



**St Cyrus School**  
**Standards & Quality Report**  
**2022-23**  
**School Improvement Plan**  
**2023 -24**



## **School Forward**

We are pleased to present both our Standards and Quality Report for Session 2022-23 and our School Improvement plan for the current session 2023 -2024. 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

## **The School and its context**

*Every child has a right to an Education' - (Article 28 UNCR)*

### **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

## What do we want for our learners?

To achieve our vision, we have developed a 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 all our pupils. Our aim is to **Get It Right for Every Child (GIRFEC)**. We want our pupils to be **Safe, Healthy, Achieving, Nurtured, Active, Respected, Responsible** and **Included**. We ensure children understand their rights and responsibilities and that these are integrated throughout our curriculum. Children's opinions and ideas are always **listened to** and **valued**.

Through opportunities such as pupil council, pupil led groups, librarians, dinner hall helpers, play leaders, buddies and circle time children are encouraged to be involved in developing the work of the school thus having a positive impact on school improvements.

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., golden ticket visits, 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.

Through these opportunities and this positive learning environment we ensure that our pupils, parents/carers, staff and community have a pride in both the school and the local area and the people within it, whilst also recognising our place within Aberdeenshire, Scotland and the global community.

#### **Opportunities for Personal Achievement**

Our inclusive curriculum ensures that learning opportunities allow pupils to develop their potential, fulfil their aspirations, recognises and celebrates their uniqueness, in and out of school and prepares them for challenges both now and in the future.

Through assemblies and the use of Head Teacher and Star awards as well as class award systems, and the playground 'class of the week' and displays, we share and **celebrate these achievements**, 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.

**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 plan effectively 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 are at the centre of our planning and are involved in planning their learning experiences. The 7 design principles are considered to ensure our curriculum offers **Challenge and Enjoyment, Personalisation and Choice, Progression, Coherence, Relevance, Breadth and Depth**.

**Active** learning will be encouraged both inside our classrooms and using the **outdoor** learning environment.

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 targeted 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. During a recent consultation with parents/carers (June 2023) 92% said they felt their child was making good progress at school. When pupils were consulted (June 2023) 97% reported that they were happy with the quality of teaching in our school

Children are making good progress in their learning across all curricular areas. In June 2023 the following percentage of children were on track –

Session	Numeracy	Reading	Writing	L&T	H&W
2022/23	81%	79%	74%	84%	87%

### 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.

Feedback from stakeholders includes –

*"A strong family and pupil orientated ethos that is visible and obvious in all activities"* (parent questionnaire, June 2023).

*"We love the school and think you guys do a great job! It offers a happy, loving environment for the kids and we couldn't ask for more".* (Parent/carer questionnaire, June 2023)

*A strength of the school is – "Knowing the children so well and their needs"* (Parent/carer questionnaire, June 2023)

*"Inclusivity, fairness and communication, also that my children feel comfortable with expressing themselves".* (parent/carer questionnaire, June 2023)

*"I think St Cyrus School is very inclusive and looks for opportunities to bring out the best in the pupils.* (staff questionnaire, June 2023)

*When asked - What is the best thing about St Cyrus? A pupil replied - " My classmates because they help me to gain confidence in new things. The staff are really good at knowing what is best for you and encouraging you".* (pupil questionnaire, June 2023)

## **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 when required. 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 –

When asked about the strengths of the school, in the end of session questionnaire (June 2023) parents/carers responded –

*“The buddy programme for p1/p7 is great and fosters this kind of support for the whole school. And the composite classes/changing of classes each year is great for building that resilience for future similar changes”,*

*“really know the children well. Personal attention” and*

*“Identifying weaknesses and providing additional support”.*

100% of staff when consulted (June 2023) noted that they either agree or strongly agree that the school has effective strategies to support children with their learning, including those requiring additional support.

End of session communication from parents and pupils also added – *“Thank you so much for the support and kindness you have given to X and I, you are the best”* and *“Thank you for all your help and guidance over the years”.*

## **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. They lead school improvements – *“I feel that the working groups have been going well and that all the groups have made significant progress on their journey to help improve these areas in the school. I think it is a valuable tool as a teacher to be able to lead areas for the improvement plan but also to work in groups so that everyone is involved. It also allows us to bounce ideas off each other and help each other etc.”*

*“Working groups have worked well this year and seem to have achieved quite a lot. We have new resources, new schemes in place and have been sign posted to useful tools that are out there. I have enjoyed the work in trying to bring together a progressive planning framework for writing and thinking of ways to increase consistency throughout the school.”* (Comments from staff questionnaire June 2023).

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.

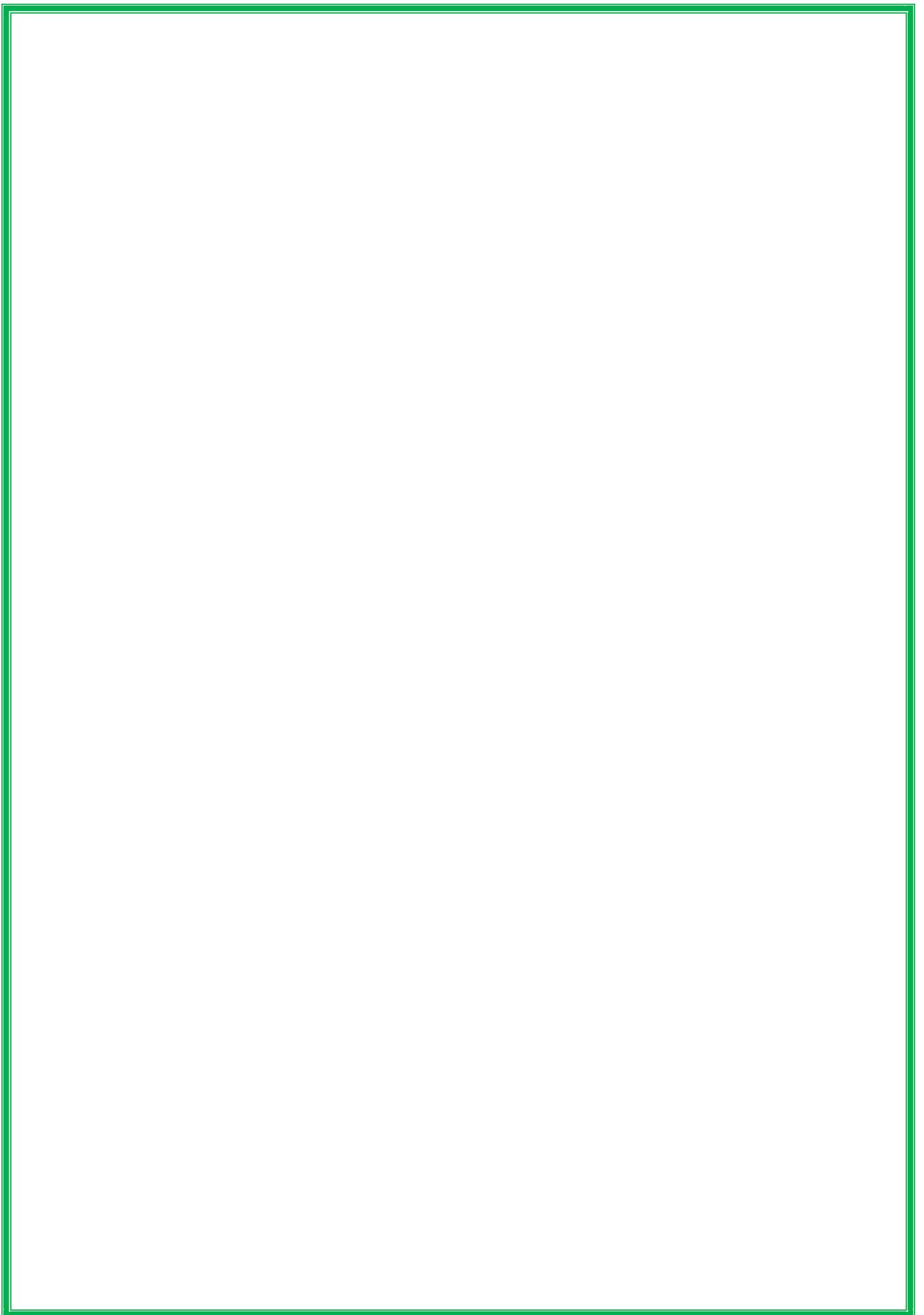
Parent/Volunteer helpers help in school. Pupils too lead, and are involved in groups e.g., Pupil Council, lunch time groups.

*“I thoroughly enjoyed spending time with the children, who were kind, enthusiastic and extremely respectful”.* (Volunteer feedback, April 2023)

*I was made to feel extremely welcome, and part of the school and very much part of the team in the class. She (the class teacher) was very professional in seeking feedback on how the pupils got on in the sessions I had with them.* (Volunteer feedback, April 2023)

*“I liked helping people”, “I liked people thinking of ideas together to improve things”, “sharing at assembly”* (Pupil Council feedback (July 2023)

It is also incredibly pleasing to note that 88% of parents/carers (a rise from 77% last session) felt that St Cyrus School plays an important role in our community, that 97% feel the school is well led and that 100% of parents/carers who responded to the end of session questionnaire said they would recommend St Cyrus School to other parents/carers.



## 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 2022-2023.

<b>Key priority 2022-23</b>	<b>Key actions undertaken</b>	<b>Impact (achieved throughout 2022-2023)</b>
<b>Priority 1: To improve Literacy and Numeracy, Teaching and Assessment</b>	<p><u>Learning, Teaching and Assessment</u> All staff re-visited/ were introduced to the Aberdeenshire Learning, Teaching and Assessment guidance/ <a href="#">Site</a> as well as Aberdeenshire's assessment and moderation guidance.</p> <p>Using this, and having perused exemplars from other schools, <a href="#">(Levenmouth Academy Curriculum Rationale (office.com) tmps-curriculum-rationale.pdf (thomasmuir.e-dunbarton.sch.uk)</a> <a href="#">Curriculum Rationale   TROON PRIMARY SCHOOL &amp; EARLY YEARS CENTRE (glowscotland.org.uk)</a> <a href="#">Hillside-School-Curriculum-Rationale-Document-1.pdf</a> <a href="#">Merrylee-Curriculum-Rationale_V3-1.jpg (1260x891) (glowscotland.org.uk)</a> <a href="#">Curriculum-Rationale-Poster (glowscotland.org.uk)</a> <a href="#">Learning and Teaching   Campbeltown Grammar School (glowscotland.org.uk)</a></p>	<p>Staff have a shared understanding of what makes great teaching and expectations of Learning, Teaching and Assessment at St Cyrus School.</p> <p><u>Policy can be found here – <a href="#">ECS St Cyrus School Staff - Learning and Teaching policy .pdf - All Documents (sharepoint.com)</a></u></p> <p><u>Poster can be found here - <a href="#">ECS St Cyrus School Staff - Learning Teaching and Assessment Poster St Cyrus.pdf - All Documents (sharepoint.com)</a></u></p>

[Learning-and-Teaching-Statement-Final.pdf](#)  
([glowscotland.org.uk](http://glowscotland.org.uk))

and read research into 'What makes great teaching?' (pgs. 19 – 92 'The Teaching Delusion' by Bruce Robertson), we considered what teaching and learning looks like at St Cyrus and created a Learning, Teaching and Assessment policy specific to our school, as well as a poster summarising expectations. Pupils and parents/carers were consulted throughout the process.

The aspects of L, T and A which were highlighted as focus areas for moderation this session, i.e. (Learning and Engagement – Learning activities meet the development needs of all Quality of Teaching – Staff plan and differentiate effectively to meet the needs of all learners, making use of resources, including staff, ensuring appropriate support and challenge Effective Use of Assessment – L, T and A are planned in an integrated manner identifying what is to be learned and assessed at the planning stage Planning, Tracking and monitoring – Planning is proportionate and manageable and clearly identifies what is to be learned and assessed in all areas of the curriculum. Learners are involved in the planning process, were considered/explored during all moderation activities this session.

There is evidence in planning discussion notes, from peer visits and learning walks that these aspects of L,T and A are visible in most classes in our school.

Having these areas as a specific focus, has made all practitioners more reflective of our practise this year.

Following discussions at the teaching staff meeting of 13<sup>th</sup> June 2023, it was agreed that, we will continue to reflect on the same Planning, Tracking and Monitoring strand but with a specific focus on 'Learners are involved in the planning process', next session as some staff feel that this is an area we could improve on.

Likewise, we will continue with the same strands for Learning and Engagement and Quality of Teaching, specifically focussing on meeting the needs of all – challenge (this has been highlighted in some of our end of session feedback from parents/carers) and also, in some

		<p>cases, making effective use of staff (highlighted in peer visits).</p> <p>In 'Effective use of assessment' we agreed that we would now like to consider assessment approaches to ensure they are matched to the needs of individual learners to allow them to demonstrate their knowledge, understanding, skills, attributes and capabilities.</p>
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## Literacy

- Creating a 'buzz' for writing by organising 'Big Write' days e.g. **World Book Day "Big Write"**

World Book Day Big Write Task – P5-7 wrote stories for P1-3. P4s had the choice as to whether they wrote a story, or a story was written for them. These were then read to the children on World Book Day in their class. Those that had a story written for them could write a thank you letter in return.



Feedback from children: "I think the younger ones liked hearing it but maybe won't read it again."



- We hope to inspire writing in St Cyrus by arranging a visit from an author. An author was identified and contact made to try and arrange a visit to school for P1-P7. We chose this particular author as we wanted to try and capture the interest of those who may be disengaged from writing/ find writing difficult through the authors use of pictures – **John Fardell** – *“I write and illustrate picture books with comic strip elements and children's adventure novels, which combine excitement and humour, and often extraordinary inventions and places. My sessions and workshops are interactive and fun, with an emphasis on the imaginative scribbly processes behind creating books,*

“It was good to write for someone in particular as you could ask what they wanted in their story.”

“I think they liked my story.”

“It was good and cool.”

“They listened really well but sometimes they were indecisive about what they wanted.”

Feedback from parents:

Some parents fed back during parents evening that they thought this was a brilliant idea and that their children had been talking about it at home.

Funding has been applied for from the Scottish Book Trust. We are hopeful that we will receive this at the beginning of next session so that we can welcome Mr Fardell to our school.

*with lots of joining in drawing and story inventing activities, and lots of tips and inspiration for children to create their own stories. This illustration-led approach seems to work well for enthusing pupils who don't see themselves as confident writers and readers, as well as those already keen."*

- Guidelines of expectations for staff were reviewed when staff had trialled the Big Writing programme along with - **the purchase of new resources**

## RESOURCES

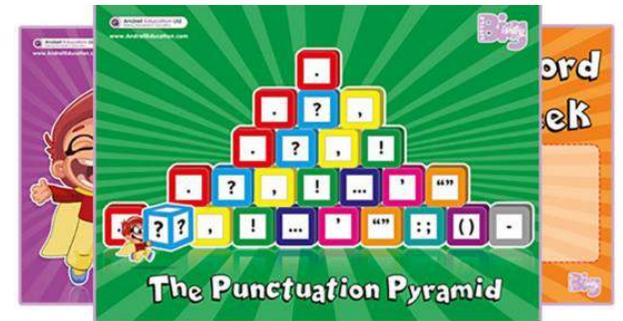
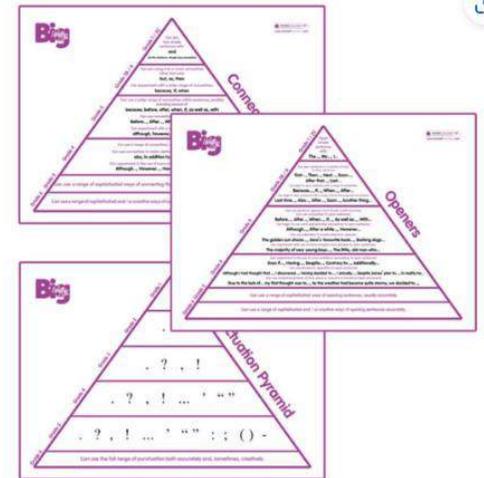
- Ros Wilson's Lesson Plans for Big Writing, Big Writing PALS for Text Types, Big Writing: Don't Tell Me I Can't Write (shared resources for staff to access to support the teaching of writing and the Big Writing Programme)

- VCOP Posters & Little

Big Writing Posters (now displayed in all classes in the school as a reference to support learners during writing and to provide consistency throughout the school)

- Interactive whiteboard games to support pre-writing VCOP sessions and enhance technology within writing/literacy lessons. (Big Writing: VCOP Games, Big Writing Games, VCOP Word Games)

- Selection of audio books (CDs) for whole school use (particularly older children who find reading challenging).



- **Non-negotiables for writing lessons shared, tested and feedback given from staff members.**

- **Non-negotiables agreed.**

### Big Writing Non – Negotiables Questionnaire

Class: \_\_\_\_\_

1. Which of the following Big Writing “non-negotiables” are included in your timetable?

Non – Negotiables	✓/X	When?
The Big Write Set up – talk homework		
VCOP Session (before main writing time)		
The Big Write (time for writing)		
Feedback & Editing Time		

2. If you do not have these on your timetable, is there any reason why or barrier to it being included?

3. How are you introducing your writing and sharing talk homework?

4. How long are you giving your learners time to write in “The Big Write” session?

5. What does feedback and editing time look like in your classroom?

6. Any other comments or questions:

#### Barriers

- Parents not checking teams to support talk homework
- Time for marking extended pieces and giving feedback/time for editing
- At times, can be difficult to timetable with job shares

We now have an agreed understanding with teaching staff of what writing should look like in St Cyrus and what should be included in everyone’s weekly timetable.

WRITING AT ST CYRUS

#### Timetabling Writing – Our Non-Negotiables

Time should be planned into every class timetable for the following:

- Talk Homework – upper classes(p4-p7?) Infants found it was better to talk about on the day. “Tomorrow we will be writing about...”
- Pre-writing VCOP session. Use of Big Writing: VCOP Games, Big Writing Games, VCOP Word Games (all of which should be installed on your device, if not please see Amy)
- An extended writing session
- Feedback / editing time – this can be at any time you feel appropriate.
- A writing wall display with VCOP posters on show and recent examples of writing from your class.

### Questionnaire Feedback

- Everyone now included a VCOP session and a longer session each week for extended writing
- Talk Homework – most upper classes have built this into the week. Infant classes trialled but found they needed to go over it again the next day so better to do on the day of the big write
- Feedback / editing time – most inconsistency here, differed depending on age and stage of pupil

- **Whole School Plan for writing proposed**

The following has been proposed for trial throughout next session –

**Plan for Whole School Writing**

The literacy group asks teachers to cover the texts stated below with their year group at some point throughout their time in their class.

This is not intended to be the sole focus of teacher's writing plans but to be incorporated into termly plan to ensure coverage throughout 7 years at St Cyrus and to provide evidence of a variety of text types across each level.

We would like to create writing portfolios for each child and ask for these pieces to be placed in a poly-pocket which will then be passed up to the next teacher. The portfolio should travel with the child throughout their time at St Cyrus. Lined paper will be provided so that jotters do not need to be photocopied.

With composite classes, both text types/genres/poems should be covered however only the year group piece should be put in the folder.

Year Group	Poem	Text Type	Narrative Genre	Letters
Primary 1	Acrostic	Recount	Teacher's choice <small>Due do P1s not writing at any great length.</small>	Letter to new teacher
Primary 2	Shape poem	Instructions	Fantasy / Fairy tales	Letter to new teacher
Primary 3	Haiku	Diaries	Adventure	Letter to new teacher
Primary 4	Kenning	Persuasion	Mystery	Letter to new teacher
Primary 5	Cinquains	Explanation	Fantasy	Letter to new teacher
Primary 6	Limerick	Reports	Adventure	Letter to new teacher
Primary 7	Sonnet	Discussion	Mystery	Letter to new guidance teacher

- **Adaptation to current spelling programme in order to allow for greater depth in coverage.**

Tracking of attainment in writing – specific focus on P2 and 3 where attainment is a cause for concern (sitting at below 60%)

- Plan shared with teachers at February in-service day, a couple of tweaks needed to be made but we are now ready to start using this new plan for 2023-2024.

[Proposed Spelling Programme- uploaded version.docx \(sharepoint.com\)](#)

- Impact to be assessed in the next couple of years as learners move through the programme.

Current Primary 3 (highlighted session 2021-22(Primary 2) for targeted support in writing) – based on teacher judgement.

Session	Stage	Writing
2020/21	1	65%
2021/22	2	50%
2022/23	3	50%

Current Primary 4 (highlighted session 2021-22 (Primary 3) for targeted support in writing)

Session	Stage	Writing
2019/20	1	61%
2020/21	2	55.5%
2021/22	3	53%
2022/23	4	74%

Significant progress has been made in 'getting pupils on track' in our current Primary 4 class. Progress in part has been made due to additional support at these stages, funded through PEF – teacher and PSA. We should however not be complacent! SNSA data indicates that at P4 in writing, 53% of our learners are in band 7 and above which is below the national norm of 59%.

Our current P3's data indicates that 50% of pupils are presently on track whilst 50% were on track in June 2022! This is disappointing as some of our pupils have made good progress and are now on track. Two are almost also there – we are just looking for consistency in their writing. Data has however also been affected this session by pupils moving to/from St Cyrus. Our writing data now includes a pupil who joined us who has an IEP for literacy and one of our pupils who was on track has relocated.

Additional support to be again targeted at this stage this coming year.

Next steps for writing:

- Follow whole school plan as outlined above (Text types and also portfolio of writing)
- Target First Level classes/pupils where progress is not as we would like it (additional teaching support). Consider other supports which may be of benefit at this stage.
- On-going Moderation activities, in order to ensure staff have a clear understanding of benchmarks/what a level looks like.

Outdoor Learning

Audit carried out with all stakeholders.

Initial steps were to purchase some outdoor based resources to encourage classes out.  
Resources were sorted in playground shed for ease of access.

- Engage parents and carers in workshops etc in order to help their understanding of the writing process. Involvement in lessons/workshops.
- Author visit
- Continue to develop the “**buzz**” for writing.

We gathered the views of the parents/carers/stakeholders on outdoor learning and the playground.

Survey carried out [Responses to parent outdoor learning survey.docx](#)

Pupil council also carried out survey on their views about the playground and outdoor learning [Pupil Council Responses to Outdoor Learning survey.docx](#)

Resources were organised and labelled  
The shed has been cleared and resources put in an accessible area for all classes.

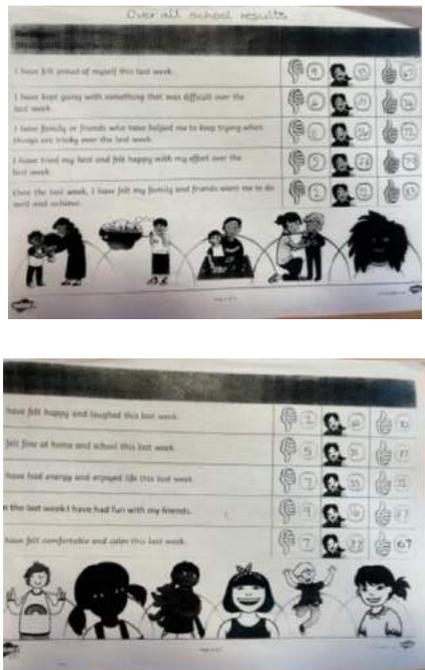
Pupil and staff feedback questionnaires were handed out to see how they were getting on with going out and using resources.



All classes have been out on a number of occasions. Younger classes in particular are enjoying mini-beasts equipment including binoculars.

Next steps for outdoor learning:

- All responses from consultations to be considered.
- This data including documents - [Curriculum for Excellence through outdoor learning \(education.gov.scot\)](#), [A summary of outdoor learning resources | Learning resources | National Improvement Hub \(education.gov.scot\)](#), [\(St Cyrus Playground Report \(002\).pdf\)](#) to be used to create a route map for developing learning in the outdoors.

		<ul style="list-style-type: none"> <li>- consider the various ways in which achievement can be recognised.</li> </ul>
<p><b>Priority 2:</b></p> <p><b>Partnership Working in order to support mental wellbeing in order to raise attainment</b></p>	<p><u>Health and Well-being</u> –</p> <p>Audit carried out with pupils.</p>	<p>Very positive results, although P7s brought the scores down a little. We will consult again next session to see if this is a trend. Support has been put in place for those requiring it – pupils in P5/6 and P7 especially accessed support from school nurse/LIAM programme,</p> 

Health day activities/grids were created for a 3-day health week. These included -

The Talking Mental Health document below contains a link to a video clip which teachers could share with their class.

<https://www.annafreud.org/schools-and-colleges/resources/talking-mental-health-animation-teacher-toolkit/>

A grid organised under 5 headings of ways to promote good mental health was also shared for use.

[Health week grid \(1\).docx](#)

[Compliment culture ideas.docx](#)

Some of this work was displayed in the corridor.



Resources have been put on SharePoint with links that staff can use to improve children's well-being further - [ECS St Cyrus School Staff - Self esteem, resilience and friendship resources - All Documents \(sharepoint.com\)](#)

Feedback from staff includes:

*"My class in particular really enjoyed the session with rhythm nation dance and I know at least one of them has joined since taking part in school."*

*"My children really enjoyed the street dance. They all came back to the class very enthusiastic about it and all talked about enjoying it."*

Feedback from pupils includes:

*"We enjoyed making art together outside"*

*"I enjoyed looking at ideas for our kindness posters"*

*"The rhythm nation dance session was lots of fun"*

*"I liked the baking, I made some of the cookies at home with my Mum"*



A visit from Rhythm Nation Street Dance was also made. Each class had a timetabled slot in the hall.

H&WB resources were purchased, and the PE cupboard reorganised.

The use of Well-being webs which are completed termly by pupils were introduced this session.

We now have a well organised cupboard and improved resources.

These are promoting conversations around health and wellbeing in classes.

*"The teachers let you talk to them about how you are feeling"* (Pupil questionnaire feedback, June 2023)

Next steps for Health and Well-being:

- Audit parents and partners. What would they particularly appreciate?
- Create parent hub (with useful information/contacts) in foyer.
- Audit pupils again – any trends??
- Health week to be organised for Session 2023-24

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Priority 3: To improve -

Parent/carer / community involvement

**Parent/carer / community involvement**

- Parent/Carer events have re-commenced in school e.g., community coffee mornings, Book bugs in P1
- Introduction of 'golden ticket' days (each class weekly for 2 terms – P2/3, P4/5, P7 Terms 1&3, P1, P3/4, P5/6 Terms 2 & 4)

It is lovely to have parents and carers fully back in school. The introduction of golden ticket days has been well received – *“Having the parents in for golden ticket was a big success, I had almost 100% attendance across both terms”* (staff feedback, April 2023)

Parents/Carer are happy to be back in school too – *“we enjoy all the activities put on by the children and staff for them and for us...”* (Parent/Carer questionnaire, April 2023)



- Classes began inter-generational work with 'Friendship club' in village in addition to the usual sharing of learning e.g., Scottish poetry recitals.

- Some nursery pupils also joined in with the local walking group.

Pupil council members (P5-7) attended some friendship club sessions. All parties enjoyed this experience and are keen to continue next session.

*"It's a good idea for people to mix and to get out. I enjoyed playing the dominoes".*

*"It was very nice to see what the friendship club did.*

*We learned a lot of new words in scrabble and the quiz".*

(Pupil Council Feedback following a visit, November 2022)



- Some parents have also shared their skills with us this session.



- A Speech and Language session was organised for any interested parents/carers by our Speech and Language therapist, Katrina Ogilvie.
- Our Pupil Support Worker, Carol Grant, and a parent organised drop-in sessions for parents/carers who wished to connect with parents/carers whose children also have additional support needs.

These, although not particularly well attended, received positive feedback from attendees.

Next steps:

Continue and improve on parental /community involvement

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

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

Developing a shared vision, values and aims relevant to the school and its community  
Strategic planning for continuous improvement  
Implementing improvement and change

**Relevant NIF priority: All**

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

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

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

**How well are you doing?**

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

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.

**How do you know?**

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

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 such as the children voting for their own class STAR, assemblies and pupil council collecting and sharing evidence of STARS.

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 and the work of the school and children's learning is 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 works with the 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. all staff are members of a working group (these are reviewed each session and refreshed according to Improvement plan), staff champion curricular areas, pupil lead playtime/ lunchtime clubs and hold roles such as junior librarians, house captains, buddies and pupil council.

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 e.g. working groups regularly feedback, learning walks, peer visits.

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 outcomes 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 termly.

Staff have high expectations of all learners – effective use is made of sharing/discussing learning intentions and success criteria. Class learning talks take place every week and are used to inform future planning.

Staff are confident in using a wide range of assessment data, including standardised assessment results, to inform planning, target support and ensure challenge.

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

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

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

Aspects for Improvement for next session (2023/24):

- 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.
- Promote further links with local community and businesses and enhance parent/carer involvement in learning and having ownership of our vision, values and aims.

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

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

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

**Relevant NIF priority: All**

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

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

**How well are you doing?**

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

The ethos of St Cyrus School is warm, positive and respectful of all. The school values are becoming embedded in school life.  
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.  
SFL is used effectively and in a timely manner, based on discussions around tracking,  
We celebrate our successes e.g., through HT awards, star awards, sharing at assembly or in class, star writer.

**How do you know?**

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

We plan appropriately over different timescales across all areas of the curriculum.

Education Scotland Benchmarks are being used in all curricular areas. Using these, in conjunction with a range of sources of assessment evidence e.g, formative, summative assessments, as well as peer and self, staff are becoming more confident in making judgements about children's progress within a level.

Pupils are involved in planning some of these learning experiences, taking their interests and preferred learning styles into account.

Pupil voice is evident throughout e.g., through Pupil Council activities.

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.

Learning Intentions and Success Criteria are discussed and displayed. Learning walks this session, around both the school and classrooms helps staff to identify good practice and areas for improvement.

Teachers use individual, pair work and group work in order to give children appropriate support or challenge. Work is differentiated.

Play based approaches are employed.

Increasingly, there are opportunities for pupils to lead their own learning.

HWB webs are completed termly. We have conversations between CT and pupil if concerns are highlighted.

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 bikeability. We have good outdoor resources

All children benefit from a wide and varied curriculum and learning experiences. We have specialist teachers in PE, Drama and Art.

Effective use is made of the local and wider community. Children visit the church termly, some also attend friendship club sessions and our librarian runs 'Bookbug' sessions for our P1 and 2 children as well as nursery.

Involvement in Northern Alliance 'Emergent Literacy', as well as having targeted working groups in literacy, health and well-being and outdoor learning, and leads for numeracy and Modern languages has ensured staff are all aware of current research and programmes for the teaching of these subjects. '

Working collegiately, staff provide a variety of motivating and engaging activities/events e.g. World Book Day, Maths Week, Modern Languages Week and Health Week.

Friday discussions about learning have begun and allow children to consider the purpose of their learning and their next steps.

Our presentation policy ensures that children know the standard expected in the written work. Our work this session on our vision, values and aims, the use of the golden rules and being in houses ensures everyone is reaching for the stars.

The school has upgraded our whiteboards to Clever Touch screens and undertaken training to further develop ICT skills. Children use technology in their learning.

Teachers track children's achievement carefully. Termly discussions between CT, SFL and HT ensure that targeted support is put in place for those requiring it. Support is regularly reviewed. PSAs are used effectively and undertake regular training in order to ensure we are getting it right.

There is a transition programme in place to support children moving from nursery to P1 and from P7 to secondary school. 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. Pupil Support Worker supports with this.

Positive engagement with parents/carers (through the use of Teams, sharing examples of work, the golden ticket, 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, groupcall and community coffee mornings encourages them to take an interest in their child's learning even further.

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

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

- Continue to increase pupil involvement/confidence in both the planning and reviewing of their learning and becoming more able to articulate their progress and identify next steps derived from effective feedback.
- Working groups to continue i.e., Literacy, Health and Well-being, and Outdoor learning with clearly set out priorities for improvement.
- Numeracy and Modern Language Leads to cont. – Two members of staff to lead on maths/numeracy (to organise Maths week, 'Maths in motion' – 25<sup>th</sup> Sep– 1<sup>st</sup> Oct) and a member of staff to lead on languages, supporting staff where required, highlighting communication/events re Modern Languages and organising Languages Week (Jan/Feb 2024) activities for whole school this session.

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

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

Wellbeing

Fulfilment of statutory duties

Inclusion and equality

**Relevant NIF priority: All**

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

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

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

**How well are you doing?**

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

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.

**How do you know?**

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

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 i.e. through training opportunities, peer discussions, literature.

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, Health week etc.

Pupils complete well-being webs termly and we monitor and record children's health and wellbeing during our tracking meetings. We also record concerns 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 Flexible Pathways and IEPs . All stakeholders are involved in the compilation/ review of these.

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., STAR awards, head teacher awards, class of the week

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.

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

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

- Audit of parents/carers on their well-being – actions to be formed from responses. (Health and well-being group to lead on this)
- Health day/week to be organised by working group (5<sup>th</sup>-11<sup>th</sup> February, Children's mental health week, Place2Be)
- Progressive plans to be created for H&W.
- Rights Respecting Schools Award to begin

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

#### **How well are you doing?**

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

Most pupils are attaining expected levels in literacy, numeracy and health and wellbeing. Some children exceed expected levels.  
Universal supports are in place and targeted interventions for identified pupils and groups are put in place for those who need support.  
The school has a robust tracking, monitoring and reporting system in place  
Pupil Equity Funding has been used effectively to support families and pupils, Physical and mental well-being and to further resource areas identified within the Improvement Plan.  
Achievements are recognised and shared across the school.

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

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

- 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 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 have 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 share their learning and achievements via Teams. These support discussion of learning, progress and next steps.
- Wider achievements are recognised and regularly celebrated through assemblies, school newsletters, website and Facebook.
- Pupil Passports ensure that all necessary information is passed on to a new member of staff, thus ensuring a smooth transition from one stage to the other.
- 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., House captains, pupil council

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

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

- Target pupils at First Level to ensure appropriate progress is made.
- Continue to develop moderation opportunities across the school and cluster to ensure shared expectations and consistency in teacher professional judgement
- Continue to develop the work started on promoting and developing skills for learning life and work. Use skills progression and trackers to help capture all these skills.
- Continue to extend and build the links with the wider community and try to capture the impact of the pupils' achievements on our community

**Memories are made of this:**

At St Cyrus School we strive to provide many different opportunities in order to promote the wider curriculum. Our location allows us to access the beach and nature reserve fairly easily as well as the community garden, village green and village itself.

Classes also work alongside the ranger to explore many aspects of the sea and coastal life in beach school sessions. We had some super weather this year and some of us even managed to get a sighting of dolphins!

Radio Scotland joined the P7 class on one of their beach sessions - you can hear their recording by following the link here-

<https://www.bbc.co.uk/sounds/play/p0fyd2pm> ( begins at 1hr 14mins).



*“I liked collecting all the stuff from the beach and going in the water”*

*“It was amazing, we got to play in the water and play tig find bugs. We even caught a lot of grasshoppers”*



All pupils have had opportunities to go further afield this session also. Trips have included Farm Stop, Portlethen (Nursery), Murton Farm(P1/2 & P2/3), Dundee Science Centre (P3/4), Falkland Palace (P4/5 &P5/6) and our P7s also visited Dundee's wild shore, Avertical World, Monikie Park and the playhouse in Montrose as part of our cluster transition activities.



Pupils have benefited from a wide range of extra-curricular clubs and activities this year including badminton, dodgeball, football, netball, tennis, multi-sports, Lego and chess.



*“There was lots of different types of dodge ball. There were good warm up games”*

*“Mine was Doctor Dodgeball. Helpers were good too - They explained the games and took part too”*

*“It’s fun, we’re learning stuff”* (Pupil feedback, March 2023)

Pupils also led a number of clubs including ‘animal club’ and ‘tennis’.



*“It was fun teaching P2s animal stuff and teaching them games”*

(Pupil feedback, March 2023)

### **Instrumental tuition**

Ms Sandra Thomson has continued to teach some of our pupils in violin this session and The Howe O the Mearns Pipe Band have also started back.



### **First Aid Training**

All of our P5,6 and 7s received First Aid Training from Grampian Training Services again this year. What an amazing amount of skills they learned, including how to save a life!



### **Play Leader Training**

All P6s undertook play leader training under the guidance of our Active Schools co-ordinator, Ryan. Every pupil was successful in achieving this award,



## **Bikeability training**

Pupils in P7 were offered Bikeability training



## **Scottish Poetry Competition**

We once again ran our poetry competition.



## **Christmas Show**

It was fantastic to once again be able to welcome people into school to watch our Christmas show. 'Fireside Nativity' was, whilst hard work, much fun to deliver.



## Wider Community Links

We are fortunate to have a number of positive links with local businesses/services. **Brownieleys Wind Farm** provided even more funding this session! This has enabled us to purchase more smart boards, which means that every class has now been gifted one from them in the past two years.



We have also now been able to receive visits from the local minister and to visit **the church** once more.

## Christmas Craft Fair



P3/4 and Mrs Jamieson, also ran a stall at the Christmas craft fair in the village hall, as part of an enterprise project which allowed pupils to test their money handling skills!

**The Rotary Club** were back up in action this year!



Five pupils from our P7 class competed against pupils from other cluster schools at Mearns Academy

We also took part in the **Itasca Energy Art Challenge 2023** and had some great results!



**The choir** have been busy! They have been invited to sing at a number of events this year e.g. St Cyrus Gala and the village hall Christmas Fair as well as competing in the Glee Challenge at the Beach Ballroom in Aberdeen.



Our **class coffee mornings** got underway again this year too. These included fundraising for **Macmillan Cancer Research, RNLI and Comic Relief.**



We also celebrated by dressing as we pleased for **Children in Need.**

We are fortunate to have an active Parent Council who organise a variety of events throughout the year. Events hosted by them include school discos. Our Parent Council every year gift our P7 pupils a hoodie and an item for taking on to the Academy. They also provide funding for the pantomime ice creams and Christmas lunch crackers.



We have also been very fortunate this year to welcome a number of visitors to the school. We have learned a lot from them and hope they have from us too! Visitors include – Susan and Harold from ALEC (Coram Life Education), Countryside Classroom On Wheels (CCOW), M&M productions and students from both Aberdeen University and NESCOL.



### **Capacity for improvement**

School and Nursery staff are fully committed to the principle of continuous improvement. We wish to provide the very best for every child in our care. In this task, we are increasingly advised by performance data, such as pupil attainment data, so we can see clearly 'what' we need to improve.

We will continue to look inwards, outwards and forwards to prepare and equip our young people for their future. We will continue to work in partnership with parents, health professionals, and others to 'get it right' for every child.

## PEF 2023-24

<b>Identified gap</b>	<ul style="list-style-type: none"><li>• Support for families and pupils</li><li>• Physical and mental well-being</li><li>• Support for pupils at First Level, specifically in Literacy.</li><li>• Resourcing (for areas identified within Improvement Plan)</li></ul>
<b>Expenditure</b>	<ul style="list-style-type: none"><li>• Pupil Support Worker</li><li>• Pupil Support Assistant</li><li>• Basic supplies / Contingency (old items e.g., whiteboards etc)</li></ul>
<b>Expected outcomes</b>	<ul style="list-style-type: none"><li>• Continuing support for families and pupils</li><li>• Physical and mental well-being enhanced</li><li>• Attainment on the rise</li><li>• Resourcing improved</li></ul>
<b>Impact Measurements</b>	<ul style="list-style-type: none"><li>• Questionnaires and feedback through pupil, parent/carer and staff groups as well as assessment and tracking meetings, including SNSA and termly well-being web completion.</li><li>• All the data will be reported through Squip</li></ul>

## Action plan 1

<u>National Improvement Framework Priorities</u>	<u>HGIOS and ELCC</u>	<u>Aberdeenshire Priorities</u>
<ul style="list-style-type: none"> <li>Improvement in attainment, particularly in literacy and numeracy.</li> <li>Closing the attainment gap between the most and least disadvantaged children.</li> <li>Improvement in children and young people's health and wellbeing.</li> <li>Improvement in employability skills and sustained, positive destinations.</li> </ul> <p><b>Key drivers of improvement</b></p> <p>School leadership</p> <p>Teacher professionalism</p> <p>Parental engagement</p> <p>Assessment of children's progress</p> <p>School improvement</p> <p>Performance Information</p>	<p>1.1 Self-evaluation for self-improvement</p> <p>1.2 Leadership for learning</p> <p>1.3 Leadership of change</p> <p>1.4 Leadership and management of staff/practitioners</p> <p>1.5 Management of resources to promote equity</p> <p>2.1 Safeguarding and child protection</p> <p>2.2 Curriculum</p> <p>2.3 Learning teaching and assessment</p> <p>2.4 Personalised support</p> <p>2.5 Family learning</p> <p>2.6 Transitions</p> <p>2.7 Partnerships</p> <p>3.1 Improving/ensuring wellbeing, equality and inclusion</p> <p><b>Specific to HGIOS 4</b></p> <p>3.2 Raising attainment and achievement</p> <p>3.3 Increasing creativity and employability</p> <p><b>Specific to HGIOELC</b></p> <p>3.2 Securing children's progress</p> <p>3.3 Developing creativity and skills for life</p>	<p>1. Improving learning, teaching and assessment.</p> <p>2. Partnership working to raise attainment.</p> <p>3. Developing leadership at all levels.</p> <p>4 Improvement through self-evaluation.</p>

### Priority 1: To improve -

Teaching, Assessment and Literacy, specifically writing.

To enhance outdoor learning

### Data/evidence informing priority:

Attainment in writing

Moderation visits

Feedback from stakeholders

Key actions	By whom	When?	How will we evaluate impact? (Measurements of success)	Progress
				On Track
				Behind Schedule
				Not Achieved
<p><b><u>Learning, Teaching and Assessment</u></b></p> <p>Explore identified aspects of L, T and A i.e.</p> <p>Planning, Tracking and monitoring – Planning is proportionate and manageable and clearly identifies what is to be learned and assessed in all areas of the curriculum. <b>Learners are involved in the planning process.</b></p> <p>Effective Use of Assessment – Assessment approaches are matched to the needs of the individual learners to allow them to demonstrate their knowledge, understanding, skills, attributes and capabilities.</p> <p>Quality of Teaching – Staff plan and differentiate effectively to meet the needs of all learners, making use of resources, including <b>staff</b>, ensuring appropriate support and <b>challenge</b></p> <p>Learning and Engagement – Learning activities meet the development needs of <b>all</b></p> <p>Explore these in depth as a staff.</p> <p><b><u>Literacy</u></b></p> <p>Writing:</p> <ul style="list-style-type: none"> <li>• Trial whole school plan as suggested by writing group, with a particular focus on text types and also the use portfolio of writing.</li> <li>• Target First Level classes/pupils where progress is not as we would like it (additional teaching support). Consider other supports which may be of benefit at this stage.</li> <li>• Nursery/P1 to consider progress through Early level and the benefits</li> </ul>	Staff/HT	Throughout session	Through moderation activities	
	Staff/HT	Throughout session	<p>Raised attainment</p> <p>Consistency evident within planning and during moderation visits.</p> <p>An enthusiasm for writing evident</p>	

<p>play and enhancement of planning across the level could bring.</p> <ul style="list-style-type: none"> <li>• On-going Moderation activities, in order to ensure staff have a clear understanding of benchmarks/what a level looks like.</li> <li>• Engage parents and carers in workshops etc in order to help their understanding of the writing process. Involvement in lessons/workshops.</li> <li>• Author visit</li> <li>• Continue to develop the “<b>buzz</b>” for writing.</li> </ul> <p><b><u>Outdoor Learning</u></b></p> <ul style="list-style-type: none"> <li>• All staff knowledge/understanding of following documentation to be enhanced.</li> </ul> <p><a href="#">Curriculum for Excellence through outdoor learning (education.gov.scot)</a>,  <a href="#">A summary of outdoor learning   Learning resources   National Improvement Hub (education.gov.scot)</a> ,</p> <ul style="list-style-type: none"> <li>• All responses from consultations to be considered and acted upon. This in addition to findings from - <a href="#">St Cyrus Playground Report (002).pdf</a> to be used to create a route map for developing learning in the outdoors</li> <li>• The various ways in which achievement can be recognised to be considered also e.g. <a href="https://www.rspb.org.uk/fun-and-learning/for-teachers/schools-wild-challenge/">https://www.rspb.org.uk/fun-and-learning/for-teachers/schools-wild-challenge/</a></li> </ul>	<p>All stake holders</p>	<p>Term 1</p> <p>Throughout session</p>	<p>More outdoor learning opportunities scheduled with daily planning.</p> <p>Increased staff confidence in delivering outdoor learning (staff feedback)</p> <p>Greater understanding of the benefits of outdoor learning amongst all</p>	
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## Action plan 2

<u>National Improvement Framework Priorities</u>	<u>HGIOS and ELCC</u>	<u>Aberdeenshire Priorities</u>
<ul style="list-style-type: none"> <li>Improvement in attainment, particularly in literacy and numeracy.</li> <li>Closing the attainment gap between the most and least disadvantaged children.</li> <li>Improvement in children and young people's health and wellbeing.</li> <li>Improvement in employability skills and sustained, positive destinations.</li> </ul> <p style="text-align: center;"><b><u>Key drivers of improvement</u></b></p> <p>School leadership</p> <p>Teacher professionalism</p> <p>Parental engagement</p> <p>Assessment of children's progress</p> <p>School improvement</p> <p>Performance Information</p>	<p>1.1 Self-evaluation for self-improvement</p> <p>1.2 Leadership for learning</p> <p>1.3 Leadership of change</p> <p>1.4 Leadership and management of staff/ practitioners</p> <p>1.5 Management of resources to promote equity</p> <p>2.1 Safeguarding and child protection</p> <p>2.2 Curriculum</p> <p>2.3 Learning teaching and assessment</p> <p>2.4 Personalised support</p> <p>2.5 Family learning</p> <p>2.6 Transitions</p> <p>2.7 Partnerships</p> <p>3.1 Improving/ ensuring wellbeing, equality and inclusion</p> <p><b>Specific to HGIOS 4</b></p> <p>3.2 Raising attainment and achievement</p> <p>3.3 Increasing creativity and employability</p> <p><b>Specific to HGIOELC</b></p> <p>3.2 Securing children's progress</p> <p>3.3 Developing creativity and skills for life</p>	<p>1. Improving learning, teaching and assessment.</p> <p>2. Partnership working to raise attainment.</p> <p>3. Developing leadership at all levels.</p> <p>4 Improvement through self-evaluation.</p>

### Priority 2: To improve -

Health and Well-being

#### Data/evidence informing priority:

Feedback from parents/carers/pupils and staff

Key actions	By whom	When?	How will we evaluate impact? (Measurements of success)	Progress
				On Track
				Behind Schedule
				Not Achieved
<ul style="list-style-type: none"> <li>Audit parents and partners. What would support / advice would they particularly appreciate? Actions to be formed from responses.</li> <li>Create parent hub (with useful information/contacts) in foyer.</li> <li>Audit pupils again – any trends??</li> <li>Progressive plans to be created for H&amp;W (in particular for Relationships, sexual health and parenthood).</li> <li>Health week to be organised for Session 2023-24</li> </ul>	Staff	Throughout session	<p>Improved well-being/ understanding of, amongst all stakeholders</p> <p>Clear progression in planning of H&amp;W</p>	

## Action plan 3

<u>National Improvement Framework Priorities</u>	<u>HGIOS and ELCC</u>	<u>Aberdeenshire Priorities</u>
<ul style="list-style-type: none"> <li>Improvement in attainment, particularly in literacy and numeracy.</li> <li>Closing the attainment gap between the most and least disadvantaged children.</li> <li>Improvement in children and young people's health and wellbeing.</li> <li>Improvement in employability skills and sustained, positive destinations.</li> </ul> <p style="text-align: center;"><b><u>Key drivers of improvement</u></b></p> <p>School leadership</p> <p>Teacher professionalism</p> <p>Parental engagement</p> <p>Assessment of children's progress</p> <p>School improvement</p> <p>Performance Information</p>	<p>1.1 Self-evaluation for self-improvement</p> <p>1.2 Leadership for learning</p> <p>1.3 Leadership of change</p> <p>1.4 Leadership and management of staff/practitioners</p> <p>1.5 Management of resources to promote equity</p> <p>2.1 Safeguarding and child protection</p> <p>2.2 Curriculum</p> <p>2.3 Learning teaching and assessment</p> <p>2.4 Personalised support</p> <p>2.5 Family learning</p> <p>2.6 Transitions</p> <p>2.7 Partnerships</p> <p>3.1 Improving/ ensuring wellbeing, equality and inclusion</p> <p><b>Specific to HGIOS 4</b></p> <p>3.2 Raising attainment and achievement</p> <p>3.3 Increasing creativity and employability</p> <p><b>Specific to HGIOELC</b></p> <p>3.2 Securing children's progress</p> <p>3.3 Developing creativity and skills for life</p>	<p>1. Improving learning, teaching and assessment.</p> <p>2. Partnership working to raise attainment.</p> <p>3. Developing leadership at all levels.</p> <p>4 Improvement through self-evaluation.</p>

### Priority 3:

**To raise awareness of UNCRC and to embed children's human rights in to all aspects of school life.**

### Data/evidence informing priority:

Feedback from parents/carers and pupils (end of session questionnaires, June 2023)

Key actions	By whom	When?	How will we evaluate impact? (Measurements of success)	Progress
				On Track
				Behind Schedule
				Not Achieved
<p><b><u>Rights Respecting Schools</u></b></p> <p>Work towards and achieve Bronze RRS award (Rights committed) before continuing on to Silver by –</p> <ul style="list-style-type: none"> <li>• Informing whole school community of our intention of working towards being a rights respecting school and why.</li> <li>• Form a steering group of pupils, parents and members of the community.</li> <li>• Carry out a baseline audit amongst stakeholders</li> <li>• Create action plan (RAG Silver action plan)</li> <li>• Introduce RRS and a different article each week in assembly.</li> <li>• Follow up weekly activity for individual classes based on this article.</li> </ul>	HT /Staff	Throughout session	All children report they feel safe at school and all stakeholders report they have a clear understanding of their rights at end of session.	

