



Cults Primary School



Standards, Quality & Improvement Plan





PROUDLY WORKING TOGETHER AS ONE TEAM TO KEEP CHILDREN, YOUNG PEOPLE AND COMMUNITIES SAFE, HEALTHY AND THRIVING



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<p>National Improvement Framework Priorities</p> <ul style="list-style-type: none"> • Improvement in attainment, particularly in literacy and numeracy • Closing the attainment gap between the most and least disadvantaged children and young people • Improvement in children and young people’s health & wellbeing • Improvement in employability skills and sustained, positive school-leaver destinations for all young people 	<p>Local Outcome Improvement Plan (LOIP) Stretch Outcomes</p> <ul style="list-style-type: none"> • 95% of children (0-5years) will reach their expected developmental milestones by the time of their child health reviews by 2026. • 90% of children and young people will report that they feel mentally well by 2026. • 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. • 95% of children living in our priority localities will sustain a positive destination upon leaving school by 2026. • Child Friendly City which supports all children to prosper and engage actively with their communities by 2026. • 25% fewer young people (under 18) charged with an offence by 2026.
<p>School Improvement Priorities 2020 - 2021</p> <p>Priority 1 – Improvement in young people’s outcomes through an empowered school/system</p> <p>Priority 2 – Supporting the wellbeing for all</p> <p>Priority 3 – Closing the attainment gap between the most and least disadvantaged young people</p> <p>Priority 4 – Development of a digital curriculum</p>	<p>School Improvement Priorities 2021 - 2022</p> <p>Priority 1 –Improvement in young people’s outcomes through an empowered school/system</p> <p>Priority 2 – Supporting the wellbeing for all through our reviewed relationship policy</p> <p>Priority 3 – Improve and maintain attainment in literacy, numeracy and health and wellbeing</p> <p>Priority 4 – Implement 1140 to deliver high quality early years childcare</p>
<p>Context of the school:</p> <p>There has been a continued increase in attainment within literacy and numeracy over the past 2 years with most pupils meeting achievement targets in line with national average. This year, for P1, P4 and P7, all attainment is 90% or above. The area for development is to maintain the consistently high levels of attainment in listening and talking, reading, writing and maths. Most staff are confident in the delivery of highly effective digital lessons, with a renewed focus on plenaries and effective feedback, which is having a positive impact on the learning journey of learners.</p> <p>Tracking and review meetings, scrutiny of pupil data and assessment approaches ensure staff, learners and parents are aware of individual learning targets and are planning appropriate next steps together. Interventions are reviewed regularly to ensure they are robust, appropriate and supporting individual learners to meet agreed targets.</p> <p>Almost all learners are supported to reflect on their wellbeing twice a year, which is digitally tracked and acted upon. Staff have a deeper understanding of mental wellbeing and how to support their learners and themselves. This has led to improved planning of interventions to meet individual needs. Some learners and families require more targeted interventions related to mental wellness and ongoing work through the Partnership Forum is supporting this.</p>	



As part of our recovery from COVID19, we have maintained connections and sought new opportunities to engage learners and their families. Following the delivery of our recovery curriculum, our 'worlds' were reintroduced in Term 3 and we now look to reintroduce all areas of the curriculum from August 2021. We continue to have a focus on wellbeing for all and recognise social and emotional gaps, which may become more apparent in time.

Q1.3 Leadership of Change

	How well are we doing? What's working well for our learners?	How do we know? What evidence do we have of positive impact on learners?	What are we going to do now? What are our improvement priorities in this area?
Summary Statement	Almost all staff are committed to ensuring we achieve high standards and success for all learners. Our Senior Leadership Team have strongly led the whole school through a very challenging year with levels of adversity rarely experienced. We have remained collegiate and collaborative and progressed collectively through all operational changes. Our whole school community have remained focused on our values and all stakeholders deepen their awareness of all. Professional dialogue and development time has remained protected through times of significant change and our SLT have effectively guided the strategic pace of change throughout. With a clear statement for remote delivery in place, opportunities for continuous improvement were achieved during school closure as a result of a clear, planned and consistent approach.		
Developing a shared vision, values and aims relevant to the school and its community			
Vision and Values	<p>Almost all learners know our values and can describe what they look like in our school.</p> <p>Most stakeholders involved in the consultation of agreeing our new vision.</p> <p>Almost all staff are familiar with and using the language of the values, helped by visuals e.g. lanyards, Together Time.</p>	<p>Most learners can articulate values and identify correctly from a scenario. Families share that values are discussed at home with a growing understanding of all five.</p> <p>Consistency of discussions based on values across all stages and reference during conversations between adults and learners.</p> <p>Weekly whole school assemblies focusing on the values ensure a consistent message and regular, formal and informal, conversations with learners as follow ups where almost all can clearly articulate their learning regarding specific values.</p>	<p>Review and embed practice to further develop consistency of shared language of values.</p> <p>Values will become embedded in learning and teaching and</p>



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Senior Leadership	<p>ELC transition rapidly responded to EY guidance to deliver remotely and on return.</p> <p>All changes and responses were collegiate, timely and proportionate and at all times, our SLT approach was collegiate and consistent.</p> <p>The pace of change has been managed well and responsive to stakeholder's feedback, which was regularly sought.</p> <p>An ongoing priority ensured time was protected to ensure continuing professional dialogue whilst delivering remotely.</p>	<p>ELC adapted their limited space to fully utilise the outdoors and deliver quality experiences in the new nursery garden.</p> <p>The highly effective transition to remote delivery and back to our building on both occasions were positive with almost all staff having clear expectations of guidance. https://docs.google.com/document/d/1QptFpWvYCCQo7bc_JExLWoZFcRHMkQ_o2XrYJpdu608/edit?usp=sharing</p> <p>Data from surveys evidenced almost all staff sharing positive feedback regarding communication, changes, risk assessments and developments cascaded. Return https://docs.google.com/spreadsheets/d/1w5TZ32TEYkeqk0zveMHOsYkFGI8gNw8g4RX3xiTOWWc/edit?usp=sharing</p> <p>Meetings via Teams remained consistent and agreed on a term by term basis with all staff able to vote on preference. New format for staff development time in Term 4 has been introduced as a result. https://drive.google.com/file/d/1rts39Fm_kw5nuR3eO6CdPI7sj61QPYS/view?usp=sharing</p>	<p>reinforced in department and whole school assemblies.</p> <p>Recreate new vision and aims statement and a clear visual, involving all stakeholders, as part of our empowered system.</p> <p>Working party to represent all stakeholders to create and launch new school vision and aims.</p> <p>ELC to deliver high quality 1140 with a new team and within a new building.</p>
Teacher Leadership	<p>All staff worked collaboratively to propose a revised vision to promote ambition and link to our values.</p>	<p>In groups, all staff designed a possible vision to represent where we are and where we are going. All staff invited to vote for vision to move forward with to draft 2 and for next stages of consultation. https://aberdeencitycouncil0365-my.sharepoint.com/:p:/g/personal/momckay_aberdeencity_gov_uk/EeYrO1wwPXIMJbWgtiR8cQB6FdPxzkRtrjpiQYfcaFA?e=15IMh6</p> <p>Vision vote board created for all staff to vote on the preferred vision to take forward. Selected option presented to focus group of parents and will be shared more widely next session.</p>	
School context	<p>SLT ensured all changes were cascaded appropriately and remained ever mindful of staff</p>	<p>All in service day agendas have included health and wellbeing opportunities for all staff.</p>	



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	<p>wellbeing to adapt to a fast moving and adverse situation.</p> <p>Feedback from parents and carers and community members has been extremely positive regarding communication and how constant changes were cascaded to ensure smooth delivery and transitions.</p>	<p>Feedback, surveys, ELC – P3 and P4 – P7 Teams meetings and very regular communication between school and all families with currently twice weekly updates sent to all. Feedback is consistently positive with almost all families sharing they feel well informed and receive timely information from school.</p>	
Impact	<p>Our approach remains consistent and calm and confidence within almost all of the staff team sharing they felt well informed and safe transitioning back to our building with an increase in positive data for the second return</p>	<p>Staff survey evidences that the majority of staff felt safe to be returning to the school building, on both occasions, and felt part of a collegiate process. https://forms.gle/3Ga7gzy488muhF4D9</p>	
Strategic planning for continuous improvement			
Culture for change	<p>SLT created conditions to ensure the whole staff team moved as a well-informed team and in a collective manner.</p> <p>Teaching staff are encouraged and supported to lead initiatives.</p>	<p>Staff return surveys https://forms.gle/3Ga7gzy488muhF4D9</p> <p>Ethos and morale remain positive with a strong team ethos a highlighted feature through such change and adversity.</p> <p>All opportunities shared with all relevant staff.</p>	
Evaluation	<p>Risk assessment and current guidance consistently followed and implemented in a collaborative and collegiate manner</p>	<p>Collegiate discussions have taken place with every updated school guidance received from the Scottish government. Risk Assessment shared timely with all stakeholders, sent and uploaded onto our website.</p>	



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Management of change	All collegiate time was well planned and all development time remained protected throughout.	Working parties have collaborated on effective plenaries in term 4 with impact shared throughout whole staff team. https://drive.google.com/drive/folders/1R_nG-vL557iB9xagYejX4kEw_k4Zubxq	
Achieving change	Our recovery curriculum required an increase to pace based on feedback from all stakeholders. Based on data and assessments, almost all changes were very well managed and the transition back to our building was highly effective and successful.	Teams meeting delivered to ELC – P3 and P4 – P7 for the return to our building. Up to 130 parents and carers dialled in. https://drive.google.com/file/d/1LexSadAxq5lap3su79ROyG_TIjvWqR0s/view?usp=sharing SHANARRI All learners from P1 - P7 have reflected on SHANARRI indicators and staff have analysed the responses and had individual discussions, depending on ratings. https://docs.google.com/forms/d/1vnrRIMJ-MQYtm9dJ-92zBPpn0id1oivbJeQtTYE4oE/edit?usp=sharing All P6 and P7 learners participated in SHINE with data analysed and agreed as a senior staff team. https://drive.google.com/file/d/1IQSbhWxMhHmY-7qa1xdM7utAJ2Hkts1R/view?usp=sharing The data formed the HWB curriculum for P6 and P7 in Term 4.	
Collegiate learning	Collaborative conditions have been created to allow staff to learn with and from others Outdoor learning was promoted and good practice shared and modelled to ensure high quality experiences using the environment All teaching staff have led development work on plenaries to create a consistent approach to high quality feedback	Term 4 development time was spent on plenaries. Groups observed and created criteria for effective plenaries and feedback to whole staff group. Baseline https://forms.gle/9VSqg4sZVhXEq7F7A Impact https://docs.google.com/spreadsheets/d/1zq5dEQxVN08Q1eNt9ge9ve1cd_A8POFr2W3WCIMZF1s/edit?usp=sharing Agenda https://drive.google.com/file/d/1rts39Fm_kw5nuR3eO6CdiPI7sj61QPYS/view?usp=sharing Impact identified positives from the development work, including ability to observe colleagues, refreshing plenaries to be more active and all staff reported a gain in increase in delivery.	



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Implementing improvement and change			
Looking outward	Development work is well planned in advance, based on feedback and priorities and a calendar is agreed annually and on a term by term basis. Connections made between development work, SQUIP and focus visit feedback.	Calendar constantly updated and updates shared with all for self-reference. https://docs.google.com/document/d/10cTSTb3oyfvj1c2r7RvD5Dc4-K5frHRLrZc6ND9MtqA/edit?usp=sharing Rationale for all development work shared and presented to enable links and connections from previous feedback and next steps.	
Equity	All families were invited to request a Chromebook to manage change and remote delivery of the curriculum and Chromebooks were immediately distributed. Connections to specific families were targeted and regular.	176 chrome books were handed out as per requests and regular, weekly phone calls with targeted families and SLT during both periods of remote learning. Targeted families were grateful for the support and connection to school during lockdown.	
Planning for Self-evaluation	All staff engaged with a personal and professional reflection postcard to showcase their own digital journey and to collect exemplify the whole staff team journey.	https://docs.google.com/presentation/d/1aJlvuKCGWhi6XFAIGssOBdVBF74N-i6bZ9r2xLIZDAw/edit?usp=sharing	
Self-evaluation including all stakeholders	All families were invited to feedback into a number of surveys with both qualitative and quantitative data to analyse.	Regular and timely surveys were sent during remote delivery to make improvements over time.	



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Planning for improvement	As a development opportunity, a few staff created a health and wellbeing calendar to ensure events for wellbeing and morale were delivered throughout the session.	Health and wellbeing calendar created for all by HWB team as part of development work. All in-service agendas from this session have allocated and protected time for own health and wellbeing.	

Q12.3 Learning, Teaching & Assessment

	How well are we doing? What's working well for our learners?	How do we know? What evidence do we have of positive impact on learners?	What are we going to do now? What are our improvement priorities in this area?
Summary statement	We have maintained a caring and welcoming learning environment to support transition from remote learning back to our building. Our values continue to be embedded and referred to with the use of consistent language. Our learners benefit from very positive and respectful relationships with staff and peers and in all classes, our learners are happy, engaged and enthusiastic about their learning. During remote learning, our engagement levels were 92% or above. Across all stages, learners have opportunities to work as individuals, in pairs and groups and this was reflected in remote delivery via digital means also. Learners are attentive and respond well when provided with opportunities to be part of decision making. All lessons during remote delivery had learning intentions and success criteria, as our statement shared. Learners enjoy a range of teaching experiences and digital technologies are a feature in almost all lessons; Google Classrooms remain active and regularly used as a learning and teaching tool to very effective use. Staff at the same stage plan effectively and participate in regular, informal moderation. All staff fully embraced digital technologies to effectively deliver remotely and the pace of change remained rapid and responsive to new programmes and features that were identified as right for our journey and learners.		
Learning and engagement			



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Culture, ethos and relationships	<p>The positive ethos of our school and culture are supported by our new whole school values. This is evident in the very positive relationships between all staff and learners, between the learners themselves, and amongst all staff. Our ongoing commitment to children's rights underpins all aspects of learning with the majority of our learners participating in and having their voice acted upon for a range of UNCRC themed assemblies.</p> <p>The positive ethos of our school and culture are supported by our whole school values. Weekly whole school assemblies (Together Time) and weekly unit assemblies are further embedding our values.</p> <p>Well planned, virtual transitions were experienced by all learners with careful considerations to health and wellbeing for all. All learners returned in staggered bubbles and together with effective transitions, with almost all demonstrating high levels of resilience. Targeted interventions were deployed for the minority of learners who required additional support.</p>	<p>Class visits, observations and walk arounds provide extensive evidence of positive outcomes for learners.</p> <p>Learners can articulate our values and the majority can explain what they mean for our school community.</p> <p>Returning as part of a bubble provided learners with an opportunity to become familiar with their new teacher and school building again. All staff reported positives in this structure.</p>	<p>Further develop transitions, with a view to increasing opportunities to build new relationships to support change.</p> <p>Consistent use of digital tools to be further embedded.</p> <p>Revisit CPS Learning and Teaching Policy and use for classroom visits and peer observations.</p> <p>Revise and review our relationship policy and introduce Compassionate Classroom to whole school team.</p>



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Learner engagement	<p>Almost all pupils, including those in the ELC, are fully engaged, motivated and interact well almost all of the time. Almost all learners report that they enjoy their lessons.</p> <p>Log in data during remote delivery showed that almost all learners were engaging with Google Classroom on a daily basis and submission rates were consistently very high.</p>	<p>Pupil survey from Pupil Council</p> <p>Our Google data did not dip below 92% for engagement levels and daily log ins; we only had data from the second lockdown although engagement was very high throughout the initial lockdown also.</p>	<p>Working parties to be reviewed and to reflect where we are now.</p> <p>Create a child friendly SQUIP to capture learner voice and to seek feedback across all stages and classes.</p>
Pace, challenge and relevance to learning	<p>Most learners' experiences are of appropriate challenge, are enjoyable and match to their needs and interests</p> <p>Almost all learners are able to articulate their learning.</p>	<p>Learning circles between staff and learners to gather views on learning.</p>	<p>Embed high quality plenaries and reflective language (e.g. Learning Circle questions), following successful development work.</p>
Learner use of digital technology	<p>All learners from P1 – P7 experienced a vast range of innovative, creative digital learning experiences with technologies embedded to provide high quality opportunities for the learners with all staff upskilling their own pedagogy.</p> <p>Digital support tools, e.g. read and write, fluency tutor have been rolled out to almost all classes and is used effectively to further embed.</p>	<p>Mini learning festival delivered by volunteer colleagues on selected digital developments, which were the best fit for our school.</p> <p>Feb 2021 CPS Inservice Agenda</p> <p>Reflection postcards https://docs.google.com/presentation/d/1aJlvuKCGWhl6XFAIGssOBdVBF74N-i6bZ9r2xLIZDAw/edit?usp=sharing</p> <p>Google Classrooms showcasing all the learning and teaching whilst delivering remotely and also remain in use when back in the building, on a daily basis.</p> <p>Time Capsule video created with submissions from all classes to showcase the digital journey all have been on and embraced. https://drive.google.com/file/d/1lvb1MKiAX0GpeoMCHzmRD4_VQ1q0vx5/view?usp=sharing</p>	<p>Embed high quality plenaries and reflective language (e.g. Learning Circle questions), following successful development work.</p> <p>SEYPs to provide feedback to build and deliver high quality play experiences and interactions.</p>



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Learner Leadership	<p>Whilst opportunities for pupils to take on leadership roles had increased across the whole school, this has plateaued during remote delivery. All classes provide opportunities to take on roles and responsibilities.</p> <p>Learner groups maintained their engagement and met regularly during remote delivery.</p>	<p>Almost all classes have visuals to identify roles and responsibilities within own classroom.</p> <p>Pupil Council, RRS Committee and Fundraising committee all met with outdoors or virtually when back in our building. All continue to work on developments and to date they have undertaken to plan for a charity day, rolled out a pupil survey and voted on which UNCRC articles to focus on in assemblies.</p>	
Quality of teaching			
Range of teaching approaches	<p>During remote learning, thematic learning days were introduced, based on feedback, to provide solely reduce screen time.</p> <p>The outdoors were utilised effectively by almost all classes as a learning environment and resource upon return to our building in Term 1 and Term 2.</p>	<p>ELC PLODS share learners making choices in their learning and link explicitly to outcomes.</p> <p>Following practical inputs from Creative star Juliet Robertson, almost all classes timetabled at least one outdoor session each week. SFL also spend one day weekly delivering outdoor session to whole classes on a rota basis.</p>	
Digital technology used to enhance learning	<p>All staff were offered G Suite training as a refresher prior to remote delivery with confidence and skills improving so significantly that the CPS statement was enhanced to reflect this.</p> <p>An increase of up to (at least) three live Google Meets per learner was successfully delivered and achieved by all staff in lockdown 2.</p>	<p>CPS Statement allowed our whole team to set expectations from the beginning for all stakeholders.</p> <p>https://docs.google.com/document/d/1QptFpWvYCCQo7bc_JExLWoZFrHMkQ_o2XrYJpdu608/edit?usp=sharing</p> <p>Parent feedback, although mixed, had the majority of families sharing they would like to increase the curriculum delivery from the three areas of responsibility. Our Wider World was introduced as a result.</p>	



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	Well established digital supports remained in consistent use during remote delivery e.g. UoS.		
Delivery of learning, explanations and instruction	<p>The purpose of learning is clearly communicated in all lessons from P1 – P7 with the CPs remote statement explicit with expectations.</p> <p>The purpose learning is clearly communicated through a variety of methods in almost all lessons.</p>	<p>Observations and LI and SC evident during walk arounds. All posts on all Google Classrooms had LI and SC shared as per of our CPS statement.</p> <p>Google Classrooms showcase learning with the purpose made explicit by the majority of staff. From learning circles, learners can articulate their learning and explain why.</p> <p>A survey carried out at Parent Council noted that almost all parents could identify how the purpose of learning was shared; LI, SC and WAGOLLS were all noted. https://jamboard.google.com/d/1r0AVpflLlQ0MVkPdyBIBP-5orAS6jo4sEVz7ZKNXgSO/viewer?f=1</p>	
Questioning	Questioning remains varied to promote discussion across all stages.		
Purpose and relevance of learning	Collegiate planning across all stages is relevant and coherent.	Staff work very well together to enhance the work of the school and there are many positives of shared professional learning and leadership of initiatives, e.g. learning festival, digital updates.	
Differentiation of learning	<p>Google Classrooms were organised to support differentiation and learners' need are met through differentiated tasks and support, with success criteria reflecting this.</p> <p>Targeted learners from ELC – P7 have care plans or an individual, targeted plan to effectively track progress with all stakeholders part of this planning process.</p>	<p>Google Classrooms were evaluated from the initial use in lockdown one and following consultation amongst the staff team, were reorganised to create a consistent model for all classes and stages. Posts were organised by date and streams were reduced to allow all to find information and tasks with ease.</p> <p>Whether remotely or back in the building, all required meetings went ahead as planned and took place virtually with families.</p>	



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	Tailored interventions, supports and strategies are regularly reviewed for our most vulnerable learners.		
Feedback for learners	<p>All teaching staff have fully engaged with WAGOLL plenary and have created a resource tool as a reference point to ensure high quality plenaries are consistent across all stages.</p> <p>During remote delivery, almost all teaching staff were making effective use of Mote as a tool to offer specific, personal feedback to suggest and inform next steps.</p> <p>Consistent language of Be Kind, Be Helpful, Be Specific is used by most staff to discuss and plan next steps.</p>	<p>All staff have work as part of a small group to evaluate plenaries and share findings to what a high-quality plenary should consist of. Baseline and impact data shows almost all staff have gained confidence following this development work.</p> <p>Baseline https://docs.google.com/spreadsheets/d/1KEKzw0ZGzdU9Mho-a9QkPX6rA_uB3RzbWadKEvjrg8/edit?usp=sharing</p> <p>Task https://drive.google.com/file/d/1f1Yu6l6z-u-tX8PAumLko7BZWE_V7SdE/view?usp=sharing</p> <p>Mote was used by all staff to provide personal and individual feedback. Almost all staff used voice mote to provide oral feedback when the programme allowed for this.</p> <p>Parent feedback evidenced that a high number of families felt the benefit from remote delivery was they were more involved in their child's learning and could see exactly what they were learning.</p> <p>Parent Council survey identified that families felt informed of language used by school staff, particularly during remote learning, and they found this beneficial. https://jamboard.google.com/d/1r0AVpfLLq0MVkPdyBIBP-5orAS6jo4sEVz7ZKNXgSQ/viewer?f=1</p>	
Effective use of assessment			
Assessment Approaches	A range of assessment approaches are moderated across almost all stages and high-level professional dialogue supports and encourages reflection.	<p>PEBS Survey – you said, we listened with changes made to increase from 7 minutes to 8 minutes with a one minute buffer in between. Parent Evening Booking System Data Feb 21 - April Update</p>	



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	<p>A new reporting format has been successfully adopted by all teaching staff and moderation of reporting comments ensured consistency in detail.</p> <p>All teaching staff adapted to a virtual means of effectively sharing pupil progress with parents via PEBS.</p>		
Impact of assessment on planning	A whole school approach to assessment ensures consistency in literacy, numeracy and health and wellbeing.	SHANARRI indicators tracked and identified every second term. Evaluations colour coded and conversations take place, with information shared and escalated to SLT.	
Moderation	Almost all staff analyse a range of data effectively and with increasing confidence and accuracy to inform planning of next steps in learning.	SNSA data analysed and trends identified and targeted, consistent use of language for tracking – above, on, below and regular tracking meetings between staff and SLT.	
Planning, tracking and monitoring			
Planning for learning	Upon return the responsibility for all were identified and planned for effectively and staff have worked collegiately to ensure our recovery curriculum remains coherent and progressive.	<p>Parent survey</p> <p>Pupil survey</p>	



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Planning with the learner	<p>ELC have effectively introduced PLODs to capture individual and group voice to inform planning.</p> <p>Almost all teaching staff build upon prior learning when introducing or revisiting a concept through discussions or written evidence.</p> <p>Outdoor learning groups regularly responded to learner interests.</p> <p>Almost all learners are invited to their individual meeting, where appropriate.</p>	<p>Walk arounds, observations, learning circles and parent survey</p> <p>Responsive planning with learners setting targets and agendas for learning.</p> <p>Learners included in invitees and will dial in to share views and meet the team around them. Parents and carers have shared positive feedback regarding a greater learner voice.</p>	
Tracking and monitoring arrangements / processes	<p>Literacy, numeracy and health and wellbeing are the focus of regular tracking meetings between SLT and all teachers ensure interventions are timely and appropriate.</p> <p>Google Classroom curriculum workshop delivered to parents, very positive feedback received post event.</p>	<p>Google Classroom Workshop delivered with all parents and carers invited. Recording shared for those who were unable to attend and positive feedback received based on information shared and user friendly instruction on how to navigate Google Classroom.</p> <p>https://docs.google.com/presentation/d/1a3mVTdOk7WbidGFUNxq-VT-aFZZevSSJQ9wiVqd9SE0/edit?usp=sharing</p>	
Impact of tracking and monitoring, including those with additional challenges	<p>Targeted learners are closely tracked and are encouraged to self-evaluate the impact of the outdoor classroom.</p> <p>Data analysis confirms and challenges teacher judgement to plan and inform next steps, support and challenge.</p>	<p>Learners evaluated their experiences against SHANARRI and individual group planners were responsive and proactive to the need of the group. Learners remained engaged and motivated by their outdoor session and came prepared and supported with appropriate clothing weekly.</p> <p>Far greater use and analysis of SNSA to align and challenge teacher judgements. Analysis to identify trends and gaps and detailed discussions held with individual teachers and year groups.</p>	



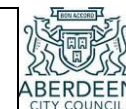
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Q13.1 Ensuring Wellbeing, Equality and Inclusion

	How well are we doing? What's working well for our learners?	How do we know? What evidence do we have of positive impact on learners?	What are we going to do now? What are our improvement priorities in this area?
Wellbeing			
Summary statement	The wellbeing of our learners is always a high priority for all staff but particularly so in these recent times. Staff and SLT know our learners very well and are supportive, caring and considerate. Almost all learners behave very well and have continued to develop their knowledge and understanding of our school values, wellbeing indicators and Children's Rights. Almost all learners report that they feel safe, healthy, active, nurtured, achieving, respected and responsible. The very high level of online engagement showed that learners still felt connected to and involved in the life of the school when remote learning. Staff, learners, parents and partners are very aware of Health and Safety processes and procedures regarding COVID and that everyone's wellbeing is a current (and ongoing) focus.		
Wellbeing of all refer to Wellbeing indicators	<p>SHANARRI wellbeing indicators are biannually reflected upon and relevant conversations had. Focus of responsibility for all for remote delivery with daily check in. SLT carried out wellbeing phone calls to targeted families.</p> <p>Whole school consistent message via Together Time and unit assemblies on wellbeing and</p>	<p>A health and wellbeing focus, with particular emphasis on mental health was evident throughout remote learning and return to the building. Theme days, Hello Yellow Day, a stone caterpillar, mental health week were all planned and delivered to raise awareness and promote conversations for all on how they were feeling.</p> <p>Together Time was delivered as a live stream during remote and most weeks had in excess of 160 dial ins. All classes dial in when together in the building to share the same, consistent message.</p>	<p>Revise and review our relationship policy and introduce Compassionate Classroom to whole school team.</p> <p>Promote and raise awareness of diversity as part of our revised relationship policy and increase staff</p>



	<p>togetherness, with mental health underpinning delivery.</p> <p>Weekly newspapers during remote delivery and video messaging to all learners and families to reinforce all, some or none message.</p> <p>Wellbeing for all staff has been prioritised throughout with opportunities for formal and informal discussions amongst the whole staff team. E.g. coffee catch ups, quizzes, mindfulness, HWB champion</p>	<p>Term 1 COVID Whole School Assembly 2020 Term 3 Closure Assemblies 2021 Term 4 Virtual VALUES Assemblies 2021</p> <p>Feedback from parents and pupils</p> <p>Teams meetings remained focused and regular and informal wellbeing opportunities were build in as an optional for staff who wished to dial in.</p>	<p>confidence in having sensitive and age-appropriate discussions.</p> <p>Outdoor learning to feature weekly across all classes and consider peer observations of high quality learning and teaching.</p> <p>Roll out SHARE progression across all stages.</p> <p>PEEP to be rolled out and ELC families invited to planned sessions.</p>
Quality L&T for all	Our learners benefit from high quality learning and teaching in the building and during remote learning.	Feedback from parents and pupils, staff survey	
Relationships of all	<p>All support staff engaged with Google Classrooms during remote learning and coordinated childcare hubs.</p> <p>Support staff increased their ability and confidence to deliver through the use of technology.</p> <p>In lockdown two, Google Meets were increased to 3 per learner and our school ethos, through the values, was maintained throughout the entire session.</p> <p>Parent Council increased the number of meetings whilst working remotely and twice weekly communication to all families from HT.</p> <p>PEBS video calls for both parent consultation.</p>	<p>Survey data, PEBS survey</p> <p>Well planned HT updates for Parent Council, particularly during remote delivery to maintain connections and an overview of progress.</p> <p>PC January 2021 COVID HT Update Parent Council HT Report May 2021</p>	
Children's individual needs and rights	<p>Individual risk assessments were in place for the transition back to our school building. Enhanced transitions are well planned, proactive and timely with all agencies working together effectively for to meet the needs of the targeted learners.</p> <p>In school and during remote learning, all meetings continued as planned and were conducted virtually. Requests from families were promptly followed up and a virtual face to face or calls were arranged.</p>	<p>Calendar continually updated for staff and calendar for SLT to follow up with specific families.</p> <p>In almost all meetings learner voice has been built in and preparation beforehand, using my world triangles or other means to capture voice as a prompt when dialling in for the meeting.</p> <p>Remote assemblies were based on pupil voice and learners were encouraged and incited to vote on UNCRC articles they wished to learn more about.</p>	



	<p>Throughout remote delivery, all individual needs, concerns and interventions continued, effectively maintaining partnerships.</p> <p>Learner voice continues to be sought for all meetings and brought to the agenda and next steps.</p> <p>Google Classrooms were planned with individual needs and differentiation evident</p>	<p>Google Classrooms showcase remote delivery and are used daily when back in the building. They inform parents and carers of current learning and are also used to post and return homework.</p>	
<p>Fulfilment of statutory duties</p>			
<p>Statutory duties and requirements</p>	<p>All policies and procedures are regularly updated and accessible. All Scottish Government guidance is adhered to and changes implemented and consulted on in a timely manner and shared with all stakeholders.</p>	<p>Rolling program of updating policies and rigorous record keeping of policies, staff training, strict adherence to all current Scottish Government guidance. Risk assessment shared with all stakeholders and current documents always available via school website.</p>	
<p>Inclusion & Equality</p>			
<p>Inclusion and appropriate support</p>	<p>Almost all targeted learners benefit from support and interventions to ensure they are included and their needs met.</p> <p>Almost all learners feel included and following data analysis, interventions are made to increase inclusion to further embed our ethos and are proactive and reactive. All stakeholders are consulted and support and advice is sought from other agencies.</p> <p>Parents and carers reported they felt appropriate supports were in place for the transition back to our school building and almost all felt it safe to do so. Resources were shared and signposted for families to make use of as they wish.</p> <p>Regular twice weekly catch ups via Teams for all staff with updated legislation cascaded clearly with an opportunity to discuss and for all to digest before implementation.</p> <p>Our ethos and culture are underpinned by UNCRC. Effective strategies are impacting positively on targeted pupils' attainment, achievement and wellbeing.</p>	<p>Data from surveys</p> <p>ACC survey data</p> <p>Juliet Robertson September / October</p> <p>Teacher support for targeted pupils focusing on choices, emotions, life skills</p>	



	<p>Our most vulnerable learners were offered places in the childcare hub during school closure as a protective factor.</p> <p>Following staff training by a notable outdoor practitioner, an increase to the use of the outdoor environment to deliver the curriculum.</p> <p>Transitions for individuals, targeted groups and classes / year groups are considerate to the changes all have experienced and are continually under review to ensure the principles of GIRFEC are adhered to.</p>		
Equality including support and challenge of discrimination	<p>Pupils are becoming increasingly aware of equity through our school values and most are aware of what is needed for success.</p> <p>Our oldest learners have equal access to a handheld device at any time throughout every school day.</p> <p>Achievements are celebrated for all learners.</p> <p>Transitions to mainstream classes are welcoming, supported and smooth for the learners on a day-to-day basis.</p>	<p>Virtual transitions</p> <p>https://sites.google.com/ab-ed.org/cults-primary-school/home</p>	

Q13.2 Raising Attainment & Achievement

	How well are we doing? What's working well for our learners?	How do we know? What evidence do we have of positive impact on learners?	What are we going to do now? What are our improvement priorities in this area?
Summary statement	Almost all learners are attaining appropriate levels and a few have exceeded these. Our robust tracking of attainment and analysis of data shows consistently high attainment in literacy and numeracy. Increasingly confident teacher judgements, benchmarking and a range of assessments have helped improve our attainment; our focus will be to ensure that these improvements are sustained over time, to include further curricular areas and at all stages. New systems for learners to record their achievements have been developed e.g. through Google Classroom; this will be further explored next session.		
Attainment in literacy and numeracy			
Progress from prior levels	Learners make good progress with a minority tracked 'above' and a few tracked 'below'	Attainment trends and tracking, SNSA data, teacher assessments and schonell spelling, benchmarks	Refresh our assessment calendar to include new reporting format.



	How well are we doing? What's working well for our learners?	How do we know? What evidence do we have of positive impact on learners?	What are we going to do now? What are our improvement priorities in this area?
	Staff know their learners and are supporting and challenging appropriately		Further curricular areas to be reported on and moderation of teacher judgements across stages.
Raised attainment in literacy & numeracy	Rigorous tracking ensures we closely monitor progress. In reading only P4 have increased and in writing only P1 and P4 have increased. P4 and P7 have increased listening and talking. Maths has increased in P1 and P4.	Attainment trends have decreased, marginally, but remain above 90% for all key year groups.	
Attainment over time			
Raising attainment over time across all curricular areas	Following an identified decrease in attainment in session 18/19 we are raising attainment over recent years for all curricular areas. A rolling Worlds programme ensures greater coverage and further depth and progression.	We created and designed a curriculum map to provide a clear visual for our curriculum.	Target setting to be included in staff calendar to refresh whole school approach for consistency. Re-establish tracking meetings to take place biannually to ensure a consistent whole school approach. Calendar to include annual QA tasks as part of our recovery.
Effective use of assessment to make judgements	All staff engage with benchmarks and agreed assessment tools to effectively make judgements for learning and progress	Our SNSA data is having a greater impact and supports teacher judgement.	
Tracking systems and interventions	A robust tracking system is in place and it allows us to track pupils who are above, on and below track. Staff plan for appropriate interventions when needed.	Tracking meetings take place at least twice a session.	
Attainment of individuals and groups over time	A tailored curriculum has been developed to meet the needs of individuals with the use of a pre early milestone tracker to monitor progress. The outdoor learning groups were revised and whole class support sessions were delivered.	Teachers trackers for pre early milestones. Teacher SHANARRI webs, IEPs	
Overall quality of learners' achievement			
Learner Achievements	Almost all learners remained highly engaged with remote delivery and theme days, sports day and assemblies remained part of the weekly timetable.	Learning circle responses evidence pupils articulating their learning. SHANARRI reflections identify learners feel they are active and achieving. One to one discussions take place if reflections are scored low.	



	How well are we doing? What's working well for our learners?	How do we know? What evidence do we have of positive impact on learners?	What are we going to do now? What are our improvement priorities in this area?
Development of learner skills	Digital skills were greatly enhanced, not only by remote delivery, but through staff training to embed and further improve digital experiences.	Google data engagement levels Learners are utilising digital technology skills in class and Google Classrooms are being used as a teaching tool almost all classes.	
Learners taking ownership of individual pathways	Learners identify targets and discuss these with their teacher and support team.	Personal achievements are posted regularly on Google Classrooms.	
Equity for all learners			
Systems which promote equity	Systems are in place to support individuals and groups e.g. technology, remote check ins, targeted support by adults.	PSA timetables, specific targeted programmes of work, dyslexia profiling, Chromebook distribution.	
Raised attainment of the most disadvantaged learners	The attainment of all learners is closely tracked and discussed.	IEPs, review meetings and transition meetings have continued throughout. Referrals to agencies are proactive and we work closely to best support learners and their families.	
Impact of tracking and monitoring, including those with additional challenges	The impact of tracking and monitoring is that our attainment levels remain consistently high or evidence an increase for all almost all learners.	Data analysis and attainment trends.	

Action Plan Template



Improvement Outcomes What do we hope to achieve?	Measures of Success How will we know this has been achieved? <i>What evidence will we have?</i>	Actions Required What do we need to do?	Timescales	Resources Who and what is required? (including cost/fund)	



PEF Summary of proposed spend

Non-Staff Intervention/resource	Cost	Staffing	FTE	Cost
Flourish				
Units of Sound	£1000			
Chromebooks				



					Total for 2021/22
Non-Staff Total 2021/21		Staff Total 2021/22			

High Level Plan

