Cultercullen School

Standards & Quality Report
2023 - 2024
&
School Improvement Planning
2024 – 2025

Cultercullen School: Growing hearts, Growing minds, Growing a community

School Foreword

We are pleased to present both our Standards and Quality Report for Session 2023- 2024 and our School Improvement plan for the current session 2024 -2025. This report forms part of our quality improvement framework and provides important information regarding our school's 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 School 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.

Mrs Jenny Chalmers

Acting Head Teacher

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The School and its context

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. The current school roll is 47 children.

Cultercullen Primary School has 3 teaching staff. The Head Teacher is 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, 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.

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Vision, Values and Aims for the school.

School Values	School Vision	School Aims

School Values

F.R.I.E.N.D.S

F – Fun

R – Respectful

I – Inclusive

E – Eco

N – Nurturing

D – Determined

S – Supportive

School Vision

Growing Hearts, Growing Minds, Growing a Community

School Aims

Put the fun in learning.

Be respectful of ourselves and the rest of our community.

Include everyone – especially those who sit alone.

Environmentally aware and Eco friendly.

Nurturing in our approach to building inner confidence.

Be determined to succeed and get back up and try again.

Be a supportive, kind and welcoming community.

Core Quality Indicators Evaluations

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 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 2023/2024 was £5,400. Outlined as part of our improvement plan is our PEF spend and evaluations.

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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 2023-2024.

Key priority 2023-2024	Key actions undertaken	Impact (achieved throughout 2023-2024)
The CIRCLE Framework	Training completed by HT ready to roll out to staff. CIRCLE framework shared with all staff to familiarise themselves with the framework. Training on environmental Audit completed in February Inservice day. Next steps set by all teachers for their environments.	Staff aware of environmental features to consider when providing for pupils with ASN. Changes made to environment to support pupil engagement in the classroom. Review of environmental audit undertaken following changes being implemented shows positive impact for all. Pupils have learning environments that are conducive to good learning opportunities.
Planning and Assessment of Play	4 contexts for planning implemented and used as part of termly plans. Pupils part of planning and choosing their own play experiences each day. IDL planners implemented and consistency and progression ensured.	Staff more aware of how what they are teaching links with the 4 contexts. Pupils have more say in their learning through play across the school leading to more meaningful learning experiences for them. IDL is in place, pupils are enjoying the whole school focus on topics and being able to work across stages with their peers. Learning through IDL has ensured progression and allowed staff appropriate professional discussion to ensure challenge, pace and breadth of topics.

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

How well are you doing?
What's working well for your learners?

- Pupils, staff and parents contributed to the new vision, values and aims which were rolled out to all in September 2023.
- Learning council shared new house points system with the whole school in relation to the new vision, values and aims through assembly.
- Vision, values and aims are branded onto newsletters and there is a feature wall in the school that the children pass every day.
- Staff refer to the VVA any time they are supporting children with behaviour and remind pupils of the expectations.
- VVA were used as part of the creation of our new positive relationships and behaviour policy. Parents, pupils and staff all fed into this policy.
- Parents and staff are all involved in self-evaluating the school each year and this feedback is used to form the school improvement plan.
- Learning council have created a pupil led school improvement plan where the children can lead change in the school from their own perspective and in their own ways.
- Moderation takes place between us and other schools in the cluster to support teacher professional development and judgements.
- QA calendar in place along with assessment calendar.
- Professional learning is linked to school improvement plan or PRD targets.
- Parent council are active with an excellent turn out (10-15 parents each meeting) and involved in school development areas.
- All pupils are involved in pupil groups and have the opportunity to contribute to improving our school. Pupils lead events and initiatives in the school
- PEF money has funded an additional teacher 1 day per week for term 1 and 2 to support improvements in writing.
- Staff engage regularly with policy and literature to support their understanding of the improvements and development areas we are working on as a school.
- Staff work with pupil groups – eco, rights respecting, learning council, Rotakids.

How do you know?
What evidence do you have of positive impact on learners?

- Pupils, parents and staff all speak about the vision, values and aims regularly and use this to support positive relationships and behaviour.
- Pupils are keen and excited about house points and actively encourage each other to achieve more through following the school values.

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- Pupil led 'kindness' initative related to school values – pupil shared the idea of a kindness box so any acts of kindness can be celebrated each week at assembly. Pupils are keen and excited to contribute this. Pupils set target of 100 acts of kindness by Summer.
- Positive relationships and behaviour policy is shared within the community and all have shared expectations and know the procedures when things go wrong.
- Learning council are sharing their plan with the school and discussing their learning with their peers.
- QA calendar has led to positive next steps for teachers to improve practice which is having a positive impact on pupils learning and achievement.
- Eco committee and Rights Respecting schools are both in process of applying for the next level of awards due to high commitment from staff and pupils leading the groups. Eco have been awarded their 3rd green flag.
- Reviewing of QIs at collegiate meetings has led to some changes being made throughout the year. Staff have identified the importance of having the school improvement areas visible in the staffroom to remind them of what we are working on and what practical things they could be doing to support the improvement of the school.

Parents were asked:

1. Do you feel as parents, you are asked for your opinion and input into school improvements and development areas?

More Details   Insights

● Yes	16
● No	0
● Sometimes	1

2. Do you feel your voice is appropriately listened to in regards to school improvements?

More Details   Insights

● Yes	16
● No	0
● Sometimes	1

Pupils were asked:

1. I have regularly have the chance to share my thoughts and opinions.

More Details

- ● Agree — 32
- ● Disagree — 4
- ● Sometimes — 10

What are you going to do now?
What are your improvement priorities in this area?

- Create a school improvement wall in the staffroom to remind of areas for development and practical tasks to be completed. Track progress using this.
- Pupil led school improvement plan to run for the next session then review and include other children in the self-evaluation and target setting tasks.
- Develop self-evaluation work to ensure our evaluations are meaningful and robust.
- QA calendar to be in line with school improvement areas. Ensure QA events are meaningful and support school development areas.
- Further involvement of the parent council with self-evaluation and school improvement areas. Consider how this can be done more regularly by using parents' evenings and any other parental engagement events to get feedback throughout the year.
- Involve PSAs further in self-evaluation processes to support school improvement areas.

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

How well are you doing?
What's working well for your learners?

- New IDL planners are now in use across the school and teachers working collaboratively to ensure progression.
- Career Fair was a positive addition to support pupils understanding of career options and skills required for different jobs.
- Talk for writing is now in use across the school with positive impact being noted within the children's work.
- One teacher has done training from Apple in using iPads and Apple TV for enhancing children's learning. Intention is to then share that learning with other staff.
- iPads and technology being used more often to support learners with additional needs to access the curriculum.
- Outdoor learning continues to be a strength of the school with each class participating in a protected outdoor learning session each week, as well as making use of the environment to enhance learning in other areas.
- 4 capacities are referred to regularly through star of the week awards presented at assembly. Planning is done with the 4 capacities in mind.
- 4 contexts for learning are used for planning across the school to ensure breadth and depth of learning.
- Staff know the pupils incredibly well and so can cater for their needs in all learning areas.
- Collaboration with ASL staff from the cluster to undertake assessments and gain advice on supporting pupils appropriately.
- Learning intentions are used daily in each lesson. Pupils assess themselves against success criteria and can clearly articulate their understanding of their learning.
- Robust assessment data is used throughout the year through GL assessments, SNSAs and tracking and monitoring processes.
- Tracking and monitoring discussions happen 3x per year where there is protected time to discuss each pupil at length and make action plans for any children who require additional support or challenge.
- Directed support is provided through our PSAs in relation to where need is identified through our tracking and monitoring processes.
- Pupils undertake self-assessment regularly throughout the year and set themselves personal targets, particularly in writing.
- Appropriate trips and visitors are in place to enhance learning experiences.
- Big Maths is in use and informs assessment

How do you know?
What evidence do you have of positive impact on learners?

Parents were asked:

3. Do you feel your child is appropriately supported in their learning?

More Details

- Yes   16
- No   1
- I don't know 0

4. Do you feel your child is appropriately challenged at their own level?

More Details   💡 Insights

- Yes   14
- No   1
- I don't know 2

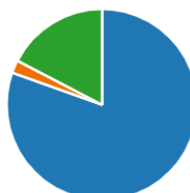**Pupils were asked:**

5. My learning is hard enough

More Details

- Agree   27
- Disagree   6
- Sometimes   13

4. I am supported in my learning when I need it

More Details

- Agree   37
- Disagree   1
- Sometimes   8

What are you going to do now?
What are your improvement priorities in this area?

- Streamline assessment approaches to ensure pupils are not overwhelmed by the number of assessments.

- Consider and explore different approaches to assessment for P1/2 so they are age and stage appropriate.
- Continue to develop IDL planners and planning approaches.
- Share good practice of use of technology to enhance pupils learning experiences.
- Class teacher (NA) to share learning about Apple TV and iPads for class engagement.
- Consider the need for more challenge and how to ensure our pupils feel challenged whilst understand the level they are working at.

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

How well are you doing?
What's working well for your learners?

- All staff know and understand GIRFEC and UNCRC along with the Aberdeenshire policy related to these.
- All classes have a class charter that is regularly referred to.
- All pupils were given a copy of the rights to refer to.
- Learning council leading a focus on SHANARRI wheel.
- Learning council undertaking development work on ASN, diversity and inclusion to share with the rest of the school.
- School behaviour policy has been updated with input from pupils, staff and parents.
- 4 active and established pupil voice groups that meet weekly and ALL children are involved in.
- All pupil groups have shared their learning at assembly.
- All classes have weekly outdoor learning lessons.
- SCARF curriculum is used to promote diversity and inclusion. Parent session held to inform parents of the learning that is ongoing in this area.
- Attendance is monitored fortnightly, and any issues flagged and dealt with, with parents.
- IEPs in place for those who required them, reviewed twice per year.
- PSAs time used for supporting children's development both academically and emotionally.
- Focused 'Right of the month'.
- All staff fully understand their role in supporting learners' health and wellbeing.
- All staff have annual training on child protection and epi-pen use.
- All staff are observant and use profiles to ensure pupils feel safe.
- Environmental audit completed for CIRCLE framework.
- We use play to meet the learning styles of all pupils in a developmentally appropriate way.
- First aid training done for PSAs and admin.
- Regular communication with other agencies for child's planning meetings and for general advice and support.
- ASN audit completed and submitted.
- Implemented brew and a blether for new P1 parents to get to meet other parents and experience a morning in our school.

How do you know?
What evidence do you have of positive impact on learners?

- Pupils know the right of the month and discuss it.
- Pupil wellbeing profiles completed twice per year to check in with children and hear their voices allowing staff to pick up on any issues.
- All statutory training is done by all staff – including additional child protection training done on ALDO in February.
- Pupil groups have clear action plans led by the pupils.
- CIRCLE framework environmental audit completed and allowed for changes to be made to support pupil need.
- Staff have all completed their training on DoBe Mindful prior to undertaking this with the pupils.

Parents were asked in a survey:

5. Do you feel our school promotes inclusion for all effectively?

More Details   Insights

Yes	16
No	1
I don't know	0

6. Does your child feel safe at school?

More Details   Insights

Yes	15
No	0
Sometimes	2

Pupils were asked:

8. I am happy at school

More Details   Insights

Agree	45
Disagree	1
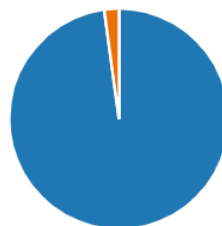
7. I feel safe at school

More Details   💡 Insights

🔵	Agree	44
🟠	Disagree	2
🟢	Sometimes	0

2. I enjoy learning at school

More Details   💡 Insights

🔵	Agree	39
🟠	Disagree	2
🟢	Sometimes	5
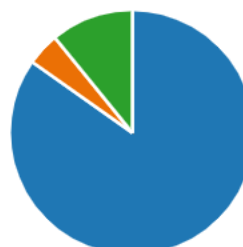
What are you going to do now?
What are your improvement priorities in this area?

- Learning council to lead diversity lessons.
- Explore how to embed UNCRC and children's rights into daily practice and link to lessons.
- Cluster level training for emotional regulation (zones of regulation/decider skills)
- Arrange visitors from different religions to come and speak to the children to give a broader understanding of religion. (Could be included as part of next year's activity week – visit mosque, synagogue etc.)
- All staff to undertake further development work on ASN support and strategies.
- DoBe Mindful – year 2 – teaching the children about mindfulness and begin practicing this in school as appropriate.
- Further implementation of CIRCLE framework.
- Parent session on restorative practice and what this looks like in our school.

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

How well are you doing?
What's working well for your learners?

Attendance figures high for most pupils.
Attainment in Literacy and Numeracy
Early level:
- Most pupils achieved Early in reading.
- Most 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.
- Most pupils achieved First in writing.
- The majority of pupils achieved First in listening and talking.
- Almost all pupils achieved First level in numeracy.
- Most pupils achieved First in health and wellbeing.

Second Level
- All pupils achieved Second level in reading.
- Almost all pupils achieved Second level in writing.
- Almost all achieved Second level in listening and talking.
- All pupils achieved Second level in numeracy.
- All pupils achieved Second level in health and wellbeing.

- No school exclusions.
- Timely support is provided for children in an inclusive way.
- Children are not excluded from the class through extraction.
- Robust tracking of attainment is consistent across the school. This is supported by tracking and monitoring meetings, GL assessments, big maths and SNSA assessments.
- Big Maths was purchased to support attainment in maths – this has been a success and will continue on.
- 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.
- Wider achievement tracking is now in place to monitor those children who do not have access to wider activities outside of school.

How do you know?
What evidence do you have of positive impact on learners?

- Pupil led school improvement plan led by learning council.
- Out of school and in school achievements celebrated regularly and most pupils have had out of school certificates celebrated.
- Talk for writing training was undertaken by all the teaching staff. Training was implemented and carried out across the school.
- Moderation undertaken with another cluster school.
- IDL planning procedures have led to whole school plans to ensure coverage of outcomes and progression.

Parents were asked:

8. Are you happy with your child's progress at school?

More Details   Insights

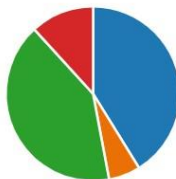| Yes | 16 |
No	0
I don't know	0
Other	1

9. Do you know what your child's next steps in learning are and how they can improve?

More Details   Insights

●	Yes	7
●	No	1
●	Somewhat	7
●	Other	2

10. Do you think your child knows their next steps in learning and how to improve?

More Details   Insights

●	Yes	6
●	No	1
●	Somewhat	10
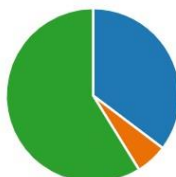
Pupils were asked:

9. I know how to improve in my learning

More Details

●	Agree	31
●	Disagree	7
●	Somewhat	8

3. I feel I am making good progress at school

More Details   Insights

●	Agree	39
●	Disagree	1
●	I don't know	6
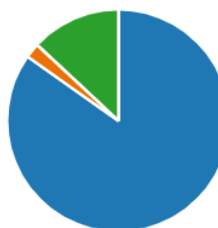
What are you going to do now?
What are your improvement priorities in this area?

- Evaluate success of talk for writing process in raising attainment – create action plan to continue embedding this practice.

- Update Spelling progression throughout the school. Explore wrap around spelling programme.
- Streamline assessment procedures to make process manageable for all – staff and pupils alike.
- Moderation beyond cluster schools to support a wider view of curriculum implementation.
- Pupil led school improvement plan to be continued throughout the year – pupil involvement in quality assurance.
- Following parental response – further look at how to share children's next steps with parents throughout the year.

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PEF review – 2023/2024

PEF spend	Expected outcomes	Review and impact
Big Maths	Greater attainment so that a greater percentage of pupils achieve in maths. Closing the gap on those not achieving standards. Quality learning and teaching, ensuring challenge is happening across all classrooms.	Staff feel confident in their assessment of the pupils. Pupils are engaged and motivated in their maths learning. Maths attainment is good and continues to improve. Pupils are appropriately challenged and supported in their maths learning with individualised targets supporting their individual progress.
Breakfast Club	All children will start the school day having been given the best possible start to their morning.	17. Do you feel breakfast club has been a positive addition to our school day? More Details Insights ● Yes 14 ● No 0 ● I don't know 3 Pupils and parents are all happy with breakfast club running. Parent council looking at alternative funding sources. Option to just offer toast and no cereal to cut costs of buying milk and prevent food wastage. Pupils all have had a good breakfast to ensure they have success in school. Some children utilising the service have had breakfast at home and this is an additional breakfast. Numbers have dropped in recent months.
Cooking skills	All pupils will continue to develop basic cooking and baking skills. Taking food items home to be eaten each term.	Pupils have engaged well with the cooking opportunities given in school. Parent council have agreed to money for teachers to use towards cooking skills as we move forward. Parents were asked about the benefits of cooking and kitchen skills for their child: 18. Do you feel your child has benefitted from undertaking cooking/kitchen skills lessons in school? More Details Insights ● Yes 15 ● No 0 ● I don't know 2
Writing support/ attainment	All classes will have team teaching for writing every Wednesday. This budget covers Terms 1, 2 and 3.	Writing attainment overall has improved and pupils and staff are more confident in writing assessment. Parents were asked about the impact additional support has made to their child:

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19. All classes had an additional adult in them for writing sessions during term 1 and 2 through our PEF funding. Do you feel your child has benefitted from having additional support in class for writing lessons this year?

More Details   Insights

● Yes	14
● No	0
● I don't know	3

PEF 2024-2025 – Planning

Identified gap Linked to barriers identified through analysis of data	Learners requiring additional support in their learning to achieve their best. Lack of ASL support in school leads to use of PSAs to support the children in a more targeted way. Increasing number of ASN identified across the school.
Expenditure	PSA = £100 per day approximately PEF = £5400 Total PSA hours available for the year = 54 days available. 48 days allowing an additional 3 days per week until Christmas.
Expected outcomes What change do you want to see for learners? How much change? Who are the target group? By when	**Change we want to see** Pupils to have built up more independent skills and strategies for their learning so they can achieve higher outcomes. Pupils able to discuss their skills and strategies, selecting the most appropriate one for their learning tasks. **How much change?** Would like to see the children using independent skills and strategies at least 50% of the time following input from PSAs. Looking for all pupils to have improvements in attainment in both numeracy and literacy – particularly writing. **Target group** Pupils have been identified from across the school to target. **Time scale:** By end of term 2.
Impact Measurements How will you know the change is an improvement?	Pupils will be more confident in using independent strategies for their learning therefore requiring less support in the future. Pupils will be able to talk about the strategies they are using and why they have selected them. Pupils will be more aware of what strategies work for them and those that don't. Pupil attainment will increase in line with their own appropriate progress.

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.

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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

National Improvement Framework Priorities	HGIOS and ELCC	
• Placing the human rights and needs of every child and young person at the centre of education • Improvement in children and young people's health and wellbeing • Closing the attainment gap between the most and least disadvantaged children and young people • Improvement in skills and sustained, positive school-leaver destinations for all young people • Improvement in attainment, particularly literacy and numeracy. **Key drivers of improvement** School and ELC leadership Teacher and practitioner professionalism Parental/carer involvement and engagement Curriculum and Assessment School improvement Performance Information	1.1 Self-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	**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.

Priority 1 :
Further implement The CIRCLE framework into the school. CIRCLE participation scale and skills, supports and strategies identified and implemented for specific individual pupils.

Data/evidence informing priority:
Authority directed. First part of framework implemented in February 2024 – environmental audit. Implementation of next part should be done by November 2024 with a review set for February 2025.

Key actions	By whom	When?	How will we evaluate impact? (Measurements of success)	Progress
				Achieved
				Ongoing
				Not Achieved
Review of environmental audit to be completed and any agreed amendments to have been made	**Teachers, PSAs and HTs**	**Term 1**	Staff should already have next steps they are working on from last session. Through discussion and further environmental audit, positive	

			change should be seen for all children.	
Implement CIRCLE participation scale and identify skills, supports and strategies	**Teachers, PSAs, HTs**	**Term 1/2**	Review date in February at in service to discuss impact of individual profiles. Staff should be able to identify areas of strength and further areas of development.	
Review and embed practice	**Teacher, PSAs, HTs**	**Term 3**	Review discussions should indicate whether changes made have had impact for specific children. Attainment and engagement levels should be increasing positively.	
Audit/moderate the practice as a school setting new next steps for practice.	**Teacher, PSAs, HTs**	**Term 4**	As a school, discuss the overall impact of implementing the CIRCLE framework and how it is benefiting our pupils in order to set next steps. Next steps should take account of improvement and identify gaps and key areas for development.	
Learning council to teach other pupils about disabilities, diversity and inclusion.	**Learning council**	**Term 1/2**	Pupils will talk more about disabilities, diversity and inclusion understanding what these terms mean. Learning council will have evidence of their lessons. Pupils will be able to identify strategies that help them to cope in school.	
Visitors in to speak about disabilities, diversity and inclusion. Charlie House inclusion workshop to be arranged.	**HT**	**Term 3**	Pupils will have a deeper understanding of diversity, inclusion and disabilities from real life examples. Pupils will be more tolerant of those who are different to themselves.	

Action plan 2

National Improvement Framework Priorities	HGIOS and ELCC	
- Placing the human rights and needs of every child and young person at the centre of education - Improvement in children and young people's health and wellbeing - Closing the attainment gap between the most and least disadvantaged children and young people - Improvement in skills and sustained, positive school-leaver destinations for all young people - Improvement in attainment, particularly literacy and numeracy. **Key drivers of improvement** School and ELC leadership Teacher and practitioner professionalism Parental/carer involvement and engagement Curriculum and Assessment School improvement Performance Information	1.1　Self-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	**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.

Priority 1 :
Learning, teaching and assessment with a particular focus on STEM and technologies

Data/evidence informing priority:
Feedback from parent survey indicating interest in increasing STEM and technology skills. Staff confidence in teaching in these areas could be higher.

Key actions	By whom	When?	How will we evaluate impact? (Measurements of success)	Progress
				Achieved **Ongoing** **Not Achieved**
Explore how other schools are implementing STEM experiences and discuss examples of good practice with staff.	HT, Teachers	Term 1	Staff levels of understanding and confidence will be increased.	

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			Moderation tasks with other schools around use of technology. Pupils feedback on quality of STEM lessons will indicate effectiveness of staff learning.	
Staff sharing good practice with each other. NA sharing her learning in AppleTV. SS sharing learning with micro:bits.	**HT and Teachers**	**Term 1**	Staff will be more confident in using technology already in the school. Parent council to support purchase of AppleTVs. Pupil feedback on their learning with technology. Staff feedback on confidence levels and competence.	
Develop a skills progression for STEM and digital technologies based on curriculum and benchmarks.	**HT and teachers**	**Term 2**	High quality STEM and digital technologies lessons will be in place. Feedback from pupils, parents and staff. More evidence of STEM in class and children identifying this as such.	
Engage in high quality CLPL in relation to digital technologies to increase staff confidence.	**HT and teachers**	**Ongoing**	Staff feedback and evidenced in changes to their practice.	
Explore funding options for resourcing the school appropriately to support new skills progression implementation.	**HT**	**Term 3**	Resources will be in place and being used appropriately.	
Engage with parents and local community to bring STEM and digital technology learning to life in school. Career fair, parents and community sharing their experience of STEM in work, visit to Apple store in Aberdeen.	**HT and Teachers**	**Term 3 onwards**	Parent, pupil and staff feedback.	

Action plan 3

National Improvement Framework Priorities	HGIOS and ELCC	
• Placing the human rights and needs of every child and young person at the centre of education • Improvement in children and young people's health and wellbeing • Closing the attainment gap between the most and least disadvantaged children and young people • Improvement in skills and sustained, positive school-leaver destinations for all young people • Improvement in attainment, particularly literacy and numeracy. **Key drivers of improvement** School and ELC leadership Teacher and practitioner professionalism Parental/carer involvement and engagement Curriculum and Assessment School improvement Performance Information	1.1 Self-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	**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.

Priority 1 :
To improve understanding and approaches to assessment

Data/evidence informing priority:
Carried over from last year's school improvement plan as incomplete.

Key actions	By whom	When?	How will we evaluate impact? (Measurements of success)	Progress
				Achieved
				Ongoing
				Not Achieved
Use of High-Quality Assessments to link skills and benchmarks.	**All Staff**	**Term 2 onwards**	Staff feedback on professional judgement of learner attainment. Children will be able to apply their learning and skills effectively in a holistic approach and discuss how	

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			their learning links together across concepts and contexts.	
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. Pupil play experiences should become more effective and worthwhile.	
Streamline the assessments being done throughout the school year to ensure they are meaningful and purposeful.	**All Staff**	**Ongoing**	Staff will feel less burdened by the number of assessments expected. Pupils will not feel overwhelmed by the number of assessments being done. Gather feedback through focus groups with pupils and reviews with staff. Data collected will be relevant, useful and identify gaps and next steps clearly.	
Learning council to teach other pupils about skills, what they mean and how they are useful in everyday life.	**Learning council**	**Term 4**	Pupils will have a shared understanding of what skills are and can discuss them openly.	

Wider Achievements

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.

Memories are made of this:

Pupil groups	
Rights Respecting Schools:	**Learning council:**
- Fairtrade fortnight - Visit from CO-OP to share Fairtrade foods with the school. - Changed reward time to Fun 31 - Timmy the tiger mascot hidden each week. - Rights cards displayed around the school outlining how rights are met within school. - Kindness box added as way of celebrating others in school - Pupil and teacher rights respecting questionnaire completed. - Groups created at lunch time for pupils by pupils.	- Pupil led school improvement plan created. - Cooking plan - SHANARRI learning - Assembly - House points system updated to reflect new school values - Purchase of new toys for break/lunchtimes. - Implementation of learning walls at front of school – managed by learning council termly. - 150th anniversary wall display created. - Pupil led playground risk assessment completed
Rotakids:	**Eco:**
- Talent show - Easter afternoon - Used toys sale for 150th anniversary - Raised £47 for Charlie House – Charlie house came to speak at assembly. - Bird watch week	- One seed forward assembly - Applied for Green Flag and achieved it – 3rd green flag - Pre-loved uniforms for sale - Old uniforms used to create school bunting to be hung in the hall. - Swap shop – reduce, reuse, recycle - Zero waste playtimes – most children now bringing reuseable boxes for snack rather than plastic wrappers. - Growing own food – harvested and taken home – potatoes and lettuce. - Bird boxes for the community garden

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Other events this session:

150th Anniversary celebration - £3409 raised.

Movie night with FOCS - £50 raised.

Trashion show – Parental engagement evening.

P6/7 rotary quiz – came second for our area.

Activity week: Balmedie Beach, Zoology building, St Machar Cathedral, Outdoor learning, Lord Lieutenant, Tarves heritage centre, Tolquhon castle, critter keeper.

P7 residential trip – Loch Insh

Aberdeen science centre trips – P3/4 and P1/2

Red cross first aid training and resilience workshop – P5-7

School picnic – whole community invited.

School shows – Christmas and Summer

HMT Panto visit - Christmas

World Book Day – 4th March

Pupil groups set up by pupils for pupils – book club, games club, art club. All organised and run by pupils themselves.

Sports day

Each class delivered 2 learning assemblies to parents.

Easter Journey led by our local reverend.

Techfest

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