

Cults Primary School Standards & Quality Report

2023 - 2024



<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>Improvement Priorities 2022 – 2023</p> <p>Priority 1 – Support the wellbeing of all through a collated HWB framework</p> <p>Priority 2 – Improve attainment in literacy and numeracy for identified learners through the review of targeted Support for Learning</p> <p>Priority 3 - Improvement in young people's outcomes through an empowered school/system</p> <p>Priority 4 – High quality play contexts planned for, delivered and evaluated in ELC</p>	<p>Improvement Priorities 2023 – 2024</p> <p>Priority 1 – Improve attainment in literacy and numeracy through rigorous data analysis and moderation</p> <p>Priority 2 – Increase family learning and engagement opportunities</p> <p>Priority 3 – Support the wellbeing of all through a collated HWB framework</p> <p>Priority 4 – Enrich and support learning through the effective use of digital technology</p>

Context of the school:

Cults Primary School is the largest primary within Aberdeen City, located in the West End, with currently 754 learners from ELC – Primary 7; 93 in ELC and 661 Primary 1 – Primary 7. We have 22 classes, an additional support needs class known as The Hub and ELC provision. There continues to be an increase in our school roll where we have welcomed an additional 52 families this session with some year groups holding an internal waiting list. Our building is at capacity with space at a premium.



Our school Vision, Values and Aims were redesigned by our community in 2020 and are at the core of our curriculum and ethos. Following a hybrid roll out, our VVA are becoming embedded for all and will now progress to visual representation <https://bit.ly/3BsPpFR> This has been in partnership with our Parent Council.

There has been a marginal increase in attainment overall. Reading has decreased marginally in both Primary 1 and Primary 4 and increased to 95% for Primary 7. Writing follows a similar trend with Primary 1 90%, Primary 4 86% and Primary 7 94% and listening and talking all tracked at above 96% or more. Attainment in maths has increased in Primary 1 and Primary 7 to 94% and 95% respectively, with Primary 4 decreasing to 82%. Our clear next steps are to ensure we not only maintain the high levels of attainment currently but address those decreases with the whole staff team and plan accordingly, particularly Primary 4 and Primary 1. Detailed analysis of SNSA data has helped identify whole school focus areas within literacy and numeracy to support/further develop this next session.


All learners are supported to reflect upon their wellbeing twice a year, which is digitally tracked and acted upon accordingly. Staff have a deeper understanding of mental wellbeing and how to support their learners and themselves following the year one roll out of C&CC. This has led to improved, planned interventions to meet individual needs with extended partnerships and interventions. Learners and families who require specific targeted interventions relating to mental wellness are supported by partnership agencies and our now well established and highly effective Partnership Forum, which remains responsive to the need. Teaching, ELC and support staff began the development of a whole school Health and Wellbeing Framework which will provide an overview of the range of universal and targeted support strategies and approaches. Staff wellbeing has remained a focus with a commitment for all in-service agendas to include a dedicated wellbeing input. Our staff team have remained together, committed and dedicated to the expectations and needs of our community whilst ensuring consistency of high quality learning and teaching. We remain committed to our digital delivery and this continues to be one of our curriculum drivers. Having recently been validated and received accreditation by the Digital Schools Scotland Award, digital technology has been shown to be prominent in most classes from our QA visits across the session.



Almost all staff are clear on our strengths and areas for development due to highly effective communication and careful consideration to pace of change. Whilst reactive and responsive, we remain strategic, ensuring pace of change is relevant and contributing to enhanced experiences for our learners. Teamwork and togetherness have been consistent and bears a high element of pride for all within 'Team CPS'.


Quality Indicator	Evaluation 1-6
QI1.3 Leadership of Change	5
QI2.3 Learning, Teaching & Assessment	4
QI3.1 Ensuring Wellbeing, Equality & Inclusion	5
QI3.2 Raising Attainment & Achievement	4

Leadership of Change (QI1.3)		
HGIOS Developing a shared vision, values and aims relevant to the school and its community Strategic planning for continuous improvement Implementing improvement and change		HGIOELC Developing a shared vision, values and aims relevant to the ELC setting and its community Strategic planning for continuous improvement Implementing improvement and 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?
VVA are more embedded across P1-7, with staff and pupils making more regular reference to the Values in their daily practice. Learners engagement with weekly whole school input has increased knowledge and understanding for almost all, exemplifying the values through real life contexts and via their responses. Vision and Aims are increasingly familiar and understood by learners and their profile raised within the school community through newsletters, social media etc. Learners are increasingly able to make connections with the VVA as part of restorative discussions and their HWB learning.	<p>Almost all P1-2 learners have responded well to learning the Values through characterisation as they can clearly articulate their understanding of these in classroom and restorative discussion.</p> <p>Almost all learners can make links to school Values in variety of contexts e.g. in Together Time, assemblies, class discussions, one to one discussions.</p> <p>100% of teaching staff collectively decided that the VVA should now supersede any Golden Rules and so are being phased out this session.</p> <p> Term 1 Virtual VALUES Together Time 2022 2023.docx</p> <p>P3-5 Big Q May 23 - how we show the values</p> <p>When asked HIGOURS challenge questions P6-P7 learners made reference to the school values.</p> <p>Year Leader survey showed that almost all classes know the Vision and Values; most classes know the Aims. Term 4 plan responds to this data</p> <p> Term 4 Virtual VVA Together Time 2022 2023.docx</p>	<p>Further embedding of VVA led by Year Leaders and staff; inclusion in assemblies and lesson planning at the start of 2023 2024. Introduce our visual representation as a learning and teaching tool to P1 – P7.</p> <p>At an appropriate pace, ELC will roll out our VVA, commencing with values and their characters.</p> <p>In partnership with Parent Council, visuals of VVA in every classroom and around the school to connect to everyday learning and school life</p> <p>We will ensure that VVA features in all class charters and continue to refer to them as part of HWB.</p>
Throughout the year, ELC training opportunities have been available for all staff. Almost all staff members have been on CPD training course of their choice to develop their knowledge and skills.	<p>Moderation at May Inservice for majority of ELC staff focussed on the development of responsive planning skills and how to better extend children's learning building on the previous format of planning for 'sparks' only.</p> <p>Feedback from ELC staff is positive related to opportunities to train and most staff put what they have learned into practice, sharing it with other staff members.</p>	<p>Improve ELC staff's learning opportunities via in-service days and Eventbrite / mandatory training courses. Encourage staff members to share newfound knowledge with others.</p>

	<p>Most staff are more confident in using the planning folder, identifying sparks and responding to children's interests to develop their learning. This has recently extended from the staff just identifying sparks to now identifying activities linking to the sparks to develop children's learning.</p>	
<p>The migration from Google Drive to Teams has begun with all ELC, teaching and support staff introduced to other aspects of Teams (beyond meetings) and their views sought and acted upon regarding next steps. SLT use Teams more consistently in line with ACC guidance.</p> <p>Digital links established with ASG and Trio Schools SLT.</p>	<p>Almost all teaching staff have undertaken two familiarisation 'hands on' sessions, beginning to navigate Teams. A soft approach to utilising Teams has commenced with informal and more formal communications taking place via the platform. A bespoke 'you said we did' introduction to Teams and further digital inputs is available to all PSAs, either in person or online. All ELC staff have received an initial introduction to the effective use of Teams and have established a Team channel.</p> <p>Staff development Teams session 1 delivered to 95% of staff in either Development Time or In Service Day slot.</p> <p>Staff development Teams session 2 delivered to 75% of staff (teachers) at a Development Time.</p> <p>Exit pass from initial session showed the majority (70%) of Teaching Staff and the majority (52.9%) of Support Staff felt they had a good understanding of the Teams interface following the first session.</p> <p>Jamboard of suggestions from staff following session 2 for migration from Drive to Teams.</p> <p>School Teams channel as it is currently set up and accessible by 100% of the staff team.</p>	<p>We will plan and deliver further training sessions to familiarise with the Teams platform and migration as appropriate over session 2023 2024.</p> <p>Once training is complete, Pupil Tracking information will be recorded on Teams.</p>
<p>A consistent, structured approach led by SLT has ensured the Pupil Voice Action Plans and decision making processes are progressed timeously and clearly shared across the school community. Pupils within these groups share and lead actions and seek and act upon the views of their peers to improve the life and work of the school. The routine for learners leading these committees works effectively, raising the profile of pupil voice across the wider school with greater impact on our school community.</p>	<p>Year and Vice Year leaders were interviewed and appointed for each year group and their roles established. All learners are aware of the ongoing work of each committee and have an awareness of the roles and remits and have an increased awareness of how their views are collected and influence decision making. All pupil committees have presented to learners at either Assembly or Together Time throughout the year, sharing actions and information.</p> <p>75% of committees have an active noticeboard with action plans visible to all.</p> <p>RRS Action Plan</p> <p>Pupil Council Action Plan</p>	<p>We will establish an internet safety committee with representation from Primary 1- Primary 7. This is in response to a successful internet safety day with clear next steps identified as a more regular feature within our calendar.</p> <p>Fundraising committee to create an action plan.</p>


	<p> Year Leaders Action Plan 2022 2023.docx.docx</p> <p>Year Leader and Vice Year Leader Sound bites have been accessed by 40% of our You Tube Channel subscribers and received by 100% of families through Head Teacher Sway.</p> <p>Tweets were posted to share the successes of the majority of the committees.</p> <p>Our Digital Schools page evidences how the school recognizes and celebrates learners' use of Digital Technology for their own learning.</p>	
<p>All teaching staff are invited to reflect at every development time and are open, honest and gaining confidence in answering the posed challenge question.</p> <p>Most PSAs respond to selected challenge questions weekly, based on core QIs, and are benefiting from responsive training based on feedback.</p> <p>SLT reflect and evaluate on termly challenge questions, individually and collectively, moderating highly effective practice and areas to further develop.</p> <p>Learners benefit from all staff having a clear understanding of what good practice is using HGIOS as a baseline.</p>	<p>Weekly PSA meeting between SLT and support team poses a Challenge Question to seek views as part of our ongoing self evaluation. These help form next steps and identify training needs.</p> <p>94% of staff surveys shared they feel valued a part of our school community with 79.3% strongly agreeing and agreeing they are involved in development priorities.</p> <p>PSA strengths and areas of development identified:</p> <p>https://drive.google.com/file/d/1yh6jEe-WQ54Ceuk7shpQ_w3ihcPPvg_Z/view?usp=sharing</p> <p>https://drive.google.com/file/d/1rT89LPqOIN3DlvbfzJnmHWid1no9rrYO/view?usp=sharing</p> <p>Almost all teaching staff record views on selected Challenge Questions – views are collated and shared; subsequent action points noted.</p> <p>Challenge Qs asked + summaries</p> <p>SLT Challenge Questions introduced Term 3-4.</p> <p>Almost all teachers continue to engage with the shared language from HGIOS</p>	<p>At the start of session 2023 2024 we will explore staffing options to support further pupil voice groups.</p> <p>We will continue with regular engagement and responses to Challenge Questions as part of development time. The level of reflection/challenge will increase.</p> <p>We will invite all teaching staff to include 1-6 self-evaluation grade, as part of their response to the set Challenge Question.</p> <p>We will continue with SLT Challenge Questions as part of a regular feature in dedicated SLT meeting time.</p>
<p>All annual in-school events have been fully reinstated with views gathered from all events that are learning and teaching based. This feedback aids self-evaluation and identify next steps in our development plan.</p>	<p>All parents and carers from Primary 1 - Primary 7 have been invited to submit feedback on every occasion they have been in. Feedback and clear next steps have always been shared in a timely manner with all families via weekly newsletters.</p> <p>Open evening feedback</p> <p>All parents and carers were given the opportunity to leave feedback on our Open Day feedback (tallies) 15%</p>	<p>Homework steering group to revise delivery of homework and ensure consistency across year groups.</p> <p>Explore further ways to engage parents (eg online surveys, content of HT newsletter, curricular events etc) in liaison with Parent Council.</p>

	<p>of feedback related to homework and therefore all staff views have been gathered on homework with a view to make improvements for session 2023/2024.</p> <p>Nursery Open Day Feedback</p> <p>Results of the survey carried out on both evenings of Parent Interviews were shared with 100% of parents through the Head Teacher Sway and to our followers on Twitter.</p> <p>42% of parents and carers strongly agree and agree that school takes account of their views when making changes.  Parent and Carer Survey June 2023.pptx</p>	
<p>QA trio schools have all hosted a planned development time with an agenda influenced by feedback. Teaching staff all met in year groups, shared pedagogy and were toured around schools and classrooms. SEYPs are undertaking buddy roles, forming a support network and sharing good practice. Trio SLTs have met and agreed an ongoing action plan.</p>	<p>Within our trio schools, almost all staff have had an opportunity to be part of pedagogical discussions and to tour each setting. 62% of teaching staff (across the three schools) asked if they found the time useful, rated this a 4 or 5. Links between SEYPs, DHTs and Digital Champions have been established and next steps identified.</p> <p>Jamboard HWB</p> <p>Trio action plan</p> <p>Jamboard SEYP feedback</p> <p>65.5% of staff strongly agree and agree they have the opportunity to learn and share practice from colleagues from other schools with our trio partnership.</p> <p> Staff Survey June23.pptx</p>	<p>Year 2 - staff to plan what peer observation would look like. Use QA data to plan the focus. Year 3 – observations across schools</p> <p>Implement ELC Trio Development Plan</p>
<p>As part of our planned empowerment agenda, the probationer mentoring role has been deployed to a few (3) class teachers, offering leadership and mentoring experience. Learners in these classes benefit from the skills of new and experienced teachers to provide quality learning experiences.</p>	<p>Reflective statements have been gathered from the mentors to measure the impact on their own personal and professional development and to gather feedback on the success of mentoring role, which will support what next year's mentoring looks like.</p> <p>All teachers who embarked on mentoring role have expressed a wish to build upon this experience next session.</p>	<p>We will pursue our Year 2 roll out of empowering teaching staff to mentor probationer teachers. Consider more regular DHT and mentor catch ups.</p>
<p>QAMSO has planned and led a sequence of high quality assessment sessions, prompting quality discussion and clear next steps to take into next session.</p>	<p>QAMSO led two staff meetings and input at May INSET which led to almost all P1-7 creating and implementing moderated assessments for IDL for each stage; all teaching staff have access to these.</p>	<p>Our WTA and annual calendar will include identified and protected time for teaching staff to work on high quality assessments each term. The impact of these will reviewed.</p>

	 CPS May 23 Inservice Agenda.pptx	Individual progress to be reported for all curricular areas by November 23.
Following two years of digital Learning Journeys, staff have evaluated the format to best reflect age and stage of learners, access to technology and digital skills ability. The revised format will allow learners to develop and apply their IT skills and have increasing ownership of these.	<p>Jamboard from Staff development April 23 where almost all staff had input into what they would like to Love, Bin and Keep with the current Learning Journey format.</p> <p>Based on staff and parental feedback, a steering group of thirteen volunteers, representing almost all year groups, have met to discuss and plan required changes to current Learning Journeys.</p>	<p>Implement planned actions to create a new revised format for Primary 1 – Primary 7 Learning Journeys from August 2023 with continued built in homework to further increase parental feedback.</p> <p>We will act upon Parent Council feedback to create and share a simplified guide to utilising Google Workspace (5 step guide).</p>

Learning, Teaching & Assessment (QI2.3)

HGIOS		HGIOELC	
Learning and engagement Quality of teaching Effective use of assessment Planning, tracking and monitoring		Learning and engagement Quality of interactions Effective use of assessment Planning, tracking and monitoring	
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?	
All stakeholders have access to our transition policy to include current transition planning and delivery.	New, updated Transition Policy was shared with all teaching staff in Term 4 and uploaded to school website. The policy is within our handbook therefore accessible at all times.	We will carry out a Year 2 survey to seek views from all stakeholders.	
<p>The use of Google Classroom as a learning and teaching tool is embedded and almost all learners are confident in its use. SLT have access to Google Classrooms within their team to be abreast of posts and consistency of use.</p> <p>Based on responses from the weekly Challenge Questions posed to our support team, a need for both a reminder and an introduction to Google workspace was identified and acted upon in Term 3 and Term 4. This has aided the support of learners using Google suite.</p>	<p>Regular training sessions have been planned for and built into weekly PSA meetings; a Google Classroom has been set up with all training materials from each session available to refer to for future use.</p> <p>Screenshot of GCs (homepage)</p>	<p>We will ensure all new colleagues are aware of expectations in our consistent use of Google and where required, training will be delivered from Term 1.</p> <p>Review needs of all staff so that support for learners is consistent.</p>	
Whole school communications have transitioned to digital for all stakeholders with learner voice a regular feature in the weekly parent and carer Sway.	72% of parents and carers access the weekly Sway newsletters sent by our Head Teacher. Over 70% carry out a deep read with a minority having a 'glance'. Transitioning to digital best reflects our digital journey and current position and incorporates a greater insight into school life, through visuals and sound clips.	We will continue with weekly digital communications to all families and at least termly sound bites from Year and Vice Year Leaders on progress and developments and updates from other pupil groups.	

<p>Pupil Council action plan has been created and shared with all classes and displayed as a visual in school. Learners enjoyed participating in and contributing to Kindness Day.</p>	<p>https://sway.office.com/1TJGqQHTRiXOxdYN?ref=LinkYouTubechannel</p> <p>Pupil Council independently delivered a Together Time to the whole school about Kindness Day.</p> <p>Pupil Council Survey was carried out to gather Rep views on how the Pupil Council is running and next steps. All Reps have reported enjoying Pupil Council this year and have agreed that they have been able to lead changes in school based on their action plan.</p> <p>A Pupil Voice Survey has been carried out in June 2023 and was shared with all classes. Data has been collected and used to inform next years Action Plan.</p>	<p>Pupil Council will carry out ongoing evaluations on their action plan, plan for next steps and share these with all.</p>
<p>All Primary 2 – Primary 4 classes receive a weekly digital skills lesson. This has led to a consistent, increased use of digital technology in P2 – P4 with teacher and learner feedback strongly recognising the benefits, progress and positive impact across all areas of the curriculum.</p>	<p>Significant improvement in P2 – P4 digital skills with weekly sessions from the progression delivered and assessed by PT.</p> <p>Cults Primary School Equity Tracker Data 2223</p> <p>Cults Primary School Equity Tracker Data 2223</p>	<p>Planning for Year 2; continued delivery in P2-4 and progress assessed.</p>
<p>All teaching staff have engaged with and carried out a peer observation, based on year group WAGOLLS created by staff. The focus for all was increased pace and challenge based on SLT and QA visit feedback.</p>	<p>WAGOLLS created by each year group for success criteria and all teaching staff completed the form to provide feedback following their peer observation. Microsoft Forms Microsoft 365</p> <p>Peer monitoring SLT collated next steps</p> <p>Peer monitoring collated feedback - staff reflections P1-P7</p> <p>86.2% of staff strongly agree and agree they are supported to take part in development opportunities.</p> <p> Staff Survey June23.pptx</p>	<p>Building upon session 2022 2023, we will plan for annual peer observations within our calendar, comparing year 1 and year 2 data with next steps identified and shared.</p>
<p>Impact of CCC measured by all teaching staff and as a result, policy was updated and reshared; learners benefit from this consistent approach.</p> <p>Learners are more familiar with Calm Space support and its use, which is tracked and monitored; any concerning patterns are identified and acted upon. P7 learners have adopted responsibility in maintaining all three spaces.</p>	<p>All staff reported that CCC is embedded. The majority of teaching staff (59%) self-evaluated the school as being good at ensuring consistency in approaches, resulting in shared expectations, allowing effective learning and teaching to take place. The majority of teaching staff (69%) self-evaluated the school as being good at developing learners' self-regulation skills and understanding of responsibility for their own actions. Almost all (82.8%) of teaching staff self-evaluated the school as being very good at developing confident</p>	<p>We will continue to train all staff in CCC, maintaining a record to ensure consistency for the entire staff team.</p> <p>We will redeliver the parent and carer workshop, hybrid model, in Term 1 2023 2024.</p> <p>All classes from Primary 1- Primary 7 will plan for 'Getting to know you week' lessons as a three-year cycle from 2023 2024 and will compliment the existing roll out of CCC lessons introduced 2022 2023.</p>

	<p>learners who demonstrate respect for the school values. The majority of teaching staff (69%) self-evaluated the school as being very good at promoting the Compassionate and Connected Community by fostering positive relationships. Next steps were collated and addressed or planned to be.</p> <p>Updated Relationships Policy All teaching and support staff have engaged with and agreed with the updated policy. This is available to all staff within our Policies folder.</p> <p>All staff responsible for Calm Space development were surveyed. All staff reported that these are being used and they have received positive feedback on impact. Next steps and impact was collated, addressed and shared with all teaching and support staff.</p> <p>All parents/carers who attended the CCC information evening agreed or strongly agreed that it was useful. However, only a few parents/carers attended</p> <p>Parent/Carer CCC Information Evening 22-23 Feedback</p> <p>Calm space use is monitored through the Tracking interventions excel spreadsheet, which shows that they are being utilized and patterns have been identified and addressed. Interventions are discussed at each tracking meeting with SLT.</p>	<p>Revisit and revise Relationships Policy annually in line with local and national policy.</p> <p>Continue to track and evaluate effectiveness of interventions, adding as appropriate. Increase staff 'ownership' of the tracking process (through Teams.)</p>
<p>A few ELC staff members have taken the lead on the outdoor space, by attending outdoor learning courses to discover ways to engage the children when outdoors. A learning wall in ELC is updated fortnightly with Realising the Ambition/HGIOELC statements to encourage staff to develop their knowledge on relevant documentation.</p>	<p>Staff have been allocated areas in the nursery to set up and changeover, taking into account children's interests, and this is done consistently by a few.</p> <p>A minority of staff are engaging with the learning wall questions and this is raising the profile of national expectations for ELC with these staff.</p>	<p>SS to deliver CIRCLE training to ELC staff.</p> <p>Build on ELC staff members' confidence in extending activities and areas / the environment to develop children's learning.</p> <p>Continue to explore ways of creating an effective 'quiet' space for learners to use in ELC if they need it, in line with CCC work across the school. This is to be created with the learners.</p> <p>All staff to engage with learning wall questions and activities to reflect on their practice, with SEYP encouragement.</p>
<p>The rigorous approach to the analysis of whole school NSA data identified areas in literacy and numeracy to challenge and reinforce for the majority of learners and areas for targeted support.</p>	<p>DHT drill down analysis of P1, 4 and 7 NSA data identified development areas in literacy and numeracy</p> <p>Excel tracking doc</p>	<p>Highlight 'gaps' to all teaching staff; review curriculum progressions and forward planning to address these, and identified next steps. Explore other assessments (particularly numeracy) to support teacher judgements before NSA assessments (eg P3, P6.)</p>

	<p>DHTs have collated data from those in P1, 4 and 7 whose NSA results were below the national norm to identify gaps/areas to revisit and reinforce</p>	<p>Highlight high level assessment questions for staff to include to challenge more able learners. Ongoing analysis to compare year-on-year data to evaluate impact of interventions.</p>
<p>Dyslexia staff training has been delivered, increasing confidence of teaching staff to identify and communicate their observations and next steps. Resources and approaches support all learners.</p>	<p>SLT and SFL dyslexia lead took part in the Dyslexia Outreach intensive modelling programme to learn of best practice in how to collect evidence, identify dyslexia and set appropriate next steps for learners. Following this, a new whole school identification pathway has been created and set up in TEAMS. This has been shared with staff in Term 4.</p> <p>Dyslexia training was offered to all relevant stakeholders. A Dyslexia Outreach Virtual Parent workshop invite was sent to all families, and a few attended the event. Almost all staff were trained by the Dyslexia Outreach Service team in Term 1, with a follow up in May 2023 for almost all staff by SFL and SLT dyslexia lead. Most PSAs were trained by Dyslexia Outreach on two occasions in Term 1/2 and in Term 3 they were trained on the Number box. P4 – P7 Pupil Council Reps were also trained about themselves as learners.</p> <p>A whole school identification process has been created as a result of the modelling programme and shared with almost all teaching staff which will ensure a consistent approach and effective and timely identification.</p> <p>Following feedback from teaching staff before and after May's training, there was an increase from 79.2% to 90% in awareness of the whole school's dyslexia identification pathway and their role in supporting the collaboration of evident. All who attended were 'very likely' or 'likely' to access the DOS website to support learners.</p>	<p>Ensure that dyslexia friendly resources are universally available in every unit.</p> <p>Deliver an assembly to every year group / unit to raise awareness of readiness of resources.</p> <p>Drop in dyslexia events to be offered to all staff throughout the year to further support dyslexic strategies.</p>
<p>Individual progress is reported on bi annually to P1-7 parents and carers. Tracking meetings with SLT are scheduled throughout the session to discuss predicted attainment, pupil progress and suitable interventions. Interventions are tracked and reviewed termly to ensure that all learners are supported in a timely and appropriate way.</p> <p>Reinstatement of tracking of wider achievements for all P1 – P7 has occurred in Term 4. All learners/families are encouraged to share out of</p>	<p>All learners (other than those newly started at the time of issue) received interim reports and end of year progress reports uploaded and emailed to home addresses.</p> <p>Scheduled tracking meetings included in live calendar for all teaching staff.</p> <p>92% of parents and carers strongly agree and agree that their child is making good progress at the school. 78% of parents and carers strongly agree and agree</p>	<p>Within the content of our annual interim and end of year reports, all curricular areas will reflect overall and individual progress.</p> <p>Continue to develop and evolve intervention tracking processes.</p> <p>Our live calendar will reflect soft data gathering opportunities for SHANARRI bi annually and wider achievements occurring Term 4.</p> <p>Based on Pupil feedback through the Pupil Council Survey in June 2023, the Out of School Achievement's Board will be moved from the front office to the main</p>

<p>school achievements which are celebrated through the HT Newsletter and in school Achievement board.</p>	<p>that they receive helpful feedback about their child's learning and development.</p> <p>This year saw the reintroduction of our Tracking Wider achievement for 100% of our P1-P7 learners, as a homework task, with adult input as required.</p> <p>Following the implementation of the Reporting and Assessment calendar to support Parent's understanding of how we assess and report, 39% of feedback from parents during the School Open Day tells us that further work is required on this.</p>	<p>hall/ outside the lunch hall so that more children can see this.</p> <p>Review Reporting and Assessment calendar and clearer messaging around this to parents/carers.</p>
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Ensuring Wellbeing, Equality and Inclusion (QI 3.1)		
HGIOS Wellbeing Fulfilment of statutory duties Equality & Inclusion	HGIOELC Wellbeing Fulfilment of statutory duties Equality & 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?
<p>All teaching, support and ELC staff identified current interventions for Early – Second level which increased understanding of interventions available for CPS learners and families and how to access them.</p> <p>To develop a cohesive and relevant approach, all teaching, support and ELC staff reviewed and bundled our HWB curriculum, in stages, to ensure clear pathways and progression across all levels for delivery. HWB links to IDL contexts were reviewed by DHT/PT T4.</p>	<p>Hard and digital evidence of interventions</p> <p>Social Wellbeing</p> <p>Physical Wellbeing</p> <p>Mental Wellbeing</p> <p>All staff identified links between the HWB curriculum, CPS interventions as show in the plenary task plenary task and were able to discuss these.</p>	<p>We will discuss the agreed format for the framework and commence populating and reviewing current interventions to take our HWB framework into year 2. This will involve all staff and will both reflect our digital capabilities and journey as well as an accessible, live document as a teaching and learning tool.</p> <p>Revisit HWB curriculum to develop learning and teaching approaches to 'stand alone' es and os.</p>
<p>Increased opportunities for all pupils to reflect on their wellbeing Children's Rights and SHANARRI and what this 'looks like' in our school means almost all learners can articulate a shared understanding of wellbeing.</p>	<p>Big Q Jan 23.docx All P3-5 had the opportunity to contribute to answer 'How does our School help us feel good about ourselves?' (HGIOURS) and their views collated.</p> <p>P3-5 Assembly SHANARRI and Values focuses</p> <p>RRS Silver Action Plan - Pupil created, led, updated and reviewed The RRS committee have been RAG rating and creating next steps based on this.</p>	<p>RRS silver survey to be redone next session and reviewed to impact the action plan.</p> <p>Pupil led RRS action plan to continue.</p> <p>HIGIOURS questioning to continue</p>

	<p>Assemblies for P1 and P2 focused on the SHANARRI indicators in Term 2 and 3 and Term 4 focused on the Children's Rights. Each class was given the opportunity to reflect on and feedback on a few HGIOURS questions based on 'Active' and 'Healthy' as part of their SHANARRI learning. The data tells us that the P1 and 2 learners are able to identify ways in which the school support their development within active and healthy.</p> <p>All P6-7 had the opportunity to contribute to reflections around HGIOURS HWB and L&T questions during assemblies. Assemblies in Term 1 and Term 2 were focused on a deeper understanding of SHANARRI in practice. Responses were collated by P6 learners and shared on the Red Unit assembly wall. Next steps were discussed in assembly and further evidence sought. Almost all learners gave contextual examples of wellbeing opportunities and wellbeing indicators in and out of school.</p>	
<p>Almost all teaching and support staff engaged with training about the CIRCLE resource.</p>	<p>All teaching staff and PSAs said they had the resources to engage with CIRCLE and knew what was required of them at these early stages of implementation.</p>	<p>Signpost new staff to the resource. Evaluate effectiveness and use.</p>

Raising Attainment and Achievement/ Securing Children's Progress (QI3.2)

<p>HGIOS Attainment in literacy and numeracy Attainment over time Overall quality of learners' achievement Equity for all learners</p>	<p>HGIOELC Progress and communication, early language, mathematics and health & wellbeing Children's progress over time Overall quality of children's achievement Ensuring equity for all children</p>	
<p>How well are you doing? What's working well for your learners?</p>	<p>How do you know? What evidence do you have of positive impact on learners?</p>	<p>What are you going to do now? What are your improvement priorities in this area?</p>
<p>Predicted attainment has been reviewed throughout the year with interventions discussed and adapted to address gaps in attainment SfL and EAL adopting a more responsive and flexible approach, which has contributed to an increase in literacy attainment Additional interventions for literacy and numeracy are supporting targeted individuals and having a positive impact</p>	<p>PSA roll out of Units of Sound, protected time to analyse the impact and progress, programmes adjusted accordingly. All learners with an account access UoS consistently and have been tracked by staff, with timely interventions in place.</p> <p>Almost all IEP and review meetings have evidenced progress in targets.</p> <p>P7 SNSA data showed that this year there were no areas of concern in writing.</p>	<p>Further develop tracking meetings to include SfL. These will adopt the same targeted approach as meetings between SLT and Class Teachers.</p> <p>Focus on development areas identified through NSA analysis.</p> <p>Dyslexia process to continue to be shared with all staff and all staff to have access to the Dyslexia TEAMS Channel. Unit resources and newly bought resources to be used and implemented where appropriate to support learners.</p>

	<p>EAL teacher has worked closely with school, prioritising pupils with a clear timetable of support. Children are assessed and reviewed consistently, including new pupils who have moved into zone. A new EAL drive has been set up for all teaching staff to access resources and information on how to best support EAL learners within the classroom.</p> <p>Attainment data shows: May 23 Final Attainment, Analysis, Next Steps and Predicted Attainment</p>	
<p>Tracking has been reviewed and refined to include individual progress as well as progress between levels, which is consistently reported on with targeted interventions now being rigorously tracked</p>	<p>All learners accessing interventions are tracked.</p> <p>All teaching staff fully engage with tracking discussions and update data, as appropriate</p>	<p>Tracking to include curricular areas other than literacy, numeracy and HWB – above or below track.</p>
<p>SNSA analysis to identify and address overlaps and gaps in P1, 4 and 7 Wider achievements – tracking this again. Include wider achievement as a slide in Learning Journeys</p>	<p>SNSA Analysis Google Drive</p> <p>Wider Achievements – see 2.3</p> <p>SNSA areas of developments have been collated for the P1, P4 and P7 year groups to identify trends across the school and compared to previous years to also identify ongoing themes. All data is shared with relevant P1, P4 and P7 staff. SLT have compared SEEMIS tracking with SNSA results and discussed with staff where required. In a few cases tracking was altered due to SNSA results.</p>	<p>Individual SNSA data to be used to set next steps for identified learners below track on SEEMIS by sharing with class teacher/s to aid planning and raise attainment.</p> <p>Common areas for development and support within the middle to lower bands to be identified. Data to be shared with CTs and curriculum and pedagogy reviewed accordingly.</p> <p>Gather comparable data for wider achievements (Microsoft Form) and begin tracking.</p>
<p>The tracking of the pre-early Milestones has been consistent for all pupils who are working at this level, and these are used to plan for learning and teaching and to feed into IEPs.</p>	<p>ASN teaching staff have worked together, looking outwards for support from other ASN settings, to create a process to track pupil's personal targets.</p>	<p>Continue tracking of pupil's personal targets and individual progress.</p>
<p>Pupil Voice opportunities have increased through learner committees conducting their own surveys to gather learner views, analyse these and act upon for their action plans.</p> <p>Learning Circle questions are asked at timely intervals to gather the views/feedback of learners as part of on-going self-evaluation.</p>	<p>All stages have an opportunity to share feedback with their year leader and committee members.</p> <p>Majority of classes use Learning Circle questions within their classroom setting.</p>	<p>Consider how best to share Learning Circle data</p>

Curriculum (QI2.2)

HGIOS

Rationale and design
Development of the curriculum
Learning Pathways
Skills for learning, life and work

HGIOELC

Rationale and design
Learning & developmental pathways
Pedagogy & play
Skills for life and learning

How well are you doing?

What's working well for your learners?

Our curriculum is aspirational with technology featuring as a main driver; it reflects our vision, values and aims. Almost all learners speak positively about the regular access they have to technology across an increasing number of curricular areas.

There is a clear focus on developing digital skills in a progressive way across the curriculum.

There is a clear focus on developing literacy, numeracy and health and wellbeing across the curriculum with technology a consistent thread across all learning and teaching.

Development time consistently remains protected to direct professional learning and staff are aware of our strengths and areas for development. Whole staff team have RAG rated progress for SQUIP, with areas for development identified.

Our partnerships continue to grow and develop thanks to effective Partnership Forum working across our ASG. All partners support the delivery of aspects of our HWB curriculum in a targeted and measurable approach.

How do you know?

What evidence do you have of positive impact on learners?

90% of all classes observed for QA purposes, evidenced digital technology to support and enhance most learning activities.

https://docs.google.com/document/d/1_rdbiFAASw-AAuU81QJ251OBU0g13bTN/edit

[Core Digital Skills Progression](#) used by all P1 – P7.

[Teaching staff RAG rating self evaluations](#)

All ELC staff were involved in RAG rating the Nursery Action Plan in May's Inservice and self-evaluated against the aims. The data has been used to create next years ELC action plan and to feed into the SQUIP.

Flourish, TLG, Seasons for Growth, LIAM and ELSA and Youth Workers deliver one to one and group sessions to targeted learners on a weekly basis.

Active Schools Playground Group (5 weeks)

What are you going to do now?

What are your improvement priorities in this area?

Enhanced use of technology to be achieved in almost all lessons in session 2023 2024.

Evaluate impact of technology as use as an additional adult.

Continue roll out and evaluate of our digital progression.

Further developing the RAG rating completed termly by SLT, we will roll out to the wider staff team for them to evaluate progress each term.

Review partnership drivers to reflect current community needs across ASG and plan and adapt next steps accordingly.

Seek new and relevant partnerships, which will include Place2Be.

Partnerships (QI2.7)

HGIOS

Development & promotion of partnerships
Collaborative learning & improvement
Impact on learners

HGIOELC

Engagement of parents and carers in the life of the setting
Promotion of partnerships
Impact on children & families

How well are you doing?

What's working well for your learners?

How do you know?

What evidence do you have of positive impact on learners?

What are you going to do now?

What are your improvement priorities in this area?

Our partnerships have developed due to clear and effective communication in sharing needs of our learners. They have a thorough understanding of our learners' need and how they can support this with their offer.

Monthly partnership forum meetings with shared agendas and timely minutes and action points.

Review partnership drivers to reflect current community needs across ASG and plan and adapt next steps accordingly.

 [Cults Partnership Agenda 3.5.23pptx.pptx](#)

An effective Teams site established for partnership referrals, ensuring timely interventions and actions by partners.

Seek new and relevant partnerships, which will include Place2Be.

<https://teams.microsoft.com/l/team/19%3aoX13BJc8p6GZ4-GnAiBZPFfIUjrvyYcpdcCaJzVXwY1%40thread.tacv2/conversations?groupId=9d924ab2-ec61-4f09-807f-1e84b95fd6a8&tenantId=24a90f6b-bf3d-4d13-a2a7-89369ceb35eb>

We jointly review our partnership drivers to evaluate delivery and seek further opportunities to develop and grow existing and new partnerships if and when required. Specific learners are benefiting from the targeted approach. Within this session we have been able to grow further expand our delivery by TLG.

Partnership driver diagram evaluated, with feedback from all partners, every second forum meeting

Share partnership referral process with teaching team.

 [Cults Partnership Driver Diagram.pptx](#)

Through new and effective partnerships, we have improved our HWB curriculum delivery for targeted learners.

Weekly Flourish Data is shared by the trainers for all learners, highlighting successes and next steps for the weekly sessions. TLG sessions are timetabled and almost all successful. Relationships between TLG staff, school staff and families have been established and used to support the learner.

Continually review partnerships and seek new and relevant partnerships that are relevant and responsive within ASG.

Our Active Schools Assistant and Youth Workers have supported learners 1:1 and in groups to support with individual targets in liaison with class teachers and SLT. Both Active Schools and Youth Work have promoted out of school activities for all pupils and targeted pupils.

Learners have been identified to attend LIAM, Flourish, ELSA and Seasons for Growth sessions. Families and learners have been consulted and all agreed to take part and support the intervention. Session engagement and success is being measured and will be reviewed. All partners have

	<p>liaised with families. All families engaged with the Seasons for Growth celebration events.</p> <p>Family learning provision has been offered to targeted families. Of these families all have engaged with some of the support offered by the service.</p>	
<p>Partnership with parents and carers is built on mutual trust and respect. There have been opportunities for parents and carers to be involved and shape recent policies e.g. homework and CCC.</p>	<p>72% of parents and carers access the weekly Sway newsletters sent by our Head Teacher. Over 70% carry our a deep read with a minority having a 'glance'. Transitioning to digital best reflects our digital journey and current position and incorporates a greater insight into school life, through visuals and sound clips.</p> <p>https://sway.office.com/1TJGqQHTRiXOxdYN?ref=Link</p>	<p>Parents and carers will be invited to assist in the planning and delivery of a RSHP curricular event.</p> <p>Further involvement of parents in their pupils' Learning, attainment and achievement</p>