

**Cultercullen**



**School**

**Standards & Quality Report  
2020 - 2021  
&  
School Improvement Planning  
2021 – 2022**

## **School Forward**

We are pleased to present both our Standards and Quality Report for Session 2019–2020 and our School Improvement plan for the current session 2020 -2021. 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 Primary 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 Primary 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 maximize 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 Laura MacArthur

Head Teacher

## 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 Udney Station from where most of the school's pupils come, simply because when the school was built Udney 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 4 teaching staff. The Head Teachers are also class committed. We currently have Pupil Support Assistants running groups to support gross

and fine motor as well as supporting social interaction amongst pupils. 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, 2 pupil support assistants, 1 kitchen staff, 2 cleaners 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 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 2020-2021.

<b>Key priority 2020-2021</b>	<b>Key actions undertaken</b>	<b>Impact (achieved throughout 2020-2021)</b>
<b>Listening and Talking Progression and Skills</b>	<p>Listening and Talking Planners updated.</p> <p>Listening and Talking assessments brought in line throughout the school, now part of our annual assessment calendar.</p>	<p>Staff now have clear means to plan, teach and assess listening and talking across P1-7 with progressive planners.</p> <p>Through using the assessment calendar, staff can now plan and moderate assessments throughout the year and have confidence in, and evidence to support, their judgements around attainment of a level.</p> <p>Aligned expectations for Listening and Talking, providing smooth transition from each class.</p>
<b>Review impact of Health and Wellbeing progress</b>	<p>Moderated the planning format to ensure expectations are aligned in all classes.</p> <p>Ensure pupils were listened to, and contributions valued on their Health and Wellbeing.</p> <p>Partnership working with parents to provide resources for parents and pupils supporting mental health during lockdown.</p>	<p>Staff now have shared expectations and have a clear understanding of the planning format. This will improve transition and sharing of information.</p> <p>The planners have supported numerous lessons on wellbeing to encourage pupils to focus on their mental health during the pandemic.</p>

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## How good is our leadership and approach to improvement?

### **QI 1.3 Leadership of change**

Developing a shared vision, values and aims relevant to the school and its community

Strategic planning for continuous improvement

Implementing improvement and change

**Relevant NIF priority: All**

**Relevant NIF driver(s): School leadership, Teacher professionalism, School improvement**

**Level of quality for core QI: 4 Good**

**(HGIOS?4/HGIOELC? 1-6 scale)**

**How well are you doing?**

**What's working well for your learners?**

#### **Developing a shared vision, values and aims relevant to the school and it's community**

- 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 and the story behind them.
- HT is on the committee within the local community, making links with other local people in our community.
- The majority of our families attend our Parent Council meetings, working with staff to improve the school.
- Out of school achievements are monitored and celebrated, ensuring all children are recognised.

#### **Strategic planning for continuous improvement**

- Teaching staff, with the support of HT, are currently working to improve play-based learning, reporting and transitions.
- Peer monitoring is timetabled and links with other schools were encouraged and supported but this has not been possible of late due to the pandemic.
- Currently our staff are or have been involved in the following CPD:
- Every child has a tracking sheet, collating data throughout the session, tracking is completed three times a session incorporating professional dialogue, ensuring our monitoring and tracking is robust and reacts quickly to pupil need.
- All pupils are involved in a working group to improve our school context (Eco, Rights Respecting, Learning Council and Rotakids).
- PRD and EAR are all conducted annually.
- Probationer teacher is supported with weekly meetings with the HT and has regular observations. Other staff are also supporting by modelling good practice.
- As a cluster we moderated writing using the Benchmarks which resulted in a writing toolkit, used by all cluster schools.
- Specific pupils and groups are being given additional support by their class teacher while the class is being taught by a teacher paid for using the recovery fund and PEF.

#### **Implementing improvement and change**

- Staff input/create ideas for change for collegiate meetings, leading to all staff having shared expectations for learners.
- Two members of staff have worked with cluster colleagues on Visible Learning strategies which have been implemented in their classrooms.
- Through SFL and attainment meetings staff have an opportunity to discuss support provided and next steps for pupils.
- HT is working with primary and secondary cluster colleagues to further develop delivery of 1+2 across the cluster.

### **How do you know?**

#### **What evidence do you have of positive impact on learners?**

- During session 2018/19 a full school audit was took place and a 3 year plan derived. This is then reviewed at the end of every session to see if items need adjusted. A new vision/value/aims was also created at the time, written by our then Primary 6 class. Our school community had an opportunity to input into the audit.
- In previous sessions our parents came in weekly to the school to support our whole school groups and classroom teaching, we will return to this once permitted.
- Our website outlines the learning and teaching in the class as well as a termly class newsletter. This allows parents to support learning in real time at home.
- An assessment calendar is given to all parents at the start of session, this tells them when their child will be tested and highlights that they should contact the class teacher if they would like any further information on completion of the assessments.
- All staff engage with professional development and attend staff meetings and in-service days. We have a staff meeting and moderation calendar, giving staff opportunities to engage with the QI documentation. We have a three year cycle to ensure all aspects of HGIOS 4 is engaged with.
- Our Learning Council engages with HGIOS 4 and inputs into the Standard and Quality report.
- Whole school QA calendar outlines processes that are carried out each term to review and improve the school.
- CPD opportunities are linked to PRD and SQUIP.

### **What are you going to do now?**

#### **What are your improvement priorities in this area?**

- We have a curriculum rationale however supporting documentation needs to be written.
- We need to seek the views of our wider community, this will be done through attending Community Garden and Hill of Fiddes meetings as well as sending out a community questionnaire.
- A new vision, values and aims to reflect our current cohort and the environment we currently live in.
- More collegiate time with authority colleagues to collaborate and moderate.
- Carry out another whole school audit.

## How good is the quality of care and education we offer?

### **QI 2.3 Learning, teaching and assessment**

Learning and engagement  
Quality of teaching  
Effective use of assessment  
Planning, tracking and monitoring

**Relevant NIF priority: All**

**Relevant NIF driver(s): Teacher professionalism, School leadership, Parental engagement, Assessment of children's progress**

**Level of quality for core QI: 4 Good  
(HGIOS?4/HGIOELC? 1-6 scale)**

**How well are you doing?**

**What's working well for your learners?**

- We have a fully established programme for transition from the Playgroup and to Meldrum Academy. The transition programme to Meldrum Academy has been updated and our Primary 7 teacher is involved in this group.
- There are positive and well established relationships evident across the school.
- All staff respond to the individual needs of the pupils. IEP's and some have input from ASN teacher.
- Weekly outdoor learning is planned as well as interdisciplinary learning and cross-curricular activities.
- Pupils set self-directed targets, although this needs to move across all curricular areas.
- The classes regularly have a trip or visitor related to Learning and Teaching, although this is currently not the case due to Covid, we will look to re-establish this when possible.
- We have well established parent volunteers, parents that are normally in the school on a regular basis.
- Our third language, Spanish is now well established in Primary 5-7.
- 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.
- SfL is ongoing with weekly feedback and 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 in maths 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.
- We contributed to the payment of a Cluster Pupil Support Worker through PEF.
- Holistic assessments are carried out at least twice per session.
- Termly tracking and information from ongoing assessments help track pupils.
- Charanga music programme is used by all staff.

- Green Flag status has been achieved.
- DYW - pupils record skills and learning in their termly DYW profile.
- We collate our assessment data for each class, the authority also presents it to us in a standardised format. We will use the data to inform improvement priorities and PEF.

### **How do you know?**

#### **What evidence do you have of positive impact on learners?**

- All classes use peer and self-assessment.
- Pupils in all classes set targets and reflect on their learning.
- Visible learning strategies are used in all classrooms.
- Benchmarks are used to moderate attainment.
- PEF is used to target support where it is required.
- Tracking throughout the session.
- We report to parents in Terms 2, 3 and 4, outlining next steps in literacy, numeracy, health and wellbeing and an area of success.
- SNSA is carried out in all classes and data is evaluated and used to implement next steps.
- Facebook is used to show daily learning and teaching.

### **What are you going to do now?**

#### **What are your improvement priorities in this area?**

- We are adopting 'Big Maths' so that assessment directed learning in maths can be adopted throughout the whole school.
- We need greater communication links to support the transition from P1/2 to P3/4 and then onto P5-7 now being three teacher school.
- We need to continue our Rights Respecting journey.
- Further developing our understanding of the Aberdeenshire Frameworks.
- Questioning, higher order thinking skills and formative assessment need developed.
- Continue environmental review work to keep their green flag.

## How good are we at improving outcomes for all our learners?

### **QI 3.1 Ensuring wellbeing, equality and inclusion**

Wellbeing

Fulfilment of statutory duties

Inclusion and equality

**Relevant NIF priority: All**

**Relevant NIF driver(s): Assessment of children's progress, School improvement, Performance information**

**Level of quality for core QI: 4 Good**

**(HGIOS?4/HGIOELC? 1-6 scale)**

**How well are you doing?**

**What's working well for your learners?**

- 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 attended Child Protection training and understand the policies.
- 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.
- Staff are vigilant about raising concerns around pupil achievement.
- Effective transitions are in place between Playgroup and P1 as well as P7 to Meldrum Academy.
- Pupil friendly IEP's are used 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 settle into school, forging good interclass workings.
- We are continuing to work on the Visible Learning principles which will help us moderate our learning and teaching and inform our next steps.
- Our Health and Wellbeing questionnaire data is evaluated together 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.
- 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 purchased science equipment.
- We have refreshed our Promoting Positive Behaviour Policy with the input of all stakeholders, this will be evaluated after being used last session. We have a restorative practice approach which staff model.

- Our new Health and Wellbeing programme was evaluated this session. This supported our teaching in the return to school after home learning during Covid. It is also linked to SHANARRI and the wellbeing wheel.
- The school tracks Health and Wellbeing through lessons, open-ended assessments and surveys.
- Chronologies are recorded on SEEMIS.
- PSA's are supporting pupils in two focused groups. One supporting gross and fine motor, while the other is focusing on the development of social skills.
- We are a Fair Aware and Fair Active school.
- Staff feed into PEF report by identifying need, the impacted is then evaluated at the end of the session.
- Teaching resources are selected to promote wellbeing, for example the Happy Journal, P5-7 class novel and P1/2 play equipment.
- The use of outdoors has been key to delivering a varied curriculum during Covid.
- All classes have a soft start approach to the day, giving the staff an opportunity to observe or interact with pupils.
- Along with our cluster colleagues we have taken part in Autism friendly training.

### How do you know?

#### What evidence do you have of positive impact on learners?

- Shared, high expectations across the whole school.
- An open-door policy, encouraging parents to get in touch promptly if there are any concerns or queries.
- Annual GIRFEC/Child Protection training is carried out.
- A health and wellbeing survey is carried out twice a year with pupils to monitor their health and wellbeing. This is linked to SHANARRI.
- Staff carry out annual data protection, equalities and diversity training as provided by the local authority.
- ALEC/SCARF resources are included in our whole school health and wellbeing planning programme.
- The school has achieved its first Eco flag.
- Effective partnerships are in place with our local minister, Reverend Reid. We have links with our local police liaison officer and community officers through Bikeability.
- We ensure that staff keep their first aid up to date.
- We use the Aberdeenshire Dyslexia friendly toolkit and autism friendly toolkit.
- Targeted support is provided in all classes by teachers. We also have targeted support from IPT, PSW and SALT. Our Educational Psychologist is involved in planning next steps for targeted pupils.
- Outside agencies such as the school nurse have been involved in targeted support for pupils.
- We have a PSA trained in Seasons for Growth which we use to support pupils.
- We have a PSA running a social group to support pupils having difficulty returning to school from lockdown.
- The school keeps an up to date audit of need which is submitted to our LMG. Moderation of the audit takes place regularly.

- MAAPM process is fully implemented as is SAAPM. Regular meetings with staff and consultation with parents through phone calls or skype.
- The cluster has a comprehensive transition programme that was adapted to online for last session. The transition process is now under review for next session. Our P7 teacher is on the review group.

### What are you going to do now?

### What are your improvement priorities in this area?

- With the introduction of a third class, new transitions need to be put in place when supporting pupils moving from one stage to another.
- Within Religious and Moral Education more faiths need to be represented in school. We have regular input from Reverend Reid.
- A new RME progressive framework was created to ensure that all benchmarks are met. This needs to be audited by all teaching staff.

## QI 3.2 Raising attainment and achievement

Attainment in literacy and numeracy

Attainment over time

Overall quality of learners' achievement

Equity for all learners

**Relevant NIF priority: All**

**Relevant NIF driver(s): Assessment of children's progress, School improvement, Performance information**

**Level of quality for core QI: 3 Satisfactory**  
(HGIOS?4/HGIOELC? 1-6 scale)

### How well are you doing?

### What's working well for your learners?

- The majority of pupils achieved Early in and Maths and Listening and Talking.
- The majority achieved First level Maths, Reading and Listening and Talking.
- All pupils achieved Second Level in Reading, Maths, Writing 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.
- The majority of pupils achieved Early in Maths, Reading and Writing.
- Most achieved Early in Listening and Talking.
- All achieved Early in Health and Wellbeing.
- All achieved First level in Maths, Reading, Listening and Talking and Health and Wellbeing.
- The majority achieved First level in Writing.
- All pupils achieved Second Level in Listening and Talking and Health and Wellbeing.
- Most achieved Second level in Reading.
- The majority achieved Second level in Writing and Maths.
- 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.
- Attainment data is compared to local and national averages, to give us a broader understanding of how our pupils are achieving.
- We work with other Cluster schools for moderation purposes every session.
- Holistic assessments are now used termly to inform next steps by assessing against the Benchmarks.

### **How do you know?**

#### **What evidence do you have of positive impact on learners?**

- Support is provided to all pupils in a timely manner.
- Tracking and monitoring meetings happen throughout the session and data is also input throughout the session to build an individual picture for each pupil.
- We monitor the impact of PEF through qualitative and quantitative data.
- As part of our moderation calendar we moderate a different area of the curriculum every session with another school or cluster of schools.
- We engage in a cluster attainment review.
- Visible learning training has taken place and a new area for development is selected each session.
- All pupils are involved in pupil groups, this session each class has taken on one or two groups. The group time ends with a whole school Skype call to exchange ideas and pass on information to each other.
- We have created a pupil friendly improvement plan for our Learning Council. This allows them to support its development.
- All pupils are encouraged to share wider achievements and these are monitored by the class teachers in a tracking document each term.
- Head teachers track attendance and all lates.

### **What are you going to do now?**

#### **What are your improvement priorities in this area?**

- The minority achieved Early in reading and writing and the minority achieved First level in writing. We would like to see the impact of our moderation exercise in writing have a positive impact on our writing this session.
- More understanding of the SNSA results are required before we can fully understand how they support professional judgement.

- Through Visible Learning we want pupils to take more ownership of their learning.
- We need to work towards tracking attainment in all curriculum areas.
- Staff to attend Muddy Puddle training to encourage further outdoor learning opportunities.
- CPD training of Big Maths to ensure quality Learning and Teaching of maths in all classes.
- Continue to develop moderation process beyond the Cluster.

## PEF 2021/22

<b>Identified gap</b>	Cluster primary pupil support worker.
<b>Expenditure</b>	Staff member £239.00
<b>Expected outcomes</b>	The primary cluster will have access to their own pupil support worker who can provide pupils with additional support not already provided from other cluster resources.
<b>Impact Measurements</b>	If the PSW needs to be accessed, then we would measure the impact of that individual case.

<b>Identified gap</b>	Statistics remained steady last session. Continued investment in Big Maths to provide continuity in planning and guidance for our new probationer.
<b>Expenditure</b>	Big Maths £700
<b>Expected outcomes</b>	Greater attainment so that a greater percentage of pupils achieve in maths. Closing the gap on those not achieving standards.  Quality learning and teaching, ensuing challenge is happening across all classrooms.
<b>Impact Measurements</b>	Ongoing monitoring of assessment results and learning and teaching.

<b>Identified gap</b>	Sensory Tent and resources
<b>Expenditure</b>	£80
<b>Expected outcomes</b>	A few of our pupils need time out of class when they find some situations stressful or unmanageable.  This will give them somewhere to go away from their peers, allowing them to re-join the class when they are in the mindset to do so. This will provide these individuals with positive outcomes and experiences in school.

<b>Impact Measurements</b>	The number of times the tent is used. Through teacher observations we will be able to identify how the pupils have settled back into class after removing themselves from the class.
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<b>Identified gap</b>	Extend the recovery teacher into term 4. Pupils receive one on one time with their class teacher while Mrs Crofts teaches the class. This ensures the support is timely and supported in class as well as during the additional support slot. It would be beneficial to extend this teacher beyond the allocated April deadline so we will use our PEF fund to continue this support.
<b>Expenditure</b>	£212.36 per day (12 Tuesdays total £2,548.32) (additional 10 days throughout the session, total £2,123.60)
<b>Expected outcomes</b>	Individuals and small groups will be given time to support pupils when required.
<b>Impact Measurements</b>	Attainment data.

<b>Identified gap</b>	Additional soft start and play based activities Our upper stages teacher is involved in CPD focused on play based learning in upper stages as she felt that pupils in her class would benefit from this teaching style.
<b>Expenditure</b>	£1500
<b>Expected outcomes</b>	Enhanced pupil engagement .
<b>Impact Measurements</b>	Attainment data.

<b>Identified gap</b>	Standing desks One pupil in Primary 5-7 struggles to sit during written tasks and would benefit from being able to move while completing tasks.
<b>Expenditure</b>	£1000
<b>Expected outcomes</b>	Engagement in written tasks.
<b>Impact Measurements</b>	Attainment data.

<b>Identified gap</b>	Fresh fruit. All pupils should have access to fresh fruit and with the current changes locally regarding oil and gas, many of our families may no longer have the ability to buy as much fresh fruit as they normally would.
<b>Expenditure</b>	£750 - Fortnightly delivery of fresh fruit and vegetables.
<b>Expected outcomes</b>	A healthy balanced diet has a positive impact on all of our learning and general health and wellbeing.

<b>Impact Measurements</b>	We would hope that this provides nourishment for those children who need it.
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<b>Identified gap</b>	Basic resources for school
<b>Expenditure</b>	£100 -water bottles, waterproofs, snacks, breakfast bars, etc
<b>Expected outcomes</b>	All children will be included in outdoor learning activities with necessary kit. All pupils will benefit from having a water bottle in school. Pupils who do not receive a snack from home will be provided with one.
<b>Impact Measurements</b>	We would hope that this provides nourishment and resources for those children who need it.

### [PEF Evaluation 2021/22](#)

### [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.

## Action plan 1

<p><u>National Improvement Framework Priorities</u></p> <ul style="list-style-type: none"> <li>Improvement in attainment, particularly in literacy and numeracy.</li> <li>Closing the attainment gap between the most and least disadvantaged children.</li> <li>Improvement in children and young people's health and wellbeing.</li> <li>Improvement in employability skills and sustained, positive destinations.</li> </ul> <p><b>Key drivers of improvement</b></p> <p>School leadership</p> <p>Teacher professionalism</p> <p>Parental engagement</p> <p>Assessment of children's progress</p> <p>School improvement</p> <p>Performance Information</p>	<p><u>HGIOS</u> and <u>ELCC</u></p> <p>1.1 Self-evaluation for self-improvement</p> <p>1.2 Leadership for learning</p> <p>1.3 Leadership of change</p> <p>1.4 Leadership and management of staff/ practitioners</p> <p>1.5 Management of resources to promote equity</p> <p>2.1 Safeguarding and child protection</p> <p>2.2 Curriculum</p> <p>2.3 Learning teaching and assessment</p> <p>2.4 Personalised support</p> <p>2.5 Family learning</p> <p>2.6 Transitions</p> <p>2.7 Partnerships</p> <p>3.1 Improving/ ensuring wellbeing, equality and inclusion</p> <p><b>Specific to HGIOS 4</b></p> <p>3.2 Raising attainment and achievement</p> <p>3.3 Increasing creativity and employability</p> <p><b>Specific to HGIOELC</b></p> <p>3.2 Securing children's progress</p> <p>3.3 Developing creativity and skills for life</p>	<p><b>Aberdeenshire Priorities:</b></p> <p>1. Improving learning, teaching and assessment.</p> <p>2. Partnership working to raise attainment.</p> <p>3. Developing leadership at all levels.</p> <p>4 Improvement through self-evaluation.</p>		
<p><b>Priority 1 : Transitions</b></p> <p>Arrangements to support learners and their families</p> <p>Collaborative planning and delivery</p>		<p><b>Data/evidence informing priority:</b></p> <p>Through a whole school audit, this was identified by pupils, parents and staff as a priority. This was also discussed with our Parent Council at the start of this session to ensure they still view this as a priority, they did.</p>		
<p><b>Key actions</b></p>	<p><b>By whom</b></p>	<p><b>When?</b></p>	<p><b>How will we evaluate impact? (Measurements of success)</b></p>	<p><b>Progress</b></p> <p>On Track</p> <p>Behind Schedule</p> <p>Not Achieved</p>
<p>Parent questionnaire on current transition programmes.</p> <p>Create an enhanced transition to ensure we support all pupils.</p> <p>Update Primary 1 packs to ensure we gather information on the Health and Wellbeing of our new pupils. E.g. Being Me, Favourite Animals, Being Outdoors, Where I Live.</p>	<p>Mrs Alison Dow to prepare questionnaire for current P1 parents/carers</p> <p>Enhanced Transition – staff, parents consulted</p>	<p>Questionnaire to go out November 2021</p> <p>May 2022</p>		

<p><b>Develop a strategy for effective information sharing between us and other local establishments and professionals.</b></p> <p><b>Create effective transitions for moving into the next stage of our school and beyond.</b></p> <p><b>Formalise the Primary 1 Transition Guidelines so that parents know what to expect during the transition period – using multiple forms of information for parents and children e.g. Booklet, online material, stories</b></p>	<p><b>Updates to Primary 1 packs</b></p> <p><b>Strategy for information sharing investigate by Head teachers and staff</b></p> <p><b>Whole staff begin to consider which children may require enhanced transition arrangements</b></p>			
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## Action plan 2

<p><u>National Improvement Framework Priorities</u></p> <ul style="list-style-type: none"> <li>Improvement in attainment, particularly in literacy and numeracy.</li> <li>Closing the attainment gap between the most and least disadvantaged children.</li> <li>Improvement in children and young people's health and wellbeing.</li> <li>Improvement in employability skills and sustained, positive destinations.</li> </ul> <p><b>Key drivers of improvement</b></p> <p>School leadership</p> <p>Teacher professionalism</p> <p>Parental engagement</p> <p>Assessment of children's progress</p> <p>School improvement</p> <p>Performance Information</p>	<p><u>HGIOS and ELCC</u></p> <p>1.1 Self-evaluation for self-improvement</p> <p>1.2 Leadership for learning</p> <p>1.3 Leadership of change</p> <p>1.4 Leadership and management of staff/practitioners</p> <p>1.5 Management of resources to promote equity</p> <p>2.1 Safeguarding and child protection</p> <p>2.2 Curriculum</p> <p>2.3 Learning teaching and assessment</p> <p>2.4 Personalised support</p> <p>2.5 Family learning</p> <p>2.6 Transitions</p> <p>2.7 Partnerships</p> <p>3.1 Improving/ ensuring wellbeing, equality and inclusion</p> <p><b>Specific to HGIOS 4</b></p> <p>3.2 Raising attainment and achievement</p> <p>3.3 Increasing creativity and employability</p> <p><b>Specific to HGIOELC</b></p> <p>3.2 Securing children's progress</p> <p>3.3 Developing creativity and skills for life</p>	<p><b>Aberdeenshire Priorities:</b></p> <p>1. Improving learning, teaching and assessment.</p> <p>2. Partnership working to raise attainment.</p> <p>3. Developing leadership at all levels.</p> <p>4 Improvement through self-evaluation.</p>
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<b>Priority 2 : Reporting 2.7 Partnerships</b>		<b>Data/evidence informing priority:</b> In session 2015/16 we updated our reporting format. Since then our staffing and parent body have changed. We need a reporting format that reflects the current school community.		
<b>Key actions</b>	<b>By whom</b>	<b>When?</b>	<b>How will we evaluate impact? (Measurements of success)</b>	<b>Progress</b>
				<b>On Track</b>
				<b>Behind Schedule</b>
				<b>Not Achieved</b>
<p>Set up focus groups, look at our school context. Gather opinion from Parent Body, pupils and staff on the following:</p> <p>Reporting to parents/carers should highlight latest progress and identify next steps in learning. The description of learning should provide a fair, clear, concise and recognisable picture of the individual learner.</p> <p>Reporting activities should provide opportunities for the learner to contribute, including to comment on written reports, when possible.</p> <p>Reporting involves and values the role of parents/carers in supporting their child's progress.</p> <p>Reporting provides opportunities for parents/carers to give their views on their child's progress, including through their responses to written reports.</p>	<b>HT, parents, pupils and staff</b>	<b>End of session 2021/22</b>	<p><b>After the red folders go out in December we will gather opinion on our current reporting system.</b></p> <p><b>Once our new system is established the same set of control questions will be asked to evaluate the impact of the changes made.</b></p>	

<p>Reporting is an on-going process which provides clear information on a learner's strengths, areas for development and specifically what needs to be done to ensure continued progress and improved standards of achievement.</p>				
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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.

**Wider Community Links**

ALEC came to school to work with all the pupils.

We achieved our first Eco Green flag.

We celebrated National Fitness Day.

Primary 5-7 learned about Black History month.

Primary 5-7 learned about Dia de los Muertos and the different countries that celebrate it.

All pupils drew a picture of themselves for a tea towel which raised money for the Parent Council.

The Eco committee arranged for Marie Dare from Macduff Marine Aquarium to speak to each class.

The Rotakids raised £55 for Save the Children.

We took part in World Book Day.

Primary 1/2 watched an author's live session with Catherine Rayner.

The Eco group worked with One Seed Forward and Garden Schools.

Primary 5-7 took part in the Rotary Young Writer's Competition.

"Roots for Toots" music specialist visited school.

Our Eco Committee learned about recycling during a Teams meeting organised by Techfest.

P1/2 enjoyed a presentation from The Critter Keeper.

We entered the Rotary Dinosaur Egg competition.

Primary 6/7 took part in Bikeability.

We had three finalists in the Aberdeenshire/City Time Capsule.

We had a school trip to Fedderate Woods.

We received the Rotary Presidential Citation.

The Eco Group maintain part of Cultercullen Community garden and each class has an area they are responsible for. This includes the planting of a willow tunnel, seeding a wild flower bed, composting waste and planting/growing flowers and vegetables.

We won a Silver Award in Formartine Beginning to Blossom competition.

Every session we take part in the local Rotary Quiz at Meldrum Academy and in 2020 we won the regional heat.

All pupils went to Aberdeen Science Centre to take part in workshops.

Pupils benefit from football and netball clubs.

This session 65% of pupils take part in an Active Schools Activity.

P5-7 pupils went on a ski trip with Pitmedden Primary. In May, they will go PGL Dalguise with Udney Green School – these were sadly cancelled due to Covid.

Pupils receive weekly Kodaly sessions.

The school is supporting a variety of charities this session, including Children in Need, Purple Polio, the Shoebox Appeal and World Vision.

We take part in World Book Day.

P5-7 will organise a community café, open to members of the local community and representatives from local groups.

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

Primary 6 volunteer at the local playgroup to build up relationships with our new entrants before they start school – this could not go ahead this session due to school and nursery closures.

Bikeability is carried out by a group of parents. Mr Whyment went on the training and organised all of the lessons. Miss Smith will also attend the training this year.

We have established a link with Siemens technology. We have visitors into school and our P7s attended the Siemens STEM challenge this session.

Our local resident, Mr Kenny Innes and Reverend Reid (Foveran Church) work closely with our local community garden. They support our eco group and classes in the work they do in the garden.

We continue to foster a 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.

We have fostered links with the RNCI (Royal Northern Countryside Initiative) to support childrens' knowledge and understanding of the local environment and a sustainable future. Pupils will continue their learning on a trip to the Royal Highland Spring Show.

Pupils have benefitted from trips to: Peterhead Prison, Fraserburgh Lighthouse, Aberdeen National Art Gallery, Maritime Museum, Gordon Highlanders Museum, Macduff Aquarium and Aberdeen Curling Centre.

Our wider community links have included speakers from BP Oil, an NHS nurse, a beekeeper, a baby sibling of one of our pupils at various points of his development throughout his first year.

We have identified pupils who would benefit from taking part in the Seasons for Growth programme to support their social and emotional wellbeing. We have trained one member of staff and will utilise IPT to run the group.

Together with Udney Green and Pitmedden Schools, we took part in the Udney Climate Change event in March 2020.

