

**Cultercullen School**

**Standards & Quality Report**

**2022 - 2023**

**&**

**School Improvement Planning**

**2023 – 2024**

# School Forward

We are pleased to present both our Standards and Quality Report for Session 2022-23 and our School Improvement plan for the current session 2023-24. 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 that all of 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 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

Our new Vision, Values and Aims will be unveiled in September 2023, thank you to all of our parents, pupils and staff for your input.

**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 teaching staff. The Head Teachers are also class committed. We currently have Pupil Support Assistants running groups to support gross and fine motor development and skills 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 additional resources for the pupils.

**Core Quality Indicators Evaluations**

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| **Quality Indicators** | **Evaluation** |
| **1.3** | **Good** |
| **2.3** | **Good** |
| **3.1** | **Good** |
| **3.2** | **Good** |

**SIMD**

The SIMD quintile profile for Cultercullen Primary ranges from decile 7 to decile 9. Most of our children at Cultercullen Primary are decile 7. We use this to inform our targeted support to ensure all pupils are have equal access to learning, resources and opportunities.

**Free School Meals and PEF**

7% of our pupils are entitled to free school meals. Our PEF allocation for 2023 was £4, 330. Outlined as part of our improvement plan is our PEF spend and evaluations.

# 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 2021-2022.

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| **Key priority 2022-2023** | **Key actions undertaken** | **Impact (achieved throughout 2022-2023)** |
| **Writing** | **Support/recovery class teacher employed to augment class teachers input.****Review of handwriting skills and formation of whole school policy.****Started to use ‘Talk for writing’ strategies.****Fine/gross motor skills supported.****Moderated with cluster school.** | **Improved outcomes for reluctant writers.****New handwriting and presentation policy in place for session 23-24 and new resources purchased to support this – Nelson online resource along with textbooks/works books.****Positive response to Talk for Writing strategies – full training organised for all staff for Term 1 23-24.****Gross/fine motor skills group having positive impact on individuals – attainment up particularly amongst P2 learners who did not achieve Early in P1.**  |
| **Play** | **Sarah and Alison D shared their experiences to date.****All staff involved in CLPL training/reading.****A Play pedagogy and rationale wall display in the staffroom.****Discussions around the quality of soft start activities and links to Es and Os.****Use of Play to enhance other areas of the curriculum.****Link to Meta-skills.****Discussions related to how we incorporate play into our planning to take progression and attainment into account.** | **All classes have soft starts linked to Es and Os.****All classes provide play experiences that link to a variety of subject areas and meta-skills.****Play is featured both in the classroom and outside.****Staff have a clear understanding between the difference of adult directed play and free flow play.****New resources.****Natasha play enquiry.****Children are engaged in play that reflects their interests.****Children have autonomy to plan and undertake playful activities and experiences independently.****Creativity and critical thinking skills features within playful experiences.**  |

# How good is our leadership and approach to improvement?

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| **QI 1.3 Leadership of change**Developing a shared vision, values and aims relevant to the school and its communityStrategic planning for continuous improvementImplementing 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. This is now our third three year plan resulting from our audit process.
* 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 a 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.
* Parents, pupils and staff have all been involved in the process of updating our Vision, Values and Aims during session 2022/23.

Strategic planning for continuous improvement* All staff continue to work on developing play-based learning, reporting, transitions and writing attainment.
* Peer monitoring is timetabled and links with other schools were encouraged and supported. We have agreed with other cluster schools to support peer observations for writing.
* ‘Shout Out Wall’ for staff.
* 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 cluster schools.
* PEF/Recovery funded teacher has been used to target writing.
* We have a curriculum rationale that is updated each session to reflect our current cohort.
* A new reporting calendar has been created by parents, pupils and staff.

Implementing improvement and change * Staff input/create ideas for change during collegiate meetings, leading to all staff having shared expectations for learners.
* 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.
* Quality Assurance calendar is in place.
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| **How do you know?****What evidence do you have of positive impact on learners?**  |
| * During session 2021/22 a full school audit 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 will be unveiled at the start of session 2023/24 after partnership working throughout session 2022/23 to create a new vision/value/aims for our school. This was our third whole school audit.
* 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.
* Use of our moderation calendar.
* Change to learning and teaching to incorporate our development of play.
* 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 assessments. Staff will also contact parents if required.
* 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, linked to our Improvement Plans and audit to ensure all aspects of HGIOS 4 is engaged with.
* Our Learning Council engages with HGIOS 4.
* 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.
* Parents and pupils were asked if we sought their views while making changes.

Parental ResponsePupil Response |
| **What are you going to do now?****What are your improvement priorities in this area?** |
| * Unveil our new vision, values and aims.
* Additional collegiate time with authority colleagues to collaborate and moderate.
* ‘Star of the Week’ and House Points linked to our new vision, values and aims.
* Review QA calendar in line with school improvement.
* Create our Learning and Teaching statement linked to ‘Applying Nurture as a Whole School Approach’.
* Evaluate the newly established reporting format.
* Head Teachers to create formal next steps from ongoing informal observations and conversations.
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# How good is the quality of care and education we offer?

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| **QI 2.3 Learning, teaching and assessment**Learning and engagementQuality of teachingEffective use of assessmentPlanning, 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?**  |
| Learning and Engagement* Around the school there are positive and well-established relationships evident.
* Outdoor learning is planned as well as interdisciplinary learning and cross-curricular activities in all classes.
* We use our community garden to enhance learning and teaching.
* We have established parent volunteers.
* Our third language, Spanish, is 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 staff, informing next steps for the school community.
* All pupils contribute to the wider life of the school and its community. Their views are continually sought and acted upon.
* Pupil choice is evident in all classes, but breadth of choice is needed.
* Green Flag status has been achieved.
* We have renewed our Fair Aware and Fair Active school.
* DYW - pupils record skills and learning in their DYW profile.
* We have seen all teachers engage pupils with appropriately challenging activities.
* Most of our pupils are engaged and highly motivated.
* All classes have a soft start approach to the day, giving the staff an opportunity to observe and interact with pupils. All activities are linked to the Experiences and Outcomes.
* Planning is linked to the four capacities and children engage with them during assembly.
* Pupils access flexi-schooling working with the school in the interests of the individual.

Quality of Teaching* Pupils set self-directed targets, although this needs to include all curricular areas.
* We use digital packages to enhance learning and teaching. Currently we subscribe to Charanga, Big Maths, Tigtag and Learning Journals. We have recently purchased online GL Reading assessments. P1/2 used DDMIX to promote dance.
* All classes use technology to enhance learning and teaching, we have laptops available to all classes stored in a central location and all classes have iPads and charging stations. All teaching staff have individual iPads.
* We have personal approaches to Learning and Teaching.
* Staff mark in the moment where possible to provide relevant real time feedback.
* All classes have a termly trip or visitor related to learning and teaching.
* Play is established in all classes.

Effective use of Assessment* All staff respond to the individual needs of the pupils. IEPs are used and some pupils have input from our ASN teacher.
* SfL is ongoing with weekly feedback and termly evaluations with all staff.
* 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 3-7 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.
* 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.
* High quality assessments are carried out at least twice per session or when required.

Planning, Tracking and Monitoring* We have an established programme for transition for early years and Meldrum Academy. The transition programme to Meldrum Academy has been updated and our Primary 7 teacher is involved in this group. In session 2021/22 we worked with a cluster school to work on a transition programme to enhance our P7 pupils experience moving on to Meldrum Academy.
* Learning Journals will give us a platform to inform parents as to what is happening in school. Pupils and staff will add items to Learning Journals.
* Staff have termly tracking meetings; analysing data and observations to inform next steps.
* Big Maths has been adopted in all classrooms, it is assessment directed learning in maths.
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| **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.
* Monitoring and tracking throughout the session.
* We will share with parents through Learning Journals.
* SNSA is carried out in all classes and data is evaluated and used to implement next steps.
* We have well established methods of gathering information on pupils, both formative and summative.
* Pupils were asked if they enjoyed their learning.

Pupil Response* Parents were asked if they were happy with quality of the teaching.

Parental Response |
| **What are you going to do now?****What are your improvement priorities in this area?** |
| * Pupil voice is at the heart of planning our learning and teaching experiences.
* Questioning and higher order thinking skills need embedded.
* Continue environmental review work to retain our third green flag.
* Creating and supporting independent learners to show resilience.
* Reestablish our developing the young workforce school experience.
* Links with local businesses.
* Parents were asked if they understood how their child was assessed.

Parent ResponseAlthough 85% of the parents said they agreed or strongly agreed, this statement received the highest percentage of disagree/don’t know responses at 15%. We will hold a curricular event to explain how we assess and assign reporting levels to pupils. * We will use ‘Applying Nurture to a Whole School Approach’ during our classroom observations.
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# How good are we at improving outcomes for all our learners?

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| **QI 3.1 Ensuring wellbeing, equality and inclusion**WellbeingFulfilment of statutory dutiesInclusion 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?**  |
| Wellbeing* 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.
* The school actively utilises opportunities to promote diversity and engage in global citizenship through curriculum and whole school activities including work led by pupils.
* Staff are vigilant about raising concerns around pupil attainment and achievement.
* 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 and audits.
* Our Health and Wellbeing programme supported our teaching in the return to school after home learning during Covid. It is linked to SHANARRI and the wellbeing wheel.
* The school tracks Health and Wellbeing through lessons, open-ended assessments and surveys.
* Teaching resources are selected to promote wellbeing, for example the Happy Journal for P3-7, P5-7 class novel and P1/2 books as part of our recovery focus.
* We have invested in a sensory tent, creating a nurture space in school.
* All teaching staff have completed ‘Growing and Changing’ training and a new Relationships and Sexual Health Education progression has been created.
* The outdoors is regularly used to enhance learning and teaching experiences.
* Primary 5-7 pupils engaged in Decider skills workshop.
* We achieved our Rights Respecting Bronze Award.

Fulfilment of statutory duties* Attendance data is evaluated throughout the session and Aberdeenshire protocol is followed.
* 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. This training is carried out at the start of every session and is attended by all staff who have contact with pupils.
* Child Protection is on all staff meeting agendas.
* Pupils and staff engage with the Rights of the Child, each class establishes a refreshed classroom charter yearly and pupils refer to this yearly.

Inclusion and equality* We contributed to the payment of a Cluster Pupil Support Worker through PEF.
* Pupil friendly IEPs 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 are well-informed about pupil progress and events in school.
* Chronologies are recorded on SEEMIS by head teachers, staff also have access.
* PSAs are supporting pupils in two focused groups. One supporting gross and fine motor, while the other is focusing on the development of social skills.
* Staff feed into PEF report by identifying need, the impacted is then evaluated at the end of the session by parents, pupils and staff. This informs the next PEF plan.
* Along with our cluster colleagues we have taken part in ADHD friendly training.
* Annual training for anaphylaxis/allergy awareness and response for all staff.
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| **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.
* CORAM Life Education resources are included in our whole school health and wellbeing planning programme.
* We ensure that staff keep their first aid up to date.
* We use the Aberdeenshire Dyslexia friendly toolkit.
* Targeted support is provided in all classes by teachers. We also have targeted support from Intervention Prevention Teacher, Pupil Support Worker and Speech and Language Therapist. 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.
* The school keeps an up to date audit of need which is submitted to our LMG. Moderation of the audit takes place as a cluster.
* MAAPM process is fully implemented as is SAAPM. Regular meetings with staff and consultation with parents occur.
* We asked the pupils if they felt they were treated with fairness and respected.

Pupil Response* Parents were asked about if their children felt safe in school.

Parental Response |
| **What are you going to do now?****What are your improvement priorities in this area?** |
| * Create ‘House Challenges’ to promote team work and positive relationships.
* A fidget box for all classrooms.
* We will work towards our silver Rights Respecting Award.
* We will have a focused Right of the term.
* Our curricular evening in session 23-24 will focus around the theme of Equity, Equality and Inclusion.
* Develop inner city school link to enhance pupil understanding of diversity.
* A whole school approach is needed to develop a learning plan for able pupils.
* Review and embed our new approach to monitoring and tracking out of school achievements.
* Update our Promoting Positive Behaviour Policy in line with ‘Know me to teach me’.
* Plan to include further opportunities to promote diversity across the curriculum, including updating our resources to support learning and teaching.
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| **QI 3.2 Raising attainment and achievement**Attainment in literacy and numeracyAttainment over timeOverall quality of learners’ achievementEquity 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: 4 Good****(HGIOS?4/HGIOELC? 1-6 scale)** |
| **How well are you doing?****What’s working well for your learners?**  |
| Attainment in Literacy and Numeracy  Early level:* The majority of pupils achieved Early in reading.
* The majority of pupils achieved Early in writing.
* Most pupils achieved Early in listening and talking.
* Most pupils achieved Early in numeracy.
* The majority of pupils achieved Early in health and wellbeing.

 First Level* Most pupils achieved First in reading.
* The majority achieved First in writing.
* The majority of pupils achieved First in listening and talking.
* All pupils achieved First level in numeracy.
* All pupils achieved First in health and wellbeing.

  Second Level* Most pupils achieved Second level in reading.
* The majority of pupils achieved Second level in writing.
* Most pupils achieved Second level in listening and talking.
* The majority of pupils achieved Second level in numeracy.
* Most pupils achieved Second level in health and wellbeing.
* All staff have focused on writing attainment and supporting pupils in literacy. All writing lesson have been taught using team teaching, which will continue into next session.

Attainment over time* 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 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 for moderation purposes.
* We identify potential barriers to learning early, consult other agencies and use available support to break down barriers. We have close working relationships with parents, PSAs and other professionals.
* Attainment data is compared to local and national averages, to giving us a broader understanding of how our pupils are achieving using Power BI.
* We have arranged to work with other Cluster schools for moderation purposes.
* High quality assessments are used at least twice a session to inform next steps by assessing against the Benchmarks.

Overall quality of learners’ achievement* We have pupil working groups developing the life and ethos school, giving pupils ownership of initiatives.
* Wider achievements are shared with the whole school, linked to the four capacities, and we ensure that all pupils achieve through a variety of whole school events.
* Outdoor learning is promoted, all classes plan for outdoor learning at least once per week. The outdoors is also used to enhance learning and teaching experiences.

Equity for all learners* New resources were purchased with PEF to enhance learning and teaching experiences for pupils.
* Support is put in place based on attainment. Working with agencies to support our pupils.
* All staff, parents and pupils have an opportunity to contribute to the allocation of PEF.
* Through Connecting Scotland we have had pupils issued with iPads.
* 40% of our school role is recorded on our needs analysis audit and that percentage does not include able learners.
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| **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 inputted 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.
* All pupils are encouraged to share wider achievements and these are monitored by the class teachers in a tracking document each term.
* Moderation of our writing during session 2022/23 with a cluster school.
* Head teachers track attendance and all lates.
* The pupils were asked if they felt their work was hard enough.

Pupil Response* Parents were asked if their children receive timely support.

Parental Response* Parents were also asked if they felt their child was making good progress.

Parental Response |
| **What are you going to do now?****What are your improvement priorities in this area?** |
| * Work towards tracking attainment in all curriculum areas.
* Develop moderation process beyond cluster schools.
* Continue with GL assessments to gain data over time.
* Moderate listening and talking assessments from new planner with cluster colleagues and begin to use cluster listening and talking assessment proforma.
* Create a pupil friendly improvement plan with our Learning Council.
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| Learning Council focus 2022/23 |
| 3. Our School and Community |
| Improvements:* We invited our new Reverend to speak at an assembly, class visits, trip to the church and speak to P7 before transitioning to Meldrum Academy.
* We set up tennis lessons for all the classes, Graeme came from Pitmedden tennis club to teach us.
* We set up trips to the playgroup, four Learning Council members went to get to know our new Primary 1 pupils, we also set up activities for them to do. Primary 6 pupils also visited the playgroup, to get to know our new pupils so our new P1 pupils could see who their buddies will be next session.
* We told all of the school what we had been working on at an assembly.
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| Next Steps Learning Council:Theme 1 We would like to look at the Behaviour Policy and our relationshipsTheme 4 We would like to focus on the wellbeing wheelWe want to have a say on what health topics we learn and we want a cooking plan so we can do more cooking.We want to improve the outdoors with an outdoor classroom, painting games in the playground, new football goals and more bikes and scooters. |

# PEF 2023/24

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| **Identified gap** | Statistics remained steady last session. Continued investment in Big Maths to provide continuity in planning and guidance for our new probationer. - spent |
| **Expenditure** | Big Maths £1400 paid session 2022/23 for two year subscription |
| **Expected outcomes** | 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. |
| **Impact Measurements** | Ongoing monitoring of assessment results and learning and teaching. Numeracy attainment data. |

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| **Identified gap** | Breakfast ClubIt will be run as part of our soft start. Some children are coming to school without eating breakfast which does not give them the substance they need to have a fulfilling day, engaging fully in all activities. Breakfast will be available daily from 9.15-9.45am. It will be run by a PSA and two P6/7 pupils.  |
| **Expenditure** | For the session we will need the following:Cereal £205.00 (cornflakes, weetabix and rice crispies)Bread £41 (1 loaf per week)Milk £163.18 (2x 6pint per week)Butter £26 (1kg spread per term)Oatly Milk £0.92 Total £500 |
| **Expected outcomes** | All children will start the school day having been given the best possible start to their morning.  |
| **Impact Measurements** | Pupils, staff and parents will provide feedback at the end of the session.  |

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| **Identified gap** | Cooking |
| **Expenditure** | £300 resulting in £100 allocation per class.  |
| **Expected outcomes** | All pupils will continue to develop basic cooking and baking skills. Taking food items home to be eaten each term. |
| **Impact Measurements** | Long term life skills. |

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| **Identified gap** | Writing Attainment  |
| **Expenditure** | £4,330  |
| **Expected outcomes** | All classes will have team teaching for writing every Wednesday. This budget covers Terms 1, 2 and 3.  |
| **Impact Measurements** | Continued improvement in our writing attainment.  |

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| PEF Evaluation 2022/23Pupil Voice***Primary 5-7*****Primary 3/4****Primary 1/2** Staff VoiceParent Voice |

# 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

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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)1.1 Self-evaluation for self-improvement1.2 Leadership for learning1.3 Leadership of change1.4 Leadership and management of staff/ practitioners1.5 Management of resources to promote equity2.1 Safeguarding and child protection2.2 Curriculum2.3 Learning teaching and assessment2.4 Personalised support 2.5 Family learning2.6 Transitions2.7 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 | **Aberdeenshire Priorities:** 1. Improving learning, teaching and assessment. 2. Partnership working to raise attainment. 3. Developing leadership at all levels. 4 Improvement through self-evaluation. |
| * 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 progressSchool improvement Performance Information |
| **Priority 1 : The Circle** | **Data/evidence informing priority: An authority directed Improvement Plan. Train the trainer end of September.** |
| **Key actions** | **By whom** | **When?** | **How will we evaluate impact?****(Measurements of success)** | **Progress** |
| **On Track** |
| **Behind Schedule** |
| **Not Achieved** |
| **Train the trainers will be delivered to head teachers.** | **Alison G** | **Term 1** |  |  |
| **Head teachers will issue staff with manual.** | **All Teaching Staff** | **Term 2** |
| **Head teachers will issue training to staff.** | **Alison G** | **Term 3** |
| **Staff will use documentation to guide practice.** | **All staff.** | **Term 3 onwards** |
| **Update any policies to reflect new practice.** | **Alison G.** | **Term 3** |
|  |  |  |

# Action plan 2

|  |  |  |
| --- | --- | --- |
| [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)1.1 Self-evaluation for self-improvement1.2 Leadership for learning1.3 Leadership of change1.4 Leadership and management of staff/ practitioners1.5 Management of resources to promote equity2.1 Safeguarding and child protection2.2 Curriculum2.3 Learning teaching and assessment2.4 Personalised support 2.5 Family learning2.6 Transitions2.7 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 | **Aberdeenshire Priorities:** 1. Improving learning, teaching and assessment. 2. Partnership working to raise attainment. 3. Developing leadership at all levels. 4 Improvement through self-evaluation. |
| * 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 progressSchool improvement Performance Information |  |
| **Priority 2 : Learning, Teaching and Assessment - planning and assessment of play** | **Data/evidence informing priority: Developing on from last session, we identified we need to update our planning processes to incorporate play within our planning and assessment processes.** |
| **Key actions** | **By whom** | **When?** | **How will we evaluate impact?****(Measurements of success)** | **Progress** |
| **On Track** |
| **Behind Schedule** |
| **Not Achieved** |
| **Pupils and staff involved in the planning process based on the 4 contexts.** | **Pupils and staff** | **Term 1** | **A new planning document will be created in line with pupil and staff input.****All staff will have a clearer understanding and consistency of approach towards all contexts and in all classrooms.** |  |
| **Link meta skills to the planning process and develop an understanding of assessment.** | **All Staff** | **Ongoing** | **All classes will be focusing on development of skills and pupils will have a greater understanding of skills for life and work.** |  |
| **Use of Leuven Scale to assess engagement in play activities.** | **All Staff** | **Term 2****onwards** | **Staff will use data from these assessments to inform their next steps in practice.** |  |
| **Use of High Quality Assessments to link skills and benchmarks.** | **All Staff** | **Term 2 onwards** | **Staff will be able to evidence the impact of play and skills on meeting the benchmarks.** |  |
| **Use ‘Applying Nurture as a Whole School Approach’ for classroom observations.** | **HTs** | **Term 2** |  |  |

# 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**

**These links were organised by our whole school groups:**

**Rotakids**

Christmas jumper day

Fun run for Befriend a Child

A school talent show

Chess Club

Rotary Youth Quiz

Specsort appeal

Shoebox appeal

**Rights Repsecting Group**

Fair Active Fair Aware Award

Completing Rights Respecting Bronze Award and progressing towards our Silver award

Article 31- Play afternoon

Fairtrade representative to an assembly

Fairtrade refreshments at our Open Afternoon

Timmy Tiger mascot

Right of the week

Every child has a book of rights

Every class has a class charter

All classes have soft start play

**Eco**

The Swap shop

Community litter pick

Fruit and vegetable competition

Watering plants

We have grown onions, lettuce, potatoes, rhubarb, strawberries, tomatoes, carrots, peas and beans.

We have made posters not to waste paper towels.

Litter pick rota.

Chris from Eco warriors came to talk about climate change.

Awarding Ronald the Radish at assembly each week.

Eco motto was made.

**Memorable Moments**

Bikeability

Activity Week: school visit by local ranger, local author visit, Haddo House tour and Wheelie Good Fun, Cafe48 DYW tour and lunch and church visit.

Food bank donations

ALEC visit

Friends of Cultercullen Beetle Drive

HMT Panto visit

P1/2 Nativity

World Book Day

Aberdeen Science Centre

Jazzamatazz

Violin/Viola tuition

School Show

Community Sponsored Cycle

School picnic

Inner city school link- P1-4 wrote letters and received their replies from children in a P3 class.