

Culross Primary School



Standards and Quality Report 2019-2020 *Achieving Excellence and Equity*

Context

Culross Primary School serves the area of Culross, Low Valleyfield and Shiresmill. We are situated in the small historic village of Culross on the River Forth. Our school was built in 1970 on the site of the former Geddes School, of which an original stone plaque can be found in the playground. Our school building has four classrooms, a Support for Learning area, office space and a gym/dinner hall. Our current role is 49 children, split across two multi-composite classes, and around half our children are placing requests. This will increase to 55 children and three classes next session.

Our Culross Code

VISION: for whole school community.
Be the best you can be!

VALUES: as a Rights Respecting School, our values are at the heart of all we do.
Honesty Fairness Caring Hardworking

AIMS: to be...
Ready Respectful Safe

The school and community have ownership of the vision, values and aims and we work together to turn our vision into a reality. Our Culross Code is central to everything we do; it is how we do business. The vision and values have been part of our Culross Code for a number of years and have been regularly reviewed and discussed with children staff and families. Our three aims of 'Ready, Respectful and Safe' influences our daily practice and are embedded as our three rules across the school.

As a small school, we know our individual children and families very well. We have a varied SIMD profile, which is not always reflective of children's circumstance. All staff have a clear understanding of the social and economic context in which our children live and, as a team, we use our understanding to maximise opportunities for attainment and achievement for every child. Part of the uniqueness of our school is the local surrounding area and we make very good use of this to develop the four contexts for learning. We benefit from strong relationships with families, local businesses and many partners, to ensure creative and innovative approaches are used to enhance

learning and develop skills for life and work. This session an outdoor classroom has been planned and created by children, staff, parents and volunteers from the local community with funding acquired from our supportive Parent Council. Further plans to develop this resource is due to continue next session as part of our Eco Schools work.

Our Mandarin Confucius Classroom contributes to the uniqueness of our school; further strengthening partners at cluster, local and a national level. Mandarin is embedded as L3 from P1 in our school and children engage in high-quality weekly lessons delivered on Chinese language and culture by our native speaking Hanban teachers and volunteers. Our Confucius Classroom also offers immersion day experiences for P1-7 children across the cluster, which is fully funded from our Confucius budget. We welcomed over 500 children last session and continue to support classes develop their knowledge and understanding of Mandarin on return to their own classrooms.

Culross Primary is part of a wider learning community and benefit from a shared Leadership Team with Torryburn Primary. This provides a strong ethos of professional learning and collegiate working. To further strengthen this, we have increased opportunities to participate in moderation activities across both schools and also through making links with other small schools in the locality. These have focused on specific aspects of the moderation cycle, in addition to a curricular focus on reading. Throughout this session teaching staff have participated in a Practitioner Enquiry, supported by Fife Pedagogy Team, focused on developing an aspect of literacy. Professional growth has been supported by the formulation of a research question, which has led to an investigation developed with a clear rationale. Supported by professional reading, each enquiry plan involved gathering and analysing evidence. The final presentation stage of the process indicated that many approaches investigated impacted positively on children and families.

Currently, we have three children who are entitled to free meal entitlement (FME), however, our Pupil Equity Funding (PEF) of £3300 has been used this session to support children who require additional support with literacy and numeracy to ensure their attainment gap is closing. Interventions are planned and tracked to ensure equity for our children. In addition to interventions to support numeracy and literacy, we continue to identify any gaps in emotional wellbeing and have developed nurturing approaches and practices. These are identified at meetings with parents, discussion with children and observations and situational analysis by staff. Addressing gaps through on-going school improvement work and through targeted interventions contributes to improving the National Improvement Framework (NIF) priorities, in particular: improvement in attainment, particularly in literacy and numeracy; improvement in children's health and wellbeing.

This session has seen the continuation of a temporary part-time DHT, shared with Torryburn Primary, with a clear remit of developing pedagogy, assessment and professional learning. The permanent Principal Teacher post has been based full-time at Culross this session. The focus of this role, in addition to day-to-day administration and management, continues to develop Mandarin within and beyond the school and cluster. Part of this time has been spent working nationally to create a strong L3 progression in collaboration with Stirling's Confucius Primary Classroom, Confucius Institute for Scotland's Schools and Scotland National Centre for Languages. The P1-3 has a full-time teacher, whilst the P4-7 has a job-share post in order to enable the PT to have development time as well as fulfilling the Support for Learning role. There have been no staff changes this session.

In April 2019 we were inspected by Education Scotland. During the inspection, a number of strengths were highlighted: friendly and confident children; staff team, led and directed by an enthusiastic Headteacher, take on areas of responsibility to further improve the school; strong relationships with children, parents and partners. We have continued to work on key improvement

areas identified in our Summary of Inspection Findings (SIF) report this session.

Learning at Home

The closure of schools in March this session, due to the Coronavirus pandemic, has impacted significantly on every aspect of the life and work of the school. As staff and families adapted to learning at home, our vision, values and aims remained at the core of our work and we actively prioritised the emotional wellbeing of our whole community. For P1-7, Seesaw was used to support communication and connection. Initially, learning opportunities were shared daily to support progression in learning in literacy, mathematics and health and wellbeing, with this being extended to include opportunities across the Broad General Education. Learning opportunities were creatively planned and designed to suit the needs of all children and the Seesaw app enabled children to share their learning with their teacher, thereby enabling feedback to be given by the teacher. Glow has been used in the P4-7 class to allow more in depth and structured high quality feedback including next steps for learning in areas including writing. Our level of engagement in home learning was consistently high at 90% and above throughout the period of school closure

Throughout this time, consideration was given to approaches to monitoring the engagement of children in these home learning activities and teachers maintained weekly monitoring overviews. This was supported by regular and robust dialogue focused on planning learning and pupil engagement with the Senior Leadership Team (SLT) and individual teachers. Furthermore, the SLT and Support for Learning Teacher communicated directly with parents/carers of groups/individuals on an ongoing basis to offer additional support where possible. Each and every family in school received a check-in phone call every three weeks, and this information was used to refine support where necessary.

As a result of school closure, we also needed to adapt ways in which we continued to work on our improvement priorities and collate our self-evaluation evidence from people's views, observations and our range of data. Our evaluations are set out below, as well as our careful considerations for moving forward to support the recovery of our school community.

Review of Progress – Session 2019/20

Attainment Overview

Stage	Reading	Writing	Listening and Talking	Numeracy
P1	90%	90%	90%	90%
P4	88%	88%	88%	100%
P7	100%	100%	100%	100%

Due to very small cohorts of children, we have an average of seven pupils at each stage. Each

child can represent between 50% and 22% of the data.

Evaluative statement of attainment over time.

Attainment over time is variable in Culross due to cohorts of children. As detailed above, one child can represent up to 50% of the data. In addition, a number of children have joined us and moved on over these years and this has impacted on the data. Results over time do not always reflect individual attainment and achievement which can be best described through sharing every individual learning journey.

Generally, attainment over time is very good and percentages of data do not always give a clear picture for Culross. Most learners have made good progress throughout their learning journey and are on track. A few children are working beyond expected levels and are making very good progress. A few children have targeted interventions to ensure their learning needs are met and we can evidence the impact of this in terms of closing the gap for all children.

School Improvement Priority 1: To raise attainment in Literacy.

NIF Priority

Improvement in attainment, particularly in literacy and numeracy.

NIF Driver

School Improvement
Teacher Professionalism
Assessment of Children's Progress
Performance Information

HGIOS 4 Quality Indicators

1.2 Leadership of Learning
2.3 Learning, Teaching and Assessment
3.2 Raising Attainment and Achievement

Progress and Impact:

- An important change for the team at Culross has been increasing opportunities for staff to lead improvements. One teacher has participated in creating a progressive plan of opportunities to support listening and talking alongside Torryburn staff. They have expressed, evidenced in their evaluative notes, that they have valued having time throughout the collegiate calendar to collaborate with a wider team. Undertaking professional reading and creating opportunities for professional dialogue with other schools, has further supported this improvement work. As a result of developing shared and agreed expectations for teaching, learning and assessment in listening and talking, all teachers have reported increased confidence in their professional judgement of a level. Although the progressive plan of learning opportunities was not completed until term four, teachers in both classes introduced additional opportunities for listening and talking into their daily practice. Observational notes evidence a positive impact on children's confidence and willingness to express ideas in small groups or individually. As a result of focusing learning intentions and success criteria specifically on listening and talking skills, most children can confidently articulate their strengths and next steps for development across the school. Through family feedback questionnaires, parents indicated they observed a positive difference, for example, in their child being able to present information with more confidence and improved ability in explaining ideas more clearly.
- In the majority of classes, a literacy focused start to the day has provided an increase in the time that children are engaged in: reading for pleasure; developing reading comprehension skills; structured phonics and spelling activities; daily word/sentence work

to support up-levelling skills; editing work; Almost all pupils sampled at P1, P4 and P7, evidenced in SLT notes, expressed a positive attitude to reading and spoke confidently about reading for enjoyment at school and could explain preferences with supporting detail. In addition, jotter sampling in the middle and upper stages evidences a regular focus on developing grammar as a set of skills, through improving understanding of word types and grammatical constructions. In the upper class, children were regularly challenged to up-level small sections of their writing in order to improve. Most children at these stages are demonstrating an improved ability to choose the right words for the writing task and vary sentence types, which is evidenced in termly formally assessed and moderated pieces of writing. Additionally, teachers have used this time to provide effective individual support and challenge and have noted the consistency of this routine benefits a few children to settle to learn.

- All teaching staff have been engaged in a Practitioner Enquiry this session related to an aspect of literacy, supported by Fife Professional Learning Team. All teachers chose to focus on developing talking and listening, through: introducing 'Big Talk' to support writing; teaching children to retell stories through introducing Talk for Writing approach; developing confidence in performance related skills through focusing on poetry. This has strengthened a leadership of learning culture through building capacity in the team to understand the enquiry process through a systematic approach. The process has involved wider reading within each teacher's chosen aspect of change, resulting in increased knowledge and understanding of theories, ideas and educational policy documents relating to each specific enquiry. Improved pedagogy and gathering/analysis of measures throughout the process is evidenced in individual teacher's evaluative comments. The impact of each approach on children and families is evidenced in teacher's ongoing collection of data (detailed below) and also through their end of session presentations and posters. In addition, one teacher shared their enquiry and sought feedback from High School colleagues as part of a leadership development course. As a result, staff would like to further develop their practice next session through using Talk for Writing, Big Talk and poetry as a vehicle to promote talk.
- Through using Big Talk in the P4-7 class, teacher's observational notes and holistic assessment evidence indicates that children are: more aware of what makes a successful piece of writing through discussion and co-creation of success criteria; can more confidently self and peer assess talking and listening skills; get started much quicker on written tasks due to discussion at home and with a talk partner. As a resource, Pobble 365 was used providing an engaging visual stimulus, which was of particular benefit to a few children needing additional support. Focus group evidence shows children felt more confident about writing and that their content improved (VCOP and word count focus). Feedback from families indicate parents noticing that their child is "writing more...has a better idea of story writing...increased confidence when writing at home." Additionally, in the P4-7 class, the use of poetry as a focus developed listening and talking skills. Pupil questionnaires and the use of the Leuven Scale indicated increased levels of participation and engagement. Almost all children were more motivated and confident to express ideas through poetry.
- Talk for Writing as had a positive impact on all children in the P1-3 class. Regular gathering and analysis of oral transcripts from a focus group evidences an improved ability in children's ability to re-tell a known story and in making up a new one. There was an increase in the quantity of words used and the quality in terms of connectives (taught with actions), story book phrases and adjectives. Children's progress in being able to re-tell stories can also be evidenced in their literacy and writing jotters. Jotter sampling notes indicate regular innovation and independent application of the approach, building children's

exposure and experience of a range of different types of stories.

- The use of PEF has allowed additional PSA hours to support the development of literacy interventions across the school. Strong collaborative working between the PSA and SfL Teacher is evidenced through shared responsive planning and evaluations. This has developed professional dialogue, around next steps in learning, particularly focused on reading and writing. As a result, very good progress towards targets has been made by almost all children, receiving individual or small group support, which has been tracked closely to ensure interventions continue to be appropriate and of value. Close working with families has ensured a consistency of approach and support between home and school. Impact of support is reviewed with SLT and class teachers during Support for Learning review meetings with ongoing impact notes showing specific improvements in: typing skills; retention of spelling patterns; blending skills; common word recognition; reading comprehension through using the school's six core strategies effectively; improved ICT skills through using Clicker 7 to support writing; fine motor control. Parents have noted a range of positive outcomes for their children, including: greater interest and motivation in reading; improved attitude to reading due to increased choice and ownership over what is read; handwriting has become more skilled; skill in sounding out words has led to better reading and writing.

Next Steps:

- Improve assessment and impact measures of individuals and targeted groups in reading and writing to close gaps effectively.
- Support pace and challenge through establishing shared literacy routines at First and Second Level to ensure pupils are immersed in good quality dynamic language using both spoken and written texts.
- Continue to use the Talk for Writing approach in the early stages and Big Talk in middle and upper stages to support oracy. Include a family learning aspect to planning and further develop the use of Seesaw to share children's learning and approaches with parents.
- Create a reading spine of core texts used for reading aloud to children and the basis/stimulus for literacy related activities.

School Improvement Priority 2: To improve assessment and moderation.

NIF Priority

Improvement in attainment, particularly in literacy and numeracy

NIF Driver

Teacher Professionalism
Assessment of Children's Progress
Parental Engagement
Performance Information

HGIOS 4 Quality Indicators

1.2 Leadership of Learning
2.3 Learning, Teaching and Assessment
3.2 Raising Attainment and Achievement
2.5 Family Learning

Progress and Impact:

- Through planned and rigorous quality assurance measures, including termly planning and tracking meetings, the progress of all children is formally reviewed. All assessment evidence and CfE levels are gathered on class data overviews, including levels of engagement and participation using the Leuven Scale. As a result, notes from Planning and Tracking meetings evidence that teachers are becoming more reflective about their practice and accuracy of judgement has improved in literacy and numeracy in particular, across all classes. Through informed use of this range of assessment data, teacher professional judgement and team consultation, pupils have been identified who have required targeted support. These notes and SfL intervention evaluations also evidence the planning, adapting and monitoring of targeted interventions in literacy, numeracy and health and wellbeing. Increased understanding of standards and expectations has improved pace, challenge and differentiation in both classes and children are being supported through improved feedback towards achieving next steps. This is evidenced also in jotters and jotter monitoring notes.
- In both classes, children are increasingly using self and peer assessment well to evaluate their own and other's learning. In particular, in the upper class, almost all children use the language of 'kind, specific and helpful' when giving or receiving feedback, linked to success criteria. As a result, this has increased the skill and independence of children in this class to confidently articulate their next steps in learning and to suggest to others specific and helpful feedback. Through pupil voice groups, children asked to agree/disagree with the feedback they had been given and one reason for their opinion, encouraging a deeper engagement about the 'specific' part especially. Explaining the language to parents and seeing it in action during shared start, has supported understanding of how we strive to give effective feedback in our school. Learning partnership observations evidence children receiving purposeful verbal and written feedback from their teachers on how to improve, linked to differentiated success criteria, as a strength across the school. During these observations, almost all children could talk confidently about what they are learning and have an understanding of their next steps. In both classes, they are becoming increasingly skilled in setting their own targets and are taking increasing responsibility and ownership for their own learning.
- Teachers have a clearer understanding of the moderation cycle and this has been supported by formal and informal opportunities for moderation activities at school and cluster level. Teachers report enthusiastically about the positive impact of these collaborative professional learning opportunities. These arrangements are allowing teachers to develop their confidence using CfE Benchmarks and has led to increased rigour when making professional judgements about children's learning. Through moderation processes, and the use of the national Benchmarks, teachers have a better understanding of standards and expectations.
- Across the school a coordinated and systematic approach to assessment has been developed. Teachers use a range of formative and standardised assessments to determine children's progress, plan ongoing learning and teaching and support professional judgement. Both classes are planning holistic/high quality assessments to support this. Using a new 'CPS Context Planner' for a local environment study has further developed the use of Benchmarks to assess and the bundling of 'Es and Os' to plan, across the curriculum. This is evidenced in teacher termly evaluations and in assessment files.
- The numeracy working group have collaborated throughout the session to investigate the strategies and skills that would be most useful to support learning and mastery of key skills at home and school. A mental maths progression has been established by stage, with clear accessible books that detail support with learning key concepts for parents. Views of children and parents supported this process. Due to the lock down period this has not been

officially launched, however, the progression was shared with all children and families over Seesaw as a choice of additional learning materials. Regular professional dialogue has resulted in shared and agreed expectations and greater understanding of the progression of skills from Early to Second Level. Teacher evaluations and assessments highlight a focus on bonds and times tables knowledge has resulted improved in the majority of classes. This needs to be further develop next session.

Next Steps:

- Continue to develop pupil’s ability to give and receive ‘kind, specific and helpful’ feedback, with a focus across all areas of the curriculum.
- Develop further the assessment, monitoring and tracking of progress in reading and numeracy, therefore enabling teachers to make subsequent adaptations to planning to ensure appropriate pace and challenge for all. This will enable teachers to be clear about gaps in learning, following the lock down period and adapt planning responsively.
- Develop consistent use across the school of a ‘Culross Context Planner’. This will further develop confidence in using the benchmarks across the BGE.
- Two teachers have started to participate in regular local authority moderation events and are keen to continue next session, therefore further developing capacity around moderation practices.
- Develop clear and consistent ‘long term planning’ moderation practice to ensure that it becomes integral to planning, learning, teaching and assessment. A curricular focus for moderation practice needs to focus on numeracy.
- Implement CPS ‘Learn it’ family booklets across the school and community

School Improvement Priority 3: To increase participation through opportunities for wider achievement.

NIF Priority

Improvement in employability skills and sustained, positive school leaver destinations for all young people.

NIF Driver

School Leadership
School Improvement
Performance Information

HGIOS 4 Quality Indicators

3.2 Raising Attainment and Achievement
3.1 Ensuring Wellbeing, Equality and Inclusion

Progress and Impact:

- Teachers of both classes established and maintained a wider achievement record and also tracked levels of engagement and participation on data overviews through making use of the Leuven Scale. Both of these approaches to tracking and monitoring wider achievement, in addition to information gathered during Teacher Talk Times with children, resulted in gaps being identified. This information was used to target children to increase opportunities to participate in school events. For example, children who scored lowly were supported to engage in Sport and Health Week and involved in ensuring activities that were planned, with Active Sports, that were of interest to them. Active School engagement grids also helped to target children who did no extra-curricular activities and, as a result, activities were personalised to suit gaps in their experiences and skills. An example of this was a cluster dance workshop and showcase event for P5-7s, which four of our pupils attended. In addition, Girls Football sessions were introduced to promote and develop friendships

between children with a common interest.

- Lunch clubs, led by teachers, were provided to create additional opportunities for wider achievement. Although these were planned to avoid the Breakfast Club and After School Club, staff found leading clubs at lunch reduced children's time to become engaged in the activity fully. However, these clubs were popular and almost all children from both classes attended one or more clubs, resulting in an increased level of participation for some children. Staff observations evidence children developing communication, creativity and physical skills. A few members of the community led clubs (Noah's Ark, art and weaving) providing additional opportunities to experience activities they may not otherwise have engaged in. This in turn strengthened connections in the community.
- Through questionnaires, parents have indicated a range of positive outcomes as a result of wider opportunities for their child, including: "they feel more engaged with others and it's made school more fun"; "it's supported my child's concentration, friendships and attendance"; "it has increased the support and given her the opportunity to speak to someone at any time"; "the variety of clubs has given my child a 'can-do' attitude, letting him experience sports and activities he wouldn't have necessarily tried"; "the sports and quizzes has led to increased self-confidence".
- Increasing learner participation was planned through developing Junior Road Safety Officers, Eco and Rights Respecting Groups. These groups were due to start after the February break and obviously impacted by school closure. However, Eco work was started in Together Times as part of the development of the outdoor classroom. All children in the school were involved in the designing, planning and building of the outdoor classroom and school grounds including an allotment. This learning was led by a parent alongside a community volunteer. This was a highly engaging project for children and staff drawing learning together across the four contexts. The development of groups and the outdoor classroom are planned to continue next session.

Next Steps:

- Include the local community in lunch clubs in order to support and further develop opportunities for children's wider achievement. Create leadership opportunities for children during the lunch clubs. Ensure these are regularly recorded on the wider achievement class tracker. Make links during termly achievement assemblies.
- Move teacher led clubs to beginning or end of the day. Make a connection with QAHS Sports Leaders.
- Focus groups to be planned every second week with children rotating round the groups to ensure broad experience.
- Continue to develop Natural Connections and John Muir to support a structure to Outdoor Learning.
- Complete recommendations made in the Travel Plan, including becoming a 'Cycle Friendly School'.

Evidence of wider achievements impacting on outcomes for all learners

Over the session children have participated in a broad range of wider achievement activities with a focus on: transition; enterprise; community improvement; sport; language; outdoor learning; science; home learning projects; social studies. Although we have taken advantage of our small numbers to attend a number of organised event and trips, many of these opportunities have taken place in our local context and are a result of strong partnership working. Currently, each child is a member of one of four school committees, which rotate to ensure a balance of experiences and opportunities. These committees support cross-stage learning and leadership roles. Teachers have also led two blocks of after/before school clubs, therefore offering additional opportunities for our children to develop a wide range of skills. These have been very well attended and will continue next session.

These wider achievement experiences have supported positive outcomes for children. Across the school, all children have developed knowledge and understanding across many areas of the curriculum and enhanced their skills in:

- **Communication:** understanding and engaging with information; considering the emotions of others; respecting democracy; learning as part of a group; developing informed, ethical views of complex issues; developing an enterprising attitude; understanding problems; thinking through and presenting solutions, ideas and reports; demonstrating resilience, discipline and persistence.
- **Leadership:** influencing others; working collaboratively; recognising the skills of others; making decisions together; listening to others; respecting teamwork and diversity; taking opportunities to lead.
- **Organisation:** cooperating within a group; working to a timescale; identifying own strengths and abilities; aiming for a target; sharing solutions; sequencing and planning actions; showing persistence; reflecting on a plan and making appropriate changes for improvement.
- **Creativity:** being curious and asking questions; making links with their previous knowledge; exploring lots of different viewpoints; being flexible and adaptable; inventing ideas; delivering and presenting; identifying and implementing next steps.

Key Priorities for Improvement Planning 2020/21

We have pulled together the many conversations with children, families and staff during the period of lockdown to support our rationale for our recovery action planning



To support the health and wellbeing of all:

- To support the recovery of the school community

To raise attainment in numeracy:

- To raise attainment and achievement for all, with 90% of pupils achieving CfE outcomes in P1, P4 and P7 by May 2021

To raise attainment in literacy:

- To raise attainment and achievement for all, with 90% of pupils achieving CfE outcomes in P1, P4 and P7 by May 2021

Careful consideration has been given to supporting the recovery of our school community and particular groups and individuals from the impact of COVID and the lockdown period. This has impacted significantly on our key priorities for session 2020/21. Focusing on **relationships, re-connection and resilience** will be essential.

In order to recover, we aim to:

Successes and Achievements – Ensuring Wellbeing, Equality and Inclusion; Raising Attainment and Achievement.

To provide safety, security and stability in order to create a calm nurturing environment which addresses inequity and ensures that each learner is valued, supported and challenged.

To ensure that all learners are able to experience containment, reciprocity and attunement through positive relationships with others.

To ensure that all learners are able to realise their potential through the promotion and recognition of

attainment, achievement and excellence.

Learning Provision – Personalised Support; Partnerships; Learning Teaching and Assessment

To consistently deliver high quality learning and teaching and enable children to enjoy their education while developing positive attitudes towards learning.

To provide effective support for all learners which promotes personal and social development and underpins academic achievement.

To build and maintain effective partnerships between the school, its parent body, partner agencies and services, and the wider community.

Leadership and Management – Leadership of Learning; Leadership of Change; Self-evaluation for Self-Improvement

To ensure a clear vision and direction for the school which is shared and influenced by all stakeholders.

To promote, encourage and provide opportunities for leadership at all levels.

To improve the quality and impact of educational experiences for learners through high quality professional learning for all staff

To promote an ethos of self-evaluation which leads to continuous whole school improvement

What is our capacity for continuous improvement?

We have a clear Improvement Overview, linked to HGIOS 4 indicators, supported by termly collegiate calendars. This supports a culture of collaboration where staff share their ideas, practices and strategies, as well as reflecting the ongoing commitment to individual and collective professional learning. Alongside this, and to further leadership at all levels, each teacher will continue to be part of a working group with Torryburn PS staff, focusing on an area of school improvement. There is strong capacity for continuous improvement amongst all staff, with teachers interested in continuing to use enquiring approaches to improve practice and outcomes for children. To further develop, we aim to take a more focused approach to creating and monitoring working group action plans in order to support staff in being able to evidence clearly the impact of their actions on improving outcomes for children.

Next session our school roll increases to 55 children, resulting in an additional member of teaching staff. As a result, we will have a P1/2, P3/4 and a P5/6/7 class. The new member of staff will move from Torryburn PS (currently P3/4 class teacher) and is familiar with the team at Culross, having worked on aspects of moderation and improvement work together this session. All staff are committed to ensuring that we achieve the highest possible standards for success for all learners and show commitment to our shared vision, values and aims in our Culross Code.

We are committed to continuing to work with families and, where possible, our school partners in aspects of improvement priorities. Continuing to develop our new outdoor area with our school community will continue this session and will support many aspects of learning across the four contexts. Each area of improvement will have a family learning aspect and we look to continue do this in innovative ways through creating as many opportunities for children to lead learning. Children are now leading improvements across the school in a few groups and their influence now needs to be extended to provide further opportunities to influence changes to learning, teaching and assessment. Children are very capable of leading improvements to practice and provision, through engaging with 'How good is OUR School' (2018). We will continue to work collaboratively as part of a wider learning community with Torryburn Primary

staff, on aspects of improvement work as appropriate, and continue to seek ways to collaborate beyond our cluster as part of robust moderation arrangements.

To further strengthen our improvement work next session, we will triangulate our termly 'Support and Challenge' meetings and Support for Learning consultations with our class 'data overviews'. This regular formal review of each child's progress across the school will ensure that where concerns about a child's progress arises, interventions are planned, implemented and monitored. Participation and engagement, using the Leuven Scale, will continue to be included on these overviews to allow for broader disciplined dialogue. Together with wider achievement monitoring will ensure equity of success and achievement for all children.

NIF Quality Indicators (HGIOS 4) School Self- Evaluation

Quality Indicator	2017 - 2018	2018 - 2019	2019- 2020	Inspection Evaluation (April 2019)
1.3 Leadership of change	Good	Good	Very Good	-
2.3 Learning, teaching and assessment	Good	Good	Very Good	Good
3.1 Ensuring wellbeing, equity and inclusion	Good	Very Good	Very Good	-
3.2 Raising attainment and achievement	Good	Good	Very Good	Very Good