



Keithhall School
Standards & Quality Report
2022 - 2023
&
School Improvement Planning
2023 – 2024

School Forward

We are pleased to present both our Standards and Quality Report for Session 2022-2023 and our School Improvement plan for the current session 2023 -2024. 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.

Mrs Nicole Scott

Head Teacher

Our Vision, Values and Aim

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 nets, 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. The P1-3 classroom has an adjacent outdoor area used for free flow play and outdoor learning activities. 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 36 pupils in two composite classes comprising of a P1-P3 class of 17 and P3-P7 class of 19. The Head Teacher, two full-time teachers, two Pupil Support Assistants and a part-time Administrator/clerical assistant make up the school staff.

An Additional Support for Learning teacher collaborates with class teachers to enhance pupils' learning. Pupils presently benefit from a music specialist, violin and guitar instructors and swimming lessons.

The effective running of the school is supported by a 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 2022-2023.

Key priority 2022-2023	Key actions undertaken	Impact (achieved throughout 2022-2023)
<p>Priority 1</p> <p>To increase practitioner confidence and skills to deliver high quality learning experiences across the curriculum.</p>	<p>All staff took part in moderation activities across the cluster within writing attainment. All staff completed professional learning to develop writing skills with new professional development resources being purchased to further help planning for writing.</p> <p>A key focus was to develop learning and teaching with STEM subjects. Staff completed CLPL in developing scientific exploration in the P4-P7 classroom.</p> <p>All staff introduced of German as another language in addition to French.</p> <p>There were continued improvements to the school’s outdoor learning space and opportunities for outdoor learning.</p> <p>New resources in maths were purchased for the whole school and further professional learning opportunities undertaken in using Numicon to enhance learning and teaching in maths in the P1-3 class.</p> <p>Professional learning in Phonics was completed to enhance knowledge and understanding in</p>	<p>Moderation of writing attainment with cluster schools supported teacher judgement and built confidence when awarding a level.</p> <p>Use of ‘Padlet’ is being used in the classroom to help focus Success Criteria when writing. All pupils have enjoyed using this digital tool.</p> <p>All pupils have shown an improvement in meeting writing outcomes such as sentence openers, connectives and ambitious vocabulary.</p> <p>A new ‘planning format’ is being used by pupils to support them with planning and completing writing tasks. All pupils feel more confident when starting a new piece of writing.</p> <p>There has been an enhanced use of the visualiser to support learning and model examples.</p> <p>The Carbon Capture Project met many of the outcomes. There is a continued focus on sustainability and climate change. All pupils enjoyed learning the scientific concepts and new terminology introduced.</p> <p>Sustainable resources have been introduced and staff upskilled in their use. This will continue to be implemented in school to enhance learning and teaching of further scientific concepts.</p> <p>The new maths resource purchased has allowed for further engagement and challenge in mathematical concepts. Resources have widened the opportunities to engage in critical thinking skills and problem-solving</p>

	<p>progression of reading/writing skills within Early years.</p> <p>Visits to cluster schools to observe and engage in professional dialogue with same stage practitioners.</p>	<p>tasks. All staff and pupils gave positive feedback about the resource and online teaching resources.</p> <p>Professional learning this session has enhanced the understanding of the cognitive science and educational research behind learning. Termly plans clarify the knowledge as well as the skills being taught to ensure depth and breadth across subject areas. Pupils will continue to be given opportunities to apply knowledge and skills. Short, planned assessments after teaching of subjects are used to ascertain knowledge that has been embedded and what needs further coverage.</p> <p>A lesson evaluation toolkit is being used to support teachers in the planning and evaluation processes to ensure there is a shared understanding of high-quality learning and teaching practices across the school.</p> <p>A new policy for 'Learning, Teaching and Assessment' was agreed with all stakeholders to ensure consistency and a shared understanding across the school.</p> <p>A new outdoor class space was developed adjacent to the P1-P3 classroom allowing for free flow to outside and further opportunities for play and exploration for the P1-3 class.</p>
<p>Priority 2</p> <p>To improve outcomes and education in Relationships, Sexual Health and Parenthood.</p>	<p>Planning of resources and a progressive framework that delivered RHSP across the school ensuring, that all children had the opportunity to learn and develop knowledge and understanding regarding RSHP.</p> <p>Staff led a curricular event to explain and engage parents/carers in the delivery of the new progressive framework. Targeted support was given to pupils that required further support.</p> <p>Children's rights continued to be embedded in the school.</p>	<p>A 3-year rolling programme was developed to ensure all areas of Relationships, Sexual Health and Parenthood were covered in a progressive and age-appropriate programme.</p> <p>Information was shared at a Parent/Carer curricular evening. The feedback was very positive from all stakeholders.</p>

<p>Priority 3</p> <p>To provide clear evidence of progression and wellbeing that is clear and transparent for all.</p>	<p>Individual pupil profiles have been developed with the pupils to clearly show progression made across Maths, Literacy and Health and Wellbeing. These have been shared with Parents/Carers during open events and Parent/Carer reporting events.</p> <p>Tracking and monitoring procedures revised and agreed with all staff.</p>	<p>There has been an increase in pupil confidence with regards to sharing and talking about their learning. Pupils have become more engaged in their progress and achievements. There has been positive feedback from all stakeholders in the use of pupil profiles to show progression.</p> <p>Following review, individual attainment in Maths, Literacy and Health and wellbeing is tracked in a more robust manner.</p>
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How good is our leadership and approach to improvement?

QI 1.3 Leadership of change

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

Relevant NIF priority: All

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

Level of quality for core QI: 4

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

How well are you doing?

What's working well for your learners?

- There is a positive ethos within Keithhall school. All staff and all children can articulate the school rules which are used in daily conversations and threaded throughout the school community. Staff wear lanyards displaying the school rules.
- All staff are committed to ensuring high standards and success for all learners.
- All staff take part in regular CPD opportunities and use these to improve outcomes for all learners.
- An agreed planned out working time agreement is used to allocate appropriate time for professional development, collegiate activities, school improvements, reporting to parents, assessment, planning and meeting with external agencies.
- All staff are committed to improvements and developments.
- All staff are effectively involved in school improvement planning, drawing on a wide range of evidence.
- All staff are involved in self-evaluation activities throughout the year and draw on a range of evidence when identifying strengths and next steps.
- Keithhall school has a robust quality assurance process to ensure there is a focused attention on monitoring and evaluating learning and teaching.
- There have been opportunities for all staff to engage in moderation opportunities across the cluster.
- Staff have had opportunities to observe/share good practice out with Keithhall school.
- Pupil Groups are used to evaluate changes and improvements.
- Keithhall school has become involved in a self-improving school partnership with other schools in Aberdeenshire outside of the local cluster.
- Keithhall school works effectively with schools within the cluster to identify common areas for improvement.
- Cluster HTs engage in capacity building activities to support leadership and improvement.
- There are many opportunities for staff to take on leadership roles within Keithhall School.
- All staff at Keithhall 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.
- A jotter monitoring proforma is used to ensure consistency and high standards across the school. A handwriting policy ensures presentation is of a high standard.

- All stakeholders agreed to policy and procedures in relation to a new Keithhall's Learning, Teaching and Assessment Policy', 'Positive Relationship equals Positive Behaviour Policy' and 'Anti-Bullying Policy'. This ensures consistency and transparency across the setting.

➤ **How do you know?**

➤ **What evidence do you have of positive impact on learners?**

- Class observations show that all staff have high expectations from all the pupils.
- Individual pupil profiles demonstrate that almost all pupils are making good progress with clear evidence.
- All staff have a good understanding of SIMD data and have good local knowledge of the catchment area of the school. Most parents have a long-standing relationship with the school.
- Staff meetings are used to evaluate the quality indicators. From collaborative evaluations and staff questionnaire feedback, it is clear where the school's strengths are and what areas need to be focused on. Staff collaboratively reviewed previous areas and together agreed next steps.
- Staff regularly discuss impact of improvements and CLPL undertaken. There is clear improvement in learning and teaching in STEM subjects across P4-P7 and staff feedback has shown the positive impact of CLPL opportunities that has improved learner experiences. Class projects have developed pupils' thinking and skills in creativity and sustainability.
- Both qualitative and quantitative data has been collated and analysed to identify improvements.
- There is an ethos of professional engagement and collegiate working from all staff.
- An annual calendar of staff meetings with focus areas linked to the school improvement plan ensures regular opportunities for all staff to engage with QI documentation to review practice and plan next steps. The school has a clear three-year cycle to ensure all aspects of HGIOS is considered when evaluating and improving practice.
- Most children felt they were important to the school and felt listened to.
- All pupils can recite the school rules and can explain what they mean with examples of good practice.
- The outdoor learning environment has been well resourced with funding for equipment from the Parent Council, various charities, local companies, and grants.
- Planned termly tracking meetings with HT and staff ensure regular opportunities for professional dialogue regarding attainment and any barriers to learning with identified next steps and planned support.

➤ **What are you going to do now?**

➤ **What are your improvement priorities in this area?**

- For staff to engage in practitioner enquiry and professional research/dialogue to improve the learning environment for all pupils.
- Further knowledge and understanding of children's rights during assemblies and ongoing focused Pupil Group activities.

- Time to embed improvements in planning, tracking and assessments. Regular opportunities for evaluations and whole staff professional dialogue during collegiate activities to discuss, monitor and report progress.
- All pupils will be reassigned to a new Pupil Group next session to enable all learners to lead different activities and focus within the school.
- A questionnaire was sent out in May to Parents/Carers, Staff and pupils regarding the school's Vision, Values and Aims. A collaborative approach was used to ensure that all views were sought and taken into consideration to ensure transparency and a shared vision between all stakeholders. This is ongoing into next session as it will continue to be refreshed to reflect the current climate, Parents/Carers and pupils of the school. Pupils will be involved in creating a new theme and display for the school's values.

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?

- Staff have revised planning and assessment processes to ensure that there is breadth, challenge and pace across all the curricular areas. Each curricular area has a progressive programme of work and assessments are clearly linked to learning.
- Termly HT/Teacher tracker meetings ensure that all pupils attainment is discussed and that any barriers to learning are identified with appropriate actions implemented.
- Assessment is becoming central to our planning of learning and teaching.
- Planned assessment periods ensure that staff have clear information on attainment in Literacy and Writing.
- A 3-year rolling cycle of genres is working well to ensure coverage and depth of different types of writing and the skills needed to be successful.
- Staff training on IDL approaches has supported the planning and assessment process.
- Staff use a range of learning environments and creative teaching approaches.
- Almost all pupils engage well with learning experiences, are eager to learn, motivated and involved.
- Learning intentions and success criteria are well used to support pupils in their learning. This practice is consistent across the school. Majority of pupils are involved in co constructing success criteria with staff.
- Experiences are enjoyable and matched to the needs and interests of the pupils. All staff know the pupils very well.
- There is consistent practice in place within all classes at Keithhall school linking to AIFL and feedback.
- Differentiation exists across both composite classes according to individual ability and needs.
- All staff make effective use of questioning during learning and teaching experiences extending learning as appropriate.
- All staff have confidence in using a wide range of assessment data including standardised assessment results.
- All pupils have regular opportunities to work individually, in pairs and in groups. Whole school activities are well planned through staff collaboration.

- All staff use a variety of assessment approaches including holistic 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 and barriers.
- All staff work closely with other agencies to ensure all needs are met. Regular meetings and discussions ensure that approaches are consistent across the school.
- Learner's achievements in and out of school are recorded and recognised.
- All staff have clear assessment processes in place and record attainment in trackers both online and in paper format.
- All staff use long term, medium term and short-term planning formats which are shared with the HT.
- All staff share learning through the closed school Facebook page.
- All staff and pupils use a wider range of learning environments including the outdoors.

How do you know?

What evidence do you have of positive impact on learners?

- Almost all pupils have a clearer understanding of where they are in their learning and are able to articulate progress based on collated evidence.
- All pupils are encouraged and supported to take increasing responsibility as they become more independent.
- All pupils are encouraged to share progress and achievements through school assemblies.
- All pupils are engaged in Pupil Groups and a Pupil Council group meets monthly. The Pupil Council have been responsible for allocating funds from fund raising events and outdoor grants. They ensured there was a fair voting system so that all children across the school could participate.
- Development of programmes of work in all areas of literacy have ensured breadth and depth of skills are planned for and tracked.
- Aberdeenshire frameworks and national benchmarks are used to inform planning and identify appropriate next steps thus ensuring progression in learning across the school.
- Staff plan collegiately to support moderation of practice and ensure a shared understanding of expected standards.
- SNSA data is considered by all staff. This is used to inform next steps in learning by class teachers.
- Attainment in literacy skills is tracked through planned assessment periods throughout the session. Evidence is recorded in pupil's individual profiles and shared at open events with parents. There has been positive feedback from parents regarding the use of profiles.
- Links to IDL and topic work help learners understand the different writing styles in greater depth and all staff use good examples within the genres to reinforce the teaching of skills.
- Further confidence in setting goals and collating evidence of learning for pupil profiles has begun to be used in the form of new IDL formats. This has also allowed for choice and personalised learning plans and tracking of attainment for each pupil.
- Almost all pupils are more involved in the planning process.
- Outdoor learning is well established in the school and all children enjoy taking part in the learning activities.
- Further opportunities this session have included Basketball, Table Tennis, After school Football and Tennis in addition to swimming lessons.

- Music tuition has included Kodaly lessons, whole school singing and Chalumeau tuition.
- All pupils have had the opportunity to play a musical instrument.
- All pupils took part in whole school performances.
- Staff have been involved in development work for the Cluster around level of attainment in Writing to support transition between Primary and Academy.
- Technology is used to support targeted interventions.
- A pupil survey was carried out with results showing that almost all pupils felt they worked hard, felt proud of what they achieved, and that staff told them what they were good at.

What are you going to do now?

What are your improvement priorities in this area?

- Embed agreed processes and practice in relation to the assessment calendar to support pupils.
- Embed the practice around co-construction LI/SC is in place to ensure there is consistency across both classes.
- Embed the use of end of topic Maths assessments to assess attainment, track progress and identify gaps in knowledge and skills.
- Continue to develop moderation processes and practice looking beyond the school to promote effective learning and teaching going forward.
- Digital assessments of spelling will be used to support judgements in spelling attainment and to identify gaps.
- Continue to use Accelerated Reader to assess reading and comprehension skills for P3-P7.
- Pupils will continue to develop IDL planners to show what has been learnt throughout the topics. These will be used as evidence of learning in pupils learning profiles.
- Phonological Awareness assessments will continue in P1/P2 to identify progress and barriers to learning.
- Digital technologies will be used to consolidate learning and engage pupil participation.
- Creative and innovative approaches will be introduced using new technology and use of new Clever Touch boards.
- Continue to enable pupils to develop skills using the four capacities for reference. To promote this in school through assemblies, whole school activities and pupil focus groups.
- Pupil Learning Council to lead on the SHANARRI wellbeing indicators ensuring that children understand their rights within these.
- Ensure consistency of questioning strategies enhance the learners experience and enable higher order thinking skills – How do we know? What evidence can we gather?
- Further develop Listening and Talking skills across the school using the Oracy toolkit.
- Increase links with community partners to ensure DYW skills are being developed, working towards longer term planned opportunities.
- Pupils to track progress and evidence of DYW skills in Pupil Profiles.

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: 5

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

How well are you doing?

What's working well for your learners?

- All staff at Keithhall have a very good knowledge of learners, families and their community. A supportive ethos exists across the school for all pupils.
- All staff are fully committed to ensure everyone is treated equitably and with respect.
- All pupils build very positive relationships, allowing staff to identify and support individual needs.
- The school has developed a whole school positive relationships equals positive behaviour policy which is underpinned by the UNCRC.
- High expectations of behaviour with incidents are dealt with promptly and effectively.
- All staff are clear on the policies and procedures around child protection. All staff are vigilant and prompt in highlighting concerns and responding to issues.
- All staff are clear on principles and processes in relation to GIRFEC.
- All staff promote a safe and secure ethos/environment and are aware of their responsibilities.
- All staff model behaviour that promotes and supports wellbeing.
- 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 as well as surveys carried out with pupils, parents/carers and staff.
- Staff have undertaken Nurture, Autism awareness courses and Trauma Informed training to support pupils.
- Curricular work, assemblies and wider community partnership encourage discussion, reflection and appreciation of faith, diversity and wellbeing.
- A range of universal supports are available in all classes.
- Clear procedures are in place to identify, assess and plan for pupils with additional support needs. IEPs, Multi Agency Meetings 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.
- All pupils have chronologies in place. Pastoral notes are used on SEEMIS to support this.

- The school developed an Anti-Bullying policy which was shared and agreed across the school community to ensure consistency and transparency.
- All staff welcome pupils each day and the school door is opened prior to the bell to allow for pupils to have a soft start to the day if required.
- Termly tracking meetings with the HT 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 and SFL staff.
- Class teachers work closely with SFL and IPT teachers to plan targeted interventions. SFL and IPT teachers offer learning and teaching support, co-operative teaching, consultation, direct intervention and professional development.
- Transition programmes and activities are in place for P1 and P7 pupils to ensure the well-being of each child. Transition meetings are held annually for ASN pupils involving previous and new teacher.
- Regular staff meetings ensure all are included and kept up to date with local and national legislation.
- RME is taught over a 3-year cycle to ensure pupils are well informed regarding all main religious faiths and beliefs and to promote diversity and tolerance.
- All staff use restorative conversations when dealing with behaviour concerns.
- Regular Parent Council meetings are held to discuss school matters. Concerns are highlighted before each meeting, discussed and dealt with either through the minutes or a Head Teacher report/letter clarifying information.
- Tracking of SIMD data and attendance is monitored with any unexplained absences followed up by HT.
- A new Relationship, Sexual Health Programme has been developed and begun to be implemented across the school.
- KOOTH and Childline awareness is promoted in P6/P7s as a support tool.

How do you know?

What evidence do you have of positive impact on learners?

- Shared expectations are in place across the school. There is positive, supportive ethos throughout the school. The school promote the rights respecting award work through the pupil Rights Respecting Group.
- An open-door policy is in existence for all comments/queries. A log is kept of any complaints/queries.
- Annual update of GIRFEC/Child protection training carried out.
- Staff complete annual data protection, equalities and diversity training as provided by local authority.
- Single and multi-agency planning Wellbeing surveys carried out with staff and parents to monitor wellbeing and promote discussions around wellbeing.
- ALEC/SCARF and Healthy Schools Scotland resources are used to support learning and teaching.
- Keithhall school offers a two-year Bikeability programme for P4-P7 pupils.
- The Aberdeenshire Dyslexia friendly toolkit and autism friendly toolkit have been utilised to provide ongoing support for all learners.

- Targeted support is provided by class teachers, IPT staff, PSW, SFL, SALT, EAL and a Nature Nurture Practitioner. An Educational Psychologist takes part in the planning and assessment for pupils.
- Outside agencies such as school nurse, doctor and CCH are also involved with the consideration of targeted support for individual pupils.
- MAAPM process is fully implemented with planned regular meetings with staff, parents and other agencies to meet pupils' needs.
- Staff visit partner providers within the community to support transition from Early years setting to P1. A programme of visits is carried out each year to support transition to p1. P6/7 pupils act as buddies for new P1 pupils in term1.
- The cluster has a comprehensive transition programme run in partnership with cluster primaries and Inverurie Academy. There are a series of visits in place. There is an enhanced transition programme in place for any pupils who benefit from this. Academy staff team provide a range of opportunities to engage with pupils and their families.
- Small schools within the cluster work closely together to provide termly opportunities for P7 pupils to get together prior to transition days.
- There is a joint P6/7 residential trip between small schools.
- A pupil wellbeing questionnaire was carried out. This indicated that almost all pupils felt adults looked after them in school and that they felt safe in school.
- Most pupils felt listened to, that they were important and belonged to the school and had friends at school.
- Most pupils liked school, felt good about themselves at school, followed the school rules and kept trying even when something was difficult.
- Monthly Pupil Council meetings are held with the HT to discuss school improvements as well as whole school pupil groups. The Pupil Council is voted on by the whole school for a place each session. Each pupil gives a presentation to the school to be elected.
- Pupil Groups follow a 2-year cycle to ensure all pupils have the opportunity to lead Rights Respecting, Eco Council and the Learning Council group. These are facilitated by the HT and class teachers.
- Tracking of ASN and Levels of attainment are recorded termly and regularly review meetings are planned over each session to ensure consistency and appropriate support across the school.
- Communication with Parents/Carers is very good and positive relationships exist between all staff and Parents/Carers.
- No children at Keithhall are in receipt of free school meals or below SIMD 4.
- Questionnaires and feedback gathered at curricular evening events, sports day, parent/caerer evenings, school shows and open events is very positive from all stakeholders.

What are you going to do now?

What are your improvement priorities in this area?

- Continue to involve pupils with childrens' rights.
- Continue to embed the SHANARRI indicators through pupil focus groups and whole school assemblies.
- To develop awareness of how to recognise and develop skills under the four capacities.
- To further explore diversity and challenge any racism and religious preconceptions.

- To embed the CIRCLE Inclusion Framework across the school setting.

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?

- There is a positive picture of attainment for Keithhall school. Almost all children are attaining expected levels in Literacy, Numeracy and Health and Wellbeing.
- Literacy and Numeracy are a central feature in the school's improvement plan.
- Robust tracking throughout the school in Literacy, Numeracy and Health and Wellbeing ensures early targeted interventions are put into place for identified pupils and groups that need further support.
- An assessment calendar is shared with Parents/Carers in the pupil's profile and at the beginning of the session.
- Evidence of attainment/assessments are shared with Parents/Carers in pupil's individual profiles. These can be accessed at any time.
- Most pupils are fully engaged with their learning profiles.
- Keithhall 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. All pupils are involved in whole school development groups and a strong pupil voice forms part of self-evaluation activities.
- Achievements are recognised and shared across the school. The school tracks this information to ensure identification of any pupil at risk of missing out.
- School assemblies are used to celebrate pupil's achievements. Certificates and badges are given out in addition to photos displayed on school Facebook page to share with Parents/Carers at home.
- Pupils are increasingly given opportunities for developing their knowledge and skills through a variety of ongoing extra-curricular activities.
- Keithhall benefits from specialist teachers in Drama, PE and Music.
- In addition to core maths resources, funds were used to subscribe to White Rose Maths for the whole school. All staff and pupils have seen the benefits of these resources in school in raising attainment in Numeracy.

- Most pupils are confident in using Learning Intentions and Success Criteria to identify learning and plan next steps.

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 a few 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 both classes.
- SFL supports are regularly reviewed to ensure all resources are deployed appropriately to meet pupil needs.
- Assessment data is recorded regularly, and tracking information kept up to date.
- Literacy CLPL has been undertaken and new learning/resources implemented by teachers in Phonics and 'Talk for Writing'.
- Staff have undertaken Numicon training and strategies are being introduced in the P1-3 class.
- Whole school trackers in both support for ASN and Numeracy, Health and Wellbeing and Literacy show almost all learners are making good progress and attaining expected progress. A few pupils have exceeded predicted progress.
- Class observations have shown that children are engaged and enjoying their learning.
- A questionnaire showed that almost all pupils felt they worked hard, enjoyed school and that they liked to be chosen for things.
- Pupils reported through focused discussions that they enjoyed receiving recognition for achievements and seeing certificates on display.
- Almost all pupils felt challenged appropriately with a P7 pupil gaining a Silver Award in a national maths challenge. The P4-7 class took part in a local STEM challenge.
- A pupil suggestion box is kept visible and accessible to all in school with ideas discussed by the Pupil Council.
- Attendance levels are generally high, and inclusion is successful for almost all pupils.
- Keithhall school engages in an annual cluster attainment review which allows for sharing of good practice and identified areas of development.
- Visible learning training and collegiate sessions have taken place over the last two sessions ensuring improvements in pedagogy and practice.
- Pupils have leadership opportunities through Pupil Council, Eco Group, Learning Council, Rights Resecting Group, Play Leaders and buddies.
- Pupils have opportunities to take ownership and share their learning through shared learning events, assemblies, community cafe events and school shows.
- All pupils are encouraged to share wider achievements.
- Almost all pupils arrive before the school bell and lates are recorded and monitored.

What are you going to do now?

What are your improvement priorities in this area?

- Further evidence of pupil involvement in IDL planning and assessment of skills to continue to be collated in pupil profiles.

- Learning Pathways and future career aspirations to be developed throughout the school. The majority of Parents/Carers agreed this to be a school priority.
- To work and encourage local businesses to work with the school to develop pupil's knowledge about the working environment and skills development.
- To provide CLPL opportunities for staff to further develop digital literacy skills to enhance the use of technology across the school setting.

Capacity for improvement

School staff are fully committed to the principle of continuous improvement. We wish to provide the very best for every child in our care. In this task, we are increasingly advised by performance data, such as pupil attainment data, so we can see clearly 'what' we need to improve.

We will continue to look inwards, outwards and forwards to prepare and equip our young people for their future. We will continue to work in partnership with parents, health professionals, and others to 'get it right' for every child.

Action plan 1

<p><u>National Improvement Framework Priorities</u></p> <ul style="list-style-type: none"> Placing the human rights and needs of every child and young person at the centre of education Improvement in children and young people's health and wellbeing Closing the attainment gap between the most and least disadvantaged children and young people Improvement in skills and sustained, positive school-leaver destinations for all young people Improvement in attainment, particularly literacy and numeracy. <p>Key drivers of improvement School and ELC leadership</p> <p>Teacher and practitioner professionalism</p> <p>Parental/carer involvement and engagement</p> <p>Curriculum and Assessment</p> <p>School and ELC improvement</p> <p>Performance Information</p>	<p><u>HGIOS and 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>Specific to HGIOS 4</p> <p>3.2 Raising attainment and achievement</p> <p>3.3 Increasing creativity and employability</p> <p>Specific to HGIOELC</p> <p>3.2 Securing children's progress</p> <p>3.3 Developing creativity and skills for life</p>	<p>Aberdeenshire Priorities:</p> <p>1. Improving learning, teaching and assessment.</p> <p>2. Partnership working to raise attainment.</p> <p>3. Developing leadership at all levels.</p> <p>4 Improvement through self-evaluation.</p>
<p>Priority 1 : To provide a learning environment where; visibility of skills, meaningful discussion and reflection on skills, and the opportunity to profile skills experiences, will support pupils with their ability to understand, recognise and articulate their skills development.</p> <p>Adopting this as a natural part of everyday learning and teaching will empower young people to be - successful learners, confident individuals, responsible citizens, and effective contributors.</p>		<p>Data/evidence informing priority will be collated through staff evaluations, evidence in pupil profiles and parent/carer feedback.</p>

Key actions	By whom	When?	How will we evaluate impact? (Measurements of success)	Progress
				On Track
				Behind Schedule
				Not Achieved
All staff to re-engage with Developing the Young Workforce and Career Education Scotland (3-18)	All staff	Throughout the session	Professional discussion	
Work with partners/companies to expand and embed work-integrated experiences. Provide children with an enriched exposure to the world of work.	All staff	Throughout the session	Record of engagement, feedback from all stakeholders	
Maximise opportunities that develop the four capacities for learners, making clear links to future skills, for example meta-skills.	All staff	Throughout the session	Visual displays Assembly focus Pupil focus groups/engagement Feedback	
Provide children with opportunities to create and develop entrepreneurial skills.	All staff	Throughout the session	Enterprise activity Engagement/feedback	
As a staff we will explore www.skillsdevelopmentscotland.co.uk	All staff	Throughout the session	Professional discussion and collaboration	
We will introduce the language and visual representations of meta skills across the school.	All staff	Throughout the session	Visual Displays Children can talk about the skills	
Share the skills framework with parents/Carers.	All staff	Term 1	Feedback from Parents/Carers	
Identify skills when planning learning and teaching. Include these within the learning intentions and success criteria.	All staff	Throughout the session	Professional dialogue/collaboration/moderation activities and observations	
Allow time for learners to think and reflect about the skills they are using. By discussing skills in this way, learners will identify the skills they are using and be aware of how well they are using them.	All staff to ensure appropriate opportunities	Throughout the session	Self evaluations/peer evaluations recorded in pupil profiles	
Pupils will record evidence and evaluations of their skills experiences in their Pupil Profiles.	All staff to ensure appropriate opportunities	Throughout the session	Self evaluations/peer evaluations recorded in pupil profiles	
HT to provide opportunities for practitioners to provide feedback on the use of materials and share good practice to ensure consistency.	HT to allow time and opportunities	Throughout the session	Self evaluations to be recorded and shared with all staff	

Learners to have opportunities to share the skills developed.	All staff to ensure appropriate opportunities	Throughout the session	Self evaluations/peer evaluations recorded in pupil profiles#. Shared skills during class and planned assemblies
As a staff we will regularly review the effective use of the skills framework and the tools/resources that are used as part of everyday learning and teaching.	All staff	Throughout the session	Professional dialogue during staff meetings and collegiate activities, sharing good practice. Qualitative evidence gathered.
Provide CLPL and collaborative opportunities. Sign up for the teacher's newsletter.	HT	Throughout the session	Self evaluations on CLPL and impact on pupils through professional dialogue

Action plan 2

<p>National Improvement Framework Priorities</p> <ul style="list-style-type: none"> Placing the human rights and needs of every child and young person at the centre of education Improvement in children and young people's health and wellbeing Closing the attainment gap between the most and least disadvantaged children and young people Improvement in skills and sustained, positive school-leaver destinations for all young people Improvement in attainment, particularly literacy and numeracy. <p>Key drivers of improvement School and ELC leadership</p> <p>Teacher and practitioner professionalism</p> <p>Parental/carer involvement and engagement</p> <p>Curriculum and Assessment</p> <p>School and ELC improvement</p> <p>Performance Information</p>	<p>HGIOS and ELCC</p> <p>1.1 Self-evaluation for self-improvement</p> <p>1.2 Leadership for learning</p> <p>1.3 Leadership of change</p> <p>1.4 Leadership and management of staff/ practitioners</p> <p>1.5 Management of resources to promote equity</p> <p>2.1 Safeguarding and child protection</p> <p>2.2 Curriculum</p> <p>2.3 Learning teaching and assessment</p> <p>2.4 Personalised support</p> <p>2.5 Family learning</p> <p>2.6 Transitions</p> <p>2.7 Partnerships</p> <p>3.1 Improving/ ensuring wellbeing, equality and inclusion</p> <p>Specific to HGIOS 4</p> <p>3.2 Raising attainment and achievement</p> <p>3.3 Increasing creativity and employability</p> <p>Specific to HGIOELC</p> <p>3.2 Securing children's progress</p> <p>3.3 Developing creativity and skills for life</p>	<p>Aberdeenshire Priorities:</p> <ol style="list-style-type: none"> Improving learning, teaching and assessment. Partnership working to raise attainment. Developing leadership at all levels. <p>4 Improvement through self-evaluation.</p>
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<p>Priority 2 : To ensure that the school environment is inclusive, meeting the needs of all children.</p>	<p>Data/evidence informing priority: Circle Inclusive Framework rating scale will be used to identify strengths and areas of focus. Staff feedback, learner and parent/carer questionnaires will be used to measure progress.</p>			
<p>Key actions</p>	<p>By whom</p>	<p>When?</p>	<p>How will we evaluate impact? (Measurements of success)</p>	<p>Progress</p>
				<p>On Track</p>
				<p>Behind Schedule</p>
				<p>Not Achieved</p>
<p>Introduce CIRCLE framework (universal inclusive practice and inclusive environments) https://youtu.be/Lo4MjgN94dA</p>	<p>All staff to complete classroom evaluation</p>	<p>Term 1</p>	<p>Professional dialogue and quantitative evaluations</p>	
<p>Staff to complete CICS (Circle inclusive classroom scale) and identify the areas of strengths and areas to develop that will make the classroom more inclusive.</p>	<p>All staff</p>	<p>Term 1 with evaluations throughout session</p>	<p>Professional dialogue and quantitative evaluations</p>	
<p>Staff to rate the Physical Space as in Accessibility of Space Adequacy of Space Sensory Space Visual supports Availability of Objects</p>	<p>All staff</p>	<p>Term 1 with evaluations throughout session</p>	<p>Professional dialogue and quantitative evaluations</p>	
<p>Staff to rate the social environment as in Attitudes Support and Facilitation Relationships Empowerment</p>	<p>All staff</p>	<p>Term 1 with evaluations throughout session</p>	<p>Professional dialogue and quantitative evaluations</p>	
<p>Staff to rate the structures and routines as in Activity Demands Rules and boundaries Appeal of Activities Routines Decision-making</p>	<p>All staff</p>	<p>Term 1 with evaluations throughout session</p>	<p>Professional dialogue and quantitative evaluations</p>	
<p>Tracking learners needs to ensure core approaches are identified and supports are appropriate. Included are identified anxiety, poor communication and social skills, relationship difficulties, managing emotions, making and managing transitions, building self-esteem and working with families</p>	<p>All staff in collaboration with HT</p>	<p>Throughout session</p>	<p>Data analysis, professional dialogue, observations and evaluations of approaches used</p>	

Action plan 3

<p><u>National Improvement Framework Priorities</u></p> <ul style="list-style-type: none"> Placing the human rights and needs of every child and young person at the centre of education Improvement in children and young people's health and wellbeing Closing the attainment gap between the most and least disadvantaged children and young people Improvement in skills and sustained, positive school-leaver destinations for all young people Improvement in attainment, particularly literacy and numeracy. <p>Key drivers of improvement School and ELC leadership</p> <p>Teacher and practitioner professionalism</p> <p>Parental/carer involvement and engagement</p> <p>Curriculum and Assessment</p> <p>School and ELC 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>Specific to HGIOS 4</p> <p>3.2 Raising attainment and achievement</p> <p>3.3 Increasing creativity and employability</p> <p>Specific to HGIOELC</p> <p>3.2 Securing children's progress</p> <p>3.3 Developing creativity and skills for life</p>	<p>Aberdeenshire Priorities:</p> <p>1. Improving learning, teaching and assessment.</p> <p>2. Partnership working to raise attainment.</p> <p>3. Developing leadership at all levels.</p> <p>4 Improvement through self-evaluation.</p>		
<p>Priority 3 : To improve opportunities for all pupils to be engaged and challenged in using digital skills across all curricular areas.</p>		<p>Data/evidence informing priority: Staff to engage in practitioner enquiry tasks to evaluate opportunities for pupils to engage with a range of technology and digital devices to enhance learning and teaching. Staff will give feedback on progress and engagement of pupils. Pupil, Parent/Carer feedback will measure progress.</p>		
<p>Key actions</p>	<p>By whom</p>	<p>When?</p>	<p>How will we evaluate impact? (Measurements of success)</p>	<p>Progress</p> <p>On Track</p> <p>Behind Schedule</p> <p>Not Achieved</p>
<p>For all staff to have an enhanced and critically informed understanding of digital technologies to support learning.</p>	<p>All staff</p>	<p>Throughout the session</p>	<p>Engagement and shared reflective/evaluative professional conversations</p>	

To review The Scottish Government strategy for Digital Learning and teaching (2016)	All staff	Term 1	Engagement and shared reflective/evaluative professional conversations	
To review and embed the 'Digital Literacy Framework' across the school.	All staff	Term 1	Engagement and shared reflective/evaluative professional conversations	
Staff to identify digital competence gaps.	All staff	Term 1	Engagement and shared reflective/evaluative professional conversations	
Engage with theoretical perspectives and research in the digital learning domain.	All staff	Throughout the session	Reading and sharing good practice through collaborative and moderation activities	
Engage in CLPL opportunities	All staff	Throughout the session	Engagement and shared reflective/evaluative professional conversations	
To engage in self and collaborative review to measure the impact of digital tools and technologies. Staff to collaboratively complete evaluation tool.	All staff	Term 1 and Throughout the session	Completion of evaluative tool	
What impact do we want to have? What problems are we trying to solve? What changes could we make that result in improvement? How will we judge whether or not we have been successful?	All staff	Throughout the session	Engagement and shared reflective/evaluative professional conversations	
To produce and share practitioner enquiry into the use of digital tools and technologies.	All staff	Throughout the session	Engagement and shared reflective/evaluative professional conversations	
To use digital tools and technologies for collaborative processes across the school.	All staff	Throughout the session	Pupil Feedback	
To make effective use of digital environments to increase access to the curriculum	All staff	Throughout the session	Pupil feedback	
To provide, continue to develop, simple and streamlined processes to engage learners.	All staff	Throughout the session	Staff/Pupil Feedback	
To assess the needs of all the learners and to identify, evaluate, select and use digital tools and assistive technology to support pupils. To adjust and customise digital environments to personal needs.	All staff	Throughout the session	Professional conversations with support SFL. Feedback from staff and pupils	

Wider Achievements

Rotary Quiz

STEM event to showcase project in P4-P7

P7 pupil gaining silver award in maths challenge

Christmas Panto

End of term show

Memories are made of this:

Visit to local farm – Countryside Initiative

Visit to Greyhope Bay

Visit to Bennachie

Visit to Alford Ski Centre

Visit to Techfest

P6/7 Residential to Edinburgh City

Skip, Stroll and Scoot Enterprise project raised £960

Tesco Grant received for £1000 for Outdoor Learning

One seed forward supported the school in planting seeds and potatoes.

Keenans Recycling supported the school with free compost for growing lots of flowers, fruits and vegetables.

Whole school sports day with parent/carer picnic and ice-cream van.

Wider Community Links

Local Beekeeper visit

Garioch Ranger – P6/7 Forest Schools sessions

Table Tennis sessions with professional player

Chamali – Music instruction

Bible Alive – Graham Smith

Football – After School Club

Tennis – After School Club

Swimming lessons

Music Tuition in Guitar and Violin

Lunchtime Club with Active Schools – Basketball