



**Parental Leaflet: SIP
(School Improvement Planning)**

2021-2022

*How are we doing?
How do we know?
What are we going to do now?
Where are we going next?*



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Our Vision, Values and Aims (updated June 2021)

7 Learning Dispositions



	Cooperative	Creative	Independent	Respectful	Resilient	Curious	Reflective
C							
U							
R							
R							
I							
C							
U							
L							
L							
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O							
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X							
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L							
E							
N							
C							
E							
Breadth	We aim to create an ethos of achievement and success where pupils are nurtured and encouraged to develop cooperation, creativity, independence, respect, resilience and curiosity through a reflective approach, across a wide range of learning opportunities.						
Challenge and Enjoyment	We aim to collectively plan with pupils to support and deliver excellent learning activities, which foster challenge and enjoyment, as well as provide deep and effective feedback.						
Coherence	We aim to actively promote parental involvement and engagement within school life, working together to improve the school.						
Depth	We aim to ensure that parents are supported to share the learning journey of their child.						
Personalisation and Choice	We aim to develop partnership working with the local community and other agencies to meet children's needs, with a view to support broad and rich learning.						
Progression	We aim to aspire create a happy, safe and welcoming environment which celebrates pupil voice. There is a commitment to provide diverse and challenging learning experiences which foster independence, enabling all learners to achieve their goals and targets.						
Relevance	We aim to reflect regularly within the school community to support improvement and keep updated with current teaching and learning approaches.						
	We aim to ensure pupils understand the purpose of their learning, see the value of what they are learning and its importance to their lives, whether from history or focusing on their present lives and the future. We aim to prepare pupils for the world of work as well as learn about sustainability and global citizenship.						

Getting it Right for Every Child (GIRFEC), promoting physical, social, mental and emotional health and wellbeing.

Confident Individuals Effective Contributors Responsible Citizens Successful Learners

St Combs School: Vision, Values and Aims

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: 4 - Good
(HGIOS4 1-6 scale)**

How well are you doing?

What's working well for your learners?

- There is a very positive ethos within St Combs School.
- There are effective mechanisms in place to ensure that all families/carers are consulted in the life and work of the school e.g. Groupcall messages, Newsletters and Parent Council.
- Staff are effectively involved in school improvement planning and self-evaluation activities throughout the year, drawing on a wide range of evidence, identifying strengths and next steps.
- St Combs School has robust quality assurance processes to ensure there is a focused attention on monitoring and evaluating learning and teaching. All classes are usually observed regularly and there is consistency in practice across the school.
- Regular CPD opportunities are provided for all staff to access and link to improvement planning/next steps that have been identified. There have been opportunities for all staff to engage in moderation practices both within our own school as well as opportunities across the cluster e.g. Visible Learning.
- Pupil Voice Groups are usually opportunities for pupils to drive forward improvement and ensure their voice is heard, although these opportunities were limited due to Covid-19.
- There are many opportunities for staff to take on leadership roles within St Combs School e.g. Visible Learning Impact Coach, Mentors and Group Leaders.
- All staff at St Combs School know their children very well and are very much aware of the socio-economic context of the community. All staff continue to strive to ensure they are supportive and understanding of all families.
- Professional Update (PU) and Personal Performance Plans (PPP) of all staff is conducted annually, taking into account school improvement priorities with agreed targets to improve outcomes for learners.
- St Combs School works effectively with schools within our cluster to identify common areas for improvement e.g. Visible Learning, Pupil Learner Profiles.
- Cluster HTs engage in cluster capacity building activities to support leadership and improvement e.g. Self-Improving Schools.
- Overall, the ongoing changes made within the school community are having a positive impact on young people.

How do you know?

What evidence do you have of positive impact on learners?

- Staff discussions and our Parent Council group (Microsoft Teams) continues.
- Microsoft Forms is being used to seek parental views and opinions. Newsletters provide regular opportunities for parents to be kept informed.
- There is an ethos of professional engagement and collegiate working from all staff. Annual calendar of staff meetings with focus areas linked to the school improvement plan.

- There are regular opportunities for all staff to engage with QI documentation to review practice and plan next steps.
- Team planning sessions are conducted with a view to sharing standards and moderation practices. There has been a clear focus on Visible Learning including Learning Dispositions.
- Teaching staff have a range of leadership opportunities e.g. Visible Learning Impact Coach, QAMSO and Mentors, which have been limited this session.
- Whole School QA calendar clearly documents processes to review and improve school work.
- CPD opportunities are linked to PU and/or SQUIP.
- Moderation work is carried out throughout the year e.g. ASL Support Groups / PEF Support.
- Celebrating the 4 capacities, as well as our 7 Learning Dispositions, continues through Wall of Achievement.
- SIP, Improvement Plans and Reporting Calendar continue to be shared with Staff and Parents/Carers through the School Website.
- Attainment data from SNSA Assessments, ASL assessments and in-school assessments, will continue to support improvement.

What are you going to do now?

What are your improvement priorities in this area?

Year 1

- Reintroduce P7 Buddies for P1 Pupils / Opportunities for P1 Learning and P7 Leadership
- Introduce 'Noo Wir Spikkin!': HGIOURS (5 Theme Focus)
- Reintroduce Pupil Voice Groups (Pupil Council, Eco, RRS and YLL (Young Leaders of Learning))
- Professional Enquiry / CLPL Opportunities, to support effective learning and teaching.

Year 2

- Develop a clear three-year cycle to ensure all aspects of HGIOS are considered when evaluating and improving practice.
Develop a Learning For Sustainability (LFS) yearly calendar which demonstrates the opportunities that exist for pupils to lead across a whole school session.

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: 4 - Good

(HGIOS4 1-6 scale)

How well are you doing?

What's working well for your learners?

- The ethos of St Combs School is warm, positive, nurturing and promotes mutually respectful relationships. Almost all pupils engage well with learning experiences and are eager to learn, being motivated and involved. There is evidence of appropriate pace and challenge across all classes.
- The majority of pupils can increasingly articulate what they are learning, and why, and know what they need to do in order to become successful e.g. Learning Dispositions (What makes a good learner?)
- Most pupils are becoming increasingly independent in their learning, which was accelerated with Home Learning due to Covid-19.
- There is consistent practice in place within all classes at St Combs School linking to AiFL and, increasingly, feedback, through Visible Learning. Differentiation is used effectively across all classes. Teachers quickly amend groupings to allow support as well as extension.
- Most pupils are increasingly involved in self/peer assessment opportunities.
- Learning Intentions and Success Criteria are increasingly used to support pupils in their learning.
- All staff make effective use of questioning during learning and teaching experiences, extending learning as appropriate.
- All pupils have regular opportunities to work individually, in pairs and in groups, when possible.
- All staff use a variety of assessment approaches to allow pupils to demonstrate their learning.
- All staff know their pupils very well and identify potential barriers quickly. These are discussed with HT to ensure timely action is taken to reduce any barriers. Evidence of impact of interventions is sought in order to identify next steps.
- Staff are increasingly confident in using a wide range of assessment data, including standardised assessment results.
- Regular tracking supports pupils' progress in learning.
- Digital technology is used to support learning across all classes.
- Parents/carers and pupils share learning through the use of a digital platform: Glow ->Microsoft Teams
- Staff and pupils have utilised the local community to enhance learning.

How do you know?

What evidence do you have of positive impact on learners?

- QA processes taking place throughout the school year.
- St Combs School Staff have developed an effective marking scheme to ensure there is consistency across the school. This now needs to be embedded.
- Pupils have regular opportunities to engage and lead assessment through self and peer assessment approaches e.g. Writing Checklists.
- Pupils are developing their understanding of knowledge and skills as well as their identification of strengths / next steps.
- National benchmarks and local frameworks are used to support professional judgements made and make informed decisions on where pupils are in their learning.
- St Combs School has an agreed assessment calendar which shares key areas of focus throughout the school year.
- PEF (Pupil Equity Funding) focused on Targeted Support for Literacy and Numeracy.
- Emerging Literacy assessments are used to assess progress and resources are used to support identified gaps.
- Professional Dialogue continues throughout the session and pupils' progress is regularly reviewed in staff meetings. Parents received a phone call appointment in Term 2 and a written CfE Progress Report in Term 4. We had an Open Day in Term 4.
- Staff have implemented the 7 Learning Dispositions, from Visible Learning. Pupils use these to identify these qualities in others, through our Wall of Achievement.
- SNSA data is used to inform learning by class teachers.
- Consideration of trends in data are used appropriately to inform future Improvement Planning. During Session 2021-2022, there has been a key focus on Literacy and Numeracy following interrogation of data.
- Cluster developments were halted this session due to Government Guidance (Covid-19). This will be progressed next session with HT on the Local Management Group (LMG).

What are you going to do now?

What are your improvement priorities in this area?

Year 1

- Finalise our Curriculum Rationale and 'What 'Learning, Teaching and Assessment looks like at St Combs', to ensure greater consistency of learning, teaching and assessment processes across the school.
- Continue to raise awareness of, and understanding in, our Vision, Values and Aims, 7 Learning Dispositions, the Wellbeing Indicators and the UNCRC.
- Review our Learning Logo and its purpose.

Year 2

- Develop Learning Logs and Pupil Profiles, following 'Looking Outwards' and 'Looking Inwards' within our CfE Achievement Assemblies. Explore Digital Profiles within Cluster.
- Develop the practice around the co-construction of LI/SC to ensure there is consistency across classes and all areas of the curriculum.

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: 4 - Good
(HGIOS4 1-6 scale)**

How well are you doing?

What's working well for your learners?

- All staff at St Combs School have a very good knowledge of learners, families and their community. A supportive ethos exists across the school for all pupils.
- All are fully committed to ensure everyone is treated equitably and with respect. Due to the dedication of all staff, pupils build very positive relationships, allowing staff to identify and support individual needs.
- The school has developed a whole school 'Promoting Positive Behaviour' policy. There are high expectations for behaviour with incidents dealt with promptly and effectively.
- All staff are clear on the policies and procedures around child protection. Staff are vigilant and prompt in highlighting concerns and responding to issues.
- All staff are clear on principles and processes in relation to GIRFEC and participate in annual refresher training.
- Our HWB programme promotes a shared understanding of physical, mental and emotional wellbeing and supports learners to develop self-respect and respect for all others.
- The school tracks Health and Wellbeing through tracking and monitoring discussions.
- Curricular work, assemblies and wider community partnership encourage discussion, reflection and appreciation of faith, diversity and wellbeing.
- A good range of universal support resources is available in all classes.
- Clear procedures are in place to identify, assess and plan for pupils with additional support needs. IEPs and risk assessments are in place for individual pupils, as appropriate, and are developed with pupils, as appropriate, and parents to improve outcomes for learners.
- Chronologies are in place, as necessary.
- Termly tracking meetings with a member of the SLT and individual class teachers have a focus on pupils' needs and discussion re. targeted interventions. This supports the deployment of staff including Pupil Support Assistants (PSA) and ASL staff.
- Class teachers work closely with ASL teacher to plan targeted interventions. ASL teacher offers learning and teaching support, co-operative teaching, consultation, direct intervention and professional development. ASL teacher is pro-active in addressing next steps.
- Transition programmes and activities are in place for Early Years/Primary/Secondary to ensure the well-being of pupils. Relevant information is shared between staff.
- The school is applying its PEF to support equity of outcome for learners requiring support in Literacy and Numeracy.
- The school is adopting a dyslexia and autism friendly approach.
- Standardised data is used effectively to track progress and identify areas requiring targeted support. SNSA and ASL testing, as well as professional judgement, is used to discuss strengths and identify next steps in learning. SNSA, as well as ASL testing, is beginning to inform future planning and next steps.
- School tracking allows identification of current levels achieved and projected timescales for achieving the next level.

- Through regular professional dialogue, within school and with other agencies, barriers to learning are identified and pupils are supported appropriately.
- Analysis of attendance, LAC and lateness data shows appropriate levels of commitment and participation regardless of background.
- School is working towards RRS status. 4 Articles from RRS have been chosen as focus areas within the whole school: Articles 12 (Have a say), 19 (Protected), 24 (Health) and 28 (Education). Each pupil is an individual with unique needs, aspirations and rights.

How do you know?

What evidence do you have of positive impact on learners?

- Shared expectations in place across the school. Positive, supportive ethos throughout the school.
- An open-door policy is in existence for all comments/queries, although this has been achieved primarily through phone calls and emails recently. A log is kept of any complaints/queries.
- Annual update of GIRFEC/Child Protection/UNCRC training is carried out.
- Staff have completed GDPR, Equalities and Diversity training as provided by local authority.
- ALEC/SCARF resources used to support Health and Wellbeing Curriculum – The school uses a three-year rolling programme for smaller schools.
- Effective partnerships are in place with local church and a community officer in Bikeability. 5 additional parents are trained to deliver the Bikeability Course. The school also operates a three-year rolling first aid and CPR programme. It is anticipated this will restart next session.
- Targeted support is provided by class teachers, PSAs, Enhanced Provision and others such as SLT. EPS take part in planning and assessment for identified pupils.
- Outside agencies such as school nurse, doctor and CAMHS are also involved with the consideration of targeted support for individual pupils.
- Sensory Support will provide ongoing guidance and support, when required.
- The school keeps an up-to-date audit of need to support the deployment of staff and consideration of interventions to be planned for, to support pupils.
- MAAPM process being fully implemented. Regular meetings with staff, parents and other agencies to meet pupils' needs.
- HT meets termly with ASL staff in order to plan appropriately to meet individual need. This is also reviewed for impact on a termly basis.
- P7 Pupils were unable to serve as P1 Buddies this year.
- A programme of visits were carried out to support the transition to P1.
- The cluster has a comprehensive transition programme run in partnership with cluster primaries, Fraserburgh Academy and CLD. Various events took place. There is an enhanced transition programme in place for those who would benefit from this. Academy staff team provide a range of opportunities to engage with pupils and their families.

What are you going to do now?

What are your improvement priorities in this area?

Year 1

- Staff to complete GIRFEC Training on ALDO this year.

Ongoing

- Plan to develop approaches and targeted interventions to incorporate opportunities to develop mental wellbeing including Social Skills support.
- The Aberdeenshire Dyslexia-Friendly toolkit and Autism-Friendly toolkit will be used to provide ongoing support for learners.
- Further enhance existing effective practice to ensure the needs of all pupils are met.
- Liaise with other agencies, when relevant, to ensure that GIRFEC is implemented effectively.
- Continue to work towards RRS Status.

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: 4 - Good
(HGIOS4 1-6 scale)**

How well are you doing?

What's working well for your learners?

- There is a positive picture of attainment for St Combs School. The majority of pupils are attaining expected levels in Literacy, Numeracy and Health and Wellbeing. Some children exceed expected levels. Numeracy skills need to be strengthened at various stages while improvements in Writing need to be addressed in a particular year group.
- Universal supports are in place and targeted interventions for identified pupils and groups are put in place for those who need support.
- The school has a robust TMR system in place which is discussed with staff to ensure individual pupil progress is tracked. Next steps are clearly identified and planned for. Interventions are also regularly reviewed for impact.
- All staff have a good understanding of expected standards in Literacy and Numeracy supported by the local frameworks and national benchmarks.
- Pupil Equity Funding has been used to support the development of Literacy and Numeracy.
- It has also been used to support the development of effective pedagogy through a Visible Learning three-year cluster programme. Work will continue to embed the principles.
- St Combs School pupils are successful, confident and responsible. They contribute effectively to the life and work of the school. Their opinions are sought and acted upon allowing them ownership of initiatives and their school community.
- Achievements are recognised and shared across the school. The school is developing their system in tracking this information to ensure identification of any pupil at risk of missing out.
- Active Schools ran an After-School Rugby Club in school, which was well attended, as well as curricular sessions for P3/4 and P5-7.
- Attendance levels are high, above the national average, and inclusion is successful.
- Continuing to improve the current levels of performance and attainment, through Professional Judgement, SNSA and ASL Testing.

How do you know?

What evidence do you have of positive impact on learners?

- Overall school professional judgements of CFE levels show good progress for most learners. Through school tracking procedures, some pupils are exceeding expectations in both Literacy and Numeracy. Staff are continuing to develop opportunities to promote challenge for all pupils.
- Universal supports exist in all classes. ASL supports are regularly reviewed in order to ensure all resources are deployed appropriately to meet need.
- TMR system and tracking meeting info is kept up-to-date.
- HT regularly reviews specific cohorts of pupils e.g. pupils identified exceeding expectations as well as considering the impact of PEF on identified pupils.
- The school has engaged in moderation work in a variety of ways e.g. Visible Learning: 7 Learning Dispositions.

- Visible Learning training and collegiate sessions in recent years have ensured improvements in pedagogy and practice. There is currently a focus on Learning Dispositions and Feedback.
- Parental volunteers have supported Bikeability, a Soup and Sweet Fundraiser and a Beach Dig during Activities Week.
- It is anticipated that Partnership Working will step up again, next session.
- Ongoing CfE (Learning Dispositions and 4 Capacities) Planet Earth Cards are shared and celebrated in Achievement Assemblies.
- All pupils are encouraged to share wider personal achievement through our 'Tree of Success' and 'Our Stars' Board.
- Tracking of attendance and lates - HT monitors this regularly and intervenes, where appropriate.
- Use of HGIOS4 to self-evaluate and identify improvements, through challenge questions.
- Engagement with Professional Update for all teaching staff, enabling reflection.
- Collegiate sessions planned for cross-stage moderation.
- The school is working hard within Aberdeenshire GIRFEC structures to break down barriers to learning. Transition periods have been the focus, particularly N-P1 and P7-S1. Programmes of enhanced transition have taken place, when required.

What are you going to do now?

What are your improvement priorities in this area?

Year 1

- Staffing restructure to utilise expertise within Literacy: Supporting pupils to get back on track.
- Focused ASL in class support, to ensure progress is made.
- Individualised Spelling Programme, planned collegially and supported by class teacher, ASL teacher and PSA.
- Access to online Spelling Programme, NESSY.
- Card games to reinforce spelling patterns.
- Kinaesthetic learning including practical equipment and online resources.
- Writing Sessions with Step-by-Step, Scaffolded Supports by highly experienced teacher to build a solid foundation.
- Increased opportunities for Free Writing, encouraging Pupil Choice.
- PEF Funded PSA support sessions to develop Social Skills, Focus and Cooperation.
- EPS Sessions for Targeted Pupils 4x a year; How do we learn? My brain
- Creation of Rhyme Bags for Home (to support better understanding of onset and rime) for our younger learners.

Year 2

- Building on Learning Circles in Year 1, look beyond the school, to promote effective learning and teaching and further develop a shared understanding of standards utilising Self-Improving Schools.
- Look to revise Numeracy Assessments within CfE.
- Continue to familiarise all staff with the interrogation of SNSA data.
- Develop the robust tracking of digital skills and life skills.
- Support pupils in developing their skills for learning, life and work through a life skills programme.

Wider Achievements

Successful Learners Confident Individuals Responsible Citizens Effective Contributors

- All staff trained in Child Protection, GIRFEC and UNCRC.
- Children designed their own Christmas Cards, Gift Tags and Mugs.
- A donation of £237.90 went to 'Macmillan Cancer Support'.
- MA3 Teaching Student in P3/4 for 2 blocks during the year.
- £120.49 went to Poppy Scotland from the village.
- Vetastic Adventures (DYW) Online.
- We planted our own 'School Wood' at the entrance of the Village.
- Takeaway Theatre group moved online: Hope (an anti-bullying production for P5-7) and the Christmas Pantomime, Aladdin.
- £90.32 was raised for 'Save The Children' by wearing our Christmas Jumpers.
- Online Assemblies were led by Lisa and Madison (AOG).
- P3/4 Rugby After-School Club (run by Active Schools).
- We celebrated the 25th birthday of 'World Book Day' with a fun day of dressing up and a recycle 'Book Swap'.
- P5-7 planted Trees at the Community Hall, as part of 'The Queen's Green Canopy'.
- P5-7 took part in a Virtual presentation with PC Fraser focusing on keeping 'Safe Online'.
- P7 took part in Transition events, including an Enterprise Event and an outdoor Transition Event.
- P1-7 Fire Evacuations throughout the year, including an evacuation off site to our Evacuation Centre.
- In Term 4, our Doric Festival was attended by our first live audience in a while!!
- £319.97 went to the Ukrainian Humanitarian Appeal'.
- Each class took part in a Beach / Village Clean, in conjunction with Aberdeenshire Council.
- Some P5 pupils started to learn to play the trumpet while one of our P7s continued to learn violin.
- Our Transition Programme for our new P1s was held. A Summer Activity Sheet was provided and this will be shared in school in Term 1 of the new session.
- Our 'Open Day' was very well attended with much feedback generated.
- We had a 'Platinum Jubilee Celebration' in school in June.
- Our P7 pupils successfully completed their Bikeability Course, which was delayed a year, with help and support from our Parent Volunteers.
- We had a visitor from Cairnbulg Library sharing about the Summer Reading Challenge.
- Sports Day was held in June with family and friends able to come and cheer us on.
- P7 pupils went to the 'Crimond Obstacle Course' to mark the end of their time in Primary School as well as a visit to Roads Café for lunch.
- P3-6 pupils took part in a Marble Challenge.
- We had an Activities Week in Term 4. Activities included: a 'Wee Jimmy' story, a trip to the Cinema, a Music Quiz, a Beach Dig, a trip to Hoodles (Oldmeldrum) and the Skyline Trampoline Park.

Wider Community Links

- Our Parent Council planned and organised a 'Beach Dig' as part of our Activities Week for our pupils.
- Our Parent Council organised a 'Soup and Sweet' Fundraiser in Term 3.
- Our Annual Christmas Card Design Project was displayed in our school windows for the local community to enjoy.
- Learning, including Christmas and The Queen's Platinum Jubilee, was displayed in our windows for all to see.
- Every pupil had a piece of Art displayed in the Summer Art Exhibition at the Kirkie.