

Cairney School



Standards & Quality Report 2020 - 2021 & School Improvement Planning 2021– 2022

School Forward

We are pleased to present both our Standards and Quality Report for Session 2020–2021 and our School Improvement plan for the current session 2021 - 2022. 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 Cairney 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 Cairney School we continue to be committed to working closely with our community and all other stakeholders that support the education we provide. Together we are working hard to ensure all our pupils get the best possible start in life and are enabled and encouraged to maximize their potential.

We realise that within education things never stand still or stay the same. We continue to strive to meet the changes and challenges. Through this document we hope that you will get a sense of our developments, successes and areas for further growth.

Dr. Kim C. Aplin

Head Teacher

The School and its context

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.

Values that underpin our work

Respect	Honesty
Hard working	Happiness
Encouragement	Fairness

What do we aim to achieve for our pupils

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

Context

Cairney is a small rural school situated in the village of Cairnie, between Huntly and Keith. It serves the catchment area surrounding the villages of Cairnie and Ruthven. The school roll is currently twenty with pupils being taught in two classes in which programmes are delivered that cater for the abilities of individuals. The school is part of the Huntly Cluster of schools with the pupils moving on to The Gordon Schools after P7.

Analysis of the SIMD data shows that no child at Cairney School lives in an area of deprivation (deciles 1 and 2). 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.

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 2020-2021.

Key priority 2019-2020	Key actions undertaken	Impact (achieved throughout 2020-2021)
<p>To improve our use of data, assessment and the moderation process to ensure monitoring of children's progress is robust and to support greater confidence in professional judgement</p>	<p>Analysis of P7 SNSA results undertaken as a staff to identify gaps and strengthen teacher professional judgement re attainment. No other SNSA data available this session and no CLPL in the analysis of SNSA data due to lockdown.</p> <p>Moderation of assessed pieces of writing in school using Aberdeenshire progression frameworks. Highland Literacy progression Framework and benchmarks to strengthen agreed understanding of what attainment at each level 'looks like'.</p> <p>Continued development of holistic assessments in Maths and Numeracy within school.</p>	<p>A shared understanding of standards continues to emerge within the school and has supported professional dialogue and development of staff.</p> <p>The progress and impact of this work was affected by Lockdown 2 in January/February, the need to focus on Recovery and the return to school in August and March and the lack of opportunities to undertake Moderation with colleagues across the Cluster.</p> <p><i>Assessment and Moderation will continue to be an improvement priority for session 2021-2022</i></p>
<p>To support and improve mental health and emotional wellbeing</p>	<p>There was a strong focus on settling in and ensuring children feel safe and secure at the beginning of the session and again in and March</p> <p>There was extensive use of the outdoors and a focus on outdoor learning.</p>	<p>Pupil attendance of almost all pupils remained at over 95% indicating that children were happy to come to school.</p> <p>PEF money was used to purchase additional wet weather clothing and outdoor learning was a regular feature of learning and teaching (See</p>

	<p>Where necessary, there was support for families and collaborative working other agencies (e.g. school nurse and Ed Psych).</p> <p>Throughout the year, staff (teaching and non-teaching) attended regular training (twilights and in-service days in Nov. and Feb.) in Nurture and Emotion Coaching (delivered by EPS). This enabled staff to assess the learning and social needs of pupils and to support those pupils showing signs of emotional stress.</p> <p>The review of our H & WB curriculum (mental/emotional/social including resilience) was completed.</p>	<p>school Twitter account and Outdoor learning wall with positive pupil feedback)</p> <p>Staff beginning to use the language associated with Emotion Coaching to support the children and show an increased confidence in assessing and understanding children's social and emotional difficulties.</p> <p>Progressive programme now in place (first draft).</p>
<p>Continue to work with families to build science capital amongst parents/carers through family learning opportunities</p> <p>To further develop pupil skills and confidence in use of digital devices to support and inspire their learning</p>	<p>STEM family home learning project ('Rockets') delivered in Term 4</p> <p>Google classroom used to promote/offer family STEM learning activities during Lockdown in Term 3</p> <p>Staff engaged with CLPL training opportunities as available to upskill and support the digital learning and teaching of pupils.</p> <p>A programme with clear progression aligned to CfE was completed (first draft) to improve the digital learning opportunities for pupils.</p> <p>P6/7 STEM Champions to led STEM learning opportunities in class</p>	<p>Family engagement with STEM remained high in session 2020/21 especially via the Google classroom and evaluations of the 'Rockets' project revealed a positive response. Parental comments in the questionnaire in August 2021 also indicate a strong interest in STEM</p> <p>Digital CLPL included training in delivery of 'live' sessions via Google Meet; these were used extensively during the January/February lockdown</p> <p>Progressive programme for digital learning and teaching now in place (first draft)</p> <p>Our P7 pupils were awarded their Discovery STEM Champions award and supported the P6 pupils in taking up this role in school.</p>

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: Good

HGIOS4 1-6 scale:4

How well are you doing?

What's working well for your learners?

- The school developed its vision, values and aims several years ago in partnership with parents and children. These are still current and are evident within the school community.
- 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.
- All stakeholders evaluate impact of school vision annually and identify future priorities.
- Evidence of our vision in action identified by pupils and displayed in the entrance hall and refreshed once a term.
- The staff are committed to achieving the best outcomes for children. They know the children well and understand their needs.
- 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 Aberdeenshire) and Curriculum for Excellence allows us to evaluate work and identify priorities for future development.
- The school has been successful at involving local partners in the work of the school, delivering a range of inputs e.g. Huntly Swift Group, ranger from EDF Renewables, local artist etc.
- Pupils involved in their learning including planning and evaluation of learning.
- Tracking of wider achievements through the Cairney Individual Wider Achievements Award Scheme
- Parents and Carers consulted re PEF spending plan

How do you know?

What evidence do you have of positive impact on learners?

- School leaflets - 'Welcome to Cairney School' and 'Welcome to the new school year' including school Vision and Values.
- Display in the entrance hall with areas of strength and areas for improvement identified

and actions taken.

- 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 CPD record linked to GTCS standards.
- Pupil school improvement plan with identified areas for development and actions undertaken.
- Tracking data.
- 'Meeting Learners' Needs/Raising Attainment and Closing the Gap' meeting plans and actions and identified interventions and impact of interventions recorded.
- 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 as part of their Learning Journey/profiles.
- Pupil planning – KWL, mind showers and learning walls.
- What you said/What we did displays evidencing improvements undertaken.
- Collated results of parental views re PEF spending priorities and identified action plan

What are you going to do now?

What are your improvement priorities in this area?

- Explore ways of further involving the wider community in regular self-evaluation and identification of improvement priorities. This includes trying to establish a *parent Council/Group to provide a forum for evaluation as well as continuing to explore ways to involve the wider community. ***This has been attempted in 2018/19 and 2019/20 but lockdowns meant that it was not achieved in 2019/20 or in 2020/21**
- Continue to develop staff confidence in using assessment data, including SNSA results, to inform planning, target support and ensure challenge.
- Teachers to continue working together in school and across schools to build a shared understanding of standards/CfE levels through the analysis of results from a range of school based assessment, standardised assessments (SNSA), holistic tasks and Moderation

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: Good

HGIOS4 1-6 scale: 4

How well are you doing?

What's working well for your learners?

- Learners feel safe and secure and pupil participation is a strong feature.
- Positive relationships between staff and children are evident and are a key feature of the school community.
- Achievements in and out of school celebrated via achievements wall, Twitter and school newsletters.
- Children are generally respectful to each other and polite to visitors to the school.
- There is a high standard of behaviour in the school, enabling children to focus on their learning in a purposeful and safe environment.
- Digital technology is used to engage and motivate learners.
- Pupils self and peer assess their learning
- Learners lead their own learning and the learning of others through e.g. target setting, suggestions board for outdoor learning activities, STEM champions activities etc.
- Outdoor space used for outdoor learning and learning in partnership with e.g. EDF ranger
- Tracking, Monitoring and Review system (TMR) tracking whole school attainment. 13/17 learners are achieving within or above expected level for their stage in Listening and Talking; 12/17 in Reading; 13/17 in Writing and 11/17 in Maths/Numeracy
- Learners who need support have 'Meeting Learners' Needs/Closing the gap' action plans which identify interventions and targeted support to close the gap
- All pupils have active leadership roles through the Pupil Council, Eco group, STEM champions.
- Benchmarks inform the school TMR which is reviewed termly.
- Prediction of levels pupils will achieve informed/confirmed by standardised assessment results, school based school based assessment (e.g. Schonell spelling test, Schonell Reading test, baseline assessment for Maths repeated over the year etc.), benchmarks, (Ed Scot and Ab), classroom evidence, teacher judgement and Moderation. ***PISA reading assessments were purchased in 2020/2021 but implementation was delayed due to second lockdown. Will be implemented session 2021/2022***
- Growth Mind set and the Learning Powers used in the classroom.

- Staff share learning intentions with children
- Links are made from the skills learnt to the world of work
- Re-engagement with face to face learning went well; this was helped by the delivery of Google meets and 'Live Sessions' during the Jan/Feb lockdown. Digital skills acquired during March – July 2020 meant that we were able to deliver good quality learning and teaching during this second lockdown.
- Children settled quickly back into school in February/March with attendance levels high.
- Standardised data begun to be used to target support and support professional judgement. **Due to 'Recovery' and Lock down during 2020/2021, not all SNSA assessments were undertaken by pupils so the available data for analysis was limited,**

How do you know?

What evidence do you have of positive impact on learners?

- Responses to annual questionnaires from all stakeholders indicate pupils feel safe at school.
- Wider achievements are included as part of the pupil Learning Journeys/profiles.
- Parental involvement in Cairney Wider Achievements Individual award scheme.
- iPads used to create film, animations, eBooks etc. to take photographs which allows pupils to share and demonstrate their learning (see GLOW Cairney Learners' Documents store and the Google Classroom).
- Tracking documents.
- Learners' targets and pupil self-evaluation of achievement/progress towards meeting these
- STEM champions passports with records of learning delivered to their peers
- Pupil evaluations of outdoor learning are positive.
- Pupil council, Eco group and STEM champions meetings - agendas and minutes.
- Positive parental feedback about pupil Learning Journeys/profiles.
- Standardised assessment data.
- QA procedures and written feedback from jotter monitoring, pupil focus groups etc. with identified areas for development that are tracked. **Learning visits did not take place due to COVID restrictions.**
- Benchmark tracking document regularly updated.
- Growth mind set and the learning powers articulated by pupils.
- Parent/carer feedback following reporting/sharing of learning is positive
- Minutes of meetings with other agencies and parents identifying actions to help 'close the gap' and meet the learners' needs

What are you going to do now?

What are your improvement priorities in this area?

- Continue to develop and embed planned use of a broader range of planned formative and summative assessment (say, make, do write) and Holistic Assessments; **progress in the development of this has been interrupted because of lockdowns in March – July 2020 and January – February 2021**
- Further develop use of success criteria, peer and self-assessment in the classroom across all curricular areas.

- Involve pupils more in the planning and evaluation of learning objectives and success criteria.
- Further develop staff skills in data analysis e.g. SNSA data; ***progress in the development of this has been interrupted because of lockdowns in March – July 2020 and January – February 2021***
- Continue to develop Moderation activities and Holistic Assessment both in school and working with other schools in the Cluster to share and develop an understanding of standards; ***progress in the development of this has been interrupted because of lockdowns in March – July 2020 and January – February 2021***

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: Good

HGIOS4 1-6 scale: 4

How well are you doing?

What's working well for your learners?

Safe:

- All learners feel safe and secure.
- Staff receive training in child protection and GIRFEC annually.
- Restorative Behaviour Management System is in place promoting positive behaviours and proportionate consequences where necessary.

Healthy:

- Regular opportunities for outdoor learning.
- High level of attendance – pupils want to come to school.

Achieving:

- Pupil's needs are noted and targeted through use of 'Meeting Learners Needs/Closing the Gap' plans, deployment of staff including Pupil Support Assistant.
- Educational Psychologist, SaLT, school nurse and ASN teacher used to address concerns and to support learners.
- Teachers' plans show clear differentiation.
- Wider achievements celebrated termly via awards board.
- Pupils set weekly targets and review to evaluate progress.
- Pupils set termly targets as part of their learning Journeys/profiles which are reviewed to evaluate progress.

Nurtured:

- Everyone in our learning community is treated fairly and with respect.
- Pupils receive regular praise and encouragement. e.g. Merit points system

Active:

- Outdoor learning regularly planned. Outdoor clothing provided for all pupils so all can take part.
- Most children physically active through extracurricular activities.
- 2 hours of PE delivered weekly including outdoors.

Respected:

- 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.
- The pupils review the Vision annually and create their own school improvement plan.

Responsible:

- Opportunities for leadership roles.
- Pupils taking responsibility for their learning through Learning Journeys/pupil profiles and target setting.
- Opportunities for learners to contribute to the life of the school e.g. eco group, pupil council, STEM champions, school events (Christmas show, Sports day).
- Opportunities to promote diversity and engage in global citizenship through curriculum focus activities and learning contexts

P1 induction booklet for parents aligned to SHANARRI and contains exemplification of how the school ensures these in school.

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

- All pupils have and above 93% attendance
- Record of staff training /in-service agendas/ minutes.
- Pupil individual evaluation once a term on keeping the school values in their learning Journey/profiles and shared with parents.
- School incident log records incidents and actions taken to support/develop positive behaviour.
- Close relationships within the staff team provides a consistently positive model of behaviour for pupils.
- Teachers' plans.
- Outdoor learning board/books in entrance with pupil evaluations/comments.
- Minutes for Educational Psychology/ school review meetings with actions for school
- 'Meeting Learner's Needs/Closing the Gap' action plan and identified interventions and impact.
- Tracking and monitoring indicates 13/17 learners are achieving within or above expected level for their stage in Listening and Talking; 12/17 in Reading; 13/17 in Writing and 11/17 in Maths/Numeracy
- Teachers' plans.
- Wider achievements review in school calendar to ensure regular reflection and celebration
- Tracking system for the health and wellbeing using SHANARRI in place for all pupils

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

- Continue to develop outdoor learning across the school
- Re-establish school trips, including P6-7 residential trip, bikeability **if COVID risk assessments allow**
- Re-establish opportunities for pupils to work with others, make friends, cope with

challenge etc. E.g. joint learning days at Glass School and Forgue Schools etc. **if COVID risk assessments allow**

- Staff to use their training in Nurture, attachment and emotion coaching to identify emotional stress and emotional and social difficulties of pupils and provide the necessary support

QI 3.2 Raising attainment and achievement

Attainment in literacy and numeracy
Attainment over time
Overall quality of learners' achievement
Equity for all learners

Relevant NIF priority: All
Relevant NIF driver(s): Assessment of children's progress, School improvement, Performance information
Level of quality for core QI:
(HGIOS?4/HGIOELC? 1-6 scale)

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

- 13/17 learners are achieving within or above expected level for their stage in Listening and Talking; 12/17 in Reading; 13/17 in Writing and 11/17 in Maths/Numeracy
- Standardised assessments (SNSA) are started to be used to identify next steps, improve individual pupil performance and to target support/ deployment of resources to ensure equity for all. **Recovery' and Lock down during 2020/2021, not all SNSA assessments were undertaken by pupils so the available data for analysis was limited,**
- Attainment at P1 continues to exceed expected levels.
- Robust Tracking, Monitoring and Review system (TMR) which tracks whole school attainment.
- Benchmarks informing school TMR and reviewed termly informed by classroom evidence and teacher judgement.
- Tracking data includes SNSA data Schonell Spelling and Reading ages, which are repeated over the year
- Wider achievements are recognised and regularly celebrated through achievements display, school newsletters and the school Twitter account.
- The outdoor environment is utilised to enhance pupils learning experiences and regularly planned for.
- All pupils have good attendance levels.
- Across the school pupils have opportunities to take responsibility through the pupil council, eco group, STEM champions.
- Wider achievements tracked through the Cairney School individual achievements award.
- Digital technology is used to engage and motivate learners and was successfully utilised to support remote learning in almost all pupils.
- Learners are given opportunities for personalisation and choice
- P1 transition was affected by COVID restrictions: one outdoor visit by new P1 pupils in term 4 and regular updates and information shared with parents via email/phone calls
- P7 pupils transition was affected by COVID restrictions: 1 day 'in school' visit in term 4 at the local secondary school

How do you know?

What evidence do you have of positive impact on learners?

- Tracking and Standardised assessment data.
- 'Meeting Learners' Needs/Closing the gap' action plan and identified interventions and impact.
- Minutes of meetings with other agencies and parents identifying actions to help 'close the gap' and meet the learners' needs
- Pupil assessment folders.
- Teachers' planning and outdoor learning board indicates planning for outdoor learning and pupil evaluations are positive.
- Pupil evaluations of outdoor learning.

What are you going to do now?

What are your improvement priorities in this area?

- Further develop staff confidence in using a wide range of assessment data, including standardised assessment results, Holistic assessments and benchmarks to inform planning, target support and ensure challenge.
- Continue to build on using attainment data to track performance of pupils over time to identify trends (*although the small number of pupils means that robust trends can be difficult to quantify*) and therefore areas that require development
- Continue to provide opportunities within the school and across the Cluster for Moderation to reach a shared understanding of levels attained

PEF 2021-2022

Identified gap	1. Access to technologies and home learning e- environments 2. Outdoor learning (IMP 3 / priority identified by all stakeholders) 3. Support for Maths/Numeracy (IMP 1)		
Expenditure	1.	SUMDOG whole school subscription (Maths, Spelling and Grammar)	£200
		Nessy Spelling licences	£50
	2.	Outdoor/wet weather clothing	£260
		Resources for outdoor learning	£1250
	3.	Numicon at Home Next Steps kit (Numicon Home) kits x 6 @ £40	£240
Expected outcomes	<p><u>1. Access to technologies and home learning e- environments</u></p> <p><u>SUMDOG subscription</u> We plan to renew our annual subscription to ‘Sumdog’ which provides engaging learning for Maths, Spelling, and Grammar. As pupils work, it adapts and sets questions personally to each individual, which allows them to progress through the curriculum. Through teacher set assessment tasks, gaps in learning/ understanding can be identified and appropriate intervention/teaching can be delivered, helping to close the gap and raise attainment.</p> <p><u>Nessy Reading and Spelling Licences</u> We plan to renew our annual licences to ‘Nessy Reading and Spelling’. This program is used to support identified children with synthetic phonics which is very important in early reading. The program then supports the development of skills in spelling, vocabulary and comprehension.</p> <p><u>2. Outdoor learning – participation for all</u></p> <p><u>Wet weather clothing</u> Through the provision of suitable clothing for all pupils, they will all have an opportunity to participate; this includes the children for whom the funds are intended as well as other children in the school community.</p> <p><u>Resources for outdoor learning</u> The picnic benches in the playground are very important in our delivery of outdoor learning; these need to be replaced. Purchasing new benches will support continued delivery of our outdoor learning curriculum Our biodiversity/community project will require additional gardening equipment to allow greater ‘hands on ‘pupil participation’.</p>		

	<p><u>3. Support for Maths/Numeracy</u></p> <p><u>Numicon Maths resources for home learning</u> Pupils (Early/First Level) will benefit from using visual, concrete materials in Maths at home to build their confidence and skills in number work</p>
<p>Impact Measurements</p>	<p><u>1. Access to technologies and home learning e- environments</u></p> <p><u>SUMDOG subscription</u></p> <p>SUMDOG allowing teacher led /enabled, planned activities Which are relevant, motivating and challenging which children also undertake at home Families involved in their children’s learning through the use of SUMDOG. For example teachers specified tasks related explicitly to class learning and parents then able to share the current class focus with children at home. Assessments set with SUMDOG used to identify gaps in learning which are addressed by the teacher</p> <p><u>Nessy Reading and Spelling Licences</u></p> <p>Data within the Nessy Program will indicate improvement in spelling and reading</p> <p><u>2. Outdoor learning – participation for all</u></p> <p>Impact will be measured by gathering views of the children, staff and the community.</p> <p><u>3. Numicon Maths resources</u></p> <p>Improved confidence and attainment in Number in pupils at Early/First Level. Families involved in their children’s learning through the use of Numicon</p>

Capacity for improvement

School and 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.

Action plan 1

<p><u>National Improvement Framework Priorities</u></p> <ul style="list-style-type: none"> 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. Improvement in employability skills and sustained, positive destinations. <p>Key drivers of improvement</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><u>HGIOS and ELCC</u></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>Specific to HGIOS 4</p> <p>3.2 Raising attainment and achievement</p> <p>3.3 Increasing creativity and employability</p> <p>Specific to HGIOELC</p> <p>3.2 Securing children's progress</p> <p>3.3 Developing creativity and skills for life</p>			<p>Aberdeenshire Priorities:</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>
<p>Priority 1 : To improve attainment:</p> <ul style="list-style-type: none"> Assessment and Moderation Assessment and moderation of attainment in Listening and Talking Improved attainment in mental Maths 		<p>Data/evidence informing priority:</p> <ul style="list-style-type: none"> Our self-evaluation identifies the need to make better use of Holistic assessments, data and Moderation. This improvement work is in line with current local and National advice and will be a continuation of work already started in school Self-evaluation shows gaps in pupil abilities to perform mental calculations. Need to strengthen evidence of pupil attainment in Listening and Talking 		
<p style="text-align: center;">Key actions</p>	<p style="text-align: center;">By whom</p>	<p style="text-align: center;">When?</p>	<p style="text-align: center;">How will we evaluate impact? (Measurements of success)</p>	<p style="text-align: center;">Progress</p>
				<p style="text-align: center;">On Track</p>
				<p style="text-align: center;">Behind Schedule</p>
				<p style="text-align: center;">Not Achieved</p>
<p>Assessment and Moderation:</p>				
<p>Develop a consistent approach to attainment and data collection that supports the self-evaluation process at school level.</p>	<p>HT and teaching staff</p>	<p>Framework created by September 2021</p>	<p>Framework for assessment and moderation created as part of quality assurance procedures</p>	<p style="text-align: center;">On Track</p>

Engage in moderation activities at school and Cluster level to develop a shared understanding of standards to make confident professional judgements about how well the children are leaning and progressing.	HT, teaching staff, Cluster colleagues	Termly moderation activities/ data reviews	Collegiate working ensuring a robust approach in and across schools.	
Staff able to analyse results from a range of school based assessment, standardised assessments (SNSA) and Holistic tasks.	HT and teaching staff	By June 2022	Staff confident in using data to inform future learning & teaching, drawing conclusions and identifying trends/gaps/ interventions (support & challenge) Holistic assessments included as part of attainment tracking process	
LISTENING AND TALKING				
Develop robust assessment materials to assess pupil progress and achievement in listening and talking	Staff (working with Glass PS)	Begin in September 2021 and complete by March 2022	Improved quality of assessment and accurate judgements of pupils' progress supported by data	
Develop robust assessment materials for pupil self and peer assessment of listening and talking	Staff and pupils (working with Glass PS)		Pupils assessment of Listening and Talking is robust and meaningful	
Moderation of Listening and Talking using our assessment materials to develop a shared understanding of the standards to make confident professional judgements	Staff (working with Glass PS)	Term 4	Collegiate working ensuring a robust approach in school and across schools.	
MENTAL MATHS				
Develop a progressive programme for learning and teaching of Mental Maths for Early – Second Level	Staff	Begin in Term 2 (In-service day 2?)	Analysis of attainment indicates improvement	
Introduction of daily Mental Maths slot (10 mins)	Staff and pupils	Begin in October		
Create homework tasks using Numicon for P1 pupils (and possibly other pupils in the lower stages of the school) to help develop knowledge and confidence with number (PEF). Include parental instruction-written or video via Google classroom?	P1 teacher Pupils Parents	Begin in Term 2	Improved confidence and attainment in Number in pupils at Early/First level	

Action plan 2

<p><u>National Improvement Framework Priorities</u></p> <ul style="list-style-type: none"> 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. Improvement in employability skills and sustained, positive destinations. <p>Key drivers of improvement 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><u>HGIOS</u> and <u>ELCC</u></p> <p>1.1 Self-evaluation for self-improvement 1.2 Leadership for learning 1.3 Leadership of change 1.4 Leadership and management of staff/ practitioners 1.5 Management of resources to promote equity 2.1 Safeguarding and child protection 2.2 Curriculum 2.3 Learning teaching and assessment 2.4 Personalised support 2.5 Family learning 2.6 Transitions 2.7 Partnerships 3.1 Improving/ ensuring wellbeing, equality and inclusion</p> <p>Specific to HGIOS 4</p> <p>3.2 Raising attainment and achievement 3.3 Increasing creativity and employability</p> <p>Specific to HGIOELC</p> <p>3.2 Securing children's progress 3.3 Developing creativity and skills for life</p>	<p>Aberdeenshire Priorities:</p> <ol style="list-style-type: none"> Improving learning, teaching and assessment. Partnership working to raise attainment. Developing leadership at all levels. Improvement through self-evaluation. 		
<p>Priority 2 : To improve Health and Wellbeing:</p> <ul style="list-style-type: none"> UNCR Wellbeing 		<p>Data/evidence informing priority:</p> <ul style="list-style-type: none"> Children's Rights will be legally protected in Scotland from November 2021. The whole school community needs to increase their knowledge and understanding of UNCR and the significance of Children's Rights becoming legally protected Consultation with parents and staff identify 'wellbeing and support' as a priority 		
<p>Key actions</p>	<p>By whom</p>	<p>When?</p>	<p>How will we evaluate impact? (Measurements of success)</p>	<p>Progress</p>
				<p>On Track</p>
				<p>Behind Schedule</p>
				<p>Not Achieved</p>
<p>UNRC:</p>				
<p>Staff to engage in CLPL/research into UNRC which will increase confidence and competence in knowledge and understanding of UNCR e.g. <i>UNCRC What is it? Why does it matter? How can we embed it? – Ed.Scot Webinar</i> ?</p>	<p>Staff</p>	<p>Begin in August (In service) and on going</p>	<p>Staff report improved confidence in understanding and the implications of UNCR</p>	

Develop a shared understanding of UNRC through school assemblies	Whole school	Begin in August and develop	Pupil Voice	
Develop a school charter which links to and reflects the UNRC	Pupils & staff	By September 2021	School charter in place and children understand how it links to UNCR	
Weekly 'Rights focus' across the school so that children are aware of their Rights	Pupils and staff	Begin in September 2021	Children aware of their Rights and can articulate their understanding	
Engage with parents and wider community to ensure the whole school community has an understanding of Children's Rights	Pupils and staff	Term 3	Whole school community aware of UNCR	
Review the school vision statement and school values so they incorporate the Rights of the Child.	Whole school community	Term 4	Vision and Values reflect UNCR	
SHANAARI/Well- being				
Staff to continue to use the wellbeing indicators questionnaires to monitor children's emotional wellbeing and taking action where necessary	Staff and pupils	Term 1 and Term 3	Children's wellbeing continues to be a priority	

Action plan 3

<p><u>National Improvement Framework Priorities</u></p> <ul style="list-style-type: none"> 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. Improvement in employability skills and sustained, positive destinations. <p>Key drivers of improvement</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><u>HGIOS</u> and <u>ELCC</u></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>Specific to HGIOS 4</p> <p>3.2 Raising attainment and achievement</p> <p>3.3 Increasing creativity and employability</p> <p>Specific to HGIOELC</p> <p>3.2 Securing children's progress</p> <p>3.3 Developing creativity and skills for life</p>	<p>Aberdeenshire Priorities:</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>		
<p>Priority 3 : To develop learner's skills for learning, life and work and to re-establish community engagement with the school</p> <ul style="list-style-type: none"> Biodiversity/Greenspace/outdoor learning/ community project <p>(Lead by Mrs Mitchell)</p>	<p>Data/evidence informing priority:</p> <ul style="list-style-type: none"> Consultation with parents and staff identifies outdoor learning as a priority Re – engagement of the wider community and parents with the school is a priority following COVID Consultation with parents and staff identifies wellbeing as a priority 			
<p style="text-align: center;">Key actions</p>	<p style="text-align: center;">By whom</p>	<p style="text-align: center;">When?</p>	<p style="text-align: center;">How will we evaluate impact? (Measurements of success)</p>	Progress
				<p style="text-align: center;">On Track</p> <p style="text-align: center;">Behind Schedule</p> <p style="text-align: center;">Not Achieved</p>
<p>Staff to engage in CLPL/research into outdoor learning which will increase confidence and competence within delivering high quality, well planned, progressive learning outdoors linked to the project</p>	<p>Staff</p>	<p>On- going</p>	<p>Staff report improved confidence in delivery of outdoor learning</p>	
<p>Staff to meet with Greenspace Officer and Ranger to identify possibilities for improving the biodiversity of the park <i>e.g. trees? If so, what species and where can they be planted? etc.</i></p>	<p>Staff and Rangers</p>	<p>Sept 2021</p>	<p>Minutes of meeting identifying actions</p>	
<p>Pupils and school staff input into planning improvement of biodiversity of park</p>	<p>Staff and pupils</p>	<p>By October 2021</p>	<p>Staff and pupils input/evaluations</p>	

Parents and community Input into planning outdoor area to improve biodiversity of the park	Parents and wider community	By Nov 2021	Increased parental engagement and opportunities for family learning.	
Partnership work with the Greenspace Officer /Ranger service to support the development of skills for life and work, knowledge and understanding of the whole school community, including sustainability	All stakeholders and Rangers	On going	All stakeholders evaluations/ feedback	
Acquire new equipment and additional outdoor clothing (PEF) to enable equal participation by all	School HT	By Nov 2021	Pupil feedback	
Possibly re –establish parent run after school gardening club? (Dependent on COVID risk assessment)	Parents. Pupils and staff	Term 3?	Pupil engagement and feedback	

Wider Achievements

Pupil achievements both in school and out with school are highly valued and celebrated through sharing via our wider achievements wall and via the school's Twitter account. We strive to provide opportunities for pupils to achieve through school activities and other pursuits. One way we do this is through our 'Cairney School Individual Wider Achievements award'; most families engaged with both bronze and silver levels last school session.

Our pupil council organised a successful Pudsey Bear Day and we raised money for Children In Need.

The school worked in partnership with a local artist and a post graduate from Aberdeen University to research and produce a Cairnie Parish Map.

We ran a very successful Enterprise project in December – 'Cairney Cracking Christmas Soap'. We learnt to make soap and advertised it and sold it to our families and friends. This raised money for school fund.

The Pupil Council organised 100 challenge and the whole school participated and achieved completing 100 laps of the playground.

Memories are made of this

An opportunity was provided for parental/family engagement through a STEM 'Rockets' home learning project. All families engaged with and participated in this. Feedback from this project indicates it was enjoyed by all!

Our P6/7 STEM champions led the class for a session on Magnetism and also told us all about Wolves and the latest news from NASA through PowerPoint presentations.

We celebrated World Book Day by dressing up as our favourite characters and had successful Christmas performances ('5 Little Reindeer', 'Twas The Night before Christmas' and 'Health and Safety Christmas') which we filmed and shared with our parents via our Google classroom.

Our new P1 pupils visited us for an afternoon of outdoor learning so they could meet the staff and each other and begin to establish friendships.

Wider Community Links

The school continues to work closely with Stephen Reeves, a ranger from EDF Renewables who supports our delivery of outdoor learning and the learning about our local habitat. We have had several visits to our local woods and in December, this involved a 'Christmas Outdoor Learning day' led by Stephen and setting up a camera trap. School remained closed in January and February but the things caught on the camera were shared by Stephen via the Google Classroom in January.

We worked with Dave Martin, a musician and sound energy, on a project all about sound. We looked at the science of sound and how scientists work with sound and then explored how a musician works with sound. This project was all about creativity and the skills that both scientists and musicians use when working 'creatively'.

The school continues to work with the Huntly Swift Society and received inputs from members of the society about the swifts in our local area, the difficulties facing these birds and why and what we can do to help them. We have 2 nesting boxes up on the school buildings and a call system to help attract the swifts to the nesting boxes.

