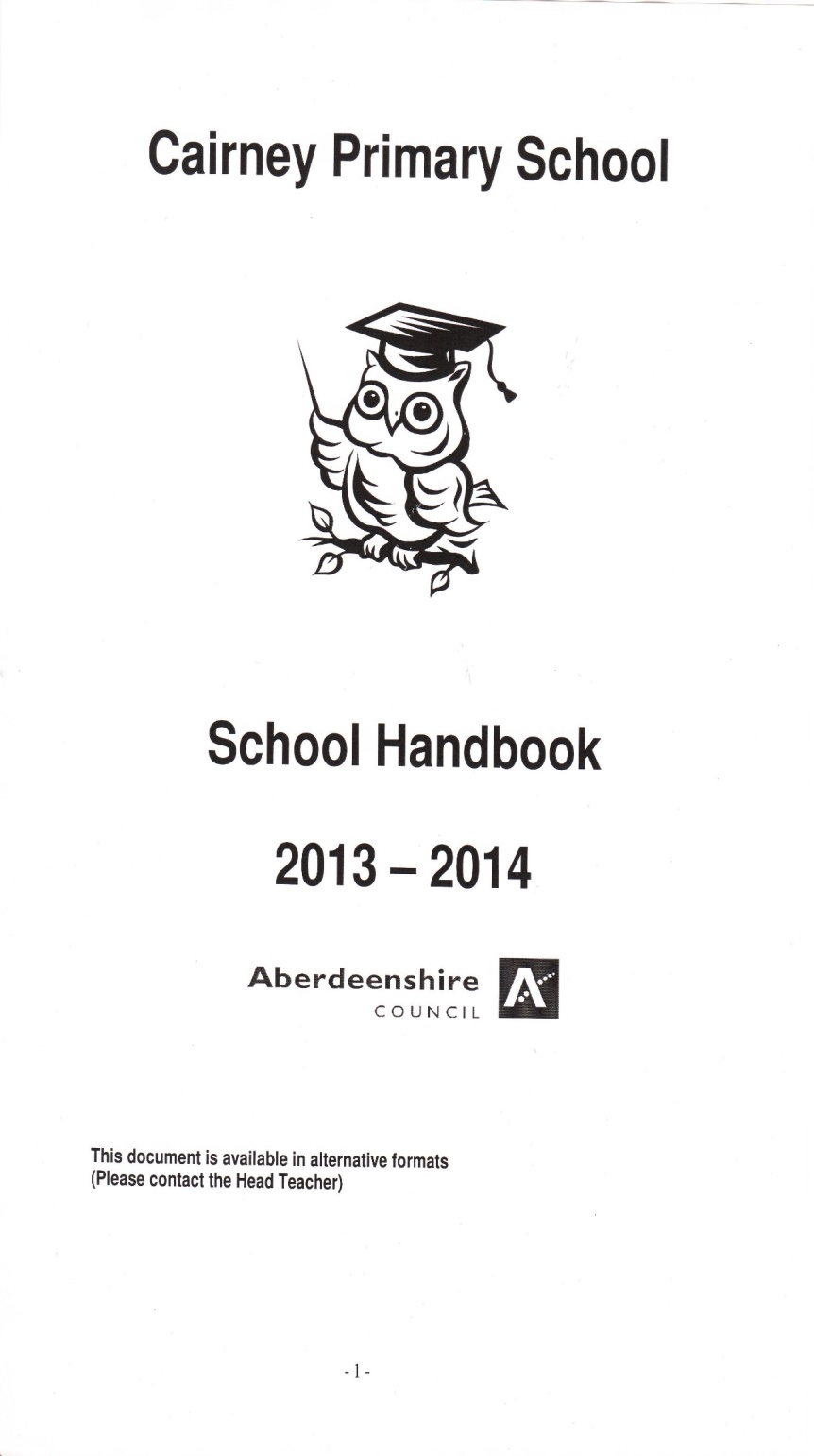
 **Education and Children’s Services**

STANDARDS & QUALITY REPORT AND IMPROVEMENT PLAN

**FOR**

**Cairney School**

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**LAST UPDATED: November 2017**

**Aberdeenshire Council Education and Children’s Services**

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

Introduction: local and national context

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

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

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

National Improvement Framework Priorities:

* Improvement in attainment, particularly in literacy and numeracy;
* Closing the attainment gap between the most and least disadvantaged children;
* Improvement in children and young people’s health and wellbeing; and
* Improvement in employability skills and sustained, positive school leaver destinations for all young people.

National Improvement Framework Drivers:

* School leadership
* Teacher professionalism
* Parental engagement
* Assessment of children’s progress
* School improvement
* Performance information

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

NIF- [www.gov.scot/Resource/0049/00491758.pdf](http://www.gov.scot/Resource/0049/00491758.pdf)

HGIOS 4 -[https://www.educationscotland.gov.uk/Images/HGIOS4August2016\_tcm4- 870533.pdf](https://www.educationscotland.gov.uk/Images/HGIOS4August2016_tcm4-%20%20870533.pdf)

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| 1. Context of the School  Cairney School Aims and Statement of Values communicate our philosophy and beliefs for Cairney School Community.  **Our Aims:**  We aim to:   * sustain a welcoming, positive ethos which promotes health, wellbeing and respect for all. * offer high quality learning opportunities, including outdoor learning experiences, which are enjoyable, relevant, engaging, challenging and promote both independence and teamwork. * ensure that all members of our learning community feel valued and supported and that individual achievements are recognised, shared and celebrated. * identify opportunities to involve the wider community in the life of the school and work effectively with other agencies to ensure the best experiences for all our learners. * develop a whole school culture of self-evaluation and reflection to ensure continuous improvement as we strive for excellence. * to provide opportunities for all members of our learning community to communicate and interact with others in many different situations. * to get it right for every child and to provide a caring environment in which all children feel safe, healthy, active, respected, responsible, included and nurtured.   **Our values are:**  Respect Honesty  Hard working Happiness  Encouragement Fairness  **Our Vision:**  Cairney School aspires to be a happy, safe and inclusive learning community where everyone is treated fairly and with respect and encouraged to be the best they can be. Through high-quality, enjoyable learning experiences, we strive to inspire and challenge our learners to achieve their fullest potential. In our school, learning is an active, exciting, positive experience. We work in partnership with parents, carers and the wider community to enable our children to become   * Successful Learners, Confident Individuals, Responsible Citizens and Effective Contributors.   The positive ethos in the school is the foundation on which we build learning and teaching. Our curriculum offers a broad range of learning experiences, taking in to account the needs and interests of our pupils. Children’s opinions and ideas are listened to and valued, and through our Pupil Council and ECO group. Our children are encouraged to be involved in developing the work of the school and thus have a positive impact on school improvements. There is a mutual sense of trust, respect and shared values and aims.  Analysis of the SIMD data shows that no child at Cairney Primary School lives in an area of deprivation (deciles 1 and 2); the majority of children are in decile 6 (9/12), 1 child is in decile 7 and 2 are in decile 8. Although Cairney 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 developing a whole school approach where outdoor learning is embedded to enrich the curriculum, providing rich learning experiences that raise aspirations and attainment across the school. **PEF** will also be targetted towards engaging with parents within the Cluster to raise awareness of/aspirations in STEM subjects and careers. The school has a clear commitment to excellence and equity and values the learning of all children.  Our strengths:  At Cairney School, 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, including the use of digital technologies.  Children are making progress in their learning across all curricular areas.  The school has an inclusive and nurturing ethos. Supportive, nurturing relationships characterise the school and children benefit from high quality care and support. Children are patient, caring and are good at including one another, reflecting the nurturing approach of all adults in the school.  Staff know the children well and work closely with parents and carers to ensure that they are aware of any circumstances which might affect children or their learning. Our staff are approachable and friendly and we have an ‘open door policy’.  Staff track children’s learning carefully across all areas of the curriculum, constantly assessing whether children are making progress and provide support and challenge as required. Support staff are effectively deployed and work closely as part of the core staff team so that the needs of all children are being met.  We regularly provide opportunities for our local community to work with us and for our children to work with the local community. These include entertaining grandparents/ parents/ carers/ and the local community with drama and musical performances, raising funds for local charities, organising Community Cafes for our local community and working with our parents’ and baby/toddler group (Cairney Critters). |

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

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| Relevant NIF priority: All  Relevant NIF driver(s): School leadership, Teacher professionalism, School improvement |
| Overview:  (narrative across this theme and various QI’s)   * The school engages in a rigorous self-evaluation process involving all stakeholders, encouraging pupils to take responsibility for decision making and school improvement. There is commitment to improvement and to the school values. * Staff have been taking lead roles in school improvement initiatives such as 1+2 and science. * Parents feel that staff are approachable and feel confident to express their feelings and to voice their opinion in staff and school development. * Pupil participation is a strong feature of the school’s approaches to self-evaluation. Children give their views about the school as part of committees and take responsibility for improving aspects. * HGIOS4 has been introduced and relevant Quality Indicators used to inform monitoring and evaluations. * Focused monitoring and feedback designed to have an impact on the quality of learning and teaching for learners, with clear links to quality indicators and improvement plan priorities. * Engagement with all stakeholders through a range of evaluation methods e.g. open afternoon comments, compliments, questionnaires, school events etc. * Staff engage with professional learning/CPL opportunities through ALDO. Leadership roles are encouraged and taken on by staff e.g. 1+2, science. Professional Review and Development (PRD) procedures are implemented as per GTC guidance and time is allocated for staff to update and review professional learning. * Children and young people are engaged in reviewing their own learning and the work of the school through Pupil Participation Groups, PLPs etc. * The range of approaches to professional learning to enable staff to learn with and from each other includes learning with colleagues from other small school partners e.g. Growth Mindset project, Cluster Science in service training. This however needs to become a more regular approach to professional learning. * Pupils, parents and staff are involved in the ongoing review of the vision, aims and values of the school.   Key strengths:   * The improvements in performance made by the school based on effective self-evaluation. * The focus in the school on its own vision, values and commitment to learning. * Professional learning programmes that support all staff and increase outcomes for learners and linked to school improvement   Identified priorities for improvement:   * Continued use of HGIOS 4 challenge questions to provide more systematic, focused reflection and stimulate improvements for learners. * Further develop staff confidence in using a wide range of assessment data, to inform planning, target support and ensure challenge to raise attainment. * Develop staff understanding and implement the entitlements in the Developing Scotland’s Young Workforce Career Standard |

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

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| Actions/Roles/Timings | Expected Outcomes/Impact on learners | How will success be measured? |
| 1. Extend confidence and effectiveness in use of HGIOS4 | * School improvement planned around selected QI’s that focus on experiences for children * Staff confidence in self-evaluation enhanced * All stakeholders consistently engaged in self-evaluation * Impact of improvements for learners clearly evidenced | * By June 2018 all learners, staff and parents will be engaged in aspects of school improvement-planning clearly linked to HGIOS 4 * All class teachers to engage learners in regular evaluation activities focusing on their own learning |
| 2. Further develop staff confidence in using a wide range of assessment data, to inform planning, target support and ensure challenge to raise attainment. | * Analysis of attainment data forming a coherent part of planning for improved learning * Staff confidence raised when using assessment data to support professional judgements and plan next steps for pupils * Progress and attainment improved for all learners * New standardised assessments introduced and implemented as per Government advice and Aberdeenshire timescale | * Analysis of and response to data consistently integrated into learning by June 2018 * Liaison with parents on revised approaches February 2018 * Raised attainment evident for all learners – closing the attainment gap. |
| 3. Develop staff understanding and implement the entitlements in the Developing Scotland’s Young Workforce Careers Standard | * Learners have a better understanding of the job market e.g. through working with STEM ambassador, participation in Cluster PEF STEM project to build science capital amongst families, STEM champions programme (P5-7) etc. * Learners are clear about how their achievements relate to the skills for learning, life and work | * By June 2018 all learners, staff and parents will   be engaged with the Careers Standard   * The ‘I can’ statements are used as a basis for dialogue with children to promote their understanding of what success looks like and supports the development of a progressive approach to career education |
| Evidence of progress/comments/identified next steps:  Date: September 2017 (onwards): Focussed assessment around benchmarks identified termly to confirm/strengthen staff confidence re pupil attainment. These are identified on the weekly plan and evidence collected in pupil assessment folders  Date: September 2017: Curriculum Rationale document and teacher’s weekly planning format updated to incorporate the career standard and skills for work  Date: November 2017: Pupil accreditation scheme launched to strengthen parental engagement with skills for learning, life and work  Date: November 2017: pupils setting and evaluating progress against weekly targets linked to the use of learning powers. | | |

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| Evaluation of QI 1.3 - Leadership Of Change:  Sources of evidence/evaluation activities undertaken:   * Display with areas of strength and areas for improvement identified and actions taken (What you said/What we did) * Exemplification of our vision in action displayed * Minutes and records of discussions with identified actions * School improvement plans and progress updates * QA calendar and records of QA activities * Staff meeting minutes and CLPL record linked to GTCS standards * Pupil school improvement plan with identified areas for development and actions undertaken * Tracking data * ‘Meeting learners’ needs’ meeting minutes and actions and identified interventions and impact of interventions * Pupil evaluative comments on wall displays to ‘surface the learning’ * Pupils evaluation of ‘best piece of work’ each term with identified strengths and possible next steps * Pupil planning – KWL, mind showers and learning walls * Parent evaluations at school events e.g. open week   Overall evaluation of level of quality:   * Vision and values shared with parents/carers at the start of school year to keep the profile of the vision high. * Vision shared with parents/carers at P1 induction and new pupil enrolment. * Stakeholders views gathered about what is going well and areas for improvement each term * All stakeholders evaluate impact of school vision annually and identify future priorities * Evidence of our vision in action identified by pupils and PSA and displayed and refreshed once a term * QA calendar ensures focused attention on monitoring and evaluating learning and teaching and provides a focus for reflection and discussion on progress made. * Collegiate activities are working towards outcomes on the school’s improvement plan * A rigorous QA programme in place with staff given regular feedback on the work they do. * Pupil voice used to identify strengths and areas for development across the school. * Tracking of attainment using standardised assessment, benchmarks (Ed Scot and Ab) and Curriculum for Excellence allows us to evaluate work and identify priorities for future development * Pupils actively involved in their learning including planning and evaluation of learning   Level of quality for this QI: 4 |

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

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| Relevant NIF priority: All  Relevant NIF driver(s): Teacher professionalism, School leadership, Parental engagement, Assessment of children’s progress |
| Overview:  (narrative across this theme and various QI’s)   * All staff show commitment to the development and wellbeing of learners as individuals. * Children and young people are safe, treated fairly and are protected by appropriate Child Protection and Safeguarding policies. Staff undergo Child Protection training on an annual basis. * Aberdeenshire Frameworks have been introduced and used to inform planning and identify next steps in learning thus ensuring progression * We make our children aware of some careers and the skills required for them; this needs to be improved * Transitions are mainly well-supported but curriculum transition with the local secondary school needs to be more effective. * Some outdoor learning experiences have been incorporated in to the weekly planning of the school * Other ‘outdoor ’ experiences include - P6 bikeability and ‘empty classroom/golden ticket days’ * Active Literacy spelling programme is being used in Early/First Level and Nelson’s spelling for First/Second Level thus ensuring clear progression * Children are becoming more responsible at making decisions regarding their learning e.g. target setting * Positive engagement with parents encourages them to take an interest in their child’s learning e.g through the pupils’ learning journals that are sent home once a term,’open weeks’ and activities identified in the reporting calendar * ICT is used widely across the curriculum to support learning and teaching experiences * Tracking fromats are in place and staff are becoming more confident in making judgements about children’s progress within a level * Continual review, evaluation and revision of current curriculum model. * Learning for sustainability is not embedded across our curriculum * Learners’ achievements in and out of school are recorded and recognised: there needs to be more explicit links to how these help them to develop knowledge and skills for life, learning and work   **Key strengths**:   * Improved transition from P7–S1 * The positive ethos in the school based on shared vision and values and a respect for learning. * The personalised support based on application of clear information about learners and their needs   **Identified priorities for improvement:**   * Incorporate more opportunities for outdoor learning; this includes using PEF funding effectively to support the development of this. * Consistent use to be made of Education Scotland Benchmarks to track pupil progress and to identify next steps in learning. * Develop and strengthen partnerships to improve outcomes for learners * Quality learning experiences in French and pupils making good progress |

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

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| Actions/Roles/Timings | Expected Outcomes/Impact on learners | How will success be measured? |
| 1. Develop and strengthen partnerships to improve outcomes for learners | * Family learning opportunities developed e.g. STEM/RAISE project using PEF money – closing the gap, building science capital and raising aspirations in families * Improved P7- S1 transition in Science through partnership working with TGS and SSERC * Preschool group (Cairney Critters) continuing to thrive with a view to adopting a social enterprise model to support a ‘nursery’ in the school * Outdoor learning project delivered in partnership with NTS ranger | * Views sought to establish effectiveness and impact of family learning opportunities * Progress in learning evident in science across P7-S1 transition * Cairney Critters involved in the life and of the school e.g. Christmas performance, pupils as storytellers to the pre-school children, STEM champions etc. * Showcase event of NTS/school project presented by pupils able to articulate their learning and skills development * Evaluations of the NTS project – all stakeholders and partners |
| 2. Incorporate more opportunities for outdoor learning; this includes using PEF funding effectively to support the development of this | * Outdoor learning opportunities to be evident in classroom planning – regular planned progressive experiences. * Increased motivation and engagement. * Pupils more able to transfer their skills across learning * Outdoor play developed using recycled materials * Increased physical activity at breaktime- leading to increased health and improved friendships in the group. | * Monitoring of planning and discussions with staff will highlight regular, planned outdoor learning. * Pupils views sought to establish the effectiveness and impact of these planned opportunities * Observation of pupil engagement whilst learning outside. * Teachers evaluate improved skills in transferring learning. * Audit pupils level of physical activity * Tracking and recording of number of playground incidents shows a decrease in frequency |
| 3. Consistent use to be made of Education Scotland Benchmarks to track pupil progress and to identify next steps in learning | * Used consistently, throughout school, progress of all learners will be tracked in line with national expectation | * Professional discussion and tracking around these will promote staff confidence in identifying where children are at within a level. |
| 4. Quality learning experiences in French | * French regularly taught and used in the classroom * Pupils making good progress – building on from year one | * Data demonstrates pupils are making good progress * Classroom monitoring of children’s experiences in French * Pupil evaluations |
| Evidence of progress/comments/identified next steps:  Date: September 2017 (onwards) Focussed assessment around benchmarks identified termly to confirm/strengthen staff confidence re pupil attainment. These are identified on the weekly plan and evidence collected in pupil assessment folders.  Date: October 2017: HT plus HT and Secondary Science teacher colleagues attended Science transition workshop at SSERC  Date: October 2017: Cluster IMP plan includes P7- S1 transition in Science. Working Group established. Next steps – to create a skills passport for science transition  Date: October 2017: John Muir Project proposal submitted and approved. Sessions begun for pupils and staff working with NTS ranger  Date: November 2017: School entered into camera trap competition. Camera trap set up in grounds – part of John Muir project to discover wild life around the school grounds  Date: November 2017: HT with 2 other Cluster HT colleagues attended 2 day residential training at SSERC in supporting STEM. Following event, action plan drawn up to deliver parental engagement ‘Think like an Engineer’ events (Cluster PEF project - closing the gap, building science capital and raising aspirations in families) to trial approaches to present a possible model for a Cluster approach | | |
| Evaluation of QI 2.3 - Learning, Teaching and Assessment:  Sources of evidence/evaluation activities undertaken:   * Responses to annual questionnaires from all stakeholders indicate pupils feel safe at school * Achievement wall and wall displays, Twitter and newsletters * Wider achievements part of pupil learning journeys and ‘Home from School’ Folders * Learners regularly share their digital learning via GLOW – Aberdeenshire learners’ site and school site * iPads used to create film, animations, eBooks etc. to allow pupils to share and demonstrate their learning (e.g. see GLOW Cairney Learners Documents store) * Tracking documents * Pupil evaluations of outdoor learning days are positive * Pupil council and Eco group agendas and minutes * Positive parental feedback about school events * Positive parental feedback on pupil learning journeys and Home from School folders * Standardised assessment data * QA procedures and written feedback from learning visits, pupil focus groups etc. with identified areas for development that are tracked * Benchmark tracking document regularly updated   Overall evaluation of level of quality:   * Learners feel safe and secure and pupil participation is a strong feature. * Achievements both in and out of school celebrated via our achievements wall and via Twitter and school newsletters * Digital technology is used to engage and motivate learners * Outdoor space used for some outdoor learning * Robust Tracking, Monitoring and Review system (TMR) which tracks whole school attainment. * 8/9 learners are achieving within or above expected level for their ages in Maths and Language * All pupils have active leadership roles in the school through the Pupil Council and Eco group; opportunities for leading the learning need to be developed by encouraging pupils to take more responsibility for their own learning and providing greater opportunities for the application of skills across the curriculum and beyond. * Benchmarks now informing the school TMR and reviewed termly * Prediction of the Levels pupils will achieve informed by standardised assessment results, benchmarks, (Ed Scot and Ab), classroom evidence and teacher judgement * Staff continue to share learning intentions and success criteria with children but could enhance this further by involving pupils more in the planning and evaluation of these. * Standardised data is being used to target support and staff are becoming more confident in using this to support professional judgement. Greater consistency is needed in use of data to confirm next steps in learning.   Level of quality for this QI: 3/4 | | |

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

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| Relevant NIF priority: All  Relevant NIF driver(s): Assessment of children’s progress, School improvement, Performance information |
| Overview:  (narrative across this theme and various QI’s)   * Children at Cairney Primary School are happy and feel safe. Their learning experiences are enhanced through a commitment to meet the needs of all individuals. They benefit from the level of care and nurture provided. * The school is applying its PEF to support equity of outcome for learners in STEM/outdoor learning * Outdoor spaces are sometimes used to promote positive relationships and wellbeing; this needs to be regularly planned for and outdoor spaces used more effectively * All staff are up to date and confident in GIRFEC and Child Protection procedures and show great commitment to the welfare of the children. * Most of the children are enthusiastic and engaged learners. The use of digital contexts for learning and a focus on creativity allows children to develop a wide range of skills and attributes. * Active learning opportunities are used alongside other methods to motivate and challenge pupils, including some outdoor learning. * Standardised data is used to track progress and identify areas requiring targeted support. * Analysis of such data shows that 8/9 learners (2016/2017) are achieving within or above expected level for their ages in Maths and Language   Key strengths:   * The positive relationships in the school based on shared vision and values * The personalised support based on application of information about learners and their needs.   Identified priorities for improvement:   * To raise further levels of attainment in literacy (Reading and Writing), especially at Early and First Level. * Implement accreditation scheme developed last session to track learners’ achievements and links to skills development and careers standard * To raise levels of attainment in numeracy * Whole school approach to promote positive behaviour, mental health, wellbeing, resilience and achievement |

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

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| Actions/Roles/Timings | Expected Outcomes/Impact on learners | How will success be measured? |
| 1. To further raise levels of attainment in literacy (Reading and Writing), especially at Early and First Level. | * Through using the Highland Emerging Literacy Project, attainment in reading (in P1 & 2) will be much improved, this will be evidenced through tracking meetings and assessment results. * Pupils will experience a developmentally appropriate curriculum using the developmental continua to support current programmes * Pupils will have developed the foundation skills required for early reading and writing, resulting in positive destinations and literacy attainment * Pupils will be tracked using the developmental continua to ensure that individual needs are met. | * Staff understand the developmental approach to Emerging Literacy at the Early Level * Staff will be able to articulate the progress of each learner, based on robust evidence. * Pupils will have secure foundation skills in early reading and writing * Pupils will make appropriate progress in Literacy within the Early Level. |
| 2. Implement accreditation scheme developed last session to track learners’ achievements and links to skills development and careers standard | * Pupils understand the value of the skills they are acquiring * Skills identified that are developed through the accreditation scheme * Parents understand the importance of skills development | * Pupil Profiles describe and evidence skills development * Evaluation by all stakeholders |
| 3. To raise levels of attainment in numeracy and maths | * Pupils will be numerate and confidently use problem solving approaches in numeracy and mathematics resulting in improved attainment across all stages. * Whole school approach for teaching of mental maths – ?Number Talks (development work undertaken in partnership with staff at Forgue School) * Children eager and active, fully engaged, highly motivated and interact well during numeracy activities * Children’s experiences are challenging and enjoyable and well matched to their needs and interests. * Tasks, activities and resources are differentiated and provide appropriate pace and challenge for all children | * Data demonstrates pupils are making very good progress * Pupil able to articulate a range of mental strategies when talking about and sharing mental approaches * Pupil feedback |
| 4. Whole school approach to promote positive behaviour, mental health, wellbeing, resilience and achievement through ‘SCARF’ (Safety, Caring, Achievement, Resilience, Friendship) and ‘Bounce back’ (in conjunction with Cluster schools) | * Programme to support the learning and teaching of H and WB in a composite class in place * Increased resilience * Cooperation amongst peers * Pupils able to make good choices | * Classroom plans include H and WB   programme and delivered   * Programme incorporated into curriculum   architecture   * Pupil learning experiences |
| Evidence of progress/comments/identified next steps:  Date: September 2017: Highland Emerging Literacy assessment completed in Phonological awareness for P1 and P2 pupils. Next steps: learning experiences/activities used to address gaps identified for reassessment in December  Date: November 2017: Pupil accreditation scheme launched to strengthen parental engagement with skills for learning, life and work  Date: November In service 2017: time spent by staff reviewing good practice literature and advise papers in teaching mental maths and working on a programme for delivery of a progressive programme in mental maths in the classroom  Date: November 2017: discussions began with SCARF/H and WB ESO in adapting the SCARF materials for use in a small school (one class) | | |
| Evaluation of QI 3.1 - Ensuring Wellbeing, Equity and Inclusion:  Sources of evidence/evaluation activities undertaken:   * Positive behaviour evident in and around school: school incident log records incident and the actions taken to support/develop positive behaviour * Feedback from pupils, parents and other stakeholders gathered via formal and informal consultations. * Positive views reflected by pupils and parents on their education and desire to learn at Cairney School through questionnaires and evaluations following school events/consultations. * Analysis of attendance , exclusion and lateness data shows appropriate levels of commitment and participation regardless of background * Minutes for Educational psychology/ school review meetings with actions for school * Minutes of ‘Meeting Learner’s Needs’ meeting and identified interventions and impact * Teachers’ plans * Curriculum architecture and curricular map   Overall evaluation of level of quality:   * Learners feel safe and secure * Staff receive training in child protection, GIRFEC and equality annually. * Pupil’s needs are effectively noted and targeted through use of meeting learners’ needs meetings, deployment of staff including PSA * Everyone in our learning community is treated fairly and with respect; more work needs to be undertaken to further develop understanding of the UN Convention on the Rights of the Child * Teachers’ plans show clear differentiation * Educational Psychologist used to good effect to address concerns and to support learners * Opportunities to promote diversity and engage in global citizenship through curriculum focus activities and learning contexts. * The school’s RM and E programme promotes an understanding of cultural diversity and understanding of, and respect for, other beliefs and customs * Outdoor Learning days – outdoor learning needs to be regularly planned for * Work started to develop pupils’ understanding of SHANNARI * Behaviour Management System is in place promoting positive behaviours and proportionate consequences where necessary. * SIMID – 2/12 pupils in decile 8, I/12 pupil is in decile 7, 9/12 pupils are in decile 6 * P1 induction booklet for parents aligned to SHANARRI and exemplification of how the school ensures these in school * Our pupils are given opportunities to take part in discussions around decisions that may impact on their learning and lives through pupil participation groups, school reviews etc.   **Level of quality for this QI: 4**  Evaluation of QI 3.2 - Raising Attainment and Achievement:  Sources of evidence/evaluation activities undertaken:   * Tracking and Standardised assessment data * ‘Meeting learners’ needs’ meeting minutes and actions and identified interventions and impact * Pupil assessment folders * Data (2015-2016) shows improvement in Maths attainment with 33% (3/9) on track to achieve expected level or above rising to 55% (5/9) * Data (2015-2016) shows improvement in Writing attainment with 44% (4/9) on track to achieve expected level or above rising to 77% (7/9) * Data (2015-2016) shows improvement in Reading attainment with 44% (4/9) on track to achieve expected level or above rising to 77% (7/9) * Data (2015-2016) shows improvement in Listening and Talking attainment with 44% (4/9) on track to achieve expected level or above rising to 77% (7/9)   However, with a small number of pupils and a turnover in pupils attending the school, robust trends are difficult to quantify. The current roll only includes 5/9 pupils who have attended Cairney School for all of their primary school years. 2 of which are currently P1 (2016/7).  Overall evaluation of level of quality:   * 8/9 learners are currently achieving within or above expected level for their ages * Standardised assessments (ePIPS and INCAS) in P1, P3, P5 and P7 analysed to identify next steps, improve individual pupil performance and to target support/deployment of resources to ensure equity for all. * Almost all pupils are performing in line with their developed ability * Data from March 2016-March 2017 indicates improved attainment in language and maths (NB pre Data from session 2014 - 2015 not moderated and tracking systems not robust) Data includes 2 pupils (P3) who joined the school in November 2016 and are underachieving at present * Robust Tracking, Monitoring and Review system (TMR) which tracks whole school attainment. * Benchmarks now informing school TMR and reviewed termly with classroom evidence and teacher judgement * Wider achievements are recognised and regularly celebrated through achievements display and school newsletter and the school twitter account. * The outdoor environment is utilised to enhance pupils learning experiences – however this needs to be regularly planned for. * Across the school pupils are encouraged to take responsibility but there is room to further extend the range of leadership opportunities e.g. digital leaders * There is a need to continue to look at how life skills can be developed and applied across the curriculum and beyond the formal classroom; a Cairney School achievements award will be introduced in session 2017/2018 to encourage this in partnership with parents and carers.   Level of quality for this QI: 3/4 | | | |
| 5. What is our capacity for improvement?  The overall capacity for improvement at Cairney School is good. This is based on the following aspects within the school:   * High levels of commitment by staff * A commitment to rigorous and effective self-evaluation involving all stakeholders * Children who show an enthusiasm for and commitment to learning * The positive ethos in the school underpinned by shared vision and values * High quality professional learning that supports all staff * Productive partnerships with parents , other schools and services * Positive feedback about the school from QIO, parents and learners themselves that gives confidence in what we do   Aspects that could impact adversely on the capacity for further improvement include:   * Intermittent supply staff and relief PSA availability * Unreliable internet / connectivity issues * Budgetary constraints regarding extending availability of differentiated resources | | | |

6. Record of updating

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| --- | --- | --- | --- |
| Date | Amendment made | By who | Comment |
| 25.10.2017  28.11.2017 | Updated progress/next steps for IMPs  Updated progress/next steps for IMPs and SIMID data | KCA  KCA | Intermittent supply staff impacting on pace of school development  Staff team now re-established following TFD retirement. Post now filled with permanent teacher. |

Attainment 2014 - 2017

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Curricular area | % P1 achieving Early Level | | | % P1 boys achieving Early Level | | | % P1 girls achieving Early Level | | |
| 2014/15 | 2015/16 | 2016/17 | 2014/15 | 2015/16 | 2016/17 | 2014/15 | 2015/16 | 2016/17 |
| Listening and talking | No P1 | No P1 | 100% (2) | No P1 | No P1 | No boys | No P1 | No P1 | 100% (2) |
| Reading | 100% (2) | 100% (2) |
| Writing | 100% (2) | 100% (2) |
| Number | 100% (2) | 100% (2) |
| Data handling | 100% (2) | 100% (2) |
| Shape | 100% (2) | 100% (2) |
| Curricular area | % P4 achieving First Level | | | % P4 boys achieving First Level | | | % P4 girls achieving First Level | | |
| 2014/15 | 2015/16 | 2016/17 | 2014/15 | 2015/16 | 2016/17 | 2014/15 | 2015/16 | 2016/17 |
| Listening and talking | 0%(1) | 50% (1) | 100% (1) | 0%(1) | 0%(1) | No boys | No girls | 100% (1) | 100% (1) |
| Reading | 0% (1) | 50% (1) | 100% (1) | 0% (1) | 0% (1) | 100% (1) | 100% (1) |
| Writing | 0% (1) | 50% (1) | 100% (1) | 0% (1) | 0% (1) | 100% (1) | 100% (1) |
| Number | 0% (1) | 50% (1) | 100% (1) | 0% (1) | 0% (1) | 100% (1) | 100% (1) |
| Data handling | 0% (1) | 50% (1) | 100% (1) | 0% (1) | 0% (1) | 100% (1) | 100% (1) |
| Shape | 0% (1) | 50% (1) | 100% (1) | 0% (1) | 0% (1) | 100% (1) | 100% (1) |
| Curricular area | % P7 achieving Second Level | | | % P7 boys achieving Second Level | | | % P7 girls achieving Second Level | | |
| 2014/15 | 2015/16 | 2016/17 | 2014/15 | 2015/16 | 2016/17 | 2014/15 | 2015/16 | 2016/17 |
| Listening and talking | 100% (1) | 75% (3) | 100% (1) | No boys | 100% (2) | 100% (1) | 100% (1) | 50% (1) | No girls |
| Reading | 100% (1) | 75% (3) | 100% (1) | 100% (2) | 100% (1) | 100% (1) | 50% (1) |
| Writing | 100% (1) | 50% (2) | 100% (1) | 50% (1) | 100% (1) | 100% (1) | 50% (1) |
| Number | 100% (1) | 25% (1) | 100% (1) | 50% (1) | 100% (1) | 100% (1) | 0% |
| Data handling | 100% (1) | 25% (1) | 100% (1) | 50% (1) | 100% (1) | 100% (1) | 0% |
| Shape | 100% (1) | 25% (1) | 100% (1) | 50% (1) | 100% (1) | 100% (1) | 0% |