

## Standards and Quality Report 2018-2019 Improvement Plan 2019-2020

School: Cults

Head Teacher : Morven McKay

### 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 2018 - 2019 the school had a roll of around 620 pupils in P1-7 and an 80 place nursery. There are 22 primary classes, 4 nursery classes and an Enhanced Provision classroom. The school roll will be around 600 in August 2019; the school roll is predicted to continue to grow in the coming years. It is predicted that there will be 22 classes, an 80 place nursery and an Enhanced Provision classroom in August 2019. The full-time equivalent teaching staff is 31fte and children are supported by 10fte Pupil Support Assistants.

There is a leadership team of a Head Teacher, 3 Depute Head Teachers and 1 Principal Teacher, with the third Depute Head Teacher having taken up post in December 2018. The Head Teacher began a secondment post with the Local Authority in March 2019 and so the current leadership team comprises an Acting Head Teacher, 2 Depute Head Teachers, 1 Principal Teacher and 2 Acting Principal Teachers.

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 Acting 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 Cults 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 to create 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. There are few incidents of vandalism or theft; as a community we value and respect our school.

### **Session 2018-19**

#### **FSM Entitlement**

Less than 2% of P4-7 pupils are registered to receive free school meals

#### **SIMD**

The SIMD profile for Cults Primary/Nursery School ranges from SIMD 6 to SIMD 10



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

### **Aberdeen City vision statement:**

**Strong partnerships will ensure that Aberdeen is a high achieving City of Learning which:**

- **Offers nurturing, relevant learning opportunities for all**
- **Strengthens the resilience of all**
- **Celebrates aspiration, ambition and innovation with all**

### **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

### School Values

- Respect
- Honesty
- Ambition
- Fairness
- Equity

The school aims were reviewed during session: 2018/19

The school aims will be reviewed during session 2020 / 2021

The school values were created and agreed with parents and staff 2018 /19

## Review of School Improvement Plan Progress 2018-2019

Improvement Priority 1: Improvement in attainment, particularly in literacy and numeracy	
<p><b>NIF Priority</b></p> <ol style="list-style-type: none"> <li>1. Improvement in attainment, particularly in literacy and numeracy</li> <li>2. Closing the attainment gap between the most and least disadvantaged children</li> <li>3. Improvement in children and young people's health and wellbeing</li> <li>4. Improvement in employability skills and sustained, positive school-leaver destinations for all young people</li> </ol>	<p><b>NIF Driver</b></p> <ul style="list-style-type: none"> <li>• School leadership</li> <li>• Teacher professionalism</li> <li>• Parental engagement</li> <li>• Assessment of children's progress</li> <li>• School Improvement</li> <li>• Performance Information</li> </ul>
HGIOS?4 QIs	
<ol style="list-style-type: none"> <li>1.1 Self-evaluation for self-improvement</li> <li>1.2 Leadership of learning</li> <li>1.3 Leadership of change</li> <li>1.4 Leadership of management and staff</li> <li>1.5 Management of resources to promote equity</li> <li>2.1 Safeguarding and child protection</li> <li>2.2 Curriculum</li> <li>2.3 Learning, teaching and assessment</li> </ol>	<ol style="list-style-type: none"> <li>2.4 Personalised support</li> <li>2.5 Family learning</li> <li>2.6 Transitions</li> <li>2.7 Partnerships</li> <li>3.1 Ensuring wellbeing, equality and inclusion</li> <li>3.2 Raising attainment and achievement</li> <li>3.2 Securing children's progress (ELC)</li> <li>3.3 Increasing creativity and employability</li> </ol>
<p><b>Impact and Evidence:</b></p> <ul style="list-style-type: none"> <li>• All teachers are using ACC progressions where they exist and own school ones for other curricular areas, which include the benchmarks as evidenced in forward planning and reporting to parents</li> <li>• All teachers have undertaken training in SNSA analysis and have reported increased understanding of the banded data and how this can be used to inform next steps</li> <li>• Almost all teachers fully participated in moderation tasks for writing and reported increased confidence and understanding of making judgements of levels achieved and tracking progress within a level</li> <li>• Almost all teachers attended an ASG moderation numeracy event and report increased confidence and knowledge in identifying a holistic assessment</li> <li>• In a minority of classes holistic assessments are currently used in numeracy</li> <li>• The assessment policy was updated following consultation and almost all staff refreshed their knowledge of our Aifl progression</li> <li>• Emerging literacy assessments were adopted by all Primary 1 class teachers and training is ongoing, including continued engagement and collaboration with colleagues in other establishments. The baseline assessments were effectively used to establish prior knowledge and inform the planning of subsequent next steps.</li> <li>• Learning activities at the start of the day in Primary 1 are more focused on a developmental approach and teachers report enhanced fine motor skills with targeted pupils</li> <li>• PEF funding provided new reading resources for the early years which offer further breadth and are being effectively rolled out to targeted pupils</li> <li>• Talk boost is delivered to a targeted group of early years pupils and learners are showing more confidence in their articulation</li> <li>• Assessment data for targeted pupils using Units of Sound programme shows steady improvement in almost all pupils for reading and spelling</li> <li>• Early trialling of new maths resources, including online resources, is providing opportunities for further engagement with benchmarks and providing further opportunities to challenge and support in numeracy</li> <li>• All staff in nursery have a greater understanding of setting next steps and sharing and consulting with pupils and parents on these</li> </ul>	



### Next Steps

- Develop curriculum progressions as planners and link these with assessments
- Creation of an assessment calendar to include holistic assessments, at school and ASG level
- Ensure feedback is consistent in all curricular areas, not just writing
- The emerging literacy working party will oversee the continued roll out of this programme in P1 and into nursery
- Literacy working party will create a spelling progression and policy for all stages
- Numeracy working party to develop the use of Numicon to support learning in numeracy and to review the use of Big Maths
- Impact of new maths resources to be reviewed within one year of using
- In nursery, almost all pupils will be able to explain their next steps orally

<b>Improvement Priority 2: Closing the attainment gap between the most and least disadvantaged children</b>	
<p><b>NIF Priority</b></p> <ol style="list-style-type: none"> <li>1. Improvement in attainment, particularly in literacy and numeracy</li> <li>2. Closing the attainment gap between the most and least disadvantaged children</li> <li>3. Improvement in children and young people's health and wellbeing</li> <li>4. Improvement in employability skills and sustained, positive school-leaver destinations for all young people</li> </ol>	<p><b>NIF Driver</b></p> <ul style="list-style-type: none"> <li>• School leadership</li> <li>• Teacher professionalism</li> <li>• Parental engagement</li> <li>• Assessment of children's progress</li> <li>• School Improvement</li> <li>• Performance Information</li> </ul>
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<ol style="list-style-type: none"> <li>1.1 Self-evaluation for self-improvement</li> <li>1.2 Leadership of learning</li> <li>1.3 Leadership of change</li> <li>1.4 Leadership of management and staff</li> <li>1.5 Management of resources to promote equity</li> <li>2.1 Safeguarding and child protection</li> <li>2.2 Curriculum</li> <li>2.3 Learning, teaching and assessment</li> </ol>	<ol style="list-style-type: none"> <li>2.4 Personalised support</li> <li>2.5 Family learning</li> <li>2.6 Transitions</li> <li>2.7 Partnerships</li> <li>3.1 Ensuring wellbeing, equality and inclusion</li> <li>3.2 Raising attainment and achievement</li> <li>3.2 Securing children's progress (ELC)</li> <li>3.3 Increasing creativity and employability</li> </ol>
<b>Pupil Equity Fund 2018-2019 Budget £</b>	
<p><b>Impact and Evidence (including use of Interventions linked to Pupil Equity Funding):</b></p> <ul style="list-style-type: none"> <li>• Almost all pupils have benefited from Texthelp training from P7 pupils and senior classes are embedding this to support learning</li> <li>• PEF funded chrome books are increasing access for all targeted pupils to digital technology</li> <li>• Parent council are working with school staff to develop a help guide to support learning at home</li> <li>• Classroom monitoring and feedback from Local Authority focus visit confirms that in <ul style="list-style-type: none"> <li>- In almost all lessons, pupils are clear on what was expected of them</li> <li>- Teachers' instructions are clear in almost all classes</li> <li>- Learning intentions are used in all lessons</li> <li>- Success criteria are evident in most classes</li> <li>- In almost all lessons questioning is used to explain and clarify understanding, where observed, support staff were effectively employed to support pupil learning</li> </ul> </li> <li>• Observation and professional dialogue indicates that Talking tubs in nursery have improved talking and listening skills with almost all pupils now more involved in planning their own learning</li> <li>• Targeted pupils benefit from small group interactions to develop social and emotional skills and data shows progress in attainment</li> </ul>	
<p><b>Next Steps:</b></p> <ul style="list-style-type: none"> <li>• Embed use of Texthelp throughout the school for all pupils</li> <li>• Provide curriculum events for parents in literacy and numeracy at first and second levels and a guide on the website to support learning at home</li> <li>• A need for teachers to develop their understanding of how to further challenge learners, particularly the most able in literacy and numeracy</li> <li>• Improve pupils' experience of consistent written feedback in literacy and numeracy</li> <li>• Following Parent Council self-evaluation, parents would like more information on the curriculum and how aspects of literacy, numeracy and Health and Wellbeing are taught</li> <li>• Increase pupil participation in identifying and planning next steps in nursery</li> </ul>	



**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

**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:**

- Almost all P3 – P7 classes are using the SHANARRI wellbeing wheels to evaluate health and wellbeing termly. Amber or red indicators are followed up with conversations on a one to one, with SLT alerted to any concerns
- All P3 – P7 pupils are very familiar with the SHANARRI indicators and can reflect on scenarios and identify which indicators are most appropriate
- Almost all staff have undertaken engagement with HWB experiences and outcomes linking to SHANARRI, and report increased understanding of responsibility for all
- Almost all support staff report a heightened understanding of SHANARRI indicators and how to use the information to support children both inside and outside the classroom
- Almost all staff participated in emotion coaching and have reviewed bounce back materials and reflected on the use of and designed a lesson to deliver. Staff report targeted pupils can articulate social and emotional difficulties
- Rights Respecting Schools Committee has been extended to give opportunity for wider staff and pupil representation and offers increased opportunities for pupil voice / participation. Almost all pupils can articulate their rights and their understanding of these
- As a result of visiting ELCs and staff reflection, pupils in nursery have increased opportunities for curiosity, inquiry and creativity due to a well organised outdoors space being regularly reviewed

**Next Steps:**

- Whole school tracking of HWB to be developed and implemented
- Roll out SHANARRI wheel to P1 and P2
- Engage with Leuven Scale to measure wellbeing
- Involve nursery pupils in evaluating and further developing learning bays

<b>Improvement Priority 4: Improvement in employability skills and sustained, positive school-leaver destinations for all young people</b>	
<b>NIF Priority</b> <ol style="list-style-type: none"> <li>1. Improvement in attainment, particularly in literacy and numeracy</li> <li>2. Closing the attainment gap between the most and least disadvantaged children</li> <li>3. Improvement in children and young people's health and wellbeing</li> <li>4. Improvement in employability skills and sustained, positive school-leaver destinations for all young people</li> </ol>	<b>NIF Driver</b> <ul style="list-style-type: none"> <li>• School leadership (Leadership – SAC)</li> <li>• Teacher professionalism (Learning and Teaching – SAC)</li> <li>• Parental engagement (Families and Communities - SAC)</li> <li>• Assessment of children's progress</li> <li>• School Improvement</li> <li>• Performance Information</li> </ul>
<b>HGIOS?4 QIs</b>	
<ol style="list-style-type: none"> <li>1.1 Self-evaluation for self-improvement</li> <li>1.2 Leadership of learning</li> <li>1.3 Leadership of change</li> <li>1.4 Leadership of management and staff</li> <li>1.5 Management of resources to promote equity</li> <li>2.1 Safeguarding and child protection</li> <li>2.2 Curriculum</li> <li>2.3 Learning, teaching and assessment</li> </ol>	<ol style="list-style-type: none"> <li>2.4 Personalised support</li> <li>2.5 Family learning</li> <li>2.6 Transitions</li> <li>2.7 Partnerships</li> <li>3.1 Ensuring wellbeing, equality and inclusion</li> <li>3.2 Raising attainment and achievement</li> <li>3.2 Securing children's progress (ELC)</li> <li>3.3 Increasing creativity and employability</li> </ol>
<b>Impact and Evidence:</b> <ul style="list-style-type: none"> <li>• Staff CPD has increased knowledge and understanding of sustainability / global goals and almost all staff are confident in finding suitable resources to support this</li> <li>• Monitoring of forward plans and lessons show that the unique setting of the school, the four contexts for learning, entitlements and the seven design principles are considered when planning relevant IDL experiences through our worlds framework. Early feedback shows almost all teachers are engaging with this framework and flexibility has been built in to allow for future improvements e.g. science Es and Os reviews and reconfigured</li> <li>• Monitoring and professional dialogue shows that almost all pupils are benefiting from relevant and meaningful contexts for learning</li> <li>• As a result of undertaking CPD opportunities, professional dialogue indicates that all teachers have increasing awareness on progression frameworks and related benchmarks to aid planning and assessment</li> <li>• The worlds framework encourages staff to further consider how opportunities for pupils to apply and extend their learning, increase independence, responsibility, creativity and take initiative e.g. Our Creative World developed enterprise initiatives in Term 2</li> <li>• Classroom monitoring and feedback from Local Authority focus visit confirms that in almost all lessons observed: <ul style="list-style-type: none"> <li>- Pupils were encouraged to revisit previous learning and most pupils were able to talk clearly about prior learning, supported by the whole school approach to personal learning planning</li> <li>- In the majority of lessons, pupils were encouraged and supported to learn actively and there were examples of well-planned cooperate learning approaches</li> </ul> </li> <li>• Pupil voice is being enhanced by engaging with HGIOURS and Pupil Council are currently auditing all stakeholders on chosen challenge question</li> <li>• 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</li> <li>• Use of floor books in nursery allows children's ideas and views to be captured and ensure they are able to lead their own learning</li> </ul>	
<b>Next Steps:</b> <ul style="list-style-type: none"> <li>• Eco working party to further explore how learning for sustainability can be embedded in practice</li> <li>• All staff to engage with progression frameworks to support planning, assessment and moderation and link with ASG colleagues as appropriate</li> </ul>	



- Ensure pupils have sufficiently challenging opportunities to lead their learning through open ended activities
- Improve the quality of assessment tasks to ensure breadth, challenge and application. Teacher judgements will be moderated with colleagues in other school to ensure that assessment judgements are valid and reliable
- Pupil Council to continue to engage with HGIOURS to gather views on other selected challenge questions, showing pupil voice is valued and acted upon
- Continue use of floor books in nursery as evidence for pupil led planning, ensuring prior experiences and next steps are listened to and incorporated

### Core Quality Indicator Evaluations based on Audit / Self-Evaluation Activity

#### School

Quality Indicator	School Self-Evaluation
<b>1.3 Leadership of change</b>	<b>4</b>
<b>2.3 Learning, teaching and assessment</b>	<b>4</b>
<b>3.1 Ensuring wellbeing, equity and inclusion</b>	<b>4</b>
<b>3.2 Raising attainment and achievement</b>	<b>4</b>

#### ELCC (where appropriate)

Quality Indicator	ELCC Self-Evaluation
<b>1.3 Leadership of change</b>	<b>4</b>
<b>2.3 Learning, teaching and assessment</b>	<b>4</b>
<b>3.1 Ensuring wellbeing, equity and inclusion</b>	<b>4</b>
<b>3.2 Securing Children's Progress</b>	<b>4</b>

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

## Capacity for continuous improvement statement

### Our overall evaluation of the school's capacity for continuous improvement:

**\* We are confident in our capacity for continuous improvement ✓**

#### Comment:

The senior leadership team is well established, with a newly appointed DHT joining in December; significantly increasing management capacity in line with increasing pupil numbers. During the Head Teacher's secondment, two Principal Teachers are gaining valuable experience within their first role as leaders and are enhancing the capacity of the SLT team during this time. They bring experience, particularly within the senior stages, to the role. Within the 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 very 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 very 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 2018 – 2019 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 2019 - 2020.

# IMPROVEMENT PLAN 2019-2020

## Cults School



**PART TWO: School Improvement Plan 2019-2020 - Key Priorities informing Improvement Planning (National, Local and Service / School)**

National Priorities	Local Authority Priorities
<p><b>Cross cutting themes</b></p>	<ul style="list-style-type: none"> <li>• Expand Early Learning and Childcare by 2020.</li> <li>• Establish Aberdeen as a UNICEF Child Friendly City.</li> <li>• Implement the recommendations of the child protection inspection</li> <li>• Improvement Methodology</li> </ul> <p>95% of children (0-5years) will reach their expected developmental milestones by the time of their child health reviews by 2026</p>
<p><b>NIF Priority 1: Improvement in attainment, particularly in literacy and numeracy</b></p>	<ul style="list-style-type: none"> <li>• Locality Plans seek to increase attainment of children in Priority Areas on entry to P1.</li> <li>• Senior phase /Learner Pathways</li> <li>• Increase data literacy at all levels of the system</li> </ul>
<p><b>NIF Priority 2: Closing the attainment gap between the most and least disadvantaged children.</b></p>	<ul style="list-style-type: none"> <li>• Close the Gap through effective multi-agency working</li> <li>• 95% of care experienced children and young people will have the same levels of attainment in education, emotional wellbeing, and positive destinations as their peers by 2026.</li> </ul>
<p><b>NIF Priority 3: Improvement in children and young people’s health and wellbeing.</b></p>	<ul style="list-style-type: none"> <li>• Improve mental health services and understanding of the affects of trauma</li> <li>• Reduce youth crime</li> <li>• Increase pupil participation</li> <li>• 85% of children and young people will report that they feel mentally well by 2026.</li> </ul>
<p><b>NIF Priority 4: Improvement in employability skills and sustained, positive school-leaver destinations for all young people.</b></p>	<ul style="list-style-type: none"> <li>• Provide age appropriate employment skills for children and young people in schools</li> <li>• Survey aspirations to sharpen our pre and post school supports</li> <li>• Expand and improve post school learning and employment opportunities for children and young people</li> <li>• 95% of children living in our priority localities will sustain a positive destination upon leaving school by 2026.</li> </ul>



### Overview

#### 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
- 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

### 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.

Impact Measures How will we know?		QI	Specific Actions	QI 1.5 Management of resources to promote equity		QI 1.3 Leadership of change	Timescale	Progress
				Time Resource	School Budget Resource £	Who?	By When?	On Track
								Behind Schedule
								Not Actioned
Audit staff confidence; to include curriculum progressions and holistic assessments  Audit use and value of holistic assessments in numeracy		2.2	Develop curriculum progressions as planners and link these with assessments <ul style="list-style-type: none"> <li>ACC progressions and planners</li> <li>Work with ASG on further moderation events, to include discussion and creation of holistic assessments</li> </ul>	CLPL  Development time		HT / DHT led	May 2020	
Focus group formed with all ASG schools represented Calendar produced and shared Moderation events at ASG level planned, delivered and audited		2.3	Creation of an assessment calendar to include holistic assessments at school and ASG level	Development time		SLT Focus group All staff	July 2020	
Professional dialogue Feedback / next steps Staff and pupil audit Engagement with challenge questions Sampling feedback to be collated and shared, with identified next steps decided and shared		2.3	Aifl to be monitored and jotters sampled to review quality of written feedback <ul style="list-style-type: none"> <li>Focus group to create calendar to include dates for monitoring and sampling</li> </ul>	Development time  Inservice		SLT	June 2020	
Screeener assessments will continue to be carried out in P1 and targeted identified individual pupils Ongoing assessments throughout the year		3.2	Emerging Literacy working party will oversee the continued roll out of this programme <ul style="list-style-type: none"> <li>P1 CTs to share pedagogy and resources with P2</li> </ul>	CLPL		N. Alliance supported Literacy DO DHT Early Years P1 teachers	June 2020	

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

- By June 2020, all staff will have increased confidence and working knowledge of all curriculum progressions and benchmarks to inform moderation and professional judgement of levels.
- In writing, all pupils will make progress with attainment in P1, P4 and P7 reaching at least 80% by June 2020.
- In listening and talking, reading, and numeracy we aim to make a 2% or greater improvement on last year's attainment.

**Improvement Priority 1: Improvement in attainment, particularly in literacy and numeracy**

**Lead Responsible: SLT / Working Parties**

**Partnership Forum (where appropriate):**



Staff engagement with buddy network meetings Staff engagement with previous year and current data Attainment data / SNSA results		<ul style="list-style-type: none"> <li>New P1 pupils to complete baseline assessments</li> <li>New P1 parents to be invited to literacy workshop, sharing Emerging Literacy pedagogy</li> <li>Previous and current data to be compared and discussed</li> </ul>			SFL / Staff Group PSAs		
Staff views sought on requirements for spelling progression Audit on current practice Spelling progression trialled Term 1 2019	3.2	<p>Literacy working party to create spelling progression and policy for all stages</p> <ul style="list-style-type: none"> <li>Spelling progression to clearly identify next steps for learners and be explicit about the need for taught spelling skills</li> </ul>	Development time Inservice		Working party SLT	September 2019	
Audit staff confidence and knowledge of Numicon Development time on Numicon Self-evaluation Audit information Observation and monitoring Working party discussions / feedback	2.3	<p>Numeracy working party to develop the use of Numicon to support learning in numeracy and to review the use of Big Maths</p> <ul style="list-style-type: none"> <li>Audit current Numicon in school and possibly purchase additional resources</li> </ul> <p>Model use of Numicon by experienced practitioners</p>	CLPL Development time		Working party SLT All staff	March 2020	
Audit senior staff on use of new maths resources Audit pupils on new maths resources Attainment data SNSA	2.3	Impact of new maths resources to be reviewed	Professional dialogue		Senior class teachers (initially)	October 2019	
Increased staff confidence in confirming levels Further explore holistic assessments, reflecting upon previous training and opportunities to up level assessments to ensure breadth, challenge and application	2.3	<p>Improve the quality of assessment tasks to ensure breadth, challenge and application. Teacher judgements should be moderated with colleagues in other schools to ensure that assessment judgements are valid and reliable</p> <ul style="list-style-type: none"> <li>Continued engagement with holistic assessments and discussion on impact within numeracy</li> </ul>	Development time Inservice		ASG SLT Focus group Teachers	June 2020	

		Use of holistic assessment training documents to traffic light use and ways to up level					
Professional dialogue ASG events will allow discussion between schools for confirmation of levels Audit Staff confidence in discussing levels Data Tracking and planning meetings with SLT	3.2	All staff to engage with progression frameworks to support planning, assessment and moderation and link with ASG colleagues as appropriate <ul style="list-style-type: none"> <li>• Progressions used for forward planning, evidence and assessment purposes</li> <li>• ASG events planned and delivered to allow for moderation</li> <li>• ASG focus group to create calendar of events and deliver</li> </ul> Audit impact on practice	Development time		SLT Teachers	June 2020	
Parent workshop on use of ILD Audit on ILD – staff and parents	2.5	In nursery, support parents in using the ILD to identify their child's next steps in learning	Development time		Nursery staff	June 2020	

**Monitoring Progress and Evaluating Impact**

*(To be completed during the course of the session to inform the audit for SQUIP 2020-2021)*

**Impact and Evidence:**

**Pupil Equity Fund Budget Allocation April 2019 - £20,400 + £7196** (carry over from last session)

**Pupil Equity Fund Rationale 2019-2020**

**‘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)**

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

Attainment

- Teacher SFL Intervention and Support (EEF Small group tuition) 0.2 FTE £8000
- Additional PSA (EEF Teaching assistant) 10 hours £4200
- Units of Sound (EEF Digital technology) £1500
- Outdoor education (EEF Outdoor adventure learning) £176 resources and 0.2 SFL CT

Engagement

- PSA social skills small group (EEF Small group tuition) 10 hours £4200
- Resources to support emotional literacy (EEF Social and emotional learning) 10 hours £4200
- CT child counselling module training (EEF Social and emotional learning) 4 modules £1000

Participation

- Further purchase of Chrome Tabs / Chromebooks (EEF Digital technology) 80 Chromebooks and 2 storage buses

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

**Analysis of data:**



### SIMD Data

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 Data

% of pupils from P4 – P7 on FSM 1.5% (5 pupils)

### Attainment Data

% of new P1 pupils predicted to achieve Early Level by June 2020

Year Gp	Roll	READING	WRITING	L+T	NUMERACY
P1	65	87%	88%	96%	83%

% of new P4 pupils predicted to achieve First Level by June 2020

Year Gp	Roll	READING	WRITING	L+T	NUMERACY
P4	94	88%	90%	88%	80%

% of new P7 pupils predicted to achieve Second Level by June 2020

Year Gp	Roll	READING	WRITING	L+T	NUMERACY
P7	68	89%	82%	89%	86%

Cults School is located in Cults, an affluent suburb of Aberdeen. All pupils have home addresses in areas which fall within SIMD 6-10. 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 data does not always reflect what we 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.

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

**Lead Responsible:**

**(See PEF Spending Plan for continuation items)**

**Partnership Forum (where appropriate):**

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

- Approaches to feedback are consistent and embedded across school in all curricular areas
- By June 2020, all targeted pupils will make increased progress with targeted aspects of Literacy and Numeracy with a greater number of pupils achieving CfE levels than would be the case without PEF interventions
- Texthelp will be embedded throughout the school for all pupils
- Parents will develop their knowledge and understanding of the curriculum, particularly in HWB, and how to support their children's learning at home

Impact Measures How will we know?	QI	Specific Actions	QI 1.5 Management of resources to promote equity		QI 1.3 Leadership of change  Who?	Timescale  By When?	Progress
			Time Resource	PEF £			On Track
							Behind Schedule
							Not Actioned
Attainment data Classroom observation Professional dialogue Peer mentoring Dialogue with pupils Dialogue with trainers (pupils)	3.2	Embed use of Texthelp throughout the school for all pupils <ul style="list-style-type: none"> <li>• Trainers to revisit and reinforce taught skills</li> <li>• P1 classes to participate in training</li> <li>• Audit staff on impact and relate to attainment data</li> </ul>	CLPL		SLT Pupil trainers PT lead Teachers	March 2020	
Proposed content will be shared at Parent council meetings before being delivered to allow for review Attending parents will be surveyed	2.5 2.7	Provide curriculum events for parents in literacy and numeracy at first and second levels and a guide on the website to support learning at home <ul style="list-style-type: none"> <li>• Parent council meetings to facilitate parent volunteers to form groups with staff to create workshop agenda</li> <li>• Use collated responses from previous audit to form workshops</li> <li>• Audit workshop content following delivery</li> </ul>	Parent council meetings		SLT Parent council Parents Volunteer staff	Ongoing throughout session 2019 / 2020	
Peer mentoring Observations Feedback / next steps	1.3	Staff to develop their understanding of how to further challenge learners, particularly the most able through enhanced understanding and delivery differentiation, pace and challenge	CLPL		SLT Teachers	Ongoing throughout session 2019 / 2020	



Development time on differentiation Engagement with challenge questions		<ul style="list-style-type: none"> <li>All teachers to attend CPD 'Excellence in Teaching'</li> <li>Shared expectation on excellent teaching decided and agreed by teachers as monitoring feedback proforma</li> </ul>					
Classroom observation and monitoring; collated feedback and next steps shared Shared expectation included in assessment policy Self-evaluation using HGIOS4, HGIOELCC, HGIOURS Peer mentoring	2.3	<p>Improve pupils' experience of consistent feedback</p> <ul style="list-style-type: none"> <li>Numeracy LI and SC proforma to be rolled out to all classes</li> <li>Create shared expectation and standard of written feedback in literacy, numeracy and HWB</li> </ul>	Development time		SLT Working parties	May 2020	
Parents views Parent groups established and remits decided GSuite training from staff to PC	2.5	<p>Following Parent Council self-evaluation, views were shared that parents would like more information on the curriculum and how things are taught</p> <ul style="list-style-type: none"> <li>Staff and parent groups to meet regularly to decide on format and content on workshops</li> <li>Google form will seek and collate views on input</li> <li>Delivery to be recorded for future access to resource</li> </ul>	Meetings arranged to suit all		SLT Volunteer staff Parent Council Volunteer parents	March 2020	
Improved attainment, data and SFL tracking Observation and discussions Staff feedback Parent audit and feedback	2.3 2.5	<p>Initially targeted pupils will experience activities outdoors, with an ambition of increasing the capacity for groups / individuals</p> <p>Targeted pupils identified in consultation with SLT / SFL</p> <p>Both members of staff to attend fire building training and online outdoor education module</p> <p>Impact to be monitored and recorded for individuals</p> <p>Parents to attend an outdoor session to enhance understanding</p>			SLT SFL PSA	June 2020	

### Monitoring Progress and Evaluating Impact

*(To be completed during the course of the session to inform the audit for SQUIP 2020-2021)*



Impact and Evidence:

**Overall Pupil Equity Funding Planned Expenditure**

	<b>Details – Resources and Staffing</b>	<b>Approximate Cost £</b>
<b>Literacy</b>		
<b>Reading</b>	Texthelp	£225
	Unit of Sound	£1500
	Parent workshops	-
<b>Writing</b>	Texthelp	As above
	Parent workshops	-
<b>Listening and Talking</b>	Talkboost	-
	Social groups	£4200
<b>Numeracy</b>		
<b>Numeracy</b>	New numeracy resources	-
	Parent workshops	-
<b>HWB</b>		
<b>HWB</b>	Bounce Back resources	-
	Parent workshops	-
	Counselling modules undertaken by CT	£1000
<b>Staffing</b>		
	0.2 SFL Teacher	£8000
	2x PSA 10 hours per week	£8400
<b>Additional</b>		
	Outdoor education resources	£176
	<b>Total</b>	<b>£23501</b>



Impact Measures How will we know?		QI	Specific Actions	QI 1.5 Management of resources to promote equity		QI 1.3 Leadership of change	Timescale	Progress
				Time Resource	School Budget Resource £	Who?	By When?	On Track
								Behind Schedule
								Not Actioned
HWB data to be input on Seemis SLT trained and visited another ASG school		3.1	Whole school tracking of HWB to be implemented <ul style="list-style-type: none"> <li>All teachers to record data at identified times on the provided Google Form</li> </ul>	CLPL		SLT Teachers	July 2019	
Professional dialogue/pupil dialogue Completed SHANARRI wheels		3.1	Roll out SHANARRI wheel to P1 and P2 <ul style="list-style-type: none"> <li>Colleagues to share experience of adopting the wheels with early years staff</li> <li>Early years staff to be provided with wheel resources</li> <li>SLT to be informed and discussed during tracking conversation</li> </ul>		SLT	July 2019		
Leuven Scale Action plan Professional dialogue Pupil dialogue		3.1	All teachers to engage with Leuven Scale to measure wellbeing <ul style="list-style-type: none"> <li>Staff meetings to discuss Leuven scale, research case studies of its use and create action plan of how best to use it</li> </ul>	Development time		Teachers SLT	July 2020	
<b>Monitoring Progress and Evaluating Impact</b> <i>(To be completed during the course of the session to inform the audit for SQUIP 2020-2021)</i>								

**Impact and Evidence:**

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

**Lead Responsible:**

**Partnership Forum (where appropriate):**

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

- Digital technology and G Suite will support learning and will be easily accessed by all pupils
- Almost all children increase their digital skills and have access to G Suite to support learning across the curriculum by June 2020
- Whole school approach to DYW with a skills progression embedded by June 2021
- Learning for sustainability framework created and trialled by June 2020

Impact Measures How will we know?	QI	Specific Actions	QI 1.5 Management of resources to promote equity		QI 1.3 Leadership of change  Who?	Timescale  By When?	Progress
			Time Resource	School Budget Resource £			On Track
							Behind Schedule
							Not Actioned
Self-Evaluation Professional Dialogue Forward Planning and evaluation Creation of action plan Implementation of action plan Audi	1.3	Eco working party to further explore how learning for sustainability can be embedded in practice <ul style="list-style-type: none"> <li>• Audit staff knowledge and confidence in teaching for sustainability</li> <li>• Progression framework to be created and trialled in all classes</li> <li>• Flexibility built in to audit and review after trial</li> </ul>	CLPL  Development time		All teaching staff  SLT  Working party	June 2020	
Professional dialogue HGIOUS GSuite training Nursery/ classroom monitoring	1.1 2.3	Ensure all pupils have sufficiently challenging opportunities to lead their learning through open ended activities <ul style="list-style-type: none"> <li>• Continue engagement with challenge questions to gather staff views</li> <li>• Further GSuite training on how technology can support and aid challenge</li> </ul>	Inservice		SLT	Ongoing throughout session 2019 / 2020	
HGIOUS Pupil audit, collated and shared responses and evidence on pupil council display board of action taken	1.3	Pupil Council to continue to lead the engagement with HGIOUS Pupil council will decide on challenge questions which are pertinent to our school, will survey all	Pupil council meetings		Pupil council  DHT	June 2020	



Working walls evidence pupils' thoughts and will be taken into consideration by Pupil Council		pupils, collate and share results, thinking of ways to improve outcomes from survey					
Classroom evidence Discussions with staff and pupils Peer mentoring observation and feedback		All teaching staff to engage with DYW, creating a skills framework and related contexts to deliver throughout the school year Planning for DYW will be explored with a view to embedding in practise by June 2021	Inservice Development time		All teaching staff SLT	June 2021	
Increased staff confidence, including use of Google at staff meetings Parent audit Staff audit Seek pupil feedback		The use of Google Classroom at all stages will be further developed through e.g. homework, communication with parents, profiling at P7	Development time		All staff Working party	June 2020	
<b>Monitoring Progress and Evaluating Impact</b> <i>(To be completed during the course of the session to inform the audit for SQUIP 2020-2021)</i>							
<b>Impact and Evidence:</b>							

<b>QI 1.2 Leadership of Learning 2019 - 2020</b>	
<b>Professional Engagement and Collegiate Working – Leadership at all Levels</b>	
<b>Whole School Initiatives / Maintenance areas</b>	<b>Leader(s) Promoted and Unpromoted Staff</b>
Literacy Co-ordinator Numeracy Co-ordinator HWB Co-ordinator	Kat Catlow Laura MacKenzie / Lorna Dalziel Morven McKay
Curriculum Development – Discrete HWB	Morven McKay
Curriculum Review and Development	SLT/All staff
Pupil Equity Fund	Morven McKay
Emerging Literacy	Kat Catlow
Continuing 1+2 Modern Languages	Amanda Shepherd
Pupil Participation: <ul style="list-style-type: none"> <li>• Pupil Council /Engaging in HGIOURS (Pupil Version)</li> <li>• Rights Respecting</li> <li>• Health Committee</li> <li>• Eco Committee</li> </ul>	Kat Catlow Steph Sharp Gillian Dow Gemma Dalziel, Sarah Rennie, Suzanne Williams, Lauren Keith, Joanne Johnstone
Nursery and Early Years (Including Transition) P1 Transition P7 Transition	Jennie Duncan / Nicola Ogilvie Kat Catlow P7 Class Teachers
Rights Respecting Schools Award Sustainability	Steph Sharp Lorna Dalziel

Inclusion: Development of targeted support practices	Morven McKay /Fiona Galloway / Kat Catlow
Development of Digital Technologies - including website, Twitter account, Texthelp Google Classroom	SLT/Gayle Allan/Steph Sharp/ Laura McClure/ Lynne Charleton / Clare Danielian Gayle Allan

**Date uploaded onto website:** September 2019