

STANDARDS & QUALITY REPORT AND IMPROVEMENT PLAN

FOR

St Cyrus School



LAST UPDATED: June 2017

Aberdeenshire Council Education and Children's Services

“Education and Children's Services works to improve the lives of children and young people, families and communities through the delivery of high quality services across Aberdeenshire”

Introduction: local and national context

This Standards and Quality Report and Improvement Plan is influenced by both Aberdeenshire and national priorities. These can be summarised as follows:

Aberdeenshire Priorities: these should be reflected in all areas of this document and the actions that emerge from it

- to develop excellence and equity
- to embed the principles of GIRFEC (Getting it Right for Every Child)
- to provide support in developing inclusive, vibrant and healthy communities

National Improvement Framework Priorities:

- 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; and
- Improvement in employability skills and sustained, positive school leaver destinations for all young people;

National Improvement Framework Drivers:

- School leadership
- Teacher professionalism
- Parental engagement
- Assessment of children's progress
- School improvement
- Performance information

Additionally to support self-evaluation various quality indicators from the national evaluative framework How Good Is Our School 4 are referenced. Links to these sources are:

NIF- www.gov.scot/Resource/0049/00491758.pdf

HGIOS4 - https://www.educationscotland.gov.uk/Images/HGIOS4August2016_tcm4-870533.pdf

1. Context of the School

Our Vision

Our school and its family is a happy and successful place. A place where people care for and encourage each other in order to achieve our full potential.

Reach for the Stars

Our Aims

- To provide a safe, welcoming environment where everyone feels valued, respected and included. An environment which promotes the health and the well-being of all and where social and cultural diversity is celebrated
- To plan and engage learners in stimulating and relevant experiences both indoors and out which promote and develop the skills required for life and work
- To support learners in tackling new challenges in order to encourage growth, confidence and capabilities and to recognise these successes both in ourselves and others
- To develop a global awareness and encourage a culture of wonder in the world, its people, places, possibilities and future
- To reflect on our work in order to continually improve

To achieve our vision we have developed a structured curriculum based on a shared understanding of what we want for our children and how we are going to achieve it – **Our Curriculum Rationale**. Our Curriculum Rationale is built upon the following components:

The Ethos and Life of the School

Developing a **positive ethos** lays the foundations on which to build learning and teaching. Our curriculum offers a broad range of learning experiences, taking into account the **needs** and **interests** of our pupils and is linked to our values – **Safe, Healthy, Achieving, Nurtured, Active, Respected, Responsible** and **Included**. Our aim is to **Get It Right For Every Child (GIRFEC)**. Children's opinions and ideas are **listened to** and **valued**, and through pupil council, play leaders, buddies, circle time and homework grid children are encouraged to be involved in developing the work of the school and thus having a positive impact on school improvements. There is a mutual sense of **trust, respect** and **shared values and aims**. We are proud of our family ethos at St Cyrus Primary School and value the support of all stakeholders. Parents are involved in the school in a number of ways, e.g. through the active Parent Council, through involvement in planning, the open afternoon and community visits. The community as a whole are involved in activities such as the flower show, Friendship Club visits, fund raising events (Macmillan afternoon) and church/minister involvement.

Opportunities for Personal Achievement

Through assemblies and the use of Head Teacher awards and class award systems, as well as playground tokens and displays we share and **celebrate achievements** within and out with the school environment, sharing in each other's successes and achievements. These successes are then displayed on our achievements wall and shared with parents, families and the wider community. Through Learning Logs children are being encouraged to reflect on their progress and identify next steps in their learning, thus becoming **independent** and **responsible** learners. **Extra-curricular activities** and clubs are also provided to maximise opportunities for our pupils to actively engage in a wide variety of activities, encouraging the development of skills and knowledge in a wider context.

Teaching and Learning

We have a responsibility to provide children with a **Broad General Education**. Within St Cyrus Primary School we will use well planned programmes of study to ensure coverage of **experiences and outcomes** across all **8 curricular areas**, allowing **flexibility** to cater for pupil needs and interests. Learning opportunities are delivered in such a way that children have the opportunity to work, both individually and co-operatively, in pairs and in groups. Opportunities for **Interdisciplinary learning** will be encouraged where possible, maximising the teaching and learning experiences for our young learners, encouraging **transfer of skills** and knowledge across the curricular areas. Children will be involved in planning their learning experiences, thus enhancing the depth and breadth of our curriculum. The 7 design principles are considered to ensure our curriculum offers **Challenge and Enjoyment, Personalisation and Choice, Progression, Coherence, Relevance, Breadth and Depth** for our young people. **Active** learning will be encouraged both inside our classrooms and using the **outdoor** learning environment. Through various group work such as forest schools, the P7 residential trip, assembly presentation and infant lunches we will enhance the development of essential life skills as well as encouraging positive social interactions.

Our curriculum will enhance the development of the whole child, encouraging our young people to become **confident individuals, responsible citizens, successful learners** and **effective contributors**.

Analysis of the **SIMD data** shows that no child at St Cyrus Primary School lives in an area of deprivation (deciles 1 and 2); the majority of children are in decile 7. Although St Cyrus Primary School does not have any children who are classed as living in an area of deprivation, we believe that all children are entitled to the best education and to be the best they can be.

The use of the **PEF** will be targetted towards increasing the range of resources within the Cluster that support raising attainment in Literacy and Numeracy and also promote Health and Well-being and Family Engagement.

Strengths of St Cyrus School include:

Children behave well and work hard.

Almost all children are engaged and enthusiastic in lessons and respond well to the wide range of practical activities and learning experiences on offer. In a recent consultation 73% of parents comment that their child gets the chance to plan and make decisions about their learning. In regard to the PLPs that were introduced this session comments included – “I like the regular updates on what my child has been learning at school - it allows me to help and support him further at home with his learning; particularly in literacy and numeracy”. “Excellent way to communicate children's progress weekly”. Through consultation, 100% of teachers who commented said they agree or strongly agree that they set high standards for pupils’ attainment, that activities meet the children’s learning needs and pupils in their class take an active part in their learning.

High levels of performance

Children are making good progress in their learning across all curricular areas. Data taken from recent tracking meetings indicate – In P1 in numeracy 75% of children, in reading 75% of children and in writing 75% of children are on track to achieve expected levels of attainment. In P4 in numeracy 72% of children, in reading 88% of children and in writing 76% of children are on track.

The inclusive and nurturing ethos

Supportive, nurturing relationships characterise the school and children benefit from high quality care and support. Children are patient, caring and very good at including one another, reflecting the nurturing approach of all adults in the school. The school has a very inclusive culture. It is clearly understood that it is everyone’s right to feel safe, valued and included. Evidence to support this includes the many positive comments we receive from parents/carers and visitors to the school. In our most recent survey comments included – “My son is extremely happy and secure at school and I appreciate the hard work of all the staff”, “I like the positive attitude of the Head Teacher and the change in atmosphere in the school”. 84% of the parents who responded to this questionnaire said that the school works hard to make sure everyone feels safe, comfortable and cared for.

The quality of support provided

Staff know children very well and work closely with parents to ensure that they are aware of any circumstances which might affect children or their learning. Staff track children's learning carefully across all areas of the curriculum, constantly assessing whether children are making progress and provide appropriate support and challenge as required. We also make use of flexible pathways. Support staff inc IP Teacher and partner agencies are effectively deployed and work closely as part of the core staff team to ensure the needs of all children are being met. Evidence to support this includes results from our parental questionnaire – 90% said that staff know their child as an individual and support them well. 82% also said that they get help and support when their child has a problem. The tree of truth, within the nursery also gives positive feedback – “staff always friendly and helpful” and “staff kind and communicate well.”

The engagement of all staff, pupils and partners in improving the school.

Staff, pupils and parents at St Cyrus School demonstrate a commitment to continual improvement. Staff are highly motivated and committed to CLPL to enhance their own practice and maximise impact for learners. Staff are fully engaged with the GTCS professional Standards and take part in annual PRD. Nursery staff also record PRTL in line with SSSC recommendations. Staff frequently engage with the challenge questions from HGIOS4/HGIOELC. We have an active Parent Council.

Comments which also demonstrate the progress that has been made this session within St Cyrus School were noted by parents/carers in the end of session questionnaire. These include–

“School has improved greatly over the past 18 months”.

“I believe it (the school) is on the up and cannot complain”.

Comments which were made which also highlight areas for development include –

Resourcing – “More up to date resources”, “Fund raising within the community to provide more resources for the school (reading books, etc.)”, “Up to date reading resources for lower school”, “Support and resources for those children who may need additional learning “

Outdoor Learning – “Outdoor learning in the summer months”, “Ensuring that the whole school are able to enjoy more outdoor learning in our wonderful environment”, “More outdoor classes”, “Continue to promote physical activity (daily mile, PE, outdoor learning)”, “More outside time and physical activity”

Parental engagement/community involvement – “Our school and the wider community”, “Involve the parents more with learning - I would like to see how different topics are taught”, “Continue to keep up regular communication with parents through learning logs”, “Developing parental engagement not just parental involvement”, “sharing developments with parents such as policy and learning changes for input before during and after implementation. More opportunities for parents to be involved in the learning and not just to see what has already happened at an open morning or afternoon”, “More community involvement would be nice”.

Our most recent parental questionnaire was also only completed by a small percentage of our school community.



2. How good is our leadership and approach to improvement?

Relevant NIF priority: All

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

Overview:

- The school engages in a rigorous self-evaluation process involving all stakeholders, encouraging pupils to take responsibility for decision making and school improvement. Staff make effective use of the GTCS standards to improve their practise alongside challenge questions from HGIOS4.
- Staff have been committed to taking lead roles in school improvement initiatives such as after school sports clubs in collaboration with Active Schools, outdoor learning (in the nursery) and 1+2 to improve outcomes for all our young people. All staff are reflective and ambitious to improve the school. They know what they need to do to improve the school because they are continuously evaluating the quality of their work and the impact of changes.
- Pupil voice is a strong feature of the school's approaches to self-evaluation. Children give their views about the school as part of the Pupil Council and other groups and take responsibility for improving aspects.
- Staff are engaging with HGIOS4 and relevant Quality Indicators used to inform monitoring and evaluations.
- There is focused monitoring of plans and classroom practice and feedback designed to have an impact on the quality of learning and teaching for learners, with clear links to quality indicators and improvement plan priorities.
- Engagement with all stakeholders through a range of evaluation methods e.g. open afternoon; comments, compliments concerns slip;
- Staff engage with professional learning/CPL opportunities through Aberdeenshire events/ALDO/College. Professional Review and Development (PRD) procedure will be implemented as per GTC guidance and time allocated for staff to update and review professional learning.
- All stakeholders are involved in reviewing the School Improvement Plan.
- Children and young people are confidently engaged in reviewing their own learning and the work of the school through Lunch time clubs and PLPs

Key strengths:

- All staff have consistently high expectations of our learners. They have a clear understanding of the circumstances affecting each child's life and learning.
- Head teacher is approachable and operates an open door policy. She and the DHT have a clear vision for the school. "HT has a caring and sensitive approach with the best interests of the children at her core" (taken from a recent parental consultation)
- The improvements in performance made by the school based on effective self-evaluation.

Identified priorities for improvement:

- Continued use of HGIOS 4 Challenge questions to provide more systematic, focused reflection and stimulate improvements for learners.
- Enhance approaches to engage staff in professional dialogue and enquiry in collaboration with neighbouring schools using up to date literature to maximise impact on all learners.
- Further develop staff confidence in using a wide range of assessment data, to inform planning, target support and ensure challenge. In particular staff will become familiar with the new SNSA including the data it can provide and how this can be used alongside other data to improve outcomes for learners.
- Provide opportunities for further involvement of parents/carers e.g. curricular evenings/afternoons, volunteers working within the classroom and through the use of creative evaluation methods further engage them in planning for improvement.

In relation to the priorities listed above the following action plans have been confirmed:

Action plans	Expected Outcomes/Impact on learners	How will success be measured?
<p>1a Extend confidence and effectiveness in use of HGIOS4</p> <p>1b Nursery team to become familiar/ engage with new CI standards</p>	<ul style="list-style-type: none"> - School improvement planned around selected QI's (1.3, 2.3, 3.1, 3.2) - Staff confidence in self-evaluation enhanced - Learners, parents and other stakeholders consistently engaged in self-evaluation - Pupils to become more fully engaged in both their own learning and school improvements. - Care standards to become embedded in every day practise. 	<ul style="list-style-type: none"> - Evaluation will show that by June 2018 all staff are confident in the use of HGIOS4 - By June 2018 all learners, staff and parents will be engaged in aspects of school improvement-planning - All class teachers to engage learners in regular evaluation activities focusing on their own learning e.g. PLPs, traffic lighting and dialogue. - Staff will have all become familiar with the document. On-going reflections of these evidenced through nursery collegiate timetable
<p>2. Increase use of evidence and research to support professional learning</p>	<ul style="list-style-type: none"> - Classroom planning using research based evidence and data that confirms improvements for learners i.e. the work of The Highland Literacy Project, Shirley Clark, John Hattie and James Nottingham - Revision of Homework policy to include consultation with all stakeholders by Jan 2018 	<ul style="list-style-type: none"> - Reflective activities will be evidenced within collegiate calendar which incorporates cluster working with Marykirk/Luthermuir and Redmyre. - Impact on learners seen following application of revised classroom approaches e.g. Highland Literacy and Big Writing - A more consistent approach to homework across the school with a focus on the skills for learning, life and work.
<p>3. Improvement in staff confidence in using all available assessment data effectively to raise attainment.</p>	<ul style="list-style-type: none"> - Staff confidence raised when using assessment data to support professional judgements and plan next steps for pupils. -Analysis of standardised attainment data (SNSA and INCAS) to inform planning and support, thus improving outcomes for all learners 	<ul style="list-style-type: none"> - Analysis of and response to data consistently integrated into learning across all classrooms by September 2018 -Raised attainment evident for all young learners – closing the attainment gap.

<p>4. Provide opportunities for further engagement of parents/carers and members of the community</p>	<p>- Parents/Carers will have an increased knowledge and understanding of reading/writing strategies which we use and which research has shown prove successful in raising the attainment in literacy for all through attendance at the following events – Reading Information evening (Term 1/2) Writing Information afternoon (Term 3/4) Parent/Carer info sheets will also be issued on reading and writing Storytellers (Funded through PEF) After school t'out the year Link person (through PEF cluster funding) to engage with those parents/carers requiring support. Inter-generational project to begin with class gardening 'plots' Community Café to be held monthly (last Friday) in gym hall. Parents/Carers also to be actively encouraged to assist in classrooms (Letter to go out 1st day back in August)</p> <p>These activities are in addition to practices already established.</p>	<p>-Gather feedback from parents/carers. Parents/carers will also be far more visible and active within school</p>
<p>Evidence of progress/ comments/ identified next steps: Date: Date: Date:</p>		

Evaluation of QI 1.3- Leadership Of Change:

Sources of evidence/evaluation activities undertaken:

- Self-Evaluation at school level using HGIOS 4 QI's
- Discussions with staff at PRD – PRD records
- Observations of lessons by HT and DHT to ascertain embedding of revised approaches to supporting learning
- School Improvement Plan
- Minutes of stake holder meetings – Pupil Council/Parents Council/Staff meetings
- Parent/carer evaluations via questionnaires and comments/feedback in PLPs
- You said we did board in entrance foyer.

Overall evaluation of level of quality :

- School improvement takes place in the context of the school's values and vision. All stakeholders were involved in the creation of these.
- The selection of school improvement priorities is made taking in to account the local capacity to accommodate change
- All staff are involved in regular evaluation of the school improvement plan through open dialogue. Leadership roles are taken by colleagues at all levels e.g. 1+2 Ambassador and extra-curricular clubs
- SIP progress is discussed at regular collegiate meetings (both school and nursery). This helps with continual identification of strengths and areas of development.
- Staff, pupils and parent views and ideas are sought when developing our School Improvement Plan, choosing appropriate approaches to effectively facilitate change.
- Staff have a clear focus on improving outcomes for learners and engage regularly in learning conversations with colleagues, pupils and parents. Developing a clearer understanding of assessment data would further support this work.
- Regular tracking and monitoring meetings are held (3x yearly) between CT, SMT and SFL.
- Children are involved in weekly reflection through PLP folders. These are then shared at home.
- Staff have high expectations of all learners – effective use is made of sharing/discussing learning intentions and success criteria (100% of staff in a recent survey stated that they provide opportunities for pupils to discuss their progress and next steps). It is however recognised that further work needs to be done in this area as a member of staff has recognised that they do not involve their pupils in setting learning targets and they do not ask pupils their views on how experiences could be improved further.
- Children take on a number of leadership roles within the school e.g. lunch time clubs
- All staff are committed to CPL and continually reflect on and develop practice to ensure best possible outcome for all learners. Staff this session have predominately attended training in French, Additional Support Needs (Anxiety/ADHD/Autism/Dyslexia), First Aid and Big Writing.
- Overall , the changes pursued by the school are having a positive impact on young people

Level of quality for this QI: 4 Good



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

Relevant NIF priority: All

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

Overview:

- All staff show commitment to the development and wellbeing of learners as individuals.
- Children and young people are safe, treated fairly and are protected by appropriate Child Protection and Safeguarding policies. Staff undergo Child Protection training on an annual basis.
- Aberdeenshire Frameworks have been introduced and are used to inform planning and identify next steps in learning, thus ensuring progression for all our young learners.
- Education Scotland Benchmarks are being increasingly used in Literacy, Numeracy and Health and wellbeing. Using these, in conjunction with a range of sources of assessment evidence, staff are becoming more confident in making judgements about children's progress within a level although more work needs to be done on this.
- Teachers track children's achievement carefully. They use group work and personalised tasks to give children appropriate support or challenge
- There is a transition programme in place to support children moving from nursery to P1 and from P7 to secondary school. It is however recognised that this programme needs to be collated in to a format (ie policy) that new staff can access easily to ensure a consistent, clear transition is in place. Enhanced transition experiences are also offered in collaboration with CLD, the secondary school and through the MAAPM process for those children who have additional support needs.
- The Daily Mile has been incorporated in to the daily planning of each class and children within the nursery experience 'nature nursery' fortnightly. Other 'outdoor' experiences include - P6 bikeability and P1 outdoor afternoons.
- All children benefit from a wide and varied curriculum and learning experiences. Effective use is made of the local and wider community eg community learning walk (P2), beach/cafe(nursery), AWPR (P7)
- A presentation policy has been created (whole stakeholder involvement) this session in order to create agreed expectations of work from all.
- Active Literacy spelling programme is now being used within the school, thus ensuring clear progression.
- Children are becoming more responsible at making decisions regarding their learning and there are more opportunities for children be independent learners.
- Positive engagement with parents/carers (through the use of PLPs) encourages them to take an interest in their child's learning. Comments from recent parental consultations include – "A positive tool for parents to be able to access what their child has been tackling and has achieved on a weekly basis", "Invaluable as a liaison between home and school", "I didn't see the point in them to start with but can now". It is recognized however, following feedback from all (as 2016/17 was the pilot year for PLPs), that a simpler 'learning log' sheet has to be created, teacher- pupil discussions/feedback have to be more meaningful and the achievement section has to be used more effectively.

- Care Inspectorate visit in Feb 2016 highlighted the high standards of care and support provided to our nursery pupils. We were graded 5 and 6 in each area.
- In the nursery, parents are invited in regularly to talk to staff about their child. Parents are also invited to feed into planning on a fortnightly basis and all ideas are embraced eg more learning about other cultures

Key strengths:

- The very positive relationships in the school based on shared vision and values and a respect for learning.
- The high quality of personalised support based on application of clear information about learners and their needs.

Identified priorities for improvement:

- Incorporate more opportunities for outdoor learning, extending on the good practise initiated in nursery.
- Consistent use to be made of Education Scotland Benchmarks to track pupil progress and to identify next steps in learning.
- Ensure wide spread understanding of Aberdeenshire child protection guidance.
- Using PEF funding effectively, ensure our curriculum provides flexibility in order that attainment is raised through meeting the needs and aspirations of all i.e. through storytellers, mindfulness

In relation to the priorities listed above the following action plans have been confirmed:

Action plans	Expected Outcomes/Impact on learners	How will success be measured?
<ul style="list-style-type: none"> Incorporate more opportunities for outdoor learning, extending on the good practise initiated in nursery. (Funding to be sought through local business support and training for staff). 	<p>Outdoor learning opportunities to be evident in classroom planning – regular planned, progressive experiences.</p> <p>This will include termly forest school sessions for all children and a raised bed per class (Inter-generational project).</p>	<p>-</p> <p>Planning discussions with staff will highlight regular, planned outdoor learning.</p> <p>Pupils views will be sought to establish the effectiveness and impact of these planned opportunities.</p>
<ul style="list-style-type: none"> Consistent use to be made of Education Scotland Benchmarks to track pupil progress and to identify next steps in learning 	<p>- Used consistently, throughout school, progress of all learners will be tracked in line with national expectation</p>	<p>Professional discussion and tracking around these will promote staff confidence in identifying where children are at within a level.</p>
<ul style="list-style-type: none"> Ensure wide spread understanding of Aberdeenshire child protection guidance. 	<p>Staff training to take place on August In-service day to include – The context, roles and responsibilities and practice guidelines from the new guidance materials.</p> <p>Staff familiarisation also on GIRFEC and the well-being indicators</p>	<p>All staff will follow guidelines as and when appropriate.</p> <p>Staff will use appropriate paper work to record GIRFEC concerns.</p>

<ul style="list-style-type: none"> Using PEF funding effectively, ensure our curriculum provides flexibility in order that attainment is raised through meeting the needs and aspirations of all i.e. through storytellers, mindfulness 	<p>Provide pupils with a flexible curriculum which supports individual needs, raises attainment and ultimately closes the gap.</p>	<p>The needs of all pupils will be met, evidenced by raised attainment and engagement of all.</p>
<p>Evidence of progress/comments/identified next steps:</p> <p>Date:</p> <p>Date:</p> <p>Date:</p>		

Evaluation of QI 2.3-Learning, Teaching and Assessment:

Sources of evidence/ evaluation activities undertaken:

- SMT and class teachers monitor progress of learners in planning and tracking meetings (3x a year)
- Learning visits provided for all staff
- Regular professional dialogue
- Staff have attended training in 1+2 throughout the year and are making effective use of all available resources inc Power Language platform. Training too has been received in Additional Support Needs, First aid and Big writing.
- P5 – P7 have received training from Grampian Training Services in First Aid. This will now continue annually.
- Cluster / peer school moderation of writing.
- Evidence from QI visit/ liaison with QIO.

Overall evaluation of level of quality :

- Our learning environment is built on positive, nurturing and appropriately challenging relationships which lead to high quality learning outcomes.
- Learners' achievements in and out of school are recognised regularly at our assemblies, in PLPs, website and newsletters.
- Learners play an active role in the school and wider community and regularly take on leadership roles, including leading lunchtime clubs, buddying and playground monitoring. This could be enhanced further by encouraging pupils to take more responsibility for their own learning and providing greater opportunities for the application of skills across the curriculum and beyond e.g. sharing learning in assemblies, holding a Christmas show and running a monthly community café
- A consistent, planning format (based on Aberdeenshire Frameworks) is being used effectively throughout school.
- Teachers track children's achievement carefully, constantly assessing whether children are making progress and provide appropriate support and challenge where needed.
- Children are becoming increasingly involved in evaluating their own learning e.g. through commenting on weekly learning log and on their annual report card. Nursery children use the star and wish format to assess their learning and plan their next steps. They also use this format to assess their overall nursery experience.

Level of quality for this QI: 4 Good

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

Relevant NIF priority: All

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

Overview:

- Children at St Cyrus School are included, happy and successful. Their learning experiences are enhanced through a commitment to meet the needs of all individuals. They benefit from the level of care and nurture provided.
- The school is applying its PEF towards increasing the range of resources within the cluster in order to raise attainment in literacy and promote health and well-being and family engagement.
- All staff are up to date in Child Protection procedures and show great commitment to the welfare of the children.
- Children are enthusiastic and engaged learners. Active learning opportunities are used alongside other methods to motivate and challenge pupils.
- Standardised data is used effectively to track progress and identify areas requiring targeted support.
- The school is adopting a dyslexia and autism friendly approach, toolkits to support these are available to all staff. Our SFL teacher has undergone further training this session to ensure a thorough, confident approach can be adopted to identifying and supporting children with dyslexia. All staff have been offered (and most have attended) training in ADHD and Anxiety also. Relevant resources /reading have also been purchased for staff use/support.

Key strengths:

- The increasingly positive levels of attainment across the school (in particular in maths).
- The confidence and wellbeing of children across all years.

Identified priorities for improvement:

- To raise further levels of attainment in literacy (Reading and Writing), especially at Early and First Level.
- To extend the children's resilience and capacity to learn through promotion of a growth mindset.
- To build on foundations of 1 plus 2
- Continue to up-skill staff in order to ensure they can provide an inclusive curriculum.

<p>To extend the children’s resilience and capacity to learn through promotion of a growth mindset (In school training with other cluster schools)</p>	<p>Through collegiate sessions, staff will become familiar with the work of James Nottingham and Carol Dweck on Growth Mindset. This will be put in to practise in classes throughout the school having a positive impact on the children’s capacity to learn.</p>	<ul style="list-style-type: none"> - More resilient children, who demonstrate a ‘can do’ attitude.
<p>To build on foundations of 1 plus 2</p>	<p>DHT will work with staff to explore and implement the Power Language Platform Year 2 planning in order to provide a consistent and progressive approach to learning and teaching. We will look at using PLP passports to support children’s engagement with their own progress.</p>	<p>Staff feedback on confidence to deliver French. Termly planning reflects that aspects of French vocabulary are becoming embedded into daily use along with regular taught lessons to extend. Children completing French passports.</p>
<p>Continue to up-skill staff in order to ensure they can provide an inclusive curriculum (Mearns Learning Festival – November In-service)</p>	<p>Through participation in Laurencekirk cluster Learning Festival and CLPL staff will become familiar with a number of barriers to learning which may be experienced by children and learn how we can work to ensure equity for these learners.</p>	<p>Evaluation of Learning Festival participation and professional dialogue surrounding CLPL activities will evidence an understanding of how we can break down barriers to learning.</p>

Evidence of progress/comments/identified next steps:

Date:

Date:

Date:

Evaluation of QI 3.1- Ensuring Wellbeing, Equity and Inclusion:

Sources of evidence/ evaluation activities undertaken:

- Feedback from pupils, parents and other stakeholders gathered via formal and informal consultations including PLPs.
- Raised attainment by learners in all SIMD deciles evident in standardised assessments/ data analysis

Overall evaluation of level of quality :

- The whole learning community has a shared understanding of wellbeing and the children's rights.
 - All staff and partners model behaviour which promotes and supports the wellbeing of all.
 - All staff and partners are responsive to the wellbeing of each individual child and colleague.
 - We have a clear behaviour policy in place
 - We celebrate both academic and 'life skills' e.g. kindness through assemblies, class dojos, head teacher awards, class of the week
 - Our PLPs include celebration of successes, between home and school
 - All staff are able to access information about how to support learners
 - At times of challenge and difficulty the school accesses support from other agencies e.g. Family Mental Health team, Police
 - Each pupil is an individual with individual needs, aspirations and rights. Our pupils are given opportunities to take part in discussions around decisions that may impact on their learning and lives. This is done through pupil voice, review meetings, MAAPM's, etc.
 - We monitor and record children's health and wellbeing in the form of notes of concern. We recognise that these now need to be linked to the SHANARRI indicators and to be discussed during our termly tracking meetings consistently.
 - We endeavour to comply with our statutory requirements and the associated codes of practice. Our staff take account of legislative frameworks relating to equality and inclusion.
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- *Level of quality for this QI: 4 Good*

Evaluation of QI 3.2- Raising Attainment and Achievement:

Sources of evidence/ evaluation activities undertaken:

- Analysis of standardised assessments to ascertain progress in literacy and numeracy
- Feedback from parents regarding progress of individual children

Overall evaluation of level of quality :

- All children are making progress regardless of SIMD level.
- A robust tracking system is in place which tracks both teacher judgement and standardised assessment data. Standardised data and professional discussions are used to target support and support staff are deployed effectively to help remove barriers to learning and ensuring equity for all.
- The majority of pupils are attaining appropriate levels for their age. Analysis of data shows that whilst good progress is being made in both Literacy and Numeracy, Literacy levels dip throughout the Early years then pick up at approx. P5, in line with numeracy. It has been recognised that the literacy resources within the early years are no longer fit for purpose and PEF funding will enable these to be replaced. Training for teachers too, through the Northern Alliance and In-house will support this. Events for parents, enlisting the support of the librarian and CLD will also ensure all stakeholders are confident at providing the best possible experiences for our pupils. Improvement Planning in 2018/19 will focus on Numeracy to address the pace at the upper stages. As a good number of cases also indicate that children's attainment is not 'matching' their developed ability – pace and challenge will be a focus during learning visits.
- Wider achievements are recognised and regularly celebrated through assemblies, PLPs, school newsletters, website and newspaper (created by pupils)
- The school is working hard within Aberdeenshire GIRFEC structures to break down barriers to learning and a number of young people have appropriate plans in place to address these.
- Across the school pupils are encouraged to take responsibility but there is room to further extend the range of leadership opportunities.
- There is a need to continue to look at how life skills can be developed and applied across the curriculum and beyond the formal classroom.

Level of quality for this QI: 3 Satisfactory

5. What is our capacity for improvement?

- **The overall capacity for improvement at St Cyrus School is very good.** This is based on the following aspects within the school:
 - High levels of commitment and leadership by all staff
 - Young people in the school who show a respect for and commitment to learning
 - The positive ethos in the school underpinned by shared vision and values
 - A high quality programme of professional learning that supports all staff and leads to improvements for learners
 - Productive partnerships with parents , other schools and services and a range of contacts in the local community
 - Positive feedback about the school from QIO, parents and learners themselves that gives confidence in what we do
- **Aspects that could impact adversely on the capacity for further improvement include:**
 - Intermittent supply/temporary staff availability
 - Limited resources to support the development of digital literacy
 - Budgetary constraints/training opportunities for outdoor learning plans

6. Record of updating

Date	Amendment made	By who	Comment