

Cairney School

IMPROVEMENT PLANNING SUMMARY 2019-2020

Self-Evaluation of Core Quality Indicators:	
QI 1.3: Leadership of Change	Good (4)
QI 2.3: Learning, Teaching and Assessment	Satisfactory/Good (3/4)
QI 3.1: Ensuring Wellbeing, Equity and Inclusion	Good (4)
QI 3.2: Raising Attainment and Achievement	Satisfactory/Good (3/4)
Strengths of the School	Core QI Focus
Strong and effective team work is a feature of the school There is a drive for school improvement and analysis of data and feedback informs the strategic direction of the school.	1.3
Learners feel safe and secure and pupil leadership is a strong feature. Digital technology is used to engage and motivate learners and a range of learning environments are used including our outdoor space for regular outdoor learning. A variety of evidence is used to evaluate pupil progress and attainment	2.3
Staff have a very good knowledge of learners, their families and the local community. The school strives to ensure all are treated with respect and clear procedures are in place to support pupils, including identification of the need to allow for planned targeted support/ intervention. Outdoor learning and curricular activities ensure all are physically active.	3.1
The majority of learners are achieving within or above expected level for their ages. Assessment data including that from Standardised assessments (SNSA) in P1, P4 and P7 is analysed to identify next steps for learners, to improve individual pupil attainment, to target intervention and to assign resources to ensure equity for all. Almost all pupils have attendance levels of above 97%	3.2
QI 1.3 Leadership of Change	
<p>We want to continue</p> <ul style="list-style-type: none"> • involving all stakeholders in evaluating and embedding our Vision and Values • Cluster collegiate working to further develop Holistic Assessment and to continue to build a shared understanding of standards <p>We want to develop</p> <ul style="list-style-type: none"> • ways of involving the wider community in school self-evaluation and the identification of improvement priorities; this includes establishing a parent council/group • the use of assessment data including that from the National Standardised Assessments to inform planning, target support and ensure appropriate challenge for learners • the use of 'How Good is Our School?' to further develop pupil leadership 	

QI 2.3: Improving Learning, Teaching and Assessment
--

Cairney School

We want to continue

- utilising the outdoor environment and to work in partnership with environmental organisations to enhance learning experiences
- to work with Cluster schools to moderate learning, teaching and attainment
- to develop and use digital technologies to enrich and support learning and teaching
- to work in partnership with Fergue School, our STEM Ambassador and the wider community to enrich learning in STEM subjects and to forge links to and understanding of the world of work

We want to develop

- improved approaches to teaching and learning in Reading (nonfiction) and Modern Languages
- and review our Health and Wellbeing Curriculum

QI 3.1 Ensuring Equity, Wellbeing and Inclusion

We want to continue

- opportunities for pupils to take on leadership roles and to contribute to the life and ethos of the school
- effectively identifying pupil needs and targeting support

We want to develop

- understanding of the UN Convention on the Rights of the Child and embed in the life and ethos of the school
- pupils' understanding of the health and wellbeing indicators and to use the indicators to develop a tracking system for the health and wellbeing of the pupils
- a Health and Wellbeing programme that is fit for purpose to develop children's well-being and resilience etc.

QI 3.2 Raising Attainment & Achievement For All

We want to continue

- capturing, celebrating and tracking pupil wider achievements
- to utilise our outdoor space to enhance pupils learning experiences and
- to use results of Standardised to help to identify next steps, improve individual pupil performance and to target support/ deployment of resources to ensure equity for all.
- using our tracking, monitoring and review system to track and improve pupil attainment

We want to 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.
- further use of 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).
- further opportunities within the school and across the Cluster for reviewing holistic assessments and moderation to reach a shared understanding of levels attained