Cairney School

Standards & Quality
2018-2019
&
School Improvement Planning
2019-2020

School Forward

We are pleased to present both our Standards and Quality Report for Session 2018–2019 and our School Improvement plan for the current session 2019 -2020. This report forms part of our quality improvement framework and provides important information regarding our school's progress to date and identifies our next steps in school improvement.

Self-Evaluation for Self-Improvement is at the heart of our practice in 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 fourteen with pupils all being taught in one class 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); the majority of children are in decile 6. 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 2018-2019.

Priority 1: Raising Attainment and Achievement: Maths and Numeracy	
Progress	- Sum Dog Maths introduced to all pupils from August - White Rose Programme for Maths implemented from October onwards - Pupil attainment in Maths informed by consideration of benchmarks and tracking system updated - Assessment used to ascertain where the pupils are in their learning and to help organise ability groups. - Cluster training day with Maths focus. Sum Dog seminar explored use of data and assessments within Sum Dog - Curriculum Development Meeting: Audit of White Rose Maths using Benchmarks to identify 'gaps' in the programme compared with Curriculum for Excellence and plan to address the gaps. - Assessments created and set for pupils within Sum Dog and performance data used to identify gaps and deliver intervention
Impact	- SNSA results confirm teacher judgement with attainment above where it should be - Benchmark tracking document now updated 4 times a year to track attainment.

	• Evidence of attainment against the Benchmarks and 'steps to success' in the Aberdeenshire Numeracy Framework kept in pupil assessment folders. • Programme of work ensures consistency across the school • Progress report from Sum Dog indicates all pupils have 'value added' measurable progress between November and June
Next steps	• Continue to implement and embed the White Rose Maths programme and to monitor and track progression and resulting attainment • Continue to use Sum Dog maths to engage the pupils and to use it as an assessment tool to identify and plan for intervention to 'close the gaps'
Priority 2: Creativity and employability: Digital skills and computing science	
Progress	• Familiarisation and review of Computing at School materials to evaluate appropriateness for adaptation to help create a progressive Computer Sciences programme undertaken • Head Teacher and Head Teacher from Forgue School held initial planning meeting for family learning event in February with a focus on Coding/Computational thinking • Head teacher and Head teacher from Forgue School reviewed and audited materials from 'Computing at School'. • Staff worked with Forgue School to develop a progressive programme of study in Computing Science. Es and Os and benchmarks used and materials from Ed, Scot, Twinkl, Computing at School and various other resources to develop a programme of study. • Bench marks and Digital Skills Framework –Education Scotland June 2016 shared with staff and informed the creation of the progressive programme. • Family Learning Event /Joint STEM day held at Forgue School in February with a Coding and Computational thinking focus.
Impact	• Evaluations from parents/carers indicate a measurable impact in understanding of computer science and computational thinking and how it is taught in school (see PEF file). • Pupils' evaluations of family learning event also positive. • Progressive programme in Computing Science created for Early to Second Level
Next steps	• Continue to work in partnership with Forgue School to deliver further family learning events in STEM • Continue to work in partnership with STEM ambassador to promote links to the world of work and employability skills. • Seek and forge other partnerships to build science capital, to make links to the world of work explicit and further develop employability skills

Priority 3: Moderation, assessment and use of data	
Progress	- HT attended moderation event at Drumblade with Cluster colleagues. Focus: professional judgement of achievement of a level - HT attended second moderation event at Drumblade with Cluster colleagues. Focus: what is meant by holistic assessment? . - HT attended third moderation event at Drumblade with Cluster colleagues. Focus: planning process for holistic assessments - Term 2:Moderation of writing in school using the benchmarks and Aberdeenshire's steps to success in the Literacy Framework - Term 3:Moderation of writing in school using the benchmarks and Aberdeenshire's steps to success in the Literacy Framework - Interrogation of SNSA data to identify gaps and plans created to address the gaps. - Correlation of SNSA levels with CfE levels at Cluster HT meeting. - Moderation of Maths: results of tasks set for all P7 pupils moderated and discussed with PT of Maths at TGS. - Term 4: Creation of Maths Holistic Assessments with Cluster colleagues and results moderated.
Impact	- Cluster colleagues beginning to develop and agree a shared understanding of what progression looks like in Maths - Increased teacher confidence in judgment of pupil achievement of a level and understanding across and within each CfE level in Maths - Collegiate working resulting in moderation of standards ensuring a robust approach across schools - Professional judgements about how well children and young people are learning and progressing is becoming more robust.
Next steps	- Continue to work with in school and with Cluster colleagues to ensure a shared understanding of what a level looks like. - Continue to work with Cluster colleagues to develop and moderate Holistic assessments in Maths

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

Relevant NIF priority: All
Relevant NIF driver(s): School leadership, Teacher professionalism, School improvement
Level of quality for core QI: 4
(HGIOS4 1-6 scale)

Overview:

1.3 Key strengths:

- 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 three times a year
- 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 in the entrance hall 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
- Cluster have had a focus on collegiate working looking at Holistic Assessment and Moderation in Maths
- Pupils involved in their learning including planning and evaluation of learning
- Tracking of wider achievements through the Cairney Individual Award Scheme
- Parents and Carers consulted re PEF spending plan

Identified priorities for improvement:

- 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 with exploring ways to involve the wider community
- Continue to develop staff confidence in using assessment data, including SNSA results, to inform planning, target support and ensure challenge. Staffing issues have impacted on the progress of this priority
- Teachers to continue working together in school and across schools to build a shared understanding of standards/CfE levels using the Aberdeenshire Progression Frameworks and benchmarks (Ab. and Ed. Scot.) and Holistic Assessments.

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

Relevant NIF priority: All
Relevant NIF driver(s): Teacher professionalism, School leadership, Parental engagement, Assessment of children's progress
Level of quality for core QI: 3/4
(HGIOS4 1-6 scale

Overview:

2.3 Key strengths:

- Learners feel safe and secure and pupil participation is a strong feature.
- Achievements in and out of school celebrated via achievements wall, Twitter and school newsletters
- Digital technology is used to engage and motivate learners
- Outdoor space used for outdoor learning and learning in partnership with e.g. NTS rangers, River Invasive species scientists
- Tracking, Monitoring and Review system (TMR) tracking whole school attainment.
- Holistic Assessments begun to be used in confirming Levels achieved in Maths
- All pupils have active leadership roles through the Pupil Council, Eco group, Digital Leaders group and STEM champions
- Benchmarks informing the school TMR and reviewed termly
- Prediction of Levels pupils will achieve informed/confirmed by standardised assessment results, benchmarks, (Ed Scot and Ab), classroom evidence and teacher judgement and moderation
- Growth Mind set and the Learning Powers used in the classroom
- Staff sharing learning intentions with children
- Standardised data used to target support and support professional judgement
- Teacher planning streamlined and based on the school's curricular map and bundles of Es and Os over a three year cycle. Planning indicates links to skills for work and assessments linked to benchmarks (Ab and Ed Scot).
- Reporting of pupil improvements in learning to parents/carers takes place in a number of ways throughout the year and identified in reporting calendar
- Pupil's views are regularly sought and acted upon.
- Participation in the Cairney School Individual pupil award programme allows pupils to develop skills for life, learning and work
- SNSA results included in TMR and help to inform intervention and/or challenge for pupils.
- Development of moderation and holistic assessment both in school and working with other schools a priority during 2018-2019(IMP plan 2018-2019) and will continue to be for session 2019-2020

Identified priorities for improvement:

- Continue to develop and embed planned use of a broader range of planned formative and summative assessment (say, make, do write) and holistic assessments

- Further develop use of success criteria, peer and self-assessment in the classroom across all curricular areas
- Commitment to embed children's rights
- Opportunities for leading the learning need to be developed by encouraging pupils to take more responsibility for their own learning
- Involve pupils more in the planning and evaluation of learning objectives and success criteria
- Develop pupils' understanding of the career standard and the link between their learning and skills for learning, life and work
- Further develop staff skills in data analysis to help identify improvement priorities and measure impact of actions taken
- Continue to develop moderation activities and holistic assessment both in school and working with other schools in the Cluster

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

Relevant NIF priority: All

Relevant NIF driver(s): Assessment of children's progress, School improvement, Performance information
Level of quality for core QI: 4
(HGIOS4 1-6 scale)

Overview:
3.1 Key strengths:

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

Healthy:
- regular opportunities for outdoor learning with children leading the learning
- P6/7 residential trip with a focus on H & WB
- Regular activities for working with pupils from other small schools
- High level of attendance – pupils want to come to school

Achieving:
- Pupil's needs are effectively noted and targeted through use of 'Meeting Learners Needs' meetings, deployment of staff including Pupil Support Assistant
- Educational Psychologist, SaLT and ASN teacher used to address concerns and to support learners
- Teachers' plans show clear differentiation
- Wider achievements celebrated termly via awards board in the entrance hall
- Weekly targets set and reviewed to evaluate progress

Nurtured:
- Everyone in our learning community is treated fairly and with respect
- Pupils receive regular praise and encouragement

Active:
- Outdoor learning regularly planned. Outdoor clothing provided for all pupils so all can take part
- All children physically active through extracurricular activities
- 2 hours of PE delivered weekly including outdoors
- Cairney School Wider achievements Award
- P6/7 Residential trip (every 2 years)
- Bikeability
- Swimming Lessons

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 pupil profiles and target setting
- Opportunities for learners to contribute to the life of the school e.g. eco group, pupil council, story tellers for Cairney Critters Group, school events (Christmas show , Sports day)
- 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
- SIMID – 9/12 pupils are in decile 6, 2/12 pupils are in decile 7, 1/12 pupil is in decile 10
- P1induction booklet for parents aligned to SHANARRI and exemplification of how the school ensures these in school

Identified priorities for improvement:

- Staff training to develop understanding of the UN Convention on the Rights of the Child and embed in the life and ethos of the school
- Develop pupils' understanding of SHANNARI
- Develop a rigorous tracking system for the health and wellbeing of pupils using the indicators
- Review and improve our H and WB programme to ensure it is fit for purpose to develop children's well-being and resilience etc. (IMP Plan 2019-2020)

Evaluation of QI 3.2 Raising attainment and achievement

Level of quality for core QI: 3/4
(HGIOS4 1-6 scale)

Sources of evidence/ evaluation activities undertaken:
As per QA calendar
TMR system

Key strengths:

- Standardised assessments (SNSA) in P1, P4 and P7 analysed to identify next steps, improve individual pupil performance and to target support/ deployment of resources to ensure equity for all.
- Attainment at P1 continues to be as expected or exceeding expectations.
- Robust Tracking, Monitoring and Review system (TMR) which tracks whole school attainment.
- Benchmarks 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 and regularly planned for
- All pupils have attendance levels above 92%. 11 /12 pupils have attendance levels of above 97%.
- Across the school pupils have opportunities to take responsibility through the pupil council, eco group, Digital leaders and STEM champions
- Wider achievements tracked through the Cairney School individual achievements award
- Work with the STEM ambassador have provided opportunities for P5-7 pupils for achievement – e.g. Green Power project

Identified priorities for improvement:

- 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 are difficult to quantify).
- Continue to provide opportunities within the school and across the Cluster for reviewing holistic assessments and moderation to reach a shared understanding of levels attained
- Pupil opportunities for applying and increasing achievements through a participation in their local community

PEF 2019-2020

Identified gap	• Development of numeracy/maths skills • Development of literacy skills • Continued parental engagement and confidence in supporting children's learning in STEM subjects • Opportunities for participation in extracurricular activities

Expenditure	• Sum Dog subscription to maths, spelling and reading package with teacher tracker/assessment and pupil performance report: £200
	• Subscription to Nessy Reading/Spelling (4 licences): £200
	• CLICKER 7 (1 licence -'one of' purchase) to allow use of technology for the independent completion of written tasks and close the attainment gap in literacy: £250
	• Family learning/ STEM activities resources: £200
	• Purchase of resources for extracurricular opportunities: £350
Expected outcomes	• Data collected by the school will allow the continued tracking of pupil progress and attainment. This will allow for the ongoing identification of additional, targeted intervention for pupils resulting in a rise in attainment in Maths.
	• Evidence in standardised assessment results, ongoing assessment and monitoring and tracking will show improved attainment in maths/numeracy and literacy.
	• Provision of a wider range of after school clubs which are free of charge will result in increased engagement and participation and improved self-esteem for identified pupils. This will close the gap in opportunities and experiences for those identified pupils.
Impact Measurements	• Abilities of children prior to intervention (Teacher Evidence/Samples of work)
	• Initial and regular assessment and gathering of data to continually monitor progress
	• Tracking progress for every child
	• Evidence of parental engagement collected via parental questionnaires/ post family workshop evaluations
	• Evidence of pupil engagement/involvement to be monitored an tracked

Capacity for improvement

School 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.

Key priorities for session 2019-20

Priority 1 - Raising Attainment and Achievement

Priority 2 - Improvement in children and young people's health and wellbeing

Priority 3 - Continued development of employability skills and sustained, positive destinations including through family learning events and partnership working

National Improvement Framework Priorities	HGIOS and ELCC	
• 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. Key drivers of improvement School leadership Teacher professionalism Parental engagement Assessment of children's progress School improvement Performance	1.1 Self-evaluation for self-improvement 1.2 Leadership for learning 1.3 Leadership of change 1.4 Leadership and management of staff/ practitioner 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 Specific to HGIOS 4 3.2 Raising attainment and achievement 3.3 Increasing creativity and employability Specific to HGIOELC 3.2 Securing children's progress 3.3 Developing creativity and skills for life	

Improvement Priority	Outcomes for learners	Impact Measurement	PEF
1. Raising Attainment and Achievement: <u>**Literacy:**</u> Reading: Development of skills for analysing and interrogating Nonfiction texts	Improved approaches to teaching and learning Pupils demonstrate and apply skills and knowledge in a variety of contexts involving non-fiction texts Pupils experience consistent approaches to learning, teaching and assessment which ensure progression	Analysis of attainment data in reading will indicate an improvement in attainment.	
<u>**Modern Languages:**</u> Continue to develop and embed a progressive programme in the learning and teaching of French (1+1) Establish and develop a programme for second modern language for P5-7 (1+2)	Teaching staff to engage with Aberdeenshire progression Framework and Ed Scot Benchmarks for Modern Languages Review and audit current programme of study to ensure skills progression and make sure it is 'fit for purpose'	Progressive programme in line with Aberdeenshire framework and Ed Scotland benchmarks in place for 1+2 Data demonstrates pupils are making good progress Classroom monitoring of children's experiences in Modern Languages Pupil evaluations	

	Programme to be developed for delivery of second modern language for P5-7		
	Resources identified and purchased		
Moderation of Learning Teaching and Assessment	Continued familiarisation with SNSA data and ensure its use to support planning etc.	Pupil needs appropriately supported Data used effectively to target resources for impact	
HGIOS QIs 1.1 1.2 1.3 2.2 2.3 3.2	Moderation activities/staff CLPL Continued working with other Cluster schools to moderate learning and teaching	Raised attainment Increased staff confidence in judgment of pupil achievement of a level and understanding across and within each CfE level	
	Continue development of holistic assessments in Mathematics with other Cluster schools	Collegiate working resulting in moderation of standards ensuring a robust approach across schools	
2. Improvement in children and young people's health and wellbeing. HGIOS QIs 1.1 1.2 1.3 2.2 2.3 3.1 3.2	Extend children's resilience and capacity to learn through continued promotion of a Growth Mindset. Good mental health to be further supported through regular outdoor learning Behaviour Policy to be reviewed Develop a whole school understanding and tracking of the Wellbeing Indicators Develop pupils' self-evaluation of their progress in this curricular area Review H & WB curriculum to ensure skills progression and clearly identified assessment	Resilience and capacity to learn is improved All staff and children will have a clear understanding of the well-being indicators Attainment data in H & WB robust Analysis of attainment data in H & WB will indicate an improvement in attainment Progressive programme in place	

3. Continued development of employability skills and sustained, positive destinations including through family learning events and partnership working. HGIOS QIs 1.1 1.2 2.2 2.3 2.5 2.7 3.3	Use of 'How Good is *Our* School?' to support further development of pupil leadership Continue to work in partnership with our STEM ambassador to promote engineering skills/STEM subjects (e.g. Goblin Car) Further develop opportunities for P5-7 to become STEM Champions to lead STEM learning opportunities in class Continue to work in partnership with Forgue School to build science capital amongst parents/carers through family learning events – science fair in term 2 and STEM outdoor learning in term 4 Continue to forge links with the wider community. e.g. Invasive River Initiative, Gardening Club run by parent who works in sustainability. Look for further possibilities to engage with Primary Engineering	Children will be further involved in the life and work of the school Views sought to establish effectiveness and impact of family learning opportunities Learning conversations and pupil, evaluations include reflections on their knowledge and skills development	PEF funding to be used to support this improvement priority

Wider Achievements

Memories are made of this:

Pupil achievements both in school and out with school are highly valued and celebrated. We strive to provide opportunities for pupils to achieve through school activities and other pursuits.

Charities (both local and National) supported by the school over the last session included:

Red Nose Day and Friends of Charlie House.

Pupils have benefited from an after school Art Club run by parents and a six week block of swimming lessons in term 4 at Huntly swimming pool.

Parents/carers were given several opportunities to engage with the school where learning that had been taking place was showcased. This included several 'open weeks' and an end of term presentation showcasing our Outdoor learning/Invasive Species River project. Further opportunities were provided for parental/family engagement through a STEM family learning event in March with a focus on Computer Science and Coding.

All pupils took part in a visit from ALEC educators and we had a number of visitors to school including the Huntly Swift Society and Irene Watt from Aberdeen University who taught us some Bothy Ballads and how they can teach us about social history.

Our P5-7 pupils worked with a STEM Ambassador to build the Goblin Car.

We celebrated World Book Day by dressing up as our favourite characters and really enjoyed about learning about our local environment with Dr Reeve from the Invasive species Rivers project.

We had a very successful Sports Day and Christmas performance. The latter raised considerable funds for the local charity – Friends of Charlie House.

We enjoyed an end of term trip to Aberdeen Science Centre and to HMT Aberdeen to see Madagascar the Musical.

Wider Community Links.

The school continued to work with a ranger from the NTS and enjoyed continuing to learn about their local environment and another trip to Leith Hall where they revisited the meadow at that they helped to re-establish last year.

The school continues to work with the Cairney Critters Group (Mums and toddlers) and the group joined us for our Christmas Party.