a respect for self and others and a pride in achievement
- We aim to encourage children to care for their environment
- We aim to provide a culture of collective responsibility and mutual support, where staff and pupils feel able and confident to take lead roles within and beyond the classroom

The school aims were reviewed during session: 2017/18

The school aims will be reviewed during session: 2018/19



Review of School Improvement Plan Progress 2017-2018

2017-2018 Improvement Priority 1: Learning, teaching and assessment to raise attainment & Priority 3: Improve attainment in writing

NIF Priority

1. Improvement in attainment, particularly in literacy and numeracy
2. Closing the attainment gap between the most and least disadvantaged children
3. Improvement in children and young people's health and wellbeing
4. Improvement in employability skills and sustained, positive school-leaver destinations for all young people

NIF Driver

- School leadership
- Teacher professionalism
- Parental engagement
- Assessment of children's progress
- School Improvement
- Performance Information

HGIOS?4 QIs

1.1 Self-evaluation for self-improvement

1.2 Leadership of learning

1.3 Leadership of change

1.4 Leadership of management and 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

2.5 Family learning

2.6 Transitions

2.7 Partnerships

3.1 Ensuring wellbeing, equality and inclusion

3.2 Raising attainment and achievement

3.2 Securing children's progress (ELC)

3.3 Increasing creativity and employability

Impact and Evidence:

- All staff have undertaken training in giving feedback; classroom observation and monitoring shows that pupils receive high quality feedback in Writing which is effective in informing support and progress in learning
- Classroom observation and forward planning discussion indicates that all lessons are well-planned with differentiation evident in almost all observations, either through differentiated activities or opportunities for challenge or extension
- Dialogue with pupils and classroom monitoring indicates that almost all learners are clear on the purpose of their learning in literacy and numeracy. The majority of pupils are able to link new learning to what they have learned previously
- Professional dialogue and self-evaluation shows that planning formats for learning, teaching and assessment in literacy/English and numeracy/maths have been revised to include the benchmarks and that planning is more effective
- Planning (including professional dialogue and feedback) and classroom monitoring evidence confirm increased staff confidence in the use of benchmarks for planning and assessment purposes in literacy and numeracy
- Classroom observation, professional dialogue and parental feedback indicates that nursery is a happy and engaging place for children to learn and provides a breadth of interesting learning experiences
- Assessment data for targeted pupils using Units of Sound programme shows steady improvement in reading and spelling

Next Steps:

- Develop approaches to assessment more closely informed by the curriculum benchmarks
- Continue to develop and embed approaches to formative assessment and develop consistent approaches to questioning. Ensure that success criteria are directly linked to learning intentions
- Link professional judgement of CFE levels achieved to a more robust evidence base
- Review how and when written feedback is given in other curricular areas, including numeracy and mathematics
- Introduce Emergent Literacy principles at P1



- In nursery, support parents in using the ILD to identify their child's next steps in learning

2017-2018 Improvement Priority 2: Parental Engagement and Partnership Working

NIF Priority

- 1 Improvement in attainment, particularly in literacy and numeracy
- 2 Closing the attainment gap between the most and least disadvantaged children
- 3 Improvement in children and young people's health and wellbeing
- 4 Improvement in employability skills and sustained, positive school-leaver destinations for all young people

NIF Driver

- School leadership
- Teacher professionalism
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HGIOS?4 Qis

- 1.1 Self-evaluation for self-improvement
- 1.2 Leadership of learning
- 1.3 Leadership of change
- 1.4 Leadership of management and 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
- 2.5 Family learning
- 2.6 Transitions
- 2.7 Partnerships
- 3.1 Ensuring wellbeing, equality and inclusion
- 3.2 Raising attainment and achievement
- 3.2 Securing children's progress (ELC)
- 3.3 Increasing creativity and employability

Impact and Evidence:

- Feedback from open day and open evening indicates that the majority of parents, through engagement with learning journeys, have an increased awareness and understanding of their child's learning in and out of school
- Feedback from P1 literacy and numeracy curriculum events indicates that the majority of parents who attended have an increased awareness and understanding of how to support their child's learning in these areas at home
- The timing of Learning Journeys going home has been reviewed and parents are reminded of this in advance to increase opportunities for contributions from home. Pupil feedback indicates that pupils benefit from the link between home and school and the ability to share their learning with significant adults in their lives
- Partnership forum is established and procedures in place for allocation of resources within ASG schools. The introduction of a school counsellor and Education Social Worker has provided support to vulnerable pupils and their families. School staff report improved behaviour and attitude in target group
- Feedback from parent audit indicates that the majority of parents of primary aged children feel well informed by almost all class blogs and find the school website a useful source of information
- ELCC feedback from parent audit shows that almost all parents; feel well informed about nursery events, have opportunities to give feedback, are supported to have a greater understanding of their child's progress through parent consultations
- Parent Council and PTA continue to be very active, with a mix of new and established members. This year partnership working with parents has led to significant improvements to the playground environment, making it more accessible to all pupils and increasing choices available to pupils, particularly those with additional support needs. Further improvements are currently underway



Next Steps:

- Provide curriculum events for parents in literacy and numeracy at first and second levels
- Further develop parental involvement in the planning and evaluation of learning through Learning Journeys and class blogs
- Involve parents/carers further in review of curriculum design and rationale, vision, values and aims

2017-2018 Improvement Priority 3: Improving Childrens' Health and Wellbeing

NIF Priority

1. Improvement in attainment, particularly in literacy and numeracy
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NIF Driver

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HGIOS?4 QIs

- 1.6 Self-evaluation for self-improvement
- 1.7 Leadership of learning
- 1.8 Leadership of change
- 1.9 Leadership of management and staff
- 1.10 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
- 2.5 Family learning
- 2.6 Transitions
- 2.7 Partnerships
- 3.1 Ensuring wellbeing, equality and inclusion
- 3.2 Raising attainment and achievement
- 3.2 Securing children's progress (ELC)
- 3.3 Increasing creativity and employability

Impact and Evidence:

- Discussion and pupil feedback indicates that almost all children have an increased knowledge and understanding of their rights
- Rights Respecting Schools Committee has been established with pupil, parent and staff representation and RRS level one has been achieved
- Feedback from pupils and parents indicates that almost all children benefit from positive interactions with staff and feel listened to, respected, supported, safe and secure in school. Almost all children report that they know how to seek help should they require it. Almost all pupils report that they are included, engaged and involved in the life of the school
- Professional dialogue, observation and discussion with children indicates that almost all learners benefit from a shared understanding of wellbeing
- Professional dialogue shows that almost all teachers feel more confident in using the circle time approach with their classes and feedback from parents and pupils indicates that almost all pupils benefit from a consistent, whole school approach to positive behaviour management and circle time approach
- Professional dialogue shows that almost all teaching staff have increased knowledge and understanding of H&WB benchmarks and this has influenced decisions about how to proceed with H&WB outcomes within curricular planning
- Professional dialogue and feedback from QIO focus visit has influenced our review of curriculum rationale and design bringing more clarity and focus, which will positively impact on learners' experiences



Next Steps:

- Establish a cycle of monitoring and recording pupil wellbeing using the Shanarri indicators and intervening appropriately as necessary
- Teachers will engage with learning for sustainability document and develop learning and teaching accordingly
- Review learning opportunities in H&WB in the context of the review of our curriculum



2017-2018 Improvement Priority 4: Curriculum Rationale and Design

NIF Priority

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2. Closing the attainment gap between the most and least disadvantaged children
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NIF Driver

- School leadership
- Teacher professionalism
- Parental engagement
- Assessment of children's progress
- School Improvement
- Performance Information

HGIOS?4 QIs

- 1.1 Self-evaluation for self-improvement
- 1.2 Leadership of learning
- 1.3 Leadership of change
- 1.4 Leadership of management and 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
- 2.5 Family learning
- 2.6 Transitions
- 2.7 Partnerships
- 3.1 Ensuring wellbeing, equality and inclusion
- 3.2 Raising attainment and achievement
- 3.2 Securing children's progress (ELC)
- 3.3 Increasing creativity and employability

Impact and Evidence:

- Professional dialogue and monitoring of planning confirms that staff understand the need to ensure the curriculum offered is relevant and meets the needs of children living in Cults with a focus on Es and Os rather than traditional topic titles
- In service day and other collegiate activities have supported staff in developing an improved understanding of the key components of curriculum design and rationale. Contexts for learning have been reviewed with a focus on the local context, progression through levels and the development of skills
- Professional dialogue linked to inter-disciplinary learning and audit documentation indicate all staff have an increased understanding of the totality of the curriculum
- Monitoring of classroom practice confirms almost all learners are eager to learn, motivated and interact well in activities. Pupils are highly articulate and well considered in their discussions with staff and peers
- Observation and monitoring shows that pupils in nursery are encouraged to lead learning, are supported to become confident learners and encouraged to assess risk and take informed decisions

Next Steps

- Ensure pupils are clearer on the skills, attributes and attitudes they are developing and the skills that support learning
- Involving all stakeholders, further develop and finalise the curriculum rationale to provide an improved curriculum experience that promotes equity, raises attainment and provides opportunities to deepen learning with increased pupil led learning
- All staff to engage with progression frameworks to support planning, assessment and moderation
- Ensure pupils have regular opportunities to apply and extend learning through their contributions to the life and work of the school and the wider community



Pupil Equity Fund 2017-2018 (Budget £18,000)
Evaluation of Intervention Impact

Plan 1: Talk Boost

- Increase acquisition and use of vocabulary of identified Primary 2 pupils by June 2018, ensuring at least 100% of targeted pupils attain CfE Early Level in Listening and Talking. Improve engagement in learning and teaching activities by members of the target group

Impact and Evidence

- Tracking of CfE data, assessment and professional dialogue about the targeted group indicates pupils are making average to significant progress with 100% of the targeted group pupils in P2 (5) attaining Early Level Listening and Talking. Teachers report improved engagement in learning and teaching activities by members of the target group

Plan 2: Units of Sound

- Increase reading and word attack skills of all targeted pupils

Impact and Evidence

- The Units of Sound programme, has been used with 48 targeted pupils from P3-P7 where data indicated pupils were not on track specifically with identified gaps in Reading CfE levels and poor spelling skills.
- Data from tracking of the external and internal assessments, professional dialogue and CfE data indicates all targeted pupils have made progress in relation to their age and stage and baseline information

Plan 3: Training for all staff in giving Feedback

- Training for all staff in giving feedback, with benefits for all pupils, but with particular benefits for the target group

Impact and Evidence

- Professional dialogue and teacher feedback shows improved engagement in learning and teaching activities from members of the target group. Discussion with pupils and classroom observation shows increased self-esteem and confidence in themselves as learners from the majority of the target group

Plan 4: Key member of staff to support focused small group work with members of the target group

- Key member of staff to support the target group in small groups or as individuals to reinforce concepts previously taught and to support the delivery of a range of interventions
- Due to staff absence and the lack of relief cover available the interventions originally planned using this identified member of staff were significantly reduced. Specific work using Numicon was not progressed and support planned to be delivered on 4 days per week was significantly reduced. Nonetheless the target group of P2 and P3 pupils show consistent improvement in word attack skills, reading fluency and early writing skills. Listening and talking also show consistent improvement in relation to their age, stage and baseline information



Core Quality Indicator Evaluations – School

Quality Indicator	School Self-Evaluation
1.1 Self-evaluation for self-improvement	4
1.3 Leadership of change	4
2.3 Learning, teaching and assessment	4
3.1 Ensuring wellbeing, equity and inclusion	5
3.2 Raising attainment and achievement	4

Core Quality Indicator Evaluations – ELCC (where appropriate)

Quality Indicator	ELCC Self-Evaluation
1.1 Self-evaluation for self-improvement	5
1.3 Leadership of change	5
2.3 Learning, teaching and assessment	5
3.1 Ensuring wellbeing, equity and inclusion	5
3.2 Securing Children's Progress	5

6	Excellent	outstanding sector leading
5	Very Good	major strengths
4	Good	important strengths with some aspects for improvement
3	Satisfactory	strengths just outweigh weaknesses
2	Weak	important weaknesses
1	Unsatisfactory	major weaknesses



Capacity for continuous improvement statement

The current senior leadership team is well established and approval has recently been given to recruit a third DHT, which will significantly increase management capacity in line with increasing pupil numbers. Within the existing team there is a breadth and depth of knowledge and experience which enables an appropriate level of support and challenge for staff at all stages. Staff work effectively together and with colleagues from partner agencies to meet the needs of all learners.

Evidence from parent and pupil audits indicates that parents and pupils are generally happy with the quality of learning and teaching and leadership of the school. Evidence from the staff audit indicates that staff are engaging with developments and that the pace and quantity of change, while undoubtedly considerable, is being controlled to ensure it remains manageable. Staff are motivated, hard-working and committed to improving outcomes for pupils and to developing their practice. There is a positive ethos in the school with good relationships between young people, staff and parents. A significant number of teachers are new to the profession. They are valued, well-supported and ideally placed to become experienced, highly skilled practitioners.

Evaluations from the Improvement Planning 2017-2018 and a focus on the core QIs indicate attainment is generally increasing and interventions are having a positive impact on learners.

Evidence of improvement in QI 1.3 Leadership of Change shows that school improvement plans build on previous initiatives and priorities are identified based on self-evaluation and local/national priorities. All staff engage with regular professional review and development and have access to a range of high quality professional learning opportunities linked to the school improvement plan. We work closely with colleagues in other agencies to provide appropriate support for pupils.

Pupils are encouraged to participate in pupil voice groups such as Pupil Council, Health Committee and Rights Respecting Schools Committee. Their views are sought, valued and acted upon.

Staff, parents and pupils are encouraged to participate in honest reflection on the impact of school developments and this informs our next step and therefore the school is well-placed to continue to improve and deliver excellence and equity for all learners during 2018-2019.



IMPROVEMENT PLAN 2018-2019

Cults School





PART TWO: School Improvement Plan 2018-2019 - Key Priorities informing Improvement Planning (National, Local and Service /School)

National Priorities	Local Authority Priorities	Agreed service / school priorities
Cross cutting themes	<ul style="list-style-type: none"> Expand Early Learning and Childcare by 2020. Utilise Partnership Forums to address the 4 NIF priorities. Establish Aberdeen as a UNICEF Child Friendly City. Continue to refine approaches to GIRFEC to improve the outcomes of children and young people 	<ul style="list-style-type: none"> Expansion of Early Learning and Childcare Increased collaboration across schools and ASGs Improvement Methodology
NIF Priority 1: Improvement in attainment, particularly in literacy and numeracy	<ul style="list-style-type: none"> Locality Plans seek to increase attainment of children in Priority Areas on entry to P1. 	<ul style="list-style-type: none"> Numeracy Early Years' Literacy Curriculum Design and Rationale (continued)
NIF Priority 2: Closing the attainment gap between the most and least disadvantaged children.	<ul style="list-style-type: none"> Close the Gap through effective multi-agency working Increase data literacy at all levels of the system 	<ul style="list-style-type: none"> Closing the Poverty Related Gap – Measures and Outcomes
NIF Priority 3: Improvement in children and young people's health and wellbeing.	<ul style="list-style-type: none"> Improve mental health services, decrease rates of teenage pregnancy and reduce instances of bullying Increase access to high quality play experiences and effectively utilisation of outdoor space Reduce youth crime Embed UNCRC Rights agenda across the City and increase pupil participation in decision making 	<ul style="list-style-type: none"> Adverse Childhood Experiences
NIF Priority 4: Improvement in employability skills and sustained, positive school-leaver destinations for all young people.	<ul style="list-style-type: none"> Provide age appropriate employment skills for children and young people in schools Survey aspirations to sharpen our pre and post school supports Expand and improve post school learning and employment opportunities for children and young people 	<ul style="list-style-type: none"> Learner Pathways



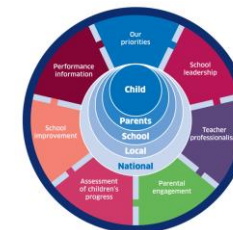
2018-2019 Improvement Priority 1: Improvement in attainment, particularly in literacy and numeracy

NIF Priority

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2. Closing the attainment gap between the most and least disadvantaged children
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NIF Driver

- School leadership
- Teacher professionalism
- Parental engagement
- Assessment of children's progress
- School Improvement
- Performance Information



LOIP 'Prosperous People' partially realised through the ICS 'Children are our Future' theme identifies 3 primary drivers:

- Children are safe and responsible
- Children are getting the best start in life
- Children are respected, included and achieving

The ICS primary drivers have guided the formation of 4 key priorities for action:

- Closing the Gap
- Youth engagement and inclusion
- Health and wellbeing
- Community safety and environment

HGIOS?4 QIs

- 1.1 Self-evaluation for self-improvement
- 1.2 Leadership of learning
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- 3.2 Raising attainment and achievement
- 3.2 Securing children's progress (ELC)
- 3.3 Increasing creativity and employability

Curriculum for Excellence – Entitlements for all children and young people

1. Every child and young person is entitled to experience a curriculum which is coherent from 3 to 18.
2. Every child and young person is entitled to experience a broad general education.
3. Every young person is entitled to experience a senior phase where he or she can continue to develop the four capacities and also obtain qualifications.

4. Every child and young person is entitled to develop skills for learning, life and work, with a continuous focus on literacy and numeracy and health and wellbeing.
5. Every child and young person is entitled to personal support to enable them to gain as much as possible from the opportunities which *Curriculum for Excellence* can provide.
6. Every young person is entitled to support in moving into a positive and sustained destination.



Improvement Priority 1:
Improvement in attainment - literacy and numeracy
Improvement in Literacy and Numeracy
Lead Responsible: HT/DHT

Expected Outcome(s) for whom, by when, by how much?

- By June 2019, all staff will have increased confidence and working knowledge of literacy and numeracy progressions and benchmarks to inform moderation and professional judgement of levels.
- In listening and talking, all pupils will make progress with attainment in P1, P4 and P7 reaching at least 85% by June 2019.

Partnership Forum (where appropriate):

Impact Measures How will we know? E.g. Attainment Attendance Inclusion / Exclusion Engagement Participation Consultation; Professional Dialogue Self-Evaluation; HGIOS 4; HGIORS Voting Tokens	Specific Actions	QI 1.5 Management of resources to promote equity		QI 1.3 Leadership of change	Timescale	Progress
						On Track
	Tasks to Achieve Priority 1a	PEF/ SAC	Resource	Who?	By When?	Behind Schedule
						Not Actioned
<ul style="list-style-type: none"> • Staff confidence in literacy audit – curriculum progressions, benchmarks and moderation (challenge questions) completed Sep'18 and May '19 to measure impact 	<p>Collegiate Meeting – Further engagement in literacy progressions and benchmarks to support staff in planning relevant learning and assessments across reading, writing and listening and talking.</p> <ul style="list-style-type: none"> • Develop approaches to assessment more closely informed by the curriculum benchmarks • Link professional judgement of CFE levels achieved to a more robust evidence base 		CLPL Development Time	HT/ DHT led	May '19	
<ul style="list-style-type: none"> • Teacher's planning/professional dialogue • Self-evaluation: HGIOS4; HGIOELCC • Nursery / Classroom monitoring • Attainment data 	<p>Collegiate Meeting – Use of literacy progressions in partnership with Es and Os for planning, benchmarks for assessment to support moderation and professional judgement of a level. Link with IDL topics.</p>		CLPL	HT/ DHT led All staff	Oct' 18	



<ul style="list-style-type: none"> Tracking of targeted pupils' progress in CfE listening and talking 	<p>Listening and Talking. Continue to deliver Early Talk Boost and Talk Boost (Early Years) to targeted pupils in P2</p>	PEF	CLPL	Hub Teacher & Sfl	June 2019	
<ul style="list-style-type: none"> Screener assessments carried out at beginning of P1 in Phonological awareness and pre handwriting skills and children grouped accordingly Ongoing assessment throughout the year Attainment data at end P1/SNSA results 	<p>Emerging Literacy Engage with Northern Alliance Emerging Literacy programme and resources, initially at P1 and with targeted pupils throughout the school.</p>	N. Alliance Supported	CLPL	HT/DHT Early years P1 teachers/ Sfl/Staff Group PSAs	June 2019	
<ul style="list-style-type: none"> Units of Sound – Reading ages of targeted pupils recorded at the beginning and end of intervention Units of Sound – Targeted pupils have increased level of engagement, participation and accuracy (Data recorded at each session) Tracking of progress of targets set for targeted pupils in CfE levels in Reading (progression frameworks used) 	<p>Reading Units of Sound resource to be used with targeted groups of pupils in P3. P4 and P5, P6 & P7. (Word attack and spelling skills)</p>	PEF 3 year licence purchased	HT/PSA to train additional PSAs	HT	June 2019	
<ul style="list-style-type: none"> Professional dialogue linked to moderation of pupils' writing linked to benchmarks. (Recorded at key points across a range of genre) Monitoring of pupils' technical skills in writing linked to targets Moderation of pupils' presentation skills across a range of genre Tracking of progress of all pupils on CfE levels in writing Tracking of progress of targeted group in set targets for CfE levels in Writing 	<p>Writing</p> <ul style="list-style-type: none"> Ensure a range of writing styles across the year for all Focus on teaching of spelling skills at all stages Focus on technical and presentation skills across the school Use of progression frameworks and benchmarks for moderation Digital technologies being used effectively to support all pupils and particularly those who find writing challenging – Texthelp rolled out to 	PEF funded Chrome	CLPL All Staff		June 2019 ongoing	



	P6 & P7 initially.	books to increase access for all to digital technology				
<ul style="list-style-type: none"> Tracking of progress in literacy leading to increased attainment 	Professional Dialogue Link with 2.2 curriculum and 2.3 learning, teaching and assessment		CLPL Professional Dialogue	SLT / Class Teachers	May'18 – June'19	
<ul style="list-style-type: none"> Pupils' participation in evaluation of learning linked to literacy supporting increased engagement in learning (Leuven Scale and pupil dialogue) 	Staff engagement in HGIOURS Initial implementation of resource with targeted group of pupils and staff Q12.2, Q12.3		CLPL Professional Dialogue	SLT / Class Teachers	May'18 – June'19	
<ul style="list-style-type: none"> Staff confidence in numeracy audit – curriculum progressions, benchmarks and moderation (challenge questions) completed October '18 and June '19 to measure impact Self-evaluation Professional dialogue Audit information Observation and monitoring 	Numeracy <ul style="list-style-type: none"> Continue to support use of ACC maths/numeracy planner and engagement with benchmarks and numeracy progression Develop use of Numicon resource to support learning in numeracy Review use of Big Maths programme in school 		CLPL Professional Dialogue	SLT/Class Teachers	July 2019	



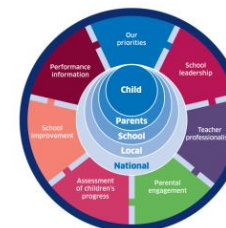
Improvement Priority 2:
Closing the attainment gap between the most and least disadvantaged children / young people in School / Academy.

NIF Priority

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- 2.6 Transitions
- 2.7 Partnerships

- 3.1 Ensuring wellbeing, equality and inclusion
- 3.2 Raising attainment and achievement
- 3.2 Securing children's progress (ELC)
- 3.3 Increasing creativity and employability

Curriculum for Excellence – Entitlements for all children and young people

1. Every child and young person is entitled to experience a curriculum which is coherent from 3 to 18.
2. Every child and young person is entitled to experience a broad general education.
3. Every young person is entitled to experience a senior phase where he or she can continue to develop the four capacities and also obtain qualifications.

4. Every child and young person is entitled to develop skills for learning, life and work, with a continuous focus on literacy and numeracy and health and wellbeing.
5. Every child and young person is entitled to personal support to enable them to gain as much as possible from the opportunities which *Curriculum for Excellence* can provide.
6. Every young person is entitled to support in moving into a positive and sustained destination.



Improvement Priority 2:
Closing the attainment gap between the most and least disadvantaged children / young people in School / Academy

Lead Responsible: SLT

Partnership Forum (where appropriate):

Expected Outcome(s) for whom, by when, by how much?

- Appropriate digital technology to support learning is easily accessed by all pupils
- Almost all children increase their digital skills to support learning across the curriculum by June 2019
- Approaches to formative assessment are consistent and embedded across school

Impact Measures How will we know? E.g. Attainment Attendance Inclusion / Exclusion Engagement Participation Consultation; Professional Dialogue Self-Evaluation; HGIOS 4; HGIOURS Voting Tokens	Specific Actions	QI 1.5 Management of resources to promote equity		QI 1.3 Leadership of change	Timescale	Progress
						On Track
						Behind Schedule
	Tasks to Achieve Priority 2	PEF/ SAC	Resource Time / People / CLPL	Who?	By When?	Not Actioned
Increased understanding of 'Outcomes and Measures' through Staff Professional dialogue and self-evaluation.	Attendance of members of SLT to attend HT Improvement Event(s) focusing on 'Outcomes and Measures' Disseminate to SLT class teachers		CLPL	SLT Teachers	December 2018	
SLT engagement and increased confidence in 'Improvement Methodology' through professional dialogue.	SLT attendance at authority led training events		SLT		Term 1 Session 2018-2019	
Attainment data Classroom observation Professional dialogue/forward planning Peer mentoring Dialogue with pupils	Use of digital technologies – Text help to be rolled out across school – initially to P6 & P7 with focus on Texthelp as a resource for all, not just those experiencing difficulty	PEF funded Chrome books to increase access for all to digital technology	Texthelp Pupil and Staff trainers	SLT Texthelp Pupil and Staff trainers	Ongoing throughout session 2018/19	



Classroom observation/monitoring Self-evaluation Professional dialogue/forward planning Peer mentoring Dialogue with pupils	Continue to develop and embed approaches to formative assessment and develop consistent approaches to questioning. Ensure that success criteria are directly linked to learning intentions		CLPC	SLT Teachers PSAs	Ongoing throughout session 2018/19	
Attainment data Classroom observation Professional dialogue/forward planning Peer mentoring Dialogue with pupils	Continued targeted support to specific pupils with focus on developing core literacy and numeracy skills			SLT Sfl teacher PSAs	Ongoing throughout session 2018/19	
Monitoring Progress and Evaluating Impact <i>(To be completed during the course of the session to inform the audit for SQUIP 2019-2020)</i>						
Impact and Evidence: Priority 2						



Improvement Priority 3: Improvement in children and young people's health and wellbeing.

NIF Priority

1. Improvement in attainment, particularly in literacy and numeracy
2. Closing the attainment gap between the most and least disadvantaged children
3. Improvement in children and young people's health and wellbeing
4. Improvement in employability skills and sustained, positive school-leaver destinations for all young people

NIF Driver

- School leadership
- Teacher professionalism
- Parental engagement
- Assessment of children's progress
- School Improvement
- Performance Information



LOIP 'Prosperous People' partially realised through the ICS 'Children are our Future' theme identifies 3 primary drivers:

- Children are safe and responsible
- Children are getting the best start in life
- Children are respected, included and achieving

The ICS primary drivers have guided the formation of 4 key priorities for action:

- Closing the Gap
- Youth engagement and inclusion
- Health and wellbeing
- Community safety and environment

HGIOS?4 QIs

- | | | |
|---|---------------------------------------|--|
| 1.1 Self-evaluation for self-improvement | 2.1 Safeguarding and child protection | 3.1 Ensuring wellbeing, equality and inclusion |
| 1.2 Leadership of learning | 2.2 Curriculum | 3.2 Raising attainment and achievement |
| 1.3 Leadership of change | 2.3 Learning, teaching and assessment | 3.2 Securing children's progress (ELC) |
| 1.4 Leadership of management and staff | 2.4 Personalised support | 3.3 Increasing creativity and employability |
| 1.5 Management of resources to promote equity | 2.5 Family learning | |
| | 2.6 Transitions | |
| | 2.7 Partnerships | |

Curriculum for Excellence – Entitlements for all children and young people

- | | |
|--|---|
| 1. Every child and young person is entitled to experience a curriculum which is coherent from 3 to 18. | 4. Every child and young person is entitled to develop skills for learning, life and work, with a continuous focus on literacy and numeracy and health and wellbeing. |
| 2. Every child and young person is entitled to experience a broad general education. | 5. Every child and young person is entitled to personal support to enable them to gain as much as possible from the opportunities which <i>Curriculum for Excellence</i> can provide. |
| 3. Every young person is entitled to experience a senior phase where he or she can continue to develop the four capacities and also obtain qualifications. | 6. Every young person is entitled to support in moving into a positive and sustained destination. |



Improvement Priority 3: Improvement in children and young people's health and wellbeing

Improvement in pupil engagement in and leadership of learning

Lead Responsible: SLT

Partnership Forum (where appropriate):

Expected Outcome(s) for whom, by when, by how much?

- Improved learning experiences in health and wellbeing for all pupils through discrete learning by July 2019
- Improved learning experiences in learning for sustainability for all pupils by July 2019
- Pupils will have improved mental health and wellbeing and will begin to with practical strategies and life skills to handle challenges and adversity encountered

Impact Measures How will we know? E.g. Attainment Attendance Inclusion / Exclusion Engagement Participation Consultation; Professional Dialogue Self-Evaluation; HGIOS 4; HGIOURS Voting Tokens	Specific Actions	QI 1.5 Management of resources to promote equity		QI 1.3 Leadership of change	Timescale	Progress
	Tasks to Achieve Priority 3	PEF/ SAC	Resource Time / People / CLPL	Who?	By When?	On Track
						Behind Schedule
						Not Actioned
<ul style="list-style-type: none">Monitoring of learning (SLT and peer) demonstrates an improvement in the teaching of the HWB curriculum and engagement of pupils.Dialogue with pupils indicates improved learning across HWB (pre and post intervention)	<p>Staff engage in audit of HWB curriculum. Early Level to Third Level)</p> <p>Discrete programme to be created to support progressions based on IDL already identified.</p>		CLPL		July 2019 In service day Feb 2019	
<ul style="list-style-type: none">Professional dialogue/pupil dialogueCompleted SHANARRI wheelsLeuven Scale	<p>Establish a cycle of monitoring and recording wellbeing and intervening appropriately as necessary, using the Shanarri indicators</p> <p>Engage with Leuven Scale to measure wellbeing</p>		CLPL	SLT	July 2019	
<ul style="list-style-type: none">Self-EvaluationProfessional DialogueForward Planning and evaluationMonitoring of learning and teachingHGIOUS4; HGIOELCC; HGIOURS	<p>Ensure pupils have regular opportunities to apply and extend learning through their contributions to the life and work of the school and the wider community</p>			Teachers SLT	Ongoing	



<ul style="list-style-type: none"> • Self-Evaluation • Professional Dialogue • Forward Planning and evaluation • Pupil Audit • Parent Audit • Monitoring of learning and teaching • HGI0US4; HGI0ELCC; HGI0URS 	<p>Improve pupil leadership of learning by promoting increased independence, responsibility, creativity and opportunities to take the initiative</p>			SLT Staff and pupils	Ongoing	
<ul style="list-style-type: none"> • Self-Evaluation • Professional Dialogue • HGI0US4; HGI0ELCC; HGI0URS 	<p>Staff and pupils to engage fully with HGI0URS throughout the course of the school session</p>		CLPL	All staff and pupils	July 2019 and ongoing	
<ul style="list-style-type: none"> • Professional dialogue • Forward planning • Monitoring /Classroom observations • Dialogue with pupils and feedback from pupil audit 	<p>All staff to receive training in Emotion Coaching and consider the use of Bounce Back materials to support pupils across school in developing resilience and good mental health.</p>		Educational Psychologist	HT	In Service Day November 2018	
<p style="text-align: center;">Monitoring Progress and Evaluating Impact (To be completed during the course of the session to inform the audit for SQUIP 2019-2020)</p>						
<p>Impact and Evidence: Priority 3</p>						



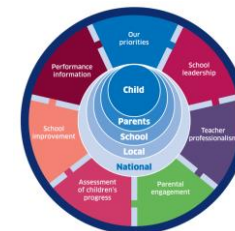
**2018-2019 Improvement Priority 4:
Improvement in employability skills and sustained, positive school-leaver destinations for all young people.**

NIF Priority

1. Improvement in attainment, particularly in literacy and numeracy
2. Closing the attainment gap between the most and least disadvantaged children
3. Improvement in children and young people's health and wellbeing
4. **Improvement in employability skills and sustained, positive school-leaver destinations for all young people**

NIF Driver

- School leadership
- **Teacher professionalism**
- Parental engagement
- **Assessment of children's progress**
- School Improvement
- Performance Information



LOIP 'Prosperous People' partially realised through the ICS 'Children are our Future' theme identifies 3 primary drivers:

- Children are safe and responsible
- Children are getting the best start in life
- **Children are respected, included and achieving**

The ICS primary drivers have guided the formation of 4 key priorities for action:

- Closing the Gap
- **Youth engagement and inclusion**
- Health and wellbeing
- Community safety and environment

HGIOS?4 QIs

1.1 Self-evaluation for self-improvement	2.1 Safeguarding and child protection	3.1 Ensuring wellbeing, equality and inclusion
1.2 Leadership of learning	2.2 Curriculum	3.2 Raising attainment and achievement
1.3 Leadership of change	2.3 Learning, teaching and assessment	3.2 Securing children's progress (ELC)
1.4 Leadership of management and staff	2.4 Personalised support	3.3 Increasing creativity and employability
1.5 Management of resources to promote equity	2.5 Family learning	
	2.6 Transitions	
	2.7 Partnerships	

Curriculum for Excellence – Entitlements for all children and young people

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Improvement Priority 4: Continued curriculum development

Improvement in employability skills and sustained, positive school-leaver destinations for all young people

Lead Responsible:SLT

Partnership Forum (where appropriate)

Expected Outcome(s) for whom, by when, by how much?

- All children increase their engagement in curriculum planning linking with skills and attitudes across the 4 contexts for learning and 4 capacities by June 2019
- All staff have an increased confidence in planning and delivering the curriculum by June 2019

Impact Measures How will we know? E.g. Attainment Attendance Inclusion / Exclusion Engagement Participation Consultation; Professional Dialogue Self-Evaluation; HGIOS 4; HGIORS Voting Tokens	Specific Actions	QI 1.5 Management of resources to promote equity		QI 1.3 Leadership of change	Timescale	Progress
						On Track
						Behind Schedule
						Not Actioned
	Tasks to Achieve Priority 4	PEF/ SAC	Resource Time / People / CLPL	Who?	By When?	
<ul style="list-style-type: none"> • Self-Evaluation • Professional Dialogue • Forward Planning and evaluation • Pupil Audit • Monitoring of learning and teaching • HGIORS4; HGIORLCC; HGIORS 	<p>Continue curriculum development of 'Worlds' to deliver IDL to ensure the four contexts for learning, entitlements, design principles and the unique setting of the school are taken account of.</p> <p>All staff to engage with progression frameworks to support planning, assessment and moderation.</p>		CLPL	All Teaching Staff SLT February 2019 In Service Day 1	June 2019	
<ul style="list-style-type: none"> • Self-Evaluation • Professional Dialogue • Forward Planning and evaluation • Pupil Audit • Parent Audit • Monitoring of learning and teaching • HGIORS4; HGIORLCC; HGIORS 	<p>Involving all stakeholders, further develop and finalise the curriculum rationale to provide an improved curriculum experience that promotes equity, raises attainment and provides opportunities to deepen learning with increased pupil led learning</p>		PC meetings etc CLPL Pupil council meetings	Parent and Pupil Councils All staff Parents Pupils Other Stakeholders	June 2019	



<ul style="list-style-type: none"> Professional dialogue Forward planning Monitoring /Classroom observations 	Teachers will engage with learning for sustainability document, audit current practice and develop learning and teaching accordingly		CLPL	DHT	June 2019 and ongoing	
<p style="text-align: center;">Monitoring Progress and Evaluating Impact <i>(To be completed during the course of the session to inform the audit for SQUIP 2019-2020)</i></p>						
Impact and Evidence: Priority 4						



Pupil Equity Fund Budget Allocation April 2018 - £16,200, carry forward £18,000 – total £34,200

Pupil Equity Fund Rationale 2018-2019

‘All our work to interrupt the cycle of deprivation and its impact on children’s progress’.

Rationale of how you plan to use Pupil Equity Funding to provide ‘additionality’ to core service delivery in new or enhanced activity to close the poverty related gap. A clear contextual analysis which identifies the poverty related attainment gap and plans must be based on evidence of what is known to be effective at raising attainment for children affected by poverty. E.g. EEF (Education Endowment Foundation)

5 Key Areas: Attainment; Attendance and Punctuality; Exclusion / Inclusion; Engagement; Participation

Attainment – Teacher Support 0.2fte £8,000
PSA Support (10h per week) £4,200
Units of Sound £1500
Numeracy resources and training support £3,000
Emergent Literacy Resources £2,500
Reading resources £3,000

Attainment/Inclusion/Participation/Engagement – 40 Chrome books to support universal access to Texthelp £9,000
Resources to support development of emotional literacy/resilience £2,500
Talkboost/Early Talkboost Resources £500

Achieving Equity - Identified gap(s) to raise attainment; Targeted Interventions; Quintiles / Deciles

1. Data and analysis

Cults School is located in Cults, an affluent suburb of Aberdeen. All pupils have home addresses in areas which fall within SIMD 7-10. Attainment in our school is generally good and in line with expectations and comparator schools, however there are significant differences



between the highest and lowest achieving pupils. The school roll is fluid and we experience significant pupil movement in and out each year. Many pupils join us from International or private schools and many have experienced several schools in different education systems before joining us.

SIMD – Percentage of pupils across the school

SIMD 1	0%	SIMD 2	0%	SIMD 3	0%	SIMD 4	0%	SIMD 5	0%
SIMD 6	0%	SIMD 7	7%	SIMD 8	1%	SIMD 9	15%	SIMD 10	77%

FSM

% of P4-7 Pupils Entitled and Registered for Free School Meals – 2.56%

SIMD data does not always reflect what we as school staff know about children and their families, and limited information regarding free school meals entitlement continues to make identifying a clear cohort of pupils eligible for PEF input challenging. We have cross referenced the data we have with teacher judgement and compared that with our information on attainment gained through ongoing assessment, SNSA and CfE levels. For almost all of the pupils we have identified, there are clear commonalities in the difficulties faced. The identified pupils are not making the academic progress expected for their age/stage in core literacy and numeracy skills, some display delayed or disordered expressive and receptive language skills and seem to have reduced opportunities to consolidate concepts covered in school through home learning.

This latter factor seems to have a significant impact on the children's ability to make progress and enjoy success, particularly when compared to peers who enjoy a high level of support for their learning in the home environment. In addition this group display low self-esteem and lack confidence in themselves as learners; are increasingly disaffected and reluctant to engage with learning activities alongside their peers through both lack of motivation and fear of getting it wrong. A minority also display challenging behaviour. We are a very large, open plan school with maximum class sizes at almost all stages. For this target group, learning as part of a very large group and at the pace of the majority of their classmates is very challenging. The remaining pupils identified by FSM entitlement are performing at or above expected levels and are showing good progress. These pupils are appropriately challenged by their class teachers and are supported to maintain a very good level of attainment working alongside able classmates.



*Identified areas for PEF Funding 2018-19 identified from our self-evaluation:	
•	Continue with interventions from previous session i.e. Talkboost, Units of Sound
•	Emerging Literacy – introduce at P1, use of assessments and strategies to targeted group at P2+
•	Additional support for targeted pupils – teacher and PSA time
•	Use of digital technologies – Text help to be rolled out across school with focus on Texthelp as a resource for all, not just those experiencing difficulty

***Please refer to detail of areas identified for Pupil Equity Funding in Improvement Plan Priority 2 - Closing the attainment gap between the most and least disadvantaged children / young people in Cults School**



QI 1.2 Leadership of Learning 2018-19 Professional Engagement and Collegiate Working – Leadership at all Levels	
Whole School Initiatives E.g. Working Group; Pupil Groups; Maintenance Areas	Leader(s) Promoted and Unpromoted Staff
Literacy Co-ordinator Numeracy Co-ordinator HWB Co-ordinator	Lorna Dalziel Laura Mackenzie Morven McKay
Curriculum Development – Discrete HWB	Morven McKay
Curriculum Review and Development	Caroline Johnstone/SLT/All staff
Pupil Equity Fund	Caroline Johnstone
Emerging Literacy	Caroline Johnstone Elaine Strachan
Continuing 1+2 Modern Languages	Mandy Shepherd
Pupil Participation: <ul style="list-style-type: none"> • Pupil Council /Engaging in HGIOURS (Pupil Version) • Rights Respecting • Health Committee 	Lorna Dalziel Morven McKay Gillian Dow
Nursery and Early Years (Including Transition)	Jennie Duncan
Rights Respecting Schools Award Sustainability	Morven McKay Lorna Dalziel



Inclusion: Development of targeted support practices	Caroline Johnstone/Fiona Galloway
Development of Digital Technologies - including website, Twitter account, Google Classroom Texthelp	SLT/Gayle Allan/Steph Sharp/Susan Clark/Lynne Charleton



Summary of Improvement Plan 2018-19 Consultation Process (Including Pupil Equity Funding)

Participants	Engagement Event	Date
Staff	May In-Service day Development time - School Improvement On-going discussions with SMT	May/June 2018
Children / Young People	Pupil Council Meetings – May & June 2018 Health Committee and RRS Committee Pupil Audit	May/June 2018
Parents	Parents – Consultation (Open Day / Evening) Parent Audit Parent Council Meetings Girfec Questionnaire feedback Reporting Feedback	Feb/May 2018
Partners and Volunteers	School nurse, EP, Autism Outreach	
Associated School Group	ASG Meetings	Various throughout year
Partnership Forum Group	ASG Partnership discussing ASG School Priorities Cross ASG working	Various throughout year

Date uploaded onto website September 2018

