



**Keithhall School**  
**Standards & Quality Report**  
**2021 - 2022**  
**&**  
**School Improvement Planning**  
**2022 – 2023**

## **School Forward**

We are pleased to present both our Standards and Quality Report for Session 2021-2022 and our School Improvement plan for the current session 2022 -2023. This report forms part of our quality improvement framework and provides important information regarding our schools progress to date and identifies our next steps in school improvement.

**Self-Evaluation for Self-Improvement** is at the heart of our practice in Keithhall 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 Keithhall 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.

Nicole Scott

Head Teacher

## Our Vision, Values and Aims

Our **vision** is for all our pupils to become independent learners, to be creative and resilient, healthy and happy with a positive attitude to life.



Wisdom, justice, compassion, and integrity are the **values** that underpin our community at Keithhall. We strive to prepare children for the future by providing opportunities to be the very best, they can be.



We **aim** to provide an inclusive, broad, and balanced curriculum to ensure all our learners achieve their maximum potential. We value everyone's achievements and work together with parents and our community to enjoy learning. '**The Keithhall Way**' encourages our children to **Work Hard, Be Kind** and **Stay Safe** so that everyone can learn, develop and grow.



## Our School Context

Keithhall School is a small, two teacher school serving the parish of Keithhall. Many of our pupils live in the village of Kinmuck which is 2 miles away. The school was built in 1874 and has had accommodation added since.

The school has a large tarmac playground, with a marked netball court, basketball net, a shelter shed, a garden, greenhouse and play equipment. Pupils also have access to a school playing field with goal posts and an adjacent wood which pupils make full use of. As Keithhall School is part of the Keithhall Estate pupils benefit from regular outdoor education both within the school grounds and on the estate itself.

We presently have 33 pupils in two composite classes comprising of a P1/2/3 class of 14 and P4/5/6/7 class of 19. The Head Teacher and Head Teacher Relief share the P1-3 class with a full-time teacher in P4/5/6/7.

Visiting teachers provide experiences in PE, Music and Drama. An Additional Support for Learning teacher collaborates with class teachers to enhance pupils' learning which is also supported by a PSA. Pupils presently benefit from violin, guitar and swimming instruction.

The effective running of the school is supported by an administrator/clerical assistant, catering assistant and a janitor.

There is a very strong collegiate ethos between all staff, with significant distributive leadership. Active involvement of parents is evident through the Parent Council, which is a formal link for parental opinion and discussion and makes a substantial financial contribution to school budgets. Parent helpers visit both classes on a weekly basis and lead and assist with 'Skills for Life' activities.

## 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 2021-2022.

<b>Key priority 2021-2022</b>	<b>Key actions undertaken</b>	<b>Impact (achieved throughout 2021-2022)</b>
<b>To improve pupil involvement in the learning process with a key focus on Literacy</b>	<ul style="list-style-type: none"><li>• Pupil target setting with the teacher using learning intentions and success criteria relevant for genre specific writing</li><li>• Planned writing assessments throughout the session taking a whole school approach to Personal, Imaginative and Functional writing</li><li>• Assessment calendar shared with parents</li><li>• Tracking individual writing attainment across the setting</li><li>• Individual pupil trackers to inform tracking meetings with HT and provide whole school data on achievement of a level</li><li>• Introduced a differentiated spelling programme for P4 – P7</li><li>• Introduced a progressive grammar programme to ensure all skills are being covered throughout the school</li><li>• Teaching explicit comprehension skills and strategies</li><li>• Introduced a cursive handwriting scheme throughout the school starting in P1 and a new handwriting policy to support this to ensure consistency</li><li>• Resourced new Non-Fiction reading books to boost and improve wider reading of genres/styles</li></ul>	<ul style="list-style-type: none"><li>• Consistent tracking of attainment within writing</li><li>• Children are more able to articulate what skills they are working on and what their next steps are</li><li>• Feedback is consistent and focused on identified success criteria with pupils</li><li>• Breadth and depth of skills within genres is beginning to be covered and opportunities given to progress skills and ability</li><li>• Spelling programme in P4 – P7 has improved children’s spelling and confidence in spelling patterns</li><li>• Grammar skills are taught using a progressive programme differentiated to children’s ability</li><li>• Children have enjoyed choosing Non-Fiction text to explore and read. It has expanded vocabulary, knowledge and understanding</li><li>• Parents/Carers contributed to the purchase of new Non-Fiction books. Pupils have enjoyed choosing and reading the different topics</li></ul>

**To ensure a whole school nurturing and wellbeing approach post pandemic**

- Re introduced pupil groups across the school. Eco Group, Rights Respecting and Learning Council
- Pupil Council established to discuss with HT improvements and wants/needs within the school community
- Application for Eco Flag status
- Application for Bronze Award for Rights Respecting Group
- Learning Council to use HGIOURS for reflection and to identify improvements using pupil voice
- Staff training on Nurture Approaches
- Staff training on Autism
- Staff training on Child Protection and Safeguarding
- Staff training in First Aid
- Staff training in Health and Hygiene
- Growth mindset to be encouraged and established throughout the school
- Wellbeing Indicators discussed as a whole school approach
- To develop the outdoor space (planting and growing)
- To source new equipment and games for the outdoor space
- Bikeability to be established on a two-year rolling programme with Cycling Scotland
- Swimming lessons to be re-established
- Residential trip to resume for P6/7
- Forest Schools to be delivered throughout the school with a variety of activities made available according to age and ability. To make good use of local Ranger Services
- Achievements to be celebrated

- Provided leadership opportunities in the groups and organised activities. Working towards a goal within each group has driven improvements and encouraged engagement. This has supported the positive ethos throughout the school. New pupils have been giving roles within the groups and made to feel part of the Keithhall way.
- Pupils feel they have a voice and can contribute to the life of the school in planning and evaluating their learning opportunities
- Whole school activities have been organised by each pupil group
- The Eco Flag was obtained in June 2022
- The Bronze Rights Respecting Award was obtained in May 2022
- There is a positive ethos and collaboration between staff and children
- Assemblies on Growth Mindset has encouraged resilience
- Assemblies and pupil feedback on the Wellbeing Indicators and Rights of a Child have ensured children feel safe and cared for in school
- KOOOTH resources shared with P6/7 children
- Identified support has been allocated to children to raise individual attainment through in school and outside agencies (PSA, PSW, SFL, IPT, EAL, Ed Psych, Language Unit)
- A new bike shed has been erected in the playground to encourage cycling to school where possible
- Bikeability training was delivered with parent

	<ul style="list-style-type: none"> <li>• School trip to Techfest</li> <li>• Activity days to be planned with school community</li> <li>• Develop whole school trackers to monitor achievement across the school</li> <li>• Parent Council Funding to support outdoor learning/play opportunities</li> </ul>	<p>support. P4/-P7 succeeded in all gaining Level 1 and P6/7 obtained Level 2</p> <ul style="list-style-type: none"> <li>• Parents took part in two evenings of Cycling Scotland training in order to lead bikeability with pupils</li> <li>• Outdoor Learning has been a focus and children have enjoyed developing the outside space. New planters, a greenhouse and bird feeders have been added to the playground for all to enjoy. All children have been given responsibility to look after their own planter. Parents helped to support the school by collecting and delivering composted soil and relocating planters.</li> <li>• A grant was obtained through Participatory Funding to support the development of the outdoor space</li> <li>• The Parent Council funded scooters after pupils voted on equipment, they would like outside. These have improved pupil's confidence, motor skills and co-ordination.</li> <li>• Whole school trackers have been developed to monitor and collect data to identify gaps in learning and changes in attainment across all classes. Planned meetings with HT have been used to track and analyse data.</li> <li>• A school residential trip took place for P6/P7 to Newtonmore (3 days)</li> <li>• Techfest was attended by the whole school giving further scientific experiences</li> <li>• Swimming for P4-P7 was attended during Term 4 whereby there was a considerable amount of progression of skills and development of confidence</li> </ul>
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**To improve teaching and learning opportunities through discrete and topic planning**

- To develop long and short-term plans using the benchmarks for all curricular areas.
- To introduce and evaluate bundles of curricular areas
- To reflect on topics to be covered within each level that reflect current and up to date skills
- To further develop learning and teaching of skills using outdoor environment and plan accordingly
- Curricular class newsletter to be shared with parents/carers

- Staff have focused on delivering breadth and depth of Curriculum for Excellence experiences and outcomes using a 3-year rolling programme. This will ensure coverage and consistency
- Class newsletters have been established to share with parents/carers the focus of learning for each term
- The outdoor environment has incorporated opportunities for learning, growing and nurturing flowers and vegetables.



## 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**

**(HGIOS?4/HGIOELC? 1-6 scale)**

**How well are you doing?**

**What's working well for your learners?**

- ✚ The ethos of the school is inclusive, supporting and encouraging for all to achieve
- ✚ All staff have consistently high expectations of all our learners and children are encouraged to talk about their strengths, progress, and next steps to actively involve pupils in their learning
- ✚ Our ambitious vision for the school focuses on improvements in outcomes for all learners with parents, pupils and staff having opportunities to share ideas, offer suggestions and give feedback
- ✚ Leadership is demonstrated at all levels with a collective responsibility among staff in the process of change resulting in improvements and ensuring positive outcomes for learners
- ✚ Pupils are encouraged to take on leadership roles through House and Vice Captains, Pupil Council, ECO Committee, Learning Council and Rights Respecting Group
- ✚ All staff strive for consistency across the school and have a good understanding of barriers to learning and the economic context of the school
- ✚ The Head Teacher collects and analyses pupils' progress and attainment data to identify and inform improvements
- ✚ All staff are involved in regular analysis of data through recording and tracking meetings
- ✚ Staff engage in self-evaluation activities, reading and professional dialogue to upskill professional teaching practices
- ✚ Through the Learning Council pupils are beginning to use HGIOUS to support their role in self-evaluation of the school
- ✚ All staff work collaboratively as a team and are committed to bringing about improvements
- ✚ Views on school improvements are established using the Parent Council forum, questionnaires and discussions which contribute to whole school plans and development areas
- ✚ Strengths in learning, teaching and assessment are collected through planned formal and informal observations which contribute to the development of strategic improvement plans

### How do you know?

#### What evidence do you have of positive impact on learners?

- ✚ Pupils use their 'Pupil Voice' opportunities and enjoy attending these on a weekly basis
- ✚ Pupils are engaged, creative, inquisitive, confident and happy
- ✚ Parents are fully engaged with the school and learning opportunities
- ✚ The Parent Council is very supportive and actively contributes to the life of the school
- ✚ The Annual Reporting and Tracking/Assessment calendar is shared with the school community
- ✚ Staff meetings and collegiate meetings are used to discuss SQUIP and action plans which drives consistency across the setting

### What are you going to do now?

#### What are your improvement priorities in this area?

- ✚ To refresh the values making them meaningful and align them with the behaviour policy, UNCRC and school rules
- ✚ Continue to promote staff contribution and professional development opportunities that support the school improvement agenda
- ✚ Continue to embed self-evaluation across the school using HGIOS 4 and the National Improvement Framework

## 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**

**(HGIOS?4/HGIOELC? 1-6 scale)**

**How well are you doing?**

**What's working well for your learners?**

- ✚ Positive ethos in place between all staff and learners
- ✚ Learners' wellbeing is a consistently high priority across all classes
- ✚ Our pupils are engaged motivated learners
- ✚ Visual displays are used to support writing opportunities and to track progression and next steps in pupils learning. Learners are encouraged to be leaders in their learning and with support identify their next steps and goals to support improvement and progress
- ✚ Pupils' learning experiences are appropriately challenging, enjoyable, and matched to their interests and needs
- ✚ Learners play an active role in the school and wider community
- ✚ Learners use appropriate digital technology across the curriculum to support their learning and teaching experiences
- ✚ Skilled questioning is used to enable higher order thinking skills in learners
- ✚ Transitions are well supported within school
- ✚ ASL/PSA/PSW/IPT support is well targeted to have the best possible outcomes for learners
- ✚ Learning and teaching of Expressive Arts areas are being delivered consistently across the school
- ✚ A variety of assessment procedures and benchmarks are used to inform judgements and to plan next steps in learning
- ✚ A wide range of learning environments and creative approaches are used with clear instructions and explanations
- ✚ A 3-year rolling programme is established that enables and ensures the consistent teaching and planning of learning opportunities across the curriculum
- ✚ Learners' voices are considered through interdisciplinary learning opportunities and class discussions

## How do you know?

### What evidence do you have of positive impact on learners?

- ✚ Teaching staff can refer to data that supports their professional judgements and use this data to target support effectively
- ✚ All pupils are working progressively through the Curriculum for Excellence
- ✚ A Parent/Carer questionnaire on learning and teaching across the school indicate very positive results
- ✚ Goals achieved and successes across the curriculum are celebrated in whole school assemblies. A wall display and the school Facebook page is used to share these with families at home
- ✚ Data is consistently tracked and analysed using SNSA results, accelerated reader and writing assessments
- ✚ Tracking meetings each term assesses progress and attainment

## What are you going to do now?

### What are your improvement priorities in this area?

- ✚ Continue to co-construct success criteria with all pupils to ensure learning is meaningful
- ✚ Continue to develop the use of technology for effective learning and teaching
- ✚ To evaluate STEM resources and provide further opportunities and experiences to develop skills
- ✚ Continue to develop the outdoor environment to incorporate further play based learning opportunities
- ✚ To further promote DYW skills and invite parents/carers/visitors to school to enhance pupils' knowledge and experiences
- ✚ Continue to encourage thoughtful, positive, and meaningful peer feedback
- ✚ To develop school/class charter with UNCRC being centre of discussions
- ✚ To plan curricular content and experiences as a whole staff to ensure progression across the levels
- ✚ To ensure maths topics are assessed and tracked to enable targeted support is directed appropriately

## 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**

**(HGIOS?4/HGIOELC? 1-6 scale)**

**How well are you doing?**

**What's working well for your learners?**

- ✚ All children feel valued and respected
- ✚ Caring and nurturing relationships are evident across the school
- ✚ Good communication between all stakeholders
- ✚ School rules and values are firmly embedded throughout the school
- ✚ School vision, values and aims underpin the positive ethos
- ✚ All staff have a good understanding of the wellbeing indicators and engage in training opportunities to support nurturing approaches
- ✚ School values and wellbeing indicators are strengthened through assemblies and the school's restorative behaviour policy
- ✚ Attainment data is gathered termly with HT meetings to track progress and to identify gaps and monitor intervention programmes
- ✚ Good links with outside agencies and learning providers
- ✚ Open door policy allowing for a soft start to the day
- ✚ Equity and inclusion are promoted for all learners throughout the school
- ✚ Pupils have access to a variety of outdoor learning opportunities and experiences
- ✚ Good transition processes are established
- ✚ Sharing of information and wellbeing supports with parents/staff
- ✚ All staff regularly engage in Child Protection and Safeguarding training
- ✚ Robust Health and Wellbeing programme established in school
- ✚ Supportive Parent Council
- ✚ Good community links and working partnerships with Health providers
- ✚ Pupil groups are used to promote wellbeing through planned activities (Healthy Foods, SHANARRI, Active sports - Daily mile)

## How do you know?

### What evidence do you have of positive impact on learners?

- ✚ Questionnaires and discussions with learners/parents tell us that pupils feel happy and safe
- ✚ All staff have regular check ins which help to establish overall wellbeing of all pupils
- ✚ All staff know the children and families very well and have built up positive and trusting relationships
- ✚ Good communication links are formed between home and school
- ✚ Pupil groups are established which take account of pupil voice and provide opportunities for leadership and responsibility
- ✚ All Parents/Carers feel comfortable approaching the school with questions, suggestions, or problems
- ✚ Pupil support is targeted and adjusted to best meet pupil need
- ✚ Wider achievements as well as school achievements are recorded and celebrated in school
- ✚ Promotion of skills through wider community links and visits
- ✚ Forest school skills and outdoor education is planned for on a regular weekly basis. This has included planned visits and learning opportunities using the ranger services
- ✚ The outdoor space is being used effectively to grow fruits, vegetables, and flowers using outdoor planters and a greenhouse to grow seeds and seedlings. All children take part in nurturing and growing opportunities.
- ✚ All staff have undertaken Nurture and Autism Awareness training opportunities.
- ✚ Staff have engaged in Health and Safety, Food Hygiene and First Aid training

## What are you going to do now?

### What are your improvement priorities in this area?

- ✚ To continue to strengthen understanding of children's rights and wellbeing indicators
- ✚ To deliver and establish a new RHSP programme (Relationships, Sexual Health and Parenthood)
- ✚ To further develop the outdoor learning space for children to explore and develop scientific and mathematical thinking
- ✚ A safe outdoor space will further provide opportunities that enable all children the space to express and develop further coordination and mobility skills needed to progress. This will also provide a space to further practise and transfer skills learned and enhance wellbeing for all children

## 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**  
(HGIOS?4/HGIOELC? 1-6 scale)

### How well are you doing?

#### What's working well for your learners?

- ✚ Almost all pupils are attaining appropriate levels, and some have exceeded these
- ✚ Teachers are confident in making judgements along with the use of benchmarks and assessment in literacy and numeracy for all pupils
- ✚ All learners are making good progress
- ✚ Effective interventions are used to ensure all learners make progress
- ✚ Summative and formative assessment strategies are used to ascertain prior knowledge and assess learning as it happens
- ✚ Children are engaged learners and we are continuing to develop ways of empowering pupils to have a say in the quality of their learning experience and how to improve
- ✚ Attendance levels are high, no exclusions and inclusions
- ✚ Attendance and lateness are monitored to ensure appropriate supports can be considered
- ✚ Retrieval questions are used to focus on prior learning of both the current topic and previous topics to solidify learning into long term memory
- ✚ National Benchmarks and local frameworks are supporting effective assessment across the school
- ✚ Universal and targeted support is planned for to meet the needs of all learners, and this is regularly reviewed for impact

### How do you know?

#### What evidence do you have of positive impact on learners?

- ✚ The attainment of nearly all pupils is appropriate for their age and stage of development as evidenced by professional judgement, SNSA etc.
- ✚ Our multi-stage composite classes have fluid groupings
- ✚ Robust tracking and monitoring systems are used to identify areas that require improvement and inform attainment across the setting from P1-P7. Staff are involved in analysis of data through regular tracking meetings with the Head Teacher
- ✚ There has been increase in attainment across spelling and progress in writing is consistently tracked across the school through planned assessment periods
- ✚ Staff support learners who face barriers using targeted support that is planned for based on analysis of evidence
- ✚ Pupil participation in activities, groups, clubs and other areas of wider achievement are tracked
- ✚ Children skills, teamwork and achievements are recognised and celebrated

**What are you going to do now?  
What are your improvement priorities in this area?**

- ✚ Continue to develop robust assessment strategies of writing and spelling to inform planning and interventions where appropriate
- ✚ Continue with daily practice of cursive handwriting
- ✚ Continue to provide opportunities for moderation and development activities with colleagues across other school settings. These will focus on improving effective learning and teaching within areas of literacy especially writing
- ✚ To further improve teaching and learning opportunities using 'Talk for Writing' approaches
- ✚ To further develop consistency and planned use of data from Mathematics and Numeracy topic assessments to inform planning and delivery of next steps in learning and teaching
- ✚ To improve learning opportunities, depth, and breadth across all science areas of the curriculum



### Overview of 3 Current Improvement Priorities 2022-2023

<b>1: To increase practitioner confidence and skills to deliver high quality learning experiences across the curriculum</b>	<b>2: To improve outcomes and education in Relationships, Sexual Health and Parenthood</b>	<b>3: To provide clear evidence of progression and wellbeing that is clear and transparent for all</b>
<b>Key Actions</b>		
<p><b>1a: Learning and Teaching : STEM</b> As a staff we will be looking at how to raise attainment in Science, Maths and Technology by focusing on pupil involvement in target setting, engagement in learning and how they can become leaders of their learning. We will be evaluating the teaching and learning progression through STEM areas of the curriculum.</p> <p><b>Moderation and assessment</b> We will be evaluating how these are moderated, tracked and assessed to ensure progression and achievement within a level.</p> <p><b>IDL</b> Staff will continue to develop cross curricular learning opportunities where possible to fully engage all pupils using the 3-year rolling programme of experiences and outcomes.</p> <p><b>DYW</b> We will ensure our pupils are engaging in technology-based activities to promote the development of the young workforce and the learning of new skills.</p> <p><b>Outdoor Learning</b> We will be developing the outdoor space to incorporate further outdoor learning experiences and challenges to explore. Pupils will be encouraged to problem solve and draw on prior learning to explore scientific,</p>	<p>As a staff we will continue to engage in moderation activities to ensure progression within Health and Wellbeing.</p> <p>There will be a key focus on ensuring that all pupils have opportunities to engage in appropriate age and stage learning opportunities within 'Relationships, Sexual Health and Parenthood'.</p> <p>Staff will lead a curricular evening with parents/carers delivering the progression of learning and teaching using the RSHP online resources.</p> <p>There will continue to be targeted support where necessary and collaborative working with parents and other agencies.</p> <p>The UNCRC will be promoted in school through the Rights Respecting pupil group with a focus on attaining the Silver Award.</p>	<p>Staff will develop pupil profiles that clearly track progress and attainment across Numeracy, Wider Maths, Literacy, Health and wellbeing, DYW and personal achievements.</p> <p>These will be created in collaboration with pupils to ensure they can articulate progression and provide examples of their learning.</p> <p>Pupil profiles will be shared during open events for parent/s carers.</p> <p>Pupils will be encouraged to further develop self-evaluation skills.</p> <p>Pupils will collate evidence to develop confidence in identifying next steps and raising attainment.</p> <p>The school values will be discussed with all stakeholders to ensure they are understood, meaningful and apply to the school context.</p> <p>All pupils will continue to be fully engaged in school improvements. This will be through focused Pupil Groups and the Pupil Council.</p>

<p>mathematical, and engineering concepts.</p> <p>Resources will be audited to ensure opportunities for breadth and depth of coverage and active engagement in activities.</p> <p><b>Parental Engagement</b> There will be a focus of re-engagement of parents and sharing skill-based knowledge to improve engagement and progression.</p> <p><b>1b: Writing</b> Staff will continue to develop different writing approaches and engage in literacy training opportunities to upskill and develop further learning opportunities to increase writing attainment. Staff will re-engage in writing moderation opportunities with colleagues across the Inverurie cluster.</p> <p><b>1c: Languages : 2+1</b> To begin to introduce German throughout the school as an additional language. To liaise with colleagues in the Academy to further develop skills and progression in German.</p>		
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## Action plan 1

<p><u>National Improvement Framework Priorities</u></p> <ul style="list-style-type: none"> <li>Improvement in attainment, particularly in literacy and numeracy.</li> <li>Closing the attainment gap between the most and least disadvantaged children.</li> <li>Improvement in children and young people's health and wellbeing.</li> <li>Improvement in employability skills and sustained, positive destinations.</li> </ul> <p><b>Key drivers of improvement</b></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><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</p> <p>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</p> <p>3.1 Improving/ ensuring wellbeing, equality and inclusion</p> <p><b>Specific to HGIOS 4</b></p> <p>3.2 Raising attainment and achievement          3.3 Increasing creativity and employability</p> <p><b>Specific to HGIOELC</b></p> <p>3.2 Securing children's progress          3.3 Developing creativity and skills for life</p>	<p><b>Aberdeenshire Priorities:</b></p> <ol style="list-style-type: none"> <li>Improving learning, teaching and assessment.</li> <li>Partnership working to raise attainment.</li> <li>Developing leadership at all levels.</li> <li>Improvement through self-evaluation.</li> </ol>		
<p><b>Priority</b></p> <p>To increase practitioner confidence and skills to deliver high quality learning experiences across the curriculum</p>		<p><b>Data/evidence informing priority</b></p> <p>Attainment data in writing due to impact of Covid 19          Restricted learning opportunities and experiences in which to develop wider skills within STEM subjects due to pandemic</p>		
<p><b>Key actions</b></p>	<p><b>By whom</b></p>	<p><b>When?</b></p>	<p><b>How will we evaluate impact? (Measurements of success)</b></p>	<p><b>Progress</b></p> <p>On Track</p> <p>Behind Schedule</p> <p>Not Achieved</p>
<p>Further develop <b>STEM</b> resources and learning opportunities using the inside and <b>outside space</b> effectively</p>	<p>HT, staff and parental engagement</p>	<p>Through out session</p>	<p>Learner engagement          Parental feedback          Staff feedback</p>	

Focus on ensuring opportunities to develop a further <b>language (German)</b> within the school setting in collaboration with Academy colleagues	Teaching staff and Academy teaching staff	Term 3/4	Observations and feedback from pupils/parents/carers	
Re-engage parental contributions in <b>sharing expertise and skill-based learning opportunities</b>	All stakeholders in school community	Term 1 and throughout session	Increased enjoyment and participation in developing skills for life	
Participate in moderation activities across cluster schools and engage in training opportunities to support raising attainment and foster an ethos of collective efficacy in <b>writing</b> across the setting	HT, staff and cluster staff	Throughout session	Increased attainment and achievement in writing (CfE Levels, tracking and monitoring)	
Ensure participation and collaboration between staff to ensure learning, teaching and assessment of <b>STEM</b> subjects are being covered in depth with opportunities to embed skills.	HT and all staff Parental/ community engagement	Throughout session	Pupil Voice/engagement Observations of breadth of activities and widening of knowledge and opportunities to engage in scientific exploration	

## Action plan 2

<p><u>National Improvement Framework Priorities</u></p> <ul style="list-style-type: none"> <li>Improvement in attainment, particularly in literacy and numeracy.</li> <li>Closing the attainment gap between the most and least disadvantaged children.</li> <li>Improvement in children and young people's health and wellbeing.</li> <li>Improvement in employability skills and sustained, positive destinations.</li> </ul> <p><b>Key drivers of improvement</b></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><u>HGIOS</u> and <u>ELCC</u></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><b>Specific to HGIOS 4</b></p> <p>3.2 Raising attainment and achievement</p> <p>3.3 Increasing creativity and employability</p> <p><b>Specific to HGIOELC</b></p> <p>3.2 Securing children's progress</p> <p>3.3 Developing creativity and skills for life</p>	<p><b>Aberdeenshire Priorities:</b></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><b>Priority</b></p> <p>To improve outcomes and education in Relationships, Sexual Health and Parenthood</p>		<p><b>Data/evidence informing priority:</b></p> <p>To ensure that all children are aware of their physical and emotional needs as they grow into adulthood in modern society</p>		
<p><b>Key actions</b></p>	<p><b>By whom</b></p>	<p><b>When?</b></p>	<p><b>How will we evaluate impact? (Measurements of success)</b></p>	<p><b>Progress</b></p> <p>On Track</p> <p>Behind Schedule</p> <p>Not Achieved</p>
<p>To deliver a progressive programme in line with Education Scotland's Experiences and Outcomes for all children within the themes of Relationships, Sexual Health and Parenthood <b>(RSHP)</b></p>	<p>All Staff</p>	<p>Start Term1 and to continue throughout session</p>	<p>Parent Workshop Feedback from all stakeholders Engagement</p>	

<p>Ensure all stakeholders are aware of the incorporation of <b>UNCRC</b> and how through pupil groups, pupil voice, activities, and whole school assemblies this is being applied</p>	<p>All stakeholders</p>	<p>Throughout session</p>	<p>Increased awareness. Children are able to talk about rights and responsibilities</p>	
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### Action plan 3

<p><u>National Improvement Framework Priorities</u></p> <ul style="list-style-type: none"> <li>Improvement in attainment, particularly in literacy and numeracy.</li> <li>Closing the attainment gap between the most and least disadvantaged children.</li> <li>Improvement in children and young people's health and wellbeing.</li> <li>Improvement in employability skills and sustained, positive destinations.</li> </ul> <p><b>Key drivers of improvement</b></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><b>HGIOS and ELCC</b></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><b>Specific to HGIOS 4</b></p> <p>3.2 Raising attainment and achievement</p> <p>3.3 Increasing creativity and employability</p> <p><b>Specific to HGIOELC</b></p> <p>3.2 Securing children's progress</p> <p>3.3 Developing creativity and skills for life</p>	<p><b>Aberdeenshire Priorities:</b></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>
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<p><b>Priority</b></p> <p>To provide clear evidence of progression and wellbeing that is clear and transparent for all</p>	<p><b>Data/evidence informing priority:</b></p> <p>Parental questionnaires highlighted the need for further transparency of assessment procedures and regular access to attainment and progress</p>			
<p><b>Key actions</b></p>	<p><b>By whom</b></p>	<p><b>When?</b></p>	<p><b>How will we evaluate impact? (Measurements of success)</b></p>	<p><b>Progress</b></p>
				<p>On Track</p>
				<p>Behind Schedule</p>
				<p>Not Achieved</p>
<p>To develop <b>pupil profiles</b> that clearly track progress and attainment across Numeracy, Wider Maths, Literacy, Health and wellbeing, DYW and personal achievements.</p>	<p>HT and all staff</p>	<p>Term 1 and throughout session</p>	<p>Feedback from all stakeholders Pupil Profiles</p>	
<p>Ensure <b>self-evaluation</b> by all stakeholders is being used throughout the school to raise attainment and <b>lead learning</b> opportunities</p>	<p>HT and all stakeholders</p>	<p>Throughout session</p>	<p>Observations, Pupil Voice, Parental feedback Pupil Profiles</p>	
<p>Re-establish <b>school values</b> and assess how these are embedded throughout the school. To ensure these are key drivers in building a <b>positive ethos</b> that is understood and is <b>meaningful</b> to all stakeholders and learners</p>	<p>HT with staff, pupil and Parent Council</p>	<p>Term 1</p>	<p>Feedback from questionnaires, pupil voice, Parent Forum and all staff</p>	

## Wider Achievements














- ✚ Pupil success in receiving First place in the Inverurie Rotary Quiz and going on to take part in the Rotary District Finals
- ✚ Pupil success in receiving First, Second and Third place in the junior section of the Rotary Art Club and a commendation in the Photography competition
- ✚ Pupil success in gaining a Silver Award in the Scottish Maths Challenge
- ✚ Pupil success in gaining certification for Engineering
- ✚ Scots Poetry Competition
- ✚ Gaining Eco Flag
- ✚ Gaining Bronze Rights Respecting Award
- ✚ Pupil success in gaining Bikeability Level 1 and Level 2

## Memories are made of this:

- ✚ Christmas Parties
- ✚ School Nativity performance – The Big little Nativity
- ✚ School performance of Mystery at Magpie Manor
- ✚ New scooters for outdoor playtimes
- ✚ Erecting of new school greenhouse and planters for growing vegetables, fruits and flowers
- ✚ Planting a willow tunnel and tepee
- ✚ Celebrating World Book Day
- ✚ Taking part and fund raising for Children in Need and AberNecessities
- ✚ Activity week whereby children took part in a climbing wall, body zorbs, forest walk and picnic, den building and active sports
- ✚ Maths week whereby each day a different maths challenge took place that involved the whole school
- ✚ New school houses and groups working collaboratively together to make school improvements (Eco Group, Learning Council, Rights Respecting Group and Pupil Council
- ✚ Sports Day and Jubilee Celebration – whole school community involvement
- ✚ Swimming Lessons
- ✚ Forest schools and visits with the Ranger
- ✚ After school clubs – Tennis and Active Sports
- ✚ Leaver's Assembly and prize giving
- ✚ Techfest trip
- ✚ P6/7 Residential to Newtonmore
- ✚ Planting apple trees, making bird boxes and bird feeders



## Wider Community Links

-  Inverurie Rotary Club
-  Inverurie Men's shed
-  Inverurie Ranger
-  Coram Life Education
-  One Seed Forward
-  Participatory Grants – Community Learning and Development
-  Cycling Scotland
-  The Royal Northern Countryside Initiative
-  Windowsill Garden Project 2022
-  Active Sports
-  Police and Emergency Response team
-  Inverurie Veterinary Practice
-  Morrisons