

Cairney School



Standards & Quality Report 2019-2020 & School Improvement Planning 2020-2021

School Forward

We are pleased to present both our Standards and Quality Report for Session 2019–2020 and our School Improvement plan for the current session 2020 - 2021. 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 seventeen 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); almost all of the 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 2019-2020.

The impact of the Covid-19 Lockdown understandably impacted on the progress made by the school as our focus was diverted to Home Learning in March 2020. We also had staffing issues in the school which impacted on our capacity to take improvements forward; staffing issues were resolved in January but shortly after that we went into lockdown and the focus on Home learning.

Although we made some progress towards achieving the outcomes identified in our 2019-2020 Improvement Plan, for a number of them the progress has not been enough to measure impact so they will remain relevant for this session (2020/21).

Key priority 2019-2020	Key actions undertaken	Impact (achieved throughout 2019-2020)
Raising Attainment and Achievement <ul style="list-style-type: none">• Literacy – development of skills for analysing and interrogating non-fiction texts	New non-fiction books purchased to supplement existing reading books for First and Second Level Reading activities/follow up tasks/resources developed to develop skills needed for analysing and using non-fiction texts. Resources/ new books not used in session 19/20 due to lockdown. Ready for use this session (20/21)	

<ul style="list-style-type: none"> • Modern Languages - Continue to develop and embed a progressive programme in the learning and teaching of French (1+1) 	<p>Aberdeenshire progression frame work and progressions on the Language Platform now used to inform learning and teaching and track progress.</p> <p>Education Scotland Benchmarks used to assess progress and to inform planning next steps.</p> <p>New books purchased for pupil use.</p> <p>CT attended 4 twilight training sessions (course not completed due to lockdown).</p>	<p>Progressive programme now in place supported by planning framework and Education Scotland benchmarks.</p>
<ul style="list-style-type: none"> • Moderation and Assessment 	<p>HT - moderation of pupil extended written pieces with HT Forgue School.</p> <p>HT attended Cluster Moderation Meetings – created Holistic Assessments in Maths and moderated the quality with colleagues. These assessments were used in Term 3.</p> <p>HT attended Cluster Meeting – moderated pupil performance in the above Holistic Assessments in Maths to strengthen agreed understanding of what attainment at each level ‘looks like’ across the Cluster. Cluster work not completed due to lockdown. It will continue this session (20/21).</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 due to lockdown.</p> <p>Moderation of assessed pieces of writing in school using</p>	<p>A shared understanding of standards is beginning to emerge within the school and across the Cluster and has supported professional dialogue and development of staff and Cluster colleagues</p>

	Aberdeenshire progression frameworks and benchmarks to strengthen agreed understanding of what attainment at each level 'looks like'.	
Improvement in children and young people's health and wellbeing.	<p>Good mental health of all supported through regular outdoor learning.</p> <p>Behaviour Policy reviewed and whole school community consulted.</p> <p>Work started to develop pupils' understanding of SHANNARI. (This work was started last session and will be continued this session (20/21)).</p> <p>Tracking system for the health and wellbeing of pupils using the indicators developed. This was not used due to lockdown last session but will be used in this session (20/21).</p> <p>The review and improvement of our H & WB curriculum (mental/emotional/social including resilience) was started. This work was started last session but wasn't completed due to lockdown. It will be continued this session (20/21).</p>	New policy agreed by all and in place
Continued development of employability skills and sustained, positive destinations including through family learning events and partnership working	<p>Partnership with our STEM ambassador provided opportunities for pupils to engage with STEM and to develop engineering skills (e.g. Goblin Car) Goblin project not finished due to lockdown.</p> <p>P6-7 STEM Champions led STEM learning opportunities in class. Pupils did not complete award due to lockdown.</p>	

	<p>STEM Learning Family Learning Event 'Bridge Challenge' held in October was well attended and positive feedback/evaluations given.</p> <p>Partnership with Fogue School continued this session to build science capital amongst parents/carers through family learning events – science fair in January. STEM family outdoor learning event planned for term 4 cancelled due to lockdown.</p> <p>Links to the wider community continued e.g. Invasive River Initiative, access rangers from Dorenell Wind Farm. Planned learning experiences did not happen due to lockdown. Hope to deliver these in 2020/21.</p>	<p>Family engagement with STEM remained high in session 2019/20 and evaluations revealed a positive response to the events and an increase in understanding of how science and STEM are taught in school and links to the world of work.</p>
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How good is our leadership and approach to improvement?

QI 1.3 Leadership of change

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

Relevant NIF priority: All

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

Level of quality for core QI: 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 PSA 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.
- Cluster has had a focus on collegiate working looking at Holistic Assessment and Moderation in Maths.
- The school has been successful at involving local partners in the work of the school, delivering a range of inputs.
- 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

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.

- 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 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 minutes 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 lockdown meant that it was not achieved in 2019/20*
- 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 but now staffing has been resolved, this can be addressed.*
- Teachers to continue working together in school and across schools to build a shared understanding of standards/CfE levels through Moderation and Holistic Assessments.

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: Satisfactory/Good

HGIOS4 1-6 scale: 3/4

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 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.
- 12/17 learners are achieving within or above expected level for their stage in Maths and Literacy.
- 5 learners who are at risk of underachieving 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, Digital Leaders group/STEM champions.
- Benchmarks inform the school TMR which is 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 share learning intentions with children.
- Standardised data begun to be used to target support and support professional judgement.

- Reporting of pupil improvements in learning to parents/carers takes place in a number of ways throughout the year and identified in the 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 Cluster schools was a priority during 2018-2019 and 2019 -2020 but the work was affected by lock down. *(This will continue for session 2020-2021 and will be a IMP priority)*

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 Individual award scheme.
- iPads used to create film, animations, eBooks etc. to allow 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 school events.
- Positive parental feedback about pupil Learning Journeys/profiles.
- 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.
- Growth mind set and the learning powers articulated by pupils.
- Parent/carer feedback following reporting/sharing of learning is positive e.g., open weeks, class jotter comments etc.
- 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.
- 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.
- 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.

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.
- Behaviour Management System is in place promoting positive behaviours and proportionate consequences where necessary.

Healthy:

- Regular opportunities for outdoor learning.
- P6/7 residential trip with a focus on H & WB every other year.
- 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/Closing the Gap' 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.
- Pupils set weekly targets set and reviewed 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.

Active:

- Outdoor learning regularly planned. Outdoor clothing provided for all pupils so all can take part.
- Almost all children physically active through extracurricular activities.

- 2 hours of PE delivered weekly including outdoors.
- P6/7 Residential trip (every 2 years).
- Bikeability.
- After school 'Gardening Club'.

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 e.g. Equity week.
- 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?

- Responses to annual questionnaires from all stakeholders indicate pupils feel safe.
- 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 in entrance with pupil evaluations/comments.
- Pupil evaluations indicate ability to work with others, make friends, cope with challenge etc. E.g. STEM days with Forgue, Family Science Day, and joint learning days at Glass School etc.
- Tracking of attendance indicates high levels of attendance for almost all pupils.
- 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 majority learners are achieving within or above expected level for their age/stage in Maths and Language.
- Teachers' plans.
- Wider achievements review in school calendar to ensure regular reflection and celebration.

- All children achieving targets.
- Responses to annual questionnaires from all stakeholders.
- Merit stamps awarded.
- Growth mind set ethos in the classroom.
- Outdoor learning board and teacher's plans.
- Minutes of pupil participation groups.
- Pupil evaluation of Vision and actions taken.
- Pupil's improvement plan and tracked actions taken.

What are you going to do now?

What are your improvement priorities in this area?

- Develop pupils' understanding of SHANARRI (*This work was started last session and will be continued this session*).
- Tracking system for the health and wellbeing of pupils using the indicators that was developed last session to be used this session.
- Complete the review and improvement of our H & WB curriculum. (mental/emotional/social including resilience) so that learners experience a Health and Wellbeing curriculum relevant and unique to the school and community. (*This work was started last session but wasn't completed due to lockdown. It will be continued this session*).

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: Satisfactory/Good
HGIOS4 1- 6 scale: 3/4

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

- Most learners are achieving within or above expected level for their stage in Maths and Language.
- Standardised assessments (SNSA) in P1, P4 and P7 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.
- 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 Schonell Spelling and Reading ages which are repeated over the year
- 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.
- Almost 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.
- Work with the STEM ambassador have provided opportunities for P5-7 pupils for achievement – e.g. Green Power project (*project was not completed last session due to lockdown*).
- Digital technology is used to engage and motivate learners
- Learners are given opportunities for personalisation and choice
- P1 transition timeline with classroom visits by new P1 pupils in term 4 and meetings with parents prior to the end of term 4
- P7 pupils involved in a transition programme in term 4 including a 5 day transition week 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.
- Currently approximately 30% of pupils are **exceeding** expected levels across all or some areas.

However, with a small number of pupils and a turnover in pupils attending the school, robust trends are difficult to quantify. The current roll includes 7/17 pupils who have not attended Cairney School for all of their primary school years.

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 are difficult to quantify).
- Continue to provide opportunities within the school and work across the Cluster for reviewing Holistic Assessments and Moderation to reach a shared understanding of levels attained

PEF 2020-2021

Identified gap	1. Access to technologies and home learning e- environments 2. Outdoor learning – participation for all (IMP 1) 3. Support for Maths/Numeracy 4. Access to Technologies (IMP 3) 5. Support for Language/literacy	
Expenditure	1. SUMDOG whole school subscription (Maths, Spelling and Grammar)	£200
	2. Wet weather clothing	£70
	3. Numicon Maths resources	£100
	4. 2 x iPads and cases	£640
	5. Literacy resources to support language development in P1	£190
	Total	£1200
Expected outcomes	<p><u>1. SUMDOG subscription</u></p> <ul style="list-style-type: none"> 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><u>2. Wet weather clothing</u></p> <ul style="list-style-type: none"> Through the provision of suitable clothing for all pupils, they will all have an opportunity to participate, including the children for whom the funds are intended as well as other children in the wider school community. <p><u>3. Numicon Maths resources</u></p> <ul style="list-style-type: none"> Pupils benefitting from using visual, concrete materials in Maths lessons to build confidence and their skills in number work <p><u>4. 2 x new iPads</u></p> <ul style="list-style-type: none"> Improved literacy and numeracy skills of the children at risk of under achieving /under achieving, through the use of various daily programmes accessed via Apps on the iPad. These programmes used at home, allowing parents to become more involved in their children’s learning iPads that are able to support updates of the Apps. <p><u>5. Literacy resources to support language development in Early Level</u></p> <ul style="list-style-type: none"> Language and vocabulary development in Early level through using e.g. story bag/sack resources, additional phonic 	

	resources etc.
Impact Measurements	<p><u>1.SUMDOG subscription</u></p> <ul style="list-style-type: none"> • SUMDOG allowing teacher led /enabled, planned activities which are relevant, motivating and challenging which children can undertake at home • Families able to be 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. <p><u>2. Wet weather clothing</u></p> <ul style="list-style-type: none"> • Impact will be measured by gathering views of the children. <p><u>3. Numicon Maths resources</u></p> <ul style="list-style-type: none"> • Improved attainment in Maths. <p><u>4. 2 x new iPads</u></p> <ul style="list-style-type: none"> • Children benefitting from using programmes for intervention, measured by using attainment data and the measurement of progress made using the tools within the intervention programmes (i.e. value added). <p><u>5. Literacy resources to support language development at Early Level</u></p> <ul style="list-style-type: none"> • Impact will be measured using attainment data, Highland Emerging Literacy Screening/Assessments etc.

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.

Action plan 1: Moderation and Assessment

<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>HGIOS and ELCC</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 :</p> <ul style="list-style-type: none"> To improve our use of holistic assessments To improve our understanding of the moderation process to support greater confidence in professional judgements and ensuring greater consistency 	<p>Data/evidence informing priority:</p> <ul style="list-style-type: none"> Ongoing improvement work from last session, including Cluster Moderation and Holistic Assessment work 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 			
<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>Continued familiarisation with SNSA data through accessing online training/training materials on the SNSA website leading to improved understanding and application of SNSA data.</p> <p>Engage with Aberdeenshire's Assessment and Moderation document and associated audit tool created by QAMSO team.</p> <p>Moderation activities/staff CLPL within school and with Cluster schools/colleagues.</p>	<p>Teaching staff</p> <p>Cluster collegiate sessions</p>	<p>Terms 2 -4</p> <p style="text-align: center;">↓</p>	<p>Termly tracking/target setting meetings.</p> <p>Improved quality of assessment and more accurate judgements of pupils' progress supported by data.</p>	

<p>Holistic assessments aligned to planned learning and teaching.</p> <p>Continue development and moderation/evaluation of holistic assessments both within school and with other Cluster schools. (This work was started last session)</p> <p>Pupils given opportunities to apply skills in new and unfamiliar contexts.</p>			<p>Data used effectively to identify pupils' needs and to appropriately target resources for impact.</p> <p>Raised attainment.</p> <p>Collegiate working ensuring a robust approach across schools.</p> <p>Staff evaluations.</p> <p>Holistic assessments included as part of attainment tracking process.</p>	
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Action plan 2 – Health and Wellbeing (with a particular focus on Mental Health and Emotional Wellbeing)

<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> <p>1. Improving learning, teaching and assessment. 2. Partnership working to raise attainment. 3. Developing leadership at all levels. 4. Improvement through self-evaluation.</p>		
<p>Priority 2 : To support and improve mental health and emotional wellbeing</p>	<p>Data/evidence informing priority:</p> <ul style="list-style-type: none"> Global and National stage of recovery in relation to the pandemic Consultation with parents and staff identify wellbeing and support as a priority Work was started last term to develop a progressive programme of study in H and WB (mental/emotional/social including resilience) but not completed prior to lockdown in March 2020. This work will continue this session 			
<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>Term 1 - strong focus on settling in and ensuring children feel safe and secure. (Recovery).</p> <p>Focus on literacy, numeracy and health and wellbeing throughout terms 1 and 2, with less emphasis on the wider curriculum. (Recovery).</p>	<p>All Staff: (whole school development approach).</p>	<p>Term 1</p> <p>Term 1-2</p> <p>Terms 1-4</p>	<p>Baseline tracking of 'wellbeing' Term 1 and repeated in Term 4.</p> <p>Staff using principles of Nurture to assess pupils</p>	

<p>Extensive use of the outdoors and further development of outdoor learning (PEF).</p> <p>Targeted emotional support where deemed necessary and collaborative working with parents and other agencies (e.g. school nurse and Ed Psych).</p> <p>Throughout the year, staff development/training on Nurture (Cluster priority delivered by EPS) to enable staff to assess the learning and social needs of pupils and to support those that are showing signs of emotional stress to remove barriers to learning resulting from social and emotional difficulties (Twilights and time on In service days in Nov and Feb).</p> <p>Complete the review and improvement of our H & WB curriculum (mental/emotional/social including resilience) so that learners experience a Health and Wellbeing curriculum relevant and unique to the school and community.</p> <p>To continue to develop a whole school understanding of the Wellbeing Indicators and implement the tracking system that was developed last session.</p>			<p>and plan appropriate interventions resulting in increased attainment.</p> <p>Increased learner engagement in the classroom.</p> <p>Pupil feedback.</p> <p>Staff evaluations.</p> <p>H and WB curriculum reviewed and new programme in place.</p> <p>Learning conversations indicate that almost all children can talk about the Health and Wellbeing indicators and relate these to their own circumstances.</p>	
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Action plan 3: Continued development of employability skills and creativity including family learning in STEM

<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 3 :</p> <ul style="list-style-type: none"> Continue to work with families in partnership to build science capital amongst parents/carers through family learning opportunities To further develop pupil skills and confidence in the use of digital devices and systems to support and inspire their learning 	<p>Data/evidence informing priority:</p> <ul style="list-style-type: none"> Continuation - unfinished work from last session The acquisition of skills and attributes to allow children to thrive in a digital world is a key part of Curriculum for Excellence The school community quickly developed and used new digital skills during lock down/ home learning. We want to continue to build on these skills and improve our digital competency and address the 'gaps' in our knowledge and skills 			
<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>Continue to build science capital amongst parents/carers through family home learning project.</p> <p>Improve teaching by building staff knowledge and confidence through in house curriculum development collegiate time.</p>	<p>HT/ Families</p>	<p>Terms 3- 4</p> <p>Terms 2 - 4</p> <p>↓</p>	<p>Evaluations by families.</p> <p>Improved teaching and learning evidenced through QA activities inc. classroom observation</p>	

<p>Engage with technologies CPD training opportunities as available.</p> <p>Improve digital learning opportunities for pupils through enhancing existing resources and developing an agreed progression aligned to CfE.</p> <p>P6/7 STEM Champions to lead STEM learning opportunities in class including digital technology opportunities in the activities they lead.</p>	<p>School Staff – whole school development work</p> <p>STEM champs</p>		<p>Pupils applying their learning skills across the curriculum (GLOW. Google classroom, classroom obs, pupils' work).</p> <p>Staff evaluations.</p> <p>Pupil feedback.</p>	
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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 Children in Need, Maggie's Centres and Cash for Kids.

Pupils have benefited from an after school Art Club and a Gardening Club run by parents.

Parents/carers were given the opportunities to engage with the school where learning was showcased during our 'open weeks'. Further opportunities were provided for parental/family engagement through a STEM 'Build a Bridge Challenge' family learning event in October attended by Gayle Duffus (Development Officer for the RASE project). We also hosted a successful science family learning day in January in partnership with Fogue School. This was supported by a local STEM Ambassador. Both of these events were well attended by parents and grandparents.

All pupils took part in a visit from the ALEC educators. We also had a workshop about Electricity delivered by the school's STEM ambassador.

Our P6/7 STEM champions led the class for a session on Floating and Sinking and also told us all about a giant Mammoth Skull that was found in Michigan.

Our P5-7 pupils worked with our STEM Ambassador to start to build the Goblin Car. Unfortunately due to lockdown, this project wasn't finished.

We celebrated World Book Day by dressing up as our favourite characters and really enjoyed our trip to Glass School in October where we learnt about our local environment and the rivers with Dr Reeve from the Invasive Species Rivers project.

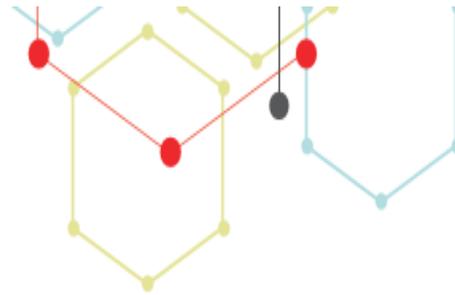
We had a very successful Christmas performance (Hansel and Gretel) and raised considerable funds for the local charity 'Cash for Kids'.

The pupils took part in a 'Virtual Small Schools Sport Day' during lockdown, organised by the Cluster Visiting specialist for PE. A number of our pupils were awarded certificates for their achievements during the event.

We also entered the 'One Seed Forward Shoebox Garden' competition. Mr Bob Donald said that our gardens were wonderful – very colourful and creative and has put pictures of all them into a book. One of our designs won a prize.

Wider Community Links.

The school continued to work with Forgue School in the context of STEM, Dr Reeve from the Invasive Species River project and our STEM ambassador. We enjoyed our day with everyone at Glass School too and working together to explore the river ecosystem at Glass.



STEM Nation Award

This certifies that

Cairney School

participated in the first phase of the STEM Nation Award programme.

Education Scotland is extremely grateful for your help in shaping Scotland's future as a STEM nation. We hope that you continue to develop and promote excellence, equity, inspiration and connection in STEM.

Gayle Gorman
Chief Executive, Education Scotland

