

**Cultercullen Primary**

**Standards & Quality Report**

**2018-2019**

**&**

**School Improvement Planning**

**2019-2020**

# *School Forward*

We are pleased to present both our Standards and Quality Report for Session 2018– 2019 and our School Improvement plan for the current session 2019 -2020. This report forms part of our quality improvement framework and provides important information regarding our schools’ progress to date and identifies our next steps in school improvement.

**Self-Evaluation for Self-Improvement** is at the heart of our practice in Cultercullen school. We continue to develop our practice in making robust use of evidence as a basis for judgements regarding the impact of our work on our learners.

**How are we doing?**

**How do we know?**

**What are we going to do now?**

**Looking inwards** to analyse our work

**Looking outwards** to find out more about what is working well for others locally and nationally

**Looking forwards** to gauge what continuous improvement might look like in the longer term.

At Cultercullen we continue to be committed to working closely with our community and all other stakeholders that support the education we provide. Together we are working hard to ensure all our pupils get the best possible start in life and are enabled and encouraged to maximise their potential.

We realise that within education things never stand still or stay the same. We continue to strive to meet the changes and challenges. Through this document we hope that you will get a sense of our developments, successes and areas for further growth.

Alison Gagne and Nicole Scott

Head Teachers

**The School and its context**

We will change the world – Vision, Value and Aims of Cultercullen School

This is how we will change the world around us

We will sit with those alone

We offer help to be a friend to those who stand alone

We think about and encourage others and lend a helping hand

Who we are at school is who we are outside

We share and look for the good in everyone

But sometimes we can improve

We learn to be all that we can be

This is how WE WILL change the world.

Written by P6 2018/2019

**Context**

The school is located in the hamlet of Cultercullen, quite separate from Udny Station from where most of the school’s pupils come, simply because when the school was built Udny Station as we know it today did not exist. Records kept in the Grampian Regional Archives (Dunbar Street, Aberdeen) show that the school began in 1874.

The School building was extended in 1996 and now provides 4 classrooms, a Library/music room, an assembly hall, kitchen and staff room. There is playing space in the tarred playground and in a grass field behind the school building.

Cultercullen School provides education for children aged 4 – 12 years i.e. from P1 – P7.

Cultercullen Primary School has 3 FTE full time teaching staff and a Teacher of Flexible Days. The Head Teachers are also class committed. Specialist teachers help with the delivery of French, Science and RME. We also have a visiting teacher who provides support for learners a morning per week. The school also works closely with a range of other support agencies and volunteers in order to provide the best possible experience for children with additional support needs. Our Active Schools Coordinator offers a range of additional active and sporting activities for the children.

The teaching staff are supported by 1 school administrator/admin support assistant, 3 pupil support assistants, 1 kitchen staff, 1 cleaner and a part-time janitor.

On leaving Cultercullen Primary School the pupils transfer to Meldrum Academy, Oldmeldrum. Cultercullen School is part of the Meldrum Community Schools Network and works closely with the other 12 schools in the network.

Community links are a valued part of school life. The school is used for a range of community activities, including after school sports and activity clubs. The school has a very supportive Parent Council called ‘Friends of Cultercullen’. This group support school improvement activities and raise additional funds to provide many extras for the pupils in the school.

Impact of our developments

In this section we will outline the Targets we set last session and identify the progress we have made during session 2018-2019.

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| Priorities Health and Wellbeing |
| Progress | We carried out a Health and Wellbeing questionnaire for the pupils to complete. This information was then acted upon in class, focusing on developing the misunderstandings of concepts outlined in the questionnaire.The staff created a Health and Wellbeing profile for pupils to complete. The intention was to provide staff with an overview of the social and emotion stance of each pupil. This profile was discussed with the parental reporting group as the profile will be sent home for parents to read with their children. The parent group requested it be carried out twice a session to monitor any areas of concern, this was actioned by the staff. A new Health and Wellbeing planner was created using information from Education Scotland. Early level was complete with feedback sought from the staff to improve for the following session and for First and Second level planners.Training for staff in SCARF resources to support learning and teaching of Health and Wellbeing with a view to all present staff using the resource to support. |
| Impact | By having planners that are current and support our learning and teaching we are able to plan progressively for this subject. It helps us monitor and track our pupils and ensures that we are challenging our learners. We would expect raised levels of achievement and attainment in Health & Wellbeing for all learners.The pupil profile allows pupils to convey their emotional state in a safe and boundless manner, communicating what they wish. This also provides an opportunity to communicate with home as the profile is sent home as part of our reporting calendar. The results were eye opening and provided insight into the pupils’ state of mind. The dialogue between the child and their teacher and parent is the key to the success of this tool.SCARF training took place and supported many of our Health and Wellbeing topics since the training resulting in increased staff skills and confidence in delivering Health & Wellbeing curriculum. |
| Next steps | * Experience progressive lessons in Health and Wellbeing. Having a positive impact on monitoring progression.
* Will have an activity for all pupils to be involved in during lunchtime.
* Staff will have a greater understanding of the Health and Wellbeing Benchmarks.
* The quality of our PE equipment will be improved.
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| Priorities Visible Learning  |
| Progress | We identified aspects of learning and teaching that have a greater impact on attainment. As a cluster, we decided to focus on effective feedback. All staff attended an inservice day presented by our educational psychologist and took back examples of good practise and strategies to employ within their own classrooms. Teaching staff met with stage partner colleagues from cluster schools to discuss feedback strategies. Lots of professional dialogue around feedback and sharing of good practise.  |
| Impact | There is now an increased focus on the importance of verbal feedback and timely feedback.Staff feel more confident in utilising different strategies for feedback. Staff are less worried about not always giving written feedback – they know and are confident that the correct strategy was used for the task. |
| Next steps | * Review on how learning intentions and success criteria are used throughout the school.
* Making learning and next steps more visible through display, e.g use of bump up walls.
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2. How good is our leadership and approach to improvement?

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| Relevant NIF priority: AllRelevant NIF driver(s): School leadership, Teacher professionalism, School improvementLevel of quality for core QI: 3 Satisfactory (HGIOS?4 1-6 scale) |
| Overview: We have recently updated our schools’ Vision, Values and Aims. All stakeholders have been involved in this. Leadership roles are undertaken by both staff and pupils. There is a clear drive for school improvement and team work/sense of collective responsibility is evident across the school. (narrative across this theme and various QI’s)[1.3](https://education.gov.scot/improvement/Documents/Frameworks_SelfEvaluation/FRWK2_NIHeditHGIOS/FRWK2_HGIOS4.pdf)  Key strengths:* Staff input/create ideas for change during collegiate meetings.
* Staff are currently working to improve Learning and Teaching in Outdoor Learning, Visible Learning and Modern Foreign Languages
* Staff are working with Cluster colleagues on Visible Learning.
* Staff, parents and pupils have been actively involved in our school audit, highlighting our next steps for improvement.
* We use a variety of means to gather information from our community and know all pupils SIMD numbers.
* HT attends local meetings and is on committees within the local community.
* Through SFL and attainment meetings staff have an opportunity to discuss support provided and next steps for pupils.
* Peer monitoring is timetabled and links with other schools are encouraged and supported.
* Regular CLPD opportunities are offered to staff and staff are all actively involved in training linked to our improvement planning process.
* Over 50% of our families attend our Parent Council meetings, working with staff to improve the school.
* A new tracking system has been put in place.

Identified priorities for improvement:* We need to have a greater understanding of HGIOS 4 and the Benchmarks.
* We need to monitor out of school achievements.
* More whole school working is required.
* Moderation with neighbouring schools.
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3. How good is the quality of care and education we offer?

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| Relevant NIF priority: AllRelevant NIF driver(s): Teacher professionalism, School leadership, Parental engagement, Assessment of children’s progressLevel of quality for core QI: 3 Satisfactory(HGIOS?4 1-6 scale) |
| Overview: The ethos of Cultercullen School is positive and respectful of all. All pupils engage well with learning experiences and there is evidence of appropriate pace and challenge for all. The quality of teaching is good. Staff plan collegiately and they use assessment information in order to track progress and identify next steps in learning.[2.3](https://education.gov.scot/improvement/Documents/Frameworks_SelfEvaluation/FRWK2_NIHeditHGIOS/FRWK2_HGIOS4.pdf) Key strengths:* We have a fully established programme for transition from the Playgroup and to Meldrum Academy.
* There are positive and well established relationships evident across the school.
* All staff respond to the individual needs of the pupils. Some pupils have IEPs, flexible timetables and attend SFL.
* All staff attended Child Protection training and understand the policies.
* Weekly outdoor learning is planned as well as interdisciplinary learning and cross-curricular activities.
* The majority of pupils achieved Early in Reading and Maths.
* Most pupils achieved Early in Health and Wellbeing.
* Most pupils achieved First level in Maths.
* Majority of pupils achieved First Level in Reading, Writing and Health and Wellbeing.
* All pupils achieved Second Level in Reading, Maths, Writing and Health and Wellbeing.
* Pupils set self-directed targets, although this needs to move across all curricular areas.
* The classes have a trip or visitor related to Learning and Teaching on a termly basis.
* We have well established parent volunteers, parents are in the school on a daily basis.
* All children work in whole school groups to improve the school and their experiences, these groups are supported by parent helpers.
* ICT is used in the school and for homework.
* Weekly Learning support takes place with termly evaluations with all staff.
* Personal approaches to Learning and Teaching.
* An assessment calendar is outlined at the start of session and provided to parents, parents are encouraged to make an appointment if they wish to discuss the attainment/progression information.
* Primary 5-7 carry out assessments prior to learning to ensure challenge is provided.
* Individual assessments are carried out in Primary 1 as part of the Emergent Literacy programme.
* All pupils contribute to the wider life of the school and its community. Their views are continually sought and acted upon.
* Our pupil profiles are viewed termly by parents which include regular reporting, Learning Intentions and samples of pupils work.
* Pupil choice is evident in all classes, but needs further development.
* Our groups (Eco, RRS, Rotakids etc) focus on a range of global citizenship activities.
* We contributed to the payment of a Cluster Pupil Support Worker through PEF.

Identified priorities for improvement:* We need greater communication links to support the transition from P1/2 to P3/4 and then into P5-7 now being three teacher school.
* Writing at Early and First Level needs to be a focus for improvement.
* Support needs to be provided for various areas of the curriculum e.g. music and science
* Using the Benchmarks to moderate and assess learning.
* We need to continue our Rights Respecting journey.
* We are very close to achieving our Green Flag. Aim to gain this this session.
* Further Develop an understanding of the Aberdeenshire Frameworks.
* Questioning, higher order thinking skills and formative assessment need developed.
* Further development of Outdoor Learning.
* A robust assessment format for P3/4.

Learning Council review of 2.3:-* All of the classes have lots of different resources for learning
* P1/2 do a lot of lessons outside
* P1/2 are learning how to peer assess
* P3/4 do some peer assessment. P5-7 do quite a lot
* Teachers ask the pupils questions to make sure they understand the lesson
* The school has a lot of parent helpers
* The teachers give clear explanations when we ask a question
* P1/2 teacher is teaching her class to be independent learners. P3/4 teacher is encouraging her class to be independent. P5-7 are developing a high level of independence.
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4. How good are we at improving outcomes for all our learners?

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| Relevant NIF priority: AllRelevant NIF driver(s): Assessment of children’s progress, School improvement, Performance informationLevel of quality for core QI: 3 Satisfactory(HGIOS?4 1-6 scale) |
| Overview: Staff at Cultercullen School have a good knowledge of learners, their families and the local community. The school strives to ensure all are treated with respect and there are clear procedures in place to support pupils. Pupils have access to universal supports and there is a clear staged procedure in place with regard to targeted support. [3.1](https://education.gov.scot/improvement/Documents/Frameworks_SelfEvaluation/FRWK2_NIHeditHGIOS/FRWK2_HGIOS4.pdf) Key strengths:* Attendance data is evaluated throughout the session and Aberdeenshire protocol is followed.
* The School has an ASN audit of need which is used in regular tracking discussions with staff. Where staff identify learners who require support the school responds quickly accessing available resources to support
* All staff have completed annual update of Child protection training and GIRFEC principles ensuring a clear protocol is in place in order to meet individual needs.
* The school actively utilises opportunities to promote diversity and engage in global citizenship through curriculum and whole school activities including charity work led by pupils.
* The Aberdeenshire Dyslexia friendly toolkit has been introduced to staff.
* Staff are vigilant and are prompt to raise concerns around pupil achievement.
* Effective transitions are in place between Playgroup and P1 as well as P7 to Meldrum Academy.
* Pupil friendly IEP’s and ILP’s are in existence for pupils with pupils, parents, class teacher, SFL teacher and HT being involved in the process.
* Planning is differentiated to meet individual needs. SFL and PSA time is targeted appropriately and links to the Schools ASN Audit.
* Parents feel well-informed about pupil progress and events in school, and are happy with the accessibility of teachers and the HT.
* Primary one pupils are given a Primary seven buddy to help them in the playground and settle into school, forging good interclass workings.
* We are working with other Cluster schools on Visible Learning which will help us moderate our learning and teaching and inform our next steps.
* Our Health and Wellbeing questionnaire data is evaluated in gather and evidenced against SHANARRI and it is also used across the curriculum for those children with a greater need for individualised programmes of learning.
* Pupils and staff engage with the Rights of the Child and lessons and whole school projects are carried out regularly.
* Pupils are regularly asked to reflect on their learning as well as give their input into how to improve the school through class work, questionnaires or audits.
* New resources were purchased with PEF to enhance learning and teaching experiences for pupils. We bought new Numicon homework packs, laptops, ipads and open ended play blocks.
* Swimming lessons were paid for with PEF to ensure all our pupils from P3 to P7 had the opportunity to learn to swim.
* We have refreshed our Promoting Positive Behaviour Policy with the input of all stakeholders.

Identified priorities for improvement:* New Health and Wellbeing planners to support Learning and Teaching.
* With the introduction of a third class, new transitions need to be put in place when supporting pupils moving from one stage to another.
* Improve measurement of PEF impact.
* Within Religious and Moral Education more faiths need to be represented in the school. We have regular input from Reverend Reid.
* Outdoor Leaning is P1/2 is well established and Mrs Dow is providing support to help engage the rest of our classes. All staff with attend Muddy Puddle Teacher Training course this session.
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| Evaluation of QI [3.2 Raising attainment and achievement](https://education.gov.scot/improvement/Documents/Frameworks_SelfEvaluation/FRWK2_NIHeditHGIOS/FRWK2_HGIOS4.pdf)Level of quality for core QI: 3 Satisfactory(HGIOS?4 1-6 scale)Sources of evidence/ evaluation activities undertaken:As per QA calendarTMR system Key strengths:* All children achieved Second in Literacy, Numeracy and Health and Wellbeing.
* Most or majority of children achieved First Literacy, Numeracy and Health and Wellbeing.
* Most or majority of pupils achieved Early in Reading, Maths and Health and Wellbeing.
* Updated tracking format in line with guidance provided by Aberdeenshire Council. Each individual pupil has their own tracking profile. Predictions are completed and progress monitored through termly Learning Support meetings. Data gathered and interpreted every session, creating next steps.
* Attainment data is discussed and analysed at tracking/planning discussions as per QA calendar.
* Data is presented to Cluster colleagues and Cluster Lead.
* We have pupil working groups developing the school, giving pupils ownership of initiatives.
* Support is put in place based on attainment. Working with agencies to support our pupils.
* The pupils experience a variety of links with the local community. Planning for outside agency links happens termly. Primary 6/7 have a biennial work experience day.
* Wider achievements are shared with the whole school and we ensure that all pupils achieve through a variety of whole school events.
* All staff, parents and pupils have an opportunity to contribute to the allocation of PEF.
* Outdoor learning is promoted. All classes plan for outdoor learning at least once per week.
* We identify potential barriers to learning early, consult other agencies and use available support to break down those barriers. We have close working relationships with parents, PSAs and other professionals.

Identified priorities for improvement: * Less than half achieved Early in Writing.
* Attainment data needs to be compared to local and national averages, to give us a broader understanding of how our pupils are achieving.
* More understanding of the SNSA results are required before we can fully understand how they support professional judgement.
* Work with other Cluster schools for further moderation purposes.
* Greater use of holistic assessments.
* Through Visible Learning we want pupils to take more ownership of their learning.
* Use of Benchmarks to aid assessment.
* We need to work towards tracking attainment in all curriculum areas.
* Staff to attend Muddy Puddle training to encourage further outdoor learning opportunities.
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PEF 2019-2020

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| Identified gap | Pupil Support worker to support primary pupils within the Cluster.ICT for all pupils to have access to the latest equipment and support learning across the curriculum.Reading resources for breadth and depth across a level.Science equipment to aid more active science lessons and encourage more STEM lessons across the school. |
| Expenditure | Contribution towards PSW – 227.40Ipad minis, docking station, protective cases - £2423.48Reading books - £1333.80Science equipment – £2015.32Total - £6000 |
| Expected outcomes | Our Cluster support worker will be on hand to support the most vulnerable children in their home environment and this is a resource we will have access to if required.Early years literacy development is always a priority. Through increasing available resources at each reading level children will have a greater depth of knowledge and understanding before moving on. ICT confidence for all pupils, especially for those who do not have access to up to date equipment in the home environment. It will be used to enhance all areas of the curriculum as well as develop basic ICT skills. STEM learning opportunities will be increased and pupils will make use of new materials to support their learning. |
| Impact Measurements | Continued attainment at Early level for reading. Enhancements to our curriculum through the use of ICT equipment, for example, through the use of apps and through the use of science equipment. |

**Capacity for improvement**

School staff are fully committed to the principle of continuous improvement. We wish to provide the very best for every child in our care. In this task, we are increasingly advised by performance data, such as pupil attainment data, so we can see clearly ‘what’ we need to improve.

We will continue to look inwards, outwards and forwards to prepare and equip our young people for their future. We will continue to work in partnership with parents, health professionals, and others to ‘get it right’ for every child.

**Key priorities for session 19-20**

**Priority 1 – Continuation of Visible Learning**

**Priority 2 – Outdoor Learning**

**Priority 3 – 1+2 Approach**

Action planning

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| [National Improvement Framework Priorities](http://www.gov.scot/Resource/0049/00491758.pdf) | [HGIOS](https://education.gov.scot/improvement/Documents/Frameworks_SelfEvaluation/FRWK2_NIHeditHGIOS/FRWK2_HGIOS4.pdf) and [ELCC](https://education.gov.scot/improvement/Documents/Frameworks_SelfEvaluation/FRWK1_NIHeditSelf-evaluationHGIELC/HGIOELC020316Revised.pdf) |
| * Improvement in attainment, particularly in literacy and numeracy.
* Closing the attainment gap between the most and least disadvantaged children.
* Improvement in children and young people’s health and wellbeing.
* Improvement in employability skills and sustained, positive destinations.

Key drivers of improvement  School leadership  Teacher professionalism  Parental engagement   Assessment of children’s progress  School improvement  Performance  | 1.1Self-evaluation for self-improvement 1.2 Leadership for learning 1.3 Leadership of change 1.4 Leadership and management of staff/ practitioners 1.5 Management of resources to promote equity 2.1 Safeguarding and child protection 2.2 Curriculum 2.3 Learning teaching and assessment 2.4 Personalised support 2.5 Family learning 2.6 Transitions 2.7 Partnerships 3.1 Improving/ ensuring wellbeing, equality and inclusion Specific to HGIOS 4 3.2 Raising attainment and achievement 3.3 Increasing creativity and employability Specific to HGIOELC 3.2 Securing children’s progress 3.3 Developing creativity and skills for life  |
| Improvement Priority | Outcomes for learners | Impact Measurement | PEF |
| Priority 1Visible Learning1.12.22.32.42.53.2 | * Pupils will become more involved in creating learning intentions and success criteria
* Pupils will be able to talk about where they are in their learning
* Learners will have greater personalisation and choice in their learning
* Learners will be able to talk about next steps in their learning.
* Pupils will have more of a leadership role in their learning.
 | Evidence of impact:* Continued feedback from the pupils.
* Pupils will be able to talk confidently about where they are in their learning and what they need to do to progress.
* Pupils will be able to talk about why it is important to learn and how they go about their learning.
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| Priority 2 –Outdoor Learning1.21.52.22.32.73.2 | * Children will make use of outdoor space to enhance their learning at least once per week in all seasons.
* All pupils will learn how to care for the school’s polytunnel and its contents
* All children will have access to loose parts materials to enhance outdoor learning experiences
 | Evidence of Impact:* Pupils will show confidence in caring for our plants and vegetables. They will be able to talk about the processes involved.
* Pupils will show resilience and enjoyment of using the outdoors in all weathers
* Staff will gain confidence and creativity in planning for the outdoors -evidenced in their forward plans and evaluations of learning and teaching
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| Priority 31+2 Approach1.52.22.32.63.2 | * P5-7 pupils will be introduced to L3 by term 4 of this year
* Pupils will further develop their awareness the importance of MFLs in relation to DYW
* Learners will enhance their knowledge and understanding of the culture and customs of L3’s country
 | Evidence of impact:* Staff, pupils and parents’ views will have been sought in relation to which additional language(s) should be taught.
* Learners will be able to talk about the importance of MFLs both for now and in the future
* Learners will demonstrate a basic working knowledge of the new L3 and will be able to discuss some of the cultural differences and similarities to home.
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***Wider Achievements***

Memories are made of this:

As a school we strive to make learning relevant for our pupils, giving them a greater understanding of what skills they require in the world beyond the school grounds. We value the input of specialists and volunteers who can give context to a learning experience, acknowledging that as teachers we need to look to our community to provide these experiences for our pupils.

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*Wider Community Links:*

ALEC came to school to work with all the pupils.

The Red Cross came to work with P5-7 to teach basic First Aid skills, they also offered a parents session after school.

We held a school audit evening, asking parents to come in and help us create a new vision/values and aims as well as create next steps for the school.

We went to Ellon with Udny Green primary to watch a festive film.

The Eco Group had regular visits to Mr Grant’s polytunnel to learn about growing fruit and vegetables from seeds.

We enter ‘Formartine Beginning to Blossom’ every session.

Every session we take part in the local Rotary Quiz at Meldrum Academy.

All P5-7 pupils went to Aberdeen Science Centre to take part in a CSI adventure.

Pupils benefit from football, cycling and science clubs.

P5-7 pupils went on a ski trip with Pitmedden Primary.

All pupils received lessons in gymnastics for a term from a local gymnastics teacher, we then concluded the lessons with a whole school trip to ETKO Sports Academy.

The school supported a variety of charities this session, including the SSPCA.

We took part in World Book Day.

Our P3/4 class organised a French community café for everyone to attend.

Primary 6 took part in the Celebration of Language day at Meldrum Academy with all other cluster schools.

Primary 6 volunteered at the local playgroup to build up relationships with our new entrants before they started school.

Bikeability was carried out by a group of parents. Mr Whyment went on the training and organised all of the lessons.

We have established a link with Siemens technology. We have visitors into school and our P7s are attending the Siemens STEM challenge in Term 1.

Our local resident, Mr Kenny Innes works closely with our local community garden. He supports our eco group and classes in the work they do in the garden.

We fostered a new working relationship with Cultercullen Farm. P1/2 have already visited to learn about the production of milk. The other 2 classes will plan a visit this session.

As part of our playgroup-P1 transition process, future P1 pupils are invited to attend school shows, picnic and other events in Term 4.