



St Cyrus School
Standards & Quality Report
2018-2019
&
School Improvement Planning
2019-2020

School Forward

We are pleased to present both our Standards and Quality Report for Session 2018– 2019 and our School Improvement plan for the current session 2019 -2020. This report forms part of our quality improvement framework and provides important information regarding our 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 St Cyrus 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 St Cyrus 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.

Isla M Mann

Head Teacher

School and its context

Our Vision - “Reach for the Stars”

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.

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, pupil led groups inc ground force, librarians and dinner hall helpers, play leaders, buddies and circle time 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 volunteering, through the active Parent Council, through involvement in planning, open afternoons and community visits. The community as a whole are involved in activities such as class community cafes, Friendship Club visits, fund raising events 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 ‘Fun Friday’, beach 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 86% of parents agree or strongly agree that their child is encouraged and stretched to work to the best of their ability. Comments included – “This is a fantastic little school”, “The teachers are fantastic, they care about the activities and the children and often go above and beyond”. 86 % of Pupils, commenting in a recent questionnaire also add that they are encouraged by staff to do the best they can. They add “I think beach schools are so fun and it helps us see different nature”, I enjoyed relax kids because I liked the meditation”, “It helped me to relax and to relieve stress, “ I like having visitors in to assembly and class”.

High levels of performance

Children are making good progress in their learning across all curricular areas. Across the school there has been a rise in attainment through the course of this session.

Numeracy 82.35% - 83%

Reading 79% - 80%

Writing 73.2% - 74%

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 – “The school has helped my son greatly over the past 3 years....., he is much more positive than I ever thought possible their (the staffs) hard work and sheer determination is certainly paying off”.

92.5% 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 including ASL Teacher, IP Teacher, Pupil Support Worker 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 – 93% said that staff know their child as an individual and support them well. A nursery parent also added – “I have seen a massive difference-a huge improvement in him - since attending St Cyrus Primary School Nursery. He is always eager to go, has formed close friendships with other pupils as well as the staff and he genuinely enjoys his morning sessions. And I myself feel much more informed about how he is getting on and much more relaxed. They handle him as an individual with individual needs and respect his thoughts and feelings while still continuing to guide him and strive for him to improve in all areas”.

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.

Parent/Volunteer helpers in school has greatly increased this year as has pupils leading and being involved in groups e.g. Ground Force Team.

It is also pleasing to note that there has been a significant rise over the past 3 years in parents/carers feeling that St Cyrus School plays a very or extremely significant role in the community (2016/17 – 54%, 2017/18 – 65% and 2018/19 – 72.5%).

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 –

“These (the improvements planned for this session) have been implemented well and have been very informative to pupils who I believe have been thriving on the various improvements”.

“I love the addition of relax kids and beach school, I would definitely say that my child benefitted from these sessions”

“Like how golden time has become structured”

“Home link, with class newsletters detailing what is coming up in the term ahead”

Parent/ Carer comments which were made in our end of session consultations which highlight areas for development include –

Mental Health and Well-being -

“Continued and greater focus on developing good mental health and well-being with greater time spent outdoors enjoying and learning from the incredible habitats that surround the school”

“mental health bringing in cyber bullying as that’s on the rise!”

“Internet safety. Stranger danger. Anxiety”

“continue with outdoor learning and make the daily mile an essential part of the day”

“Continued emphasis on anti-bullying and positive peer interactions”

“I would love to hear about behaviour and social interaction a bit more where possible. Kindness is an area I'm trying to get the kids to grasp more and more. Could you consider fundraising for something out with school or parent council. Or some local volunteering? Visit befriending club or similar? Giving something back and thinking of others. Points given for kindness. A culture of kindness”,

Learning and Teaching –

“Focus on things for pupils to target - shared with parents”.

Engagement –

“Family Learning opportunities”

“Aware of other schools inviting parents in to facilitate tuck shop - perhaps something that could be looked at”

Communication –

“Ease of contacting school in the morning would make a big difference”

“Upgrade resources”

“Continue to progress and expand with current improvements”

“Growth of school/village” -

“To ensure there are enough resources for the ever-growing school roll”.

“Increased school numbers due to village development”

“Build a new modern school”.

Impact of our developments

In this section we will outline the Targets we set last session and identify the progress we have made during session 2018/19

Improvement in attainment, particularly in literacy and numeracy

Literacy

Embed Northern Alliance 'Emergent Literacy' approach in P1 and nursery and programmes i.e. 'Big Writing', 'Highland Literacy Project' and North Lanarkshire throughout rest of school.
Follow progressions created last session

Numeracy

Develop staff understanding of an activity based approach to numeracy through involvement with Maths Mastery and use of Numicon resources. Member of staff to take a lead role in this.

Cluster PT to also provide an information evening for parents and an information leaflet to be produced.

Moderation of Learning Teaching and Assessment

Develop our moderation practices both in school and with schools within the cluster in order to further develop a shared understanding of standards. This should include seeking opportunities for planning with colleagues. A focus this session will be on moderation of literacy in particular.

Together with cluster colleagues, staff will explore how we can offer children opportunities to demonstrate and apply their learning within planned Holistic Assessments

Supporting School Improvement

To become involved in piloting Validated Self Evaluation as a model for supporting school improvement.

• Progress

- Kelly (P1 class teacher) and Isla (HT) continue to participate in Northern Alliance, Emerging Literacy sessions. Emerging Literacy screenings are carried out throughout the year and been used to focus learning and teaching. SLT are used for advice and support when required.
- Literacy progressions are being effectively used throughout the school and are ensuring clear progression/consistency of approach.
- Teaching staff have engaged and embedded Highland Literacy Project and North Lanarkshire 'Active Literacy' practices.
- Andrew (P4/5 class teacher) has attended authority training and led staff on sessions on the maths mastery approach. Staff have also become aware of and are using authority maths progression. Andrew has begun to create resource guides to support learning in different es and os.
- PEF funding enabled numeracy resources to be purchased.
- Numeracy Information session was held for parents/carers. Numeracy leaflets were created and distributed, and all information put on website.
- Drop in numeracy afternoon held for parents/carers – very well attended.
- In-service/collegiate training, along with Redmyre, Marykirk and Luthermuir on Learning and Teaching (Education Scotland resource) with a focus this session on assessment. Assessment in classes is now planned for and holistic assessments are being used to confirm skills and knowledge can be transferred across curriculum areas.
- Staff all involved in evaluation of core QIs. Most staff are confident in using HGIOS 4 / HGIOELC and GTC Standards for self- evaluation. Nursery staff also make effective use of BTA.
- Teaching staff have discussed benchmarks and the effective use of them and are effectively moderating work with them.
- Pupil Council involved in creating a child friendly version of the improvement plan.

	<ul style="list-style-type: none"> • Pupils are leading Improvements – e.g. outdoor developments - ‘Ground force’ have grown a selection of vegetables and shared these with their families, a parent reported that “the lettuce was lovely”. They also won Grampian Growers tattie competition. Pupil Council have started working with Parent Council/Community and Mearns Academy on crisp packet recycling, with funds gained going to Marys Meals. • Learners involved in regular dialogue with teachers and share this with Parents/Carers through PLPs • Nursery staff have become familiar with the care standards and now assess their practice against the values in the standards. • QA activities are also carried out in nursery each week during weekly meetings (QA calendar in place). These are led by our new Senior Practitioner, Michelle Wheat. • Teaching staff have engaged and embedded Highland Literacy Project and North Lanarkshire ‘Active Literacy’ practises. • SNSA assessments done with P1, P4 and P7s, Data dialogue thereafter with CT and MT. • Community Cafés continue to be held throughout the year and were led by a different class each time. All proved successful. • A growing number of parents volunteer within our classes. • Our Christmas show ‘Straw and Order’ was very well received. • Our P7 leavers assembly was a superb celebration of all that had been achieved through the pupil’s primary years. •
Impact	<ul style="list-style-type: none"> • Staff are now more confident in the use of HGIOS4 for Self- Evaluation purposes. • Staff are making good use of the data from SNSA and INCAS results and the use of the benchmarks to support their own professional judgements in planning next steps. • Pupil Council reported that being involved in writing a child friendly version of the improvement plan gave them a clearer understanding of why we were doing things. • In-service day training, using Education Scotland materials, has refreshed staffs understanding of all the vital elements required for effective learning, teaching and assessment. • The Developmental approach to Emerging Literacy (in P1) is allowing us to identify and address areas for development promptly. • Engagement with programmes and research around numeracy has seen an up-skilling and confidence growth in staff. • The purchase of new numeracy resources has ensured that materials the children are using are fit for purpose and promoting a more active approach to teaching/learning. • There is a continuing rise in parental/carer engagement e.g. Far greater number of volunteers in school, parent initiated crisp packet recycling.
Next steps	<p><u>Literacy</u></p> <ul style="list-style-type: none"> • Staff questionnaires suggest time needs to be spent with new/all staff to ensure the progress we have made in the past two years continues despite staff changes. In particular time needs to be spent on Writing (Attainment shows that writing is below 70% at P4 and P7) • Assessment and Moderation of Listening and talking was highlighted at a recent collegiate. Staff’s confidence in evidencing this area was also highlighted in cluster collegiate assessment questionnaire. <p><u>Numeracy</u></p> <ul style="list-style-type: none"> • Further training/discussions required on maths mastery in order to ensure consistency throughout the school. (Staff feedback through questionnaires confirms this).

- Training /Up-skilling of staff in order to move from away from traditional groupings (in line with research) to ensure challenge for all.

Making Thinking Visible

- Previous standardised assessments indicate that children in general are not working to their full potential (Developed ability)
- SNSA results (P7) for session 2018/19 have highlighted word problems in maths as being low i.e. 43% of pupils were unable to complete the task. This suggests children are not as independent in their thinking as we would like.

Feedback

- Through sampling of jotters and some critical friend visits it is clear that children require appropriate feedback in order to identify next steps in learning.

Improvement in children and young people's health and wellbeing

Extend children's resilience and capacity to learn through promotion of a Growth Mindset. (Carol Dweck)

Mental health to be further supported through an activity approach e.g. mindfulness/yoga. Continuation also of Beach Schools

Vision, Values and Aims to be reviewed.

Behaviour Policy and golden time to be reviewed

Develop a whole school understanding around GIRFEC including a shared understanding of Wellbeing Indicators (training to be provided at August In-service day)

Consider use of newly published 'How Good is Our School?' to support further development of pupil involvement in self evaluation and planning.

Move towards using Pastoral Notes in SEEMIS.

Progress

- Collegiate sessions held on 'Growth mindset', drawing on research and staff's knowledge/experience. A promotion of a growth mindset is becoming more evident within classes/the school.
- Relax kids' sessions were held for all pupils. This received a mixed response from both pupils and staff.
- V, V, As reviewed.
- Behaviour policy reviewed, as well as golden time. New format for golden time being received positively on the whole.
- Nature Nursery continues every 2nd Tuesday throughout the year. Nursery have also been out on community walks, visited the local coffee shop and community garden as well as beach and participating in their annual sponsored bike ride.
- 'Beach Schools' continued for all pupils P1- 7. P1-3 working with Nature Reserve Rangers and P4-7 with our Beach School leader. It is a very well received activity.
- CP guidelines/policy were shared with all staff during August In-service. All relevant information is on display in the staffroom. GIRFEC training also received. Staff have an understanding of policies and their responsibilities in relation to these.
- Through PEF funding, our Pupil Support Worker, Carol Grant continues to work with a number of our pupils and their families. She is providing an invaluable link between home and school.
- Tracking has been recorded throughout the session (in line with school procedure) following discussions between CTs and MT and SFL.
- Pupil Council have engaged with HGIOS (wee)
- Pastoral notes training delivered to Admin and HT.

Impact

- All children (P1-7) have had the opportunity to attend four beach school sessions. Nursery have fully utilised the school grounds/community and all that that brings. The feeling of well-being has been significant with these activities.
- Staff have a secure understanding of the Context, Roles and Responsibilities and Practice Guidelines in Aberdeenshire's Updated Child Protection guidance and materials.
- Carol, our Pupil Support Worker continues to open up / create links with harder to reach parents, through working with pupils and their parents/carers both in school and at home, term- time and during the holidays.
- Staff confidence in using the benchmarks is much improved.
- Tracking (increased to termly this session) ensures progress is very closely monitored and needs met in a timely fashion.

<p>Next steps</p>	<p>Through tracking PEF funded children, it has been highlighted that there is a greater need for family learning/support.</p> <p>End of session parental questionnaires highlight the need for support in the following areas – Mental health, Internet, social media, behaviour.</p>
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Improvement in employability skills and sustained, positive destinations

<p>Increase Pupil involvement in reviewing their learning and becoming more able to articulate their progress and identify next steps</p> <p>Create further opportunities for pupils within the school to develop their skills for learning, life and work. Map out the skills being developed through participation in activities, ensuring progression and relevance to the Career Education Standards where appropriate.</p> <p>Development of a life skills area in the staff room</p> <p>Forge further links with local businesses and the wider community.</p>	
<p>Progress</p>	<ul style="list-style-type: none"> • Collegiates held (One being led by DYW teacher from Mearns) on Career Education Standards and the skills being developed throughout the school mapped. • Resources to create two areas for food handling/life skills work purchased through PEF and monies received through successful bid in 'Food for thought' • Jill (Librarian) has been in school throughout the term to present at assemblies. Book bug sessions also continue in P1 with Parents/carers joining us for these sessions. • We competed for the first year in Grampian Growers 'tattie' competition and won! • Ground Force group forged links with 'What's for tea tonight?' farm who helped us to grow a range of vegetables. • We again competed in the Rotary Club events. We received lovely feedback following the Quiz night.
<p>Impact</p>	<ul style="list-style-type: none"> • Staff have developed a better understanding of Skills development and how opportunities can be created in school. • Pupils are enjoying the opportunity to extend learning through a variety of events/activities.
<p>Next steps</p>	<p><u>Digital Learning</u></p> <ul style="list-style-type: none"> • Staff feedback indicates– “Digital literacy - we need to build in more higher quality technology experiences for our pupils with a need for a better understanding amongst staff of what these should look like”.

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

Relevant NIF priority: All

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

Level of quality for core QI: 1.3 - 4

(HGIOS?4 1-6 scale)

Evaluation of QI 1.3- Leadership of Change:

All stakeholders have a shared understanding of the vision values and aims at St Cyrus School. There are clear tools for consulting with all on school improvement. Leadership roles are undertaken by both staff and pupils. There is a clear drive for school improvement and teamwork/sense of collective responsibility is evident across the school. The strategic direction of the school is based on a sound analysis of data and other feedback.

Key strengths:

- The school has a clearly stated vision, values and aims which have been developed in consultation with all stakeholders. Our vision is ambitious, focuses on improved outcomes for all and learners are supported to understand it through learning experiences across the school and assemblies.
- A clear Curriculum Rationale is in place based on shared values of the school.
- The school engages in rigorous self -evaluation through ongoing consultation with pupils, staff and parents. This informs our future priorities. Staff are regularly involved in self-evaluation using HGIOS 4/HGIOELC to support this work.
- Children are engaged in reviewing their own learning (through PLPs) and the work of the school and these are then shared at home. Nursery share learning through learning journeys. A review of learning sheet is sent home at the end of each nursery topic. The Pupil Council work with the Deputy/Head Teacher to produce a child friendly version of the improvement plan
- There are opportunities for staff and children to take on leadership roles across the school e.g. Mr Duncan is leading maths mastery, Mrs Albiston, Making Thinking Visible, pupil led lunchtime clubs
- All collegiate activities are based upon working towards the outcomes on the school's improvement plan and provide a focus for regular reflection and discussion on progress made.
- Teamwork is evident across the school and staff have ongoing opportunities to share ideas and practice and to learn from each other.
- A clear calendar of QA activities is adhered to, to support ongoing school improvements.
- All staff are committed to CPL and continually reflect on and develop practice to ensure best possible outcome for all learners.
- Planning and Tracking Meetings give teaching staff an opportunity to discuss improvements/next steps for each child with SFL and Management team. These are carried out three times per year.
- Staff have high expectations of all learners – effective use is made of sharing/discussing learning intentions and success criteria

- Staff confidence in using a wide range of assessment data, including standardised assessment results, to inform planning, target support and ensure challenge has increased.
- All staff have a very clear understanding of the community and circumstances which affect children's lives and learning.
- Overall, the changes pursued by the school are having a positive impact on young people

Aspects for Improvement for next session (2019/20):

- Continue to develop opportunities for staff to lead areas of work relating to identified improvement priorities.
- Further develop our use of 'How Good is OUR School?' to support development of pupil involvement in self-evaluation and improvement planning.
- Making Thinking Visible training
- Feedback
- Digital Learning
- School Sports Awards
- Make use of pastoral notes in SEEMIS as of this session.
- Promote further links with local community and businesses

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

Level of quality for core QI: 2.3 - 4

(HGIOS?4 1-6 scale)

Evaluation of 2.3 - Learning, Teaching and Assessment:

The ethos of St Cyrus School is positive and respectful of all. Almost all pupils engage well with learning experiences. The quality of teaching is good. The school continues to develop the use of IT to support learning appropriately. Staff use assessment information in order to track progress and identify next steps in learning.

Key strengths:

- 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.
- Almost all pupils are motivated and eager to fully engage in the learning opportunities offered.
- Aberdeenshire Frameworks are used to inform planning and identify next steps in learning, thus ensuring progression for all our young learners.
- Explanations and instructions are clear and Learning Intentions and Success Criteria are used to support learning across the school.
- Teachers track children's achievement carefully. They use group work and personalised tasks to give children appropriate support or challenge
- Increasingly, there are opportunities for pupils to lead their own learning.
- Education Scotland Benchmarks are being used in all curricular areas. 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.
- 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 - Beach Schools and P6 bikeability. Planters have also been provided by a local business. Their use will be developed within each class throughout the coming session.
- All children benefit from a wide and varied curriculum and learning experiences. Effective use is made of the local and wider community
- A presentation policy has been created (whole stakeholder involvement) in order to create agreed expectations of work from all.
- Up-skilling of staff this session and our involvement in the Northern Alliance 'Emergent Literacy' has ensured staff are all aware of current research and programmes for the teaching of literacy. 'Big Writing' and Highland Literacy Project are both having a positive impact on pupil progress. This applies also to our maths mastery work.

- 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. This is work which is being carried out at cluster level and will continue in 19-20. Enhanced transition experiences are also offered in collaboration with CLD, the secondary schools and through the MAAPM process for those children who have additional support needs.
- Positive engagement with parents/carers (through the use of PLPs, the purchase of the home link Education City, the parental leaflets which have been made up for parents/carers on subjects such as – Reading, writing and getting it right for your child at St Cyrus School, as well as having an open door policy, Facebook page, website and groupcall) encourages them to take an interest in their child's learning.
- In the nursery, parents witness and are invited to feed in to the planning through the floor books and are invited in regularly to talk to staff about their child.

Identified priorities for improvement for next session (2019/20)

- Continue to develop our moderation practices both in school and with schools within the cluster in order to further develop a shared understanding of standards and what a level looks like. This should include seeking opportunities for planning with colleagues. Listening and talking to be a focus for moderation in particular this session.
- Continue to increase pupil involvement/confidence in reviewing their learning and becoming more able to articulate their progress and identify next steps derived from effective feedback.
- Create further opportunities for pupils within the school to develop their skills for learning, life and work.
- Literacy (ensuring a consistent and progressive approach – we have new members of staff and those returning from maternity leave)
- Numeracy - further training/discussions required on maths mastery in order to ensure consistency throughout the school.
- Increase in nursery hours - Preparation and delivery of 1140 hours.

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

Level of quality for core QI: 3.1 - 4

(HGIOS?4 1-6 scale)

Evaluation of - 3.1 Ensuring Wellbeing, Equality and Inclusion:

Staff at St Cyrus School have a good knowledge of learners, their families and the local community. The school strives to ensure all are treated with respect and there are clear procedures in place to support pupils. Pupils have access to universal supports and there is a clear staged procedure in place with regard to targeted support.

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.
- Staff know children and their families well and are aware of the needs and circumstances of individuals.
- 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.
- 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.
- 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
- 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 have a clear behaviour policy in place
- We have strategies in place which help to improve attainment for those children who are looked after and who have additional support needs. Regular dialogue between staff ensures that support is fluid and always targeted at those who require it most.
- We make use of a Flexible Pathway and IEPs with CTs, 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.
- The Aberdeenshire Dyslexia friendly toolkit has been used to support pupils across the school.
- We celebrate both academic and 'life/social skills' e.g. kindness through assemblies, head teacher awards, class of the week
- Our PLPs include celebration of successes, between home and school

- Effective transition arrangements are in place for pupils. Enhanced provision is available and planned for pupils in relation to individual needs.
- PEF resources have been used effectively to target interventions with specific pupils.
- The school is providing a variety of outdoor learning experiences.

Identified priorities for improvement for session 2019/20

- Ensure a whole school understanding around GIRFEC including a shared understanding of Wellbeing Indicators.
- Through tracking PEF funded children, it has been highlighted that there is a greater need for family learning/support.
- End of session parental questionnaires highlight the need for support in the following areas –
Mental health, Internet, social media, behaviour.

Level of quality for core QI: 3.2- 4
(HGIOS?4 1-6 scale)

Evaluation of QI 3.2 Raising attainment and achievement:

- 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 to ensure equity for all.
- Staff are beginning to engage in moderation activities both in school and with other schools in the cluster in order to improve the consistency, validity and reliability of professional judgements made.
- The majority of pupils are attaining appropriate levels for their age.
- Whole School data is shared biannually with staff in order to ensure they have awareness of trends in attainment and can input to plan future interventions/priorities for improvements.
- Appropriate supports are put in place based on attainment conversations. Expertise is sought from ASN/partner agencies to select appropriate interventions.
- Pupils have profiles to share their learning and achievements and support discussion of learning, progress and next steps.
- Wider achievements are recognised and regularly celebrated through assemblies, PLPs, school newsletters, website and Facebook.
- 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.
- Overall our learners are successful, show confidence, are responsible and contribute fully to the life of our school e.g. Pupil Council

Identified priorities for improvement for session 2019-20

- Continue to develop moderation opportunities across the school and cluster (in particular in listening and talking this coming session) to ensure shared expectations and consistency in teacher professional judgement
- Continue to develop learning and teaching in numeracy and mathematics to improve attainment in this curricular area across the school
- Create further opportunities for pupils within the school to develop their skills for learning, life and work with the introduction of 'Fun Friday'. Map out the skills being developed through participation in activities, ensuring progression and relevance to the Career Education Standards where appropriate.
- Continue to embed the use of Aberdeenshire and Education Scotland's benchmarks to continue to make increasingly confident professional judgements.

Wider achievements –

Charities supported by the school over the last session included:

McMillan Cancer Support

Marys Meals

Working in partnership with our Parent Council –

Beach Clean

Bag Pack

A successful community bid through Tesco

The funds raised benefitted our pupils through the funding for a pantomime to come to school, first aid training, staging, a school disco, snack for those children who come to school without in addition to those items listed elsewhere in this report.

Our curriculum has been complimented by the range of visitors who we have had to the school. These have included:

Police

Jill Reid (Librarian)

Links Park Community Trust

Aberdeenshire Life Education Centre

Parents and friends of the nursery and school who have shared their talents

Work experience pupils from Mearns Academy

Student Teachers

This session children have had many opportunities to experience the wider curriculum, activities have included –

We held our second Christmas Show 'Straw and Order' which proved to be as resounding a success as the initial one last year.

All children exhibited their own works of art as part of the St Cyrus Flower Show. A number of children competed in the 'tallest sunflower competition, again as part of the flower show.

Community Cafes were again very popular this session to which parents/carers and members of the wider community are invited. Every class takes responsibility for the planning and running of one.

Parent Council had a stall at St Cyrus Gala Day and held their annual Christmas Sale. At the Christmas sale, we also ran a 'free for all' stall with food stuffs and clothes from Fare share and contributions from the community.

Every child took part in our annual Scottish Poetry competition.

All P5/6/7 pupils had certified First Aid training

We had a number of school trips. This included going to the cinema, Falkland Palace, Farm visit and Bannockburn.

All children experienced Beach Schools

P3 and 4 pupils participated in the cluster Sports hall Challenge at Mearns Academy

Our Football teams entered a number of Aberdeenshire wide competitions

P7 entered a team into the Rotary Quiz

All of our P4 pupils had a series of Swimming Lessons

P4/5 had the opportunity to work with musicians from Elphinstone Institute and created their own 'St Cyrus music'.

P6 pupils successfully completed bikeability training

P7 pupils were trained to become play leaders

Pupils in P5,6 and 7 received taster sessions in rugby

Pupils have benefited from having running, badminton, football, golf and yoga as extra- curricular activities.