



**Kemnay School  
Standards & Quality Report  
2017-2018  
&  
School Improvement Planning  
2018-2019**

## Kemnay School

We are pleased to present both our Standards and Quality Report for Session 2017–2018 and our School Improvement plan for the current session 2018 -2019. This report forms part of our quality improvement framework and provides important information regarding our school’s progress to date and identifies our next steps in school improvement.

**Self-Evaluation for Self-Improvement** is at the heart of our practice in Kemnay Primary 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 Kemnay School we continue to be committed to working closely with our community and all other stakeholders that support the education we provide. Together we are working hard to ensure all our pupils get the best possible start in life and are enabled and encouraged to maximize their potential.

We realise that within education, things never stand still or stay the same. We continue to strive to meet ongoing changes and challenges. Through this document we hope that you will get a sense of our developments, successes and areas for further growth, and join with us in our journey towards continuous improvement.

*Audrey Gregor*

Head Teacher

## **The School and its context**

### **vision, Values and Aim/s**

At Kemnay Primary School, our vision, values and aim/s (constructed and agreed by staff, pupils, parents and the wider community) provide the underpinning principles and beliefs for the development of the four capacities from Curriculum for Excellence where all learners will be successful learners, confident individuals, effective contributors to society and responsible citizens.

#### **Vision**

Our vision statement is -

***Learning Together To Be The Best We Can Be***

#### **Values**

At Kemnay Primary School we value –

**Caring, Cooperation, Respect and Good Manners**

#### **Aim/s**

Our main aim is to –

**Get it Right for Every Child**

We use the GIRFEC (Getting it Right for Every Child) model to support and guide our practice.

<http://www.girfec-aberdeenshire.org/>

## **Context**

### **Ethos and Life of the School**

Aspects of children's learning are developed through the Ethos and Life of the School. At Kemnay Primary we are proud of our warm and welcoming ethos where all are valued. We work in partnership with parents to instil a sense of pride for our learners and demonstrate mutually respectful relationships. Children learn, that together, we have high expectations of behaviour, good manners, fairness, equality, inclusion and learning potential. Children also have opportunities to learn through a range of annual events that feature in the life of our school. Some examples of these are annual class assemblies to parents and visitors, annual class trips (including a whole school trip to the pantomime at His Majesty's Theatre), the P4 Parents' Ceilidh, residential trips at P6 and P7 and First Aid Training from P5 – P7 to name but a few. These experiences are valued by our parents, and support for funding is provided by the PTA.

The village of Kemnay has a population of approximately 5000. Kemnay School serves the catchment area on the south side of the village. Around 3% of pupils travel to school by bus from the Blairdaff/Fetternear area. A traveller site located at Greystone Wood is also in the school catchment zone.

Kemnay Primary School is one of two primary schools in the village and serves part of the town and surrounding area. It is co-educational, non-denominational & provides education for approximately 220 pupils in Primary 1-7 and up to 60 ante-pre and pre-school pupils in nursery. The school roll is projected to increase steadily over the next few years, due to new housing developments.

The Management Team consists of the Head Teacher and Depute Head Teacher. There are nine full-time equivalent teachers. Pupil Support Assistants work with teachers to increase the effectiveness of learning and teaching, and are deployed to provide additional support for individuals and groups of learners as well as providing support for pupils in the playground and canteen areas.

Additional Support for Learning (ASL) Teacher time is allocated throughout the five CSN primary schools and Kemnay Academy. Our ASL teacher works with individuals and small groups and visits each class supporting learning. Our Pupil Support Worker and our Intervention and Prevention Teacher support pupils and their families throughout the school in accordance with needs.

Visiting Specialist Teachers enhance the teaching of the curriculum areas of Art, ICT, Music and German for blocks of time throughout the session.

Our school administrator, clerical assistant, janitorial staff, cleaning and kitchen staff give very good provision of essential services to our school. The school has good accommodation. There are nine classrooms, a purpose built nursery, a gym hall, main hall, computer suite, early stages hall, staff room/resources room, kitchen and dining facilities. The Library has been upgraded & toilets installed in the annexe. There are outdoor play areas, including a large grass field that enable pupils to play under supervision at intervals and lunch times. The wildlife garden offers very good opportunities for pupils to increase their knowledge and understanding of the outdoor learning curriculum.

On leaving Kemnay Primary School almost all pupils transfer to Kemnay Academy. There are good curricular links and transfer procedures in place. Community links are a valued part of the life of the school. The canteen is used each day to accommodate the After School Club and Breakfast Club which caters for pupils from both Kemnay and Alehousewells Primary Schools. Various clubs and groups use the facilities in the evenings and a range of extra-curricular activities is provided after school and during lunchtimes by staff and parent/community volunteers.

A very supportive Parent Council, including a vibrant PTA encourage Parental Involvement at all levels.

Effective partnership links exist across the 5 CSN primary schools and Kemnay Academy, with a range of initiatives developed jointly across the primaries e.g. responsibility for cluster collegiate activities being shared across the cluster.

Community Learning and Development (CLD) and the Local Learning Community Partnership (LLCP) work alongside the school to enhance opportunities for the wider learning community e.g. Mindfulness for parents/carers sessions.

Partnership between the two village primaries (Kemnay and Alehousewells) is particularly effective in terms of assessment and moderation initiatives and also nursery induction procedures.

### **SIMD (Scottish Index of Multiple Deprivation) Profile**

Analysis of the **SIMD data** shows that no child at Kemnay Primary School lives in an area of deprivation (deciles 1 and 2). The majority of our children (92%) live in deciles 8 – 10 with the remaining 8% living in deciles 4 and 5. We are committed to providing the best possible education for all our learners regardless of social deprivation.

The average household income (2017) was £36360 compared to the Aberdeenshire average of £36983. It would be fair to say however, that the south side of the village would be more affluent than the north.

2% of our pupils are from the traveller community and 1% of our pupils are looked after.

None of our pupils are currently on the child protection register.

We have had police concern reports regarding 8% of our pupils.

4% of our pupils are entitled to free school meals.

Our attendance rate is 96%. We closely monitor the attendance of 4% of our pupils.

### **Detail and allocation of PEF (Pupil Equity Fund)**

£9600 was allocated to Kemnay School. Part of our PEF funding will be shared across the cluster in order to increase the range of resources within the Cluster that support initial literacy. To compliment this, staff training opportunities will be extended. The majority of the funding will be allocated to provide additional support staff in order to enhance positive mental health opportunities and raise attainment. The target group is identified due to low levels of participation and engagement. The school has a clear commitment to excellence and equity and values the learning of all children.

### **Overall Strengths of the School**

Staff, pupils, parents, (grandparents) and the wider community are proud of Kemnay Primary School. We are a Rights Respecting School and through Restorative Approaches, we promote high standards of behaviour for all. We have a strong community spirit, and make very good use of our local environment for learning. The outdoor learning experience of our nursery pupils in particular, is highly regarded by staff, parents and pupils and has been highlighted by the Care Inspectorate as exemplifying particularly good practice. Our school building is historic and interesting, and we are particularly proud of our WWI memorial board which commemorates the lives of past Kemnay pupils, staff and community members. Visitors frequently comment on our happy and welcoming school and on our well-mannered, engaged and enthusiastic learners. Pupils enjoy the wide range of extra-curricular opportunities offered to them, and value their outdoor play area and play equipment. Pupils are involved in school improvement, and often make suggestions

regarding this - e.g. for a Lego club to be set up or for new carts to be provided in the playground. Pupils and staff thoroughly enjoy their school meals, with Angela's chicken pie being a firm favourite.

We have a very strong staff team with a broad skills base, who work very well together to support and nurture our learners. Leadership is promoted and recognised at all levels, with all staff sharing responsibility for the leadership of learning. The majority of staff take on leadership roles and responsibilities at Kemnay School. Staff enjoy working at Kemnay Primary School. We are very well supported by our parent body, who help underpin learning through the life of the school in a wide variety of ways. We value our Parent Council, PTA and our host of school volunteers who support us daily in school.

### 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 2017-2018.

<p>Priorities          Leadership &amp; Approaches to Improvement          Quality of Care &amp; Education          Improving Outcomes for all Learners          Raising Attainment &amp; Achievement</p>	
	<p><b>Leadership &amp; Approaches to Improvement</b></p>
Progress	<p>The Cluster Head Teachers (5 primaries and Kemnay Academy) have committed to Validated Self-Evaluation and meet regularly to scrutinise and evaluate improvement using the Quality Indicators from Curriculum for Excellence.</p>
Impact	<p>Sharing evidence, data and expertise has led to a greater understanding of strengths and improvement needs, and we are working more closely together to take forward improvement initiatives e.g. DYW priorities and comparison of SNSA data.</p>
Next Steps	<p>Cluster Head Teachers will continue to develop this joint model of Validated Self Evaluation in preparation for governance and the reduction of central support services.</p> <p>Kemnay School has opted into the Self-Improving School initiative and is working with Lairhillock and Portlethen Schools.</p> <p>QA calendar still to be developed.</p>



Impact	Raised levels of confidence, participation and engagement noted for identified pupils.
Next Steps	A focus on spelling will be a priority in 2018-2019 session.

## **2. How good is our leadership and approach to improvement?**

Relevant NIF priority: All  
 Relevant NIF driver(s): School leadership, Teacher professionalism, School improvement  
**Level of quality for core QI: Performance in this area is good.**

**Overview: An ethos of trust and mutual respect supports our staff team in honest self - evaluation leading to school improvement. Leadership exists at all levels (including pupil leadership) and a number of improvement initiatives have been planned and led by staff. Our increasing and changing school community's needs will be responded to as needs arise.**

### **Recent Improvements**

Since last session –

- A staff digital leader was identified. She led a whole school initiative on incorporating the use of digital technologies to enhance learning and teaching. This led to the school being awarded accreditation as a Digital School. (One of only five schools in Aberdeenshire!)
- A digital leader pupil group was set up. They support the use of digital technologies across the school.
- An unannounced visit from the Care Inspectorate highlighted the good and very good work that was taking place in our nursery setting.
- SIMD information and levels of participation and engagement are now incorporated into our school tracking system.
- Our school provided constructive feedback to Education Scotland regarding the new SNSA P1 assessments. We anticipate a further conversation with Education Scotland in order to further develop this.
- Enhancement of our Rainbow Room experience and staff leadership has led to better outcomes for children.
- A smooth transition was evident following changes in the school SMT structure.
- Our music teacher has written a song called “A Growth Mindset” which helps embed this way of thinking in our pupils.

### **1.3 Key strengths:**

- Staff and pupils are able to articulate and demonstrate our Vision, Values and Aims. These are referred to regularly during school assemblies.
- Our music teacher has written a song incorporating the school values that all the children know, giving them a shared sense of ownership of and commitment to the school values.
- All staff and learners engage in regular evaluation of progress and the identification of future priorities.



- An improved tracking and monitoring system has been introduced combining staff professional judgement alongside new standardised data. The SMT discuss this termly with staff where targets for learning are set.
- Parents work effectively with the school in sharing pupils' wider achievements through one jotter week and for our termly wider achievement bulletin insert.
- In response to the national increase in mental health difficulties, we have introduced a new programme called Bounceback in developing resilience and positive mental health.
- There is an ethos of Leadership at all levels in existence across the school with the majority of staff taking ownership of a range of improvement agendas.
- School improvement is shaped by regularly gaining and acting upon views of parents, pupils and staff. The impact of this feedback on school improvement is shared with all stakeholders
- Collegiate activities are based upon working towards the outcomes on the school's improvement plan and provide a focus for regular reflection and discussion on progress made.
- Parent Surveys – Responses to Aberdeenshire Council's "Big Conversation" survey were very positive with 100% of respondents agreeing that the school provided a happy and secure environment for children and 93% of respondents agreeing that they were listened to calmly and respectfully when they needed to be heard.
- The school has hosted cross cluster CLPL on improving mental health.
- Teaching staff have engaged in Professional Update and commit to self-evaluation and CLPL against the GTCS standards.
- Pupil voice has been used to identify strengths and areas for development across the school. Specific projects such as Internet Safety and responsible use of Mobile Devices has fully involved pupils working alongside a range of partners e.g. the police.
- Almost all children can talk about their strengths, progress and next steps and pupils are actively involved in their learning. In nursery, we make regular use of floor books to capture and respond to children's interests and involve them in the planning process.

**Identified priorities for improvement:**

- Continue to work towards implementation of governance. School to take this forward through VSE with other cluster schools and through the self-improving schools' initiative with Lairhillock & Portlethen.
- With the reduction of the visiting specialist service, a new model of "specialist subject" delivery is to be developed.
- Update QA Calendar.
- Introduce School Values Song to class assemblies for parents
- Stage Meetings to be introduced as a model of practitioner enquiry and enhancing consistency of experience and moderation across the school. Aberdeenshire's new "School Leadership Development Framework" will be used as a model of practice.

- Leadership opportunities for non-teaching members of staff to be developed.
- Digital Leaders to support the implementation of Sumdog across the school.
- A digital alternative to reporting to be trialled (Seesaw to be considered).
- Staff Leadership opportunities continue to be developed.
- How good is OUR school (A resource to support learner participation in self-evaluation and school improvement to be introduced)

### **3. How good is the quality of care and education we offer?**

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: Performance in this area is very good.**

#### **Overview:**

All staff across nursery and primary subscribe to our vision statement – Learning Together To Be The Best We Can Be, and use the underpinning GIRFEC principles to guide our practice. We commit to working in partnership to secure the best possible outcomes for our children and their families.

#### **Recent Improvements**

##### **Since last session –**

- Staff have committed to our Digital School's strategy and increased the use of digital technologies to enhance learning and teaching.
- New resources in school include Apple TV, iPads and chrome books.
- A reformation of the Parent Council and PTA has taken place in order to maximise volunteer support and engage more parents in the ongoing school improvement agenda. The new group is called the KSPG (Kemnay School Parent Group).
- Period and Holistic assessments in Literacy and Numeracy devised along with Alehousewells School.
- Learning progressions in Health & Wellbeing shared with parents at Meet the Teacher event.
- LLCP has a heightened profile within the school community and contributed to our Parent Interviews by providing a range of stalls outlining a range of support services available within the local community.
- All classes took responsibility for twitter weeks, communicating aspects of learning and teaching with parents.
- Termly values awards have been introduced.
- All classes participated in outdoor learning sessions at the back wilderness woods developing knowledge, skills and attitudes in topics such as woodland animals, tree identification, navigation skills, shelter building and outdoor cooking.
- P4 – P7 pupils worked on the Discovery Level John Muir award, with P7 completing this and receiving their certificates.

### 2.3 Key strengths:

- Most learners are achieving within or above the expected level for their ages and stage.
- All staff are trained in child protection procedures and follow GIRFEC principles.
- Education Scotland benchmarks are used in planning, learning and teaching and Reporting procedures.
- A revised monitoring and tracking system was introduced linking attainment and standardised assessment data. This is now used as a target setting tool as part of learning conversations with staff. The revised TMR system allows teachers to identify those pupils performing within, below and above expected levels, ensuring appropriate support and challenge for all learners.
- Support across the school is prioritized and targeted to appropriately meet the needs of children e.g. PSA, SFL, PSW, I&P
- All staff are very good at identifying, communicating and supporting a range of needs
- Teachers meet termly with the SMT and SFL staff to review and plan support and intervention
- The SFL teacher shares informative group and individual learning plans with pupils, staff and parents
- A focus for learning in 2017 - 2018 was Health & Wellbeing with a focus on Mental Health and parents were invited to a Meet the Teacher event where staff and pupils presented a DVD showing progression in learning.
- KPM continue to provide a range of media information communicated through film.
- Nursery Parents continue to engage with innovative active literacy and numeracy events.
- Robust transition arrangements are in place across all stages in the nursery/primary department
- Teachers work together and have a shared understanding of CfE levels.
- The work of the school is supported by the Pupil Council, the Parent Council, the PTA and excellent Community Links.
- The school has high expectations for all pupils and staff work hard to provide a tailored curriculum to meet pupil need.
- Learners are supported and encouraged to achieve to the best of their ability, and are assessed using a range of formative and summative techniques.
- The School Vision and Values are discussed and exemplified regularly through whole school assemblies. Pupils are aware of high expectations regarding caring, cooperation, respect and good manners. This is linked to our House Points System.
- This impacts positively on the overall school ethos and pupil motivation.
- The school captures and reports on pupil's wider achievements through one jotter week and termly in the achievements bulletin.
- There is a wide range of extra-curricular opportunities for pupils to become engaged in. Many of these are suggested and run by the pupils. These clubs include – chess, lego, knex, running, netball, basketball, tennis, badminton, dance and School of Rock. These opportunities help ensure the development of skills and achievement in the broad general education.
- A coding club is now established in school and meets weekly to develop knowledge, skills and attributes.
- Our basketball team came second in the prestigious Tawse Tyres tournament.

### 2.3 Identified priorities for improvement:

- Relationships Sexual Health Parenthood programme to be reviewed and updated
- Rights Respecting Schools initiative to be shared and taken forward
- Support the development of the Modern Apprenticeship Programme and take forward any recommendations in relation to 1140 hours in Nursery.
- Periodic & Holistic assessment development to continue
- Emerging Literacy Assessment to be introduced at P1 in order to provide benchmark for moderation.
- To continue to develop the use of nurturing approaches
- Play on Pedals initiative to be introduced in Nursery

## 4. How good are we at improving outcomes for all our learners?

Relevant NIF priority: All

Relevant NIF driver(s): Assessment of children's progress, School improvement, Performance information

**Level of quality for core QI: Performance in this area is very good.**

**Overview:** We work hard to ensure wellbeing, equality and inclusion for all our learners. Staff know their pupils very well, and intervene appropriately offering additional support and challenge where required. Quality Improvement Visits have confirmed the very good levels of pupil attainment across the school.

### **Recent Improvements**

#### **Since last session –**

- Consistent use of Bounceback resource used across the school has helped develop resilience.
- Curriculum map reviewed to incorporate outdoor learning and opportunities for developing the young workforce linked to local contexts, businesses and needs.
- Nurture group established and working effectively.
- Transition meetings for learners now begin in P6 where additional support needs have been identified.
- Support has now been accessed through RDA, developing confidence, self-esteem and physical health for some of our learners.
- New P1 parents are now invited into school to see their children engaged in learning in Literacy & Numeracy rather than through the previous information evening sessions.
- All staff have read NHS ACE (Adverse Childhood Experiences) and commit to enhancing positive relationships in school in order to help increase life chances.

### 3.1 Key strengths:

- We have a clear curriculum rationale, developed in partnership with learners & parents and based on our shared vision values and aims.
- Our curriculum is varied, and continually refreshed to maintain relevance and making use of our local area as a rich learning resource.
- Outdoor learning is a particular strength in nursery, with nursery pupils spending every Monday in the local woods.
- Staff have incorporated the revised Education Scotland benchmarks into their planning.
- Our learners take part in a number of enterprise challenges each year where skills in creativity, innovation, literacy and numeracy are developed.
- Cooperative learning features highly across all classes in the school.
- Staff routinely plan together across levels and deliver learning collaboratively, where appropriate, with learners in mixed or same stage groups working together with different members of staff.
- Regular opportunities are provided for parents to come into school in supporting them to have a clearer understanding of what, why and how we deliver the curriculum. This includes visits to class assemblies and classrooms, Relationships, Sexual Health & Parenthood sessions, technology evenings and the production of a DVD “What Health & Wellbeing Looks Like” like at Kemnay School.
- Our P1 induction evenings have been enhanced by the introduction of P1 pupils showing parents what and how they learn in P1 with the focus being on Literacy, Numeracy and Health & Wellbeing.
- A very effective transition programme from Nursery into P1 exists, maintaining good links with our local early years’ partner providers.
- Staff work well with members of our community to develop class and whole school learning activities which support pupils to make cross-curricular links and identify with the wider world e.g. working with our local rotary club, and parents visiting school to share information and experiences about the world of work.
- Effective teamwork across the school and cluster supports curricular development and CPD, with the cluster schools regularly sharing training opportunities.
- Pupil Support Assistants have positive relationships with children throughout the school and work closely with the class teachers to support children’s learning.
- Academy transition opportunities are in place from P5 – P7, allowing pupils to become familiar with the academy environment, academy staff and peers from the other cluster schools.
- Effective transition arrangements from P7 – S1 are in place for pupils with additional support needs where a bridging opportunity is offered. Pupil passports help communicate learning needs and learning styles.
- PTA pays for annual first aid training for P5 – P7 and for Absafe at P3 and P4.
- Nurture areas have been established across the school.
- Planning is differentiated to meet individual needs. SFL and PSA time is targeted appropriately and links to the Schools ASN Audit.
- Good links exist between the school and the Active Schools Co-ordinator leading to a greater choice of extra-curricular activities.
- KPM regularly film school events as a means of communicating school information. Succession planning is built into this group.

### **Identified priorities for improvement:**

- Equalities policy to be developed
- Review of Statutory duties via Bennachie Campus communicated to all staff
- Issue of parental and pupil questionnaires to support future improvement
- Continue to explore opportunities to access/benefit from Enhanced Provision and become familiar with referral and flexible pathways process.
- Continue to implement nurturing approaches and commitment to EPS training opportunities.

### **Evaluation of QI [3.2 Raising attainment and achievement](#)**

**Level of quality for core QI: Performance in this area is very good**  
(HGIOS?4 1-6 scale)

#### **Sources of evidence/ evaluation activities undertaken:**

- Analysis of attainment data (verified by QIO)
- Tracking of attainment
- Tracking of achievement
- Teacher professional judgement confirmed by assessment
- Commitment of staff to CLPL and to lead aspects of school and wider improvement
- Moderation activities with cluster schools
- Validated self-evaluation work
- Very good attendance rates
- Very low exclusion rates
- Classroom visits by SMT
- Wider achievement recognised and celebrated

#### **Key strengths:**

- Consistently high levels of attainment overall
- Early identification of barriers to learning with early intervention of support
- Teacher professional dialogue alongside ASL audit and target setting directs support and challenge allocated
- High level of out of extra-curricular success e.g. Basketball Tournament, Finalists in Coding Competition, Inclusion in Stride Magazine and British Champion Gymnast
- Pupils engage with wider community projects e.g. supporting charities and involvement in Rotary Club litter pick
- Growth Mindset features throughout the school
- Pupil attainment data shared from secondary requesting primary teacher comment

**Identified priorities for improvement:**

- Implementation of Sumdog to further raise attainment in literacy and numeracy
- Incorporate Sumdog into homework activities
- Commitment to Self-Improving School initiative

PEF 2018-2019

Identified gap	Identified <b>individuals</b> with poor mental health Teacher identified class <b>group</b> gaps with bid in process for additional support <b>Whole school</b> access to Sumdog to increase attainment in literacy and numeracy
Expenditure	£9600 per funding for PSA Nurture Support – <b>Individual</b> support <b>Group</b> support from existing school/cluster resources (SFL, PSA, PSW, I&P etc) <b>Whole school</b> £1500 licence fee for Sumdog taken from per-capita fund
Expected outcomes	<b>Individuals</b> – Increased confidence, better behaviour and greater engagement with learning. <b>Group</b> – Raised attainment. <b>Whole School</b> – Raised attainment.
Impact Measurements	<b>Individuals</b> – Measured through observation and behaviour reports. <b>Group</b> – Measured by class teachers depending on group needs e.g. ability to add and subtract mentally within 20, able to spell cvc words etc. <b>Whole School</b> – Measured by attainment data, SNSA results and Sumdog generated reports.

## **Capacity for improvement**

Despite an increasing roll, increased pupil need and a decrease in overall support resources, School and Nursery 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.

### **Key priorities for session 2018-19**

#### **Priority 1 – Leadership & Approaches to Improvement**

- **Further increase leadership at all levels through practitioner enquiry and empowerment for personal focus areas.**
- **Introduce How Good is OUR School self-evaluation into listening and talking activities.**
- **Continue to commit to and share best practice through Validated Self Evaluation opportunities.**

#### **Priority 2 – Care & Education**

- **Continue to develop Visible Learning Approaches, Mindset and Nurture.**
- **Review and improve learning and teaching in spelling.**
- **Review and improve programmes of learning in RSHP.**
- **Introduce Sumdog across the school.**

#### **Priority 3 - Improving Outcomes for All Our Learners**

- **Develop approaches, policy and practice to support equalities.**
- **Encourage parental engagement through Sumdog Homework.**

### Action planning

<u>National Improvement Framework Priorities</u>	<u>HGIOS and ELCC</u>
<ul style="list-style-type: none"> <li>• Improvement in attainment, particularly in literacy and numeracy. (Sumdog &amp; Spelling))</li> <li>• Closing the attainment gap between the most and least disadvantaged children. (Sumdog, Nurture &amp; Mindset)</li> <li>• Improvement in children and young people’s health and wellbeing. (Nurture &amp; RSHP)</li> <li>• Improvement in employability skills and sustained, positive destinations.(Listening &amp; Talking)</li> </ul> <p>Key drivers of improvement School leadership (Included)</p>	1.1Self-evaluation for self-improvement√ 1.2 Leadership for learning√ 1.3 Leadership of change√ 1.4 Leadership and management of staff/ practitioners√ 1.5 Management of resources to promote equity√ 2.1 Safeguarding and child protection√ 2.2 Curriculum√ 2.3 Learning teaching and assessment√ 2.4 Personalised support √ 2.5 Family learning√ 2.6 Transitions√ 2.7 Partnerships √



<p>Teacher professionalism (Included)</p> <p>Parental engagement (Included)</p> <p>Assessment of children’s progress (Ongoing)</p> <p>School improvement (Included)</p> <p>Performance (Ongoing &amp; Included)</p>	<p>3.1 Improving/ ensuring wellbeing, equality and inclusion</p> <p>Specific to HGIOS 4</p> <p>3.2 Raising attainment and achievement v</p> <p>3.3 Increasing creativity and employability v</p> <p>Specific to HGIOELC</p> <p>3.2 Securing children’s progressv</p> <p>3.3 Developing creativity and skills for life v</p>		
Improvement Priority	Outcomes for learners	Impact Measurement	PEF
<p>Priority 1</p> <p><b>Leadership &amp; Approaches to Improvement</b></p> <ul style="list-style-type: none"> <li>• Further increase leadership at all levels through practitioner enquiry and empowerment for personal focus areas.</li> <li>• Introduce How Good is OUR School self-evaluation into listening and talking activities.</li> <li>• Continue to commit to and share best practice through Validated Self Evaluation opportunities.</li> </ul>	<p>Children at Kemnay School will –</p> <p>benefit from practitioner enquiry and evaluation leading to improved learning and teaching experiences.</p> <p>become further involved in directing improvement at Kemnay School based upon pupil experience.</p> <p>benefit from the introduction of best practice shared through looking outwards.</p>	<p>Evidence of impact:</p> <p>Teaching staff to evaluate impact of practitioner enquiry.</p> <p>Learners to be involved in measuring impact through classroom visits (maybe pupil council).</p> <p>Measured through SQuIP 2018 – 2019.</p>	
<p>Priority 2 –</p> <p><b>Care &amp; Education</b></p> <ul style="list-style-type: none"> <li>• Continue to develop Visible Learning</li> </ul>	<p>Pupils will:</p> <p>benefit through the development of initiatives,</p>	<p>Evidence of impact:</p> <p>Observation of increased levels of confidence and positive/growth mindset.</p>	<p>PEF</p> <ul style="list-style-type: none"> <li>• Funding for Sumdog</li> </ul>

<p>Approaches, Mindset and Nurture.</p> <ul style="list-style-type: none"> <li>• Review and improve learning and teaching in spelling.</li> <li>• Review and improve programmes of learning in RSHP.</li> <li>• Introduce Sumdog across the school.</li> </ul>	<p>especially those requiring nurture support.</p> <p>increase attainment levels in spelling.</p> <p>have better levels of understanding, skills and attitudes in RSHP learning.</p> <p>increased levels of attainment in numeracy.</p>	<p>Increased attainment levels.</p> <p>Pupils to be surveyed.</p> <p>Increased levels of attainment in numeracy.</p>	<p>and Nurture</p>
<p>Priority 3 - <b>Improving Outcomes for All Our Learners</b></p> <ul style="list-style-type: none"> <li>• Develop approaches, policy and practice to support equalities.</li> <li>• Encourage parental engagement through Sumdog Homework.</li> </ul>	<p>benefit from better approaches towards supporting equalities e.g. eradicating homophobic insults.</p> <p>benefit from greater parental engagement and interest in home learning through Sumdog.</p>	<p>Evidence of impact.</p> <p>Fewer reports of “inequality based” incidents/insults.</p> <p>Parents to be surveyed regarding their support/engagement with Sumdog home learning.</p>	<p>PEF</p> <ul style="list-style-type: none"> <li>• Funding for Sumdog</li> </ul>

## ***Wider Achievements***

### ***Memories are made of this:***

#### **Sporting/Outdoor Achievements**

Two of our pupils gained national recognition – Amy Smith become British Trampoline Champion for her age group and level.

Casey Reid came first in a Scottish Gymnastics Championship and went on to represent Scotland.

P6 pupils enjoyed a week's skiing at Glenshee.

All pupils participated in judo tasters provided by our Active Schools' Coordinator.

P7 pupils took part in a biathlon and raft race and raised £700 for the Abernethy Courtyard Project. They also won 1<sup>st</sup> prize for the best decorated raft and 2<sup>nd</sup> prize for the best made raft.

P6 pupils took part in bikeability training supported by past and present parents and members of staff.

P7 pupils took part in a residential week at Abernethy Outdoor Centre.

#### **Cultural Experiences**

All pupils enjoyed a performance by the Maasai Warriors which was kindly funded by the PTA.

All pupils celebrated European Languages Day by learning songs in a number of different languages and coming to school dressed in the colours of different European flags.

All pupils enjoyed the annual Scottish Stooshie where songs, poetry and dancing performances took place.

All pupils enjoyed theatre performances in Kemnay Village Hall as well as visiting HMT for the Christmas Pantomime of Aladdin.

#### **Parental Involvement/Engagement**

A number of P5 pupils and parents enjoyed an overnight camping trip to Mar Lodge.

Parents enjoyed visiting the school for class assemblies and Christmas performances.

Pupils and parents supported the PTA Christmas and Summer Fairs.

P4 parents enjoyed the annual pupil/parent ceilidh.

A number of families took part in the annual family technology challenge to build a marble run.

### **PTA/Parent Council**

The PTA and Parent Council supported the school through a number of initiatives and provided funding for the following –

- Absafe visits for P1 – P4 & First Aid training for P5 – P7
- Playground toys
- Pantomime buses
- Christmas sundries
- Sponsorship for class trips
- Visit from Maasai Warriors
- Climbing wall visit
- P7 leavers' gifts
- Apple TV
- iPad covers

### *Wider Community Links*

P7 pupils entertained residents at The Grove Care Home. A number of pupils participated in the Christian Aid Jog/Walk and contributed around £475 towards Christian Aid. Food items were donated to the local foodbank in Inverurie as part of our harvest collection.

Pupils made a “Guy” for the Kemnay Bonfire Night.

£317.36 was donated to Children in Need following a dress up day.

A number of pupils ran enterprising stalls and raised around £300 for their chosen charities.

A number of pupils and parents supported the Rotary Litter Pick in Kemnay.