



**Kemnay School**

**Standards & Quality Report**

**2021 - 2022**

**&**

**School Improvement Planning**

**2022 - 2023**

**Kemnay School**

We are pleased to present both our Standards and Quality Report for Session 2021/22 and our School Improvement plan for the current session 2022/23. 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?**

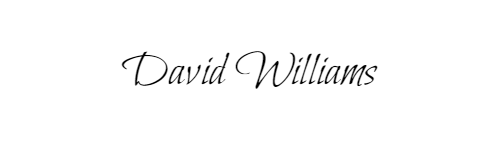
**Looking inwards** to analyse our work

**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 Primary 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, areas for further growth, and join with us in our journey towards continuous improvement.



David Williams

Head Teacher

**The School and its context**

**Vision, Values and Aim/s**

At Kemnay Primary School, our vision, values and aim/s 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**

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 P1/2 Christmas Nativity, P6 Burn’s Supper & Ceilidh, residential trips in 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 Kemnay School Parent Group (KSPG).

The village of Kemnay has a population of approximately 3870. 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 Greatstone 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 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.

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, GP room, early stages hall, staff room/resources room, kitchen, and dining facilities. There are outdoor play areas, including a large grass field that enable pupils to play under supervision at intervals and lunch times. ‘Kitija’s Garden’ offers excellent opportunities for pupils to increase their knowledge and understanding of the outdoor learning and provides a high-quality space for nature/nurture activities/relaxation***.***

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, Kemnay School Parent Group (KSPG) encourages Parental Involvement at all levels.

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.

**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). Most of our children (84%) live in deciles 8 – 10 with the remaining 16% 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 (2018) was £34,359 compared to the Aberdeenshire average of £36,220.

23% of our pupils are out of zone placements. 2% of our pupils are from the traveller community and 0% of our pupils are looked after.

8.5% of our pupils are entitled to free school meals. Our attendance rate is 95%.

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

£15,925 is allocated to Kemnay School. The school has a clear commitment to excellence and equity and values the learning of all children. Part of this funding will be used to improve the nurture grounds to support pupils with mental and social health concerns. The rest of the funding is used to provide additional support staff who direct targeted support for pupils requiring help in either literacy, numeracy or health and wellbeing.

**Overall, Strengths of the School**

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 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 WW1 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.

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. Most 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 (KSPG), 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 2021-22.

**Priorities**

1. Covid-19 Recovery
2. Leadership of Change
3. Learning Provision
4. Success and Achievements
5. **Covid-19 Recovery**

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| Progress | In the last curricular school year, we made significant progress from August to November. After November 2021, the national landscape deteriorated in spite of increased vaccination rates as a new and more contagious variant of Covid-19 (Omicron) became prevalent. Our absence rates slowly started to climb. From January to March 2022 we suffered our greatest amount of absences in pupils and with staff. Although the absence rate was immense and placed great stress and strain on our ability to deliver high quality educational experiences the national restrictions continued to be relaxed. In term 4 we had largely returned to normal however the year had been badly affected by the turmoil of the previous term. |
| Impact | The impact of progress made in the first term was largely overshadowed by events in the third term. In term 4 we solely focused on maintaining and improving the mental health of our staff. |
| Next Steps | After a long summer holiday following a largely settled term 4 the school now needs to re-establish pace, procedures and a focus on school improvement after an extended period of uncertainty and instability. |
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1. **Leadership of Change**

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| Progress | * Understanding of rationale behind changing the Vision, Values and Aims (VVA). Overarching principals of the new VVA explained and understood. * A pilot programme was undertaken with our probation teachers to support their forward planning trialling our proposed formats. * Planning formats were shared with some staff for population using the resources and knowledge of the staff. * Each teacher had a responsible area of leadership related to the curriculum subject assigned. However due to much disruption in term 3 this was discontinued. |
| Impact | A clear will and motivation to change our VVA has been established with all our staff.  The planning (curriculum) plan was curtailed due to circumstances around Covid-19.  The Leadership of Learning was simply not possible to undertake due to the circumstances of Covid-19. |
| Next Steps | * Values to be developed, * Vision statement should expand on each value in a short sentence filled with imagery. * Aims should expand on each value with 2/3 goals each. * A tagline which is representative of our VVA that is a snappy statement. * Staff to fully consult with their pupils in fulfilling the actions described above. * Parent Council (KSPG) to be consulted with closely on the progress of our VVA. * The wider parent body to be consulted with to ratify the final ideas. * The VVA is to be ratified and published widely. * The curriculum in Kemnay School shall be redesigned and published for consultation with teachers & parents considering the national benchmarks, the experiences and outcomes of the curriculum for excellence, assessment and moderation publications and other relevant advice from publications by Education Scotland. * The forthcoming policy documents shall be shared with pupils and parents to gather any feedback. * The leadership of learning needs to be re-established once circumstances allow. |

1. **Learning Provision**

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| Progress | The school management and teaching staff were consulted on school curricular policies and planning documentation. Unfortunately, due to the Covid-19 pandemic the consultation of pupils and parents could not proceed to complete this aim in the school year. |
| Impact | We have now introduced our agreed planning formats for school year 2022-23.  The school continues to refer to our school handbook, Aberdeenshire Educational Policies whilst we finalise our consultation with pupils and parents ready for publication. |
| Next steps | Monitor and evaluate our planning documentation.  Refine and quality assure planning documents.  Share best practice.  Finalise consultation with pupils and parents on school policies.  Publish school policies along with calendar for review. |

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| Progress | Rights of the Child   * A routine assembly was established to explore various rights in the school year. * Unfortunately, due to the Covid-19 pandemic our progress in applying for recognition was curtailed.   House Reward System   * The House Reward system started with vigour but not developed further due to Covid-19.   Pupil Voice   * Due to the large amounts of pupil and staff absences we were unable to provide opportunities for pupil voice conversations with teachers. |
| Impact | Children’s rights is frequently spoken about in our school as a result of our input during assemblies. |
| Next Steps | Undertake the previous Successes and Achievements school improvement plan from 2021-22.  Re-establish the action plan for progressing our RRSA. |

1. **Successes and Achievements**

**Section 1: LEADERSHIP & MANAGEMENT** 1.1 Self-Evaluation for Self-Improvement

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| 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 (1.1 = 4) |
| **Overview:** An ethos of trust & mutual respect supports our staff team in honest self -evaluation leading to school improvement. Leadership exists at all levels (inc. pupil leadership) & several improvement initiatives have been planned & led by staff. Our increasing & changing school community’s needs will be responded to as needs arise.  **Recent Improvements**  Since last session –   * Pupils have begun to use “Wee HGIOS” as an evaluative tool providing direction for improvement. This has resulted in targeted improvements identified by pupils. * The introduction and analysis of Education City & White Rose Maths data supports teacher professional judgement and compliments SNSA data. This has resulted in increased confidence in their professional judgement. * School staff have reported that they see our collegiate discussion leading to positive change. This has resulted in focused meetings with explicit actions identified. * Stakeholders can reflect on the school and our improvements. This has resulted in increased engagement in our wee HGIOS questionnaire and resulting improvements discussed in our bulletins/Pupil Council meetings. * SeeSaw was identified as excellent practice by school staff. This has resulted in increased engagement with parents, knowledge of their individual targets & celebrating work from within the class.   **1.1 Key strengths:**   * Self-Evaluation is integral to how we work within our community and is an ongoing feature. * All staff, pupils, parents and partners are fully involved in improving the life and work of the school. * The whole school community has a shared understanding of the strengths and improvement needs of the school. * Staff work effectively as a team. There is a strong ethos of sharing practice, and of peer support and challenge. * There is evidence that children are confidently engaged in reviewing their own learning and the work of the school.   **Identified priorities for improvement:**   * Quality Assurance policy review. * Leadership opportunities for non-teaching members of staff to be developed. * To increase the use of Education City, White Rose Maths across the school. * Use of ‘How good is OUR school – Wee HGIOS’ to be extended. * School Vision, Values and Aims to be finalised to cover a wider set of capacities & link to the local community/environment. |

**Section 1: LEADERSHIP & MANAGEMENT** 1.3 Leadership of Change

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| 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 (1.3 = 4). |
| **Overview:** An ethos of trust & mutual respect supports our staff team in honest self -evaluation leading to school improvement. Leadership exists at all levels (inc. pupil leadership) & several improvement initiatives have been planned & led by staff. Our increasing & changing school community’s needs will be responded to as needs arise.  **Recent Improvements**  Since last session –   * In November 2021 in-service day 5 the teaching staff worked hard on developing a shared understanding of our school’s vision, values and aims as led by the senior management team.   **1.3 Key strengths:**   * Staff and pupils can articulate and demonstrate the current Vision, Values and Aims. These are referred to regularly during school assemblies. * As well as being accredited as a Digital School, we are also registered as a Mentor School. * 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 & identification of future priorities. * An improved tracking and monitoring system introduced combining staff professional judgement alongside new standardised data. * 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 using Microsoft Forms have started informing our self-evaluations, improvement plans, pupil council agenda, SMT meetings and our staff meetings. * Almost all children can talk about their strengths, progress and next steps and pupils are actively involved in their learning. * SIMD info, levels of participation & engagement are now incorporated into our school tracking system.   **Identified priorities for improvement:**   * Finish our new school vision, values and aims school improvement plan. * Involve pupils, wider staff, parents and community in the development and consultation of our school vision, values and aims. * Employ effective strategies to include the school vision, values and aims in our daily practice. * Include our school vision, values and aims in the development of our school priorities for 2022/23. * Ensure all pupils and staff know of the school collective strengths and areas for development. |

**Section 2: LEARNING PROVISION** 2.3 Learning, Teaching and Assessment

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| 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 GOOD (2.3 = 4). |
| Overview:  All staff across nursery & 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 –   * KSPG worked effectively with the school and supported school improvement & fund raising for the benefit of all. This has resulted in improved relationships, more targeted investment supporting improvement plans & wider/deeper knowledge of improvement priorities. * Successful school-wide including nursery, implementation of our reporting app. Learning Journals (nursery) & SeeSaw. This has resulted in increased parental engagement, knowledge of attainment targets and opportunities to reinforce celebrations/recognition of learning experiences/outcomes. * A coherent planning system is in place to be monitored and reviewed as part of normal QA procedures.   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. * A revised monitoring and tracking system is used to link attainment & SNSA data. * Support across the school is prioritized and targeted to appropriately meet the needs of children e.g., PSA, SFL, PSW, I&P * Teachers meet 2 times a year with SMT & SFL staff to review & plan support/intervention. * Nursery Parents continue to engage with innovative active literacy and numeracy events. * Robust transition arrangements are in place across all stages. * Teachers work together and have a shared understanding of CfE levels. * 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. * There is a wide range of extra-curricular opportunities for pupils to become engaged in. Many of these are suggested & run by the pupils. These clubs include – chess, Lego, Knex, running, netball, basketball, tennis, badminton, dance, & School of Rock. These opportunities help ensure the development of skills & a sense of achievement.   2.3 Identified priorities for improvement:   * Working towards Rights Respecting Schools Accreditation. * To continue to develop the use of nurturing approaches * Edu. Scotland benchmarks used in planning, learning & teaching & reporting procedures. * Enhancing our skills for life, learning and work award participation rate in school. * Continue to develop a coherent and robust assessment approaches and calendar. * Explore opportunities to expand on outdoor learning opportunities. |

**Section 3: SUCCESSES & ACHIEVEMENTS** 3.1 Ensuring Wellbeing, Equality & Inclusion

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| 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 GOOD (3.1 = 4). |
| Overview: We work hard to ensure wellbeing, equality & 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 good levels of pupil attainment across the school.  Recent Improvements  Since last session –   * Implementation of the SeeSaw reporting tool has improved the ability of teachers and pupils to share their successes. The reporting tool has increased motivation to share work with parents online giving a much-improved timely supportive congratulatory response. * Use of twitter has helped keep parents informed of pupil achievements & celebrates success. * School House Points have been hugely improved with the purchase of a very visible coin collection system. The house challenges could be better improved.   3.1 Key strengths:   * Outdoor learning is a strength in nursery. * 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. * 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. * Effective transition arrangements from P7 – S1 are in place for pupils with additional support needs where a bridging opportunity is offered. * Planning is differentiated to meet individual needs. SFL and PSA time is targeted appropriately and links to the Schools ASN Audit.     Identified priorities for improvement:   * The curriculum rationale and our shared vision, values and aims needs to be finalised as a matter of priority to ensure that it is coherent, encompassing and relevant to the local community. * Policies need to demonstrate that our curriculum is varied, and continually refreshed to maintain relevance and making use of our local area as a rich learning resource. * House Captain role, frequent challenges and rewards to be improved. * Develop an increased understanding of GIRFEC Wellbeing indicators and UNCRC. * Make a clear and comprehensive guide for staff on how we ensure that all Kemnay Primary School pupils feel safe, healthy, active, nurtured, achieving, responsible, respected and included. |

**Section 3: SUCCESSES & ACHIEVEMENTS** 3.2 Raising Attainment & Achievement

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| 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 GOOD (3.2 = 4). |
| Overview: Success is measured in attainment across all areas of the curriculum and through the school’s ability to demonstrate learners’ achievements in relation to skills and attributes. Continuous improvement or sustained high standards over time is a key feature of this indicator.  Recent Improvements  Since last session -   * Extended the use of Education City and White Rose Maths to further raise attainment in literacy & numeracy.   **3.2 Key strengths:**   * Almost all children are attaining appropriate levels, and many have exceeded these. * Attainment Levels in Literacy and Numeracy are a central feature of the school’s priorities for improvement and are raising attainment. * Teacher professional dialogue alongside ASL audit and target setting directs support and challenge allocated * The schools’ data demonstrates our current learners are making very good progress. * Teachers are increasingly confident in using benchmarking and an appropriate range of assessments to lead to improvements in attainment. * Attendance levels are high. Exclusion rates are low, and inclusion is successful for all.     **Identified priorities for improvement:**   * Improved system required for tracking attainment over time in all curricular areas and at all stages. * Pupils need to be more engaged in their learning and participate in decision-making about their learning pathways. * The school needs to provide a greater forum for the pupils to share their views on the quality of their educational experiences and how to improve. * The school needs to encourage and record active participation of pupils in the local community. |

**Pupil Equity Fund 2022-23**

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| Identified gap | High quality nurture support for identified **individuals** with adverse childhood experiences (ACE), poor mental health and/or vulnerable. |
| Expenditure | £15,925 funding for PSA Nurture Support – **Individual** support  Any surplus amount will be used to invest in the school’s nurture garden as a special space for children. |
| Expected outcomes | **Individuals** – Increased confidence, improved self-esteem, better behaviour, and greater engagement with learning. |
| Impact Measurements | **Individuals** – Measured through progress reports created in collaboration between School Management and Ms Barclay (PSA Nurture Support). |

**Capacity for improvement**

At the beginning of our school year 2022-23 we are in a position of strength. All covid-19 restrictions have been lifted, we have a full and committed staff cohort, we have a low level of ASN need and we have secured an additional temporary PSA on the LTU scheme. The SMT is confident in completing our school improvement priorities for 2022-23 but is cautious of the possible impact from the national ‘Cost of Living’ crisis, possible industrial action, a reduced school budget and war in Eastern Europe.

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.

**Wider Achievements 2021-22 Memories:**

**Sporting/Outdoor Achievements**

* Nursery pupils enjoyed weekly sessions at the woods.
* P7 pupils enjoyed a week at Abernethy Outdoor Centre.
* P6 pupils enjoyed a two-night residential experience at Sir Arthur Grant Centre.
* Sports Day enjoyed by all pupils.
* Football team coached by Mr Williams.

**Cultural Experiences**

* All pupils participated in whole school ceremony to mark the end of WW1.
* Whole School Talent Show & P6 Burns Evening

**Parental Involvement/Engagement**

* Information Evening regarding upcoming school trips.
* Parents evenings reintroduced June 2020.
* Volunteers for various projects.

**PTA/Parent Council (KSPG)**

* Supported learning & financing of teaching resources.
* Kemnay School Parent Group Meetings.

**Wider Community Links**

* N/A

**Key priorities for session 2022/23**

**Improvement Plans**

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| **Emergency Improvement Priority** | | | |
| **Covid-19 Lockdown Recovery Plan** | | | |
| Improvement Priority 1 | | **Improvement Priority 2** | **Improvement Priority 3** |
| Leadership of Change | | **Learning Provision** | **Success and Achievements** |
| **Vison, Values and Aims**  **The Curriculum**  **Leadership at all Levels** | | **The Curriculum**  **Curriculum Rationale**  **Curricular Planning** | **Rights of the Child**  **House Reward System**  **Pupil Voice** |
| We have many other “secondary” developments which we continue to work on in the background. These include but are not limited to: | | | |
| **Development** | **Description** | | |
| National 1+2 Agenda | Ensuring all children in school are accessing our L2 Modern Language, Spanish and children in P5-P7 have experiences in our L3 language, French. | | |
| Digital Schools Award | A commitment to continue to maintain our status as a digital school. | | |
| Eco-School | Starting the journey to become an eco-school. | | |
| Nursery | Early Years improvement plan priorities. | | |

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| **Emergency Improvement Priority** | |  | Covid-19 Lockdown Recovery Plan |
| **Quality Indicator 3.1** | | | **Actions:** *Please see our school collegiate calendar for planned timings for actions. These actions are the responsibility of the school management team unless stated otherwise.* |
| **Ensuring Wellbeing, Equality and Inclusion**   1. Wellbeing and Learning 2. Systemness 3. Social Intelligence 4. Equality Investments | | | 1. **Wellbeing and Learning**    * Re-build positive relationships through re-establishing the app SeeSaw. This app allows teachers and parents to share success, celebrate achievements and inform of their child’s next steps.    * A clear focus on health and wellbeing, with occasional collegiate meetings aimed at improving mental health and providing social interactions. 2. **Systemness**    * Improving participation and collaboration in analysing data sets, such as wee HGIOS responses from parents, attainment data, etc.    * Fully introduce Quality Assurance calendar to ensure high quality learning and teaching.    * Fully introduce staff/individual professional development opportunities. 3. **Social Intelligence**    * The school vision, values and aims will be finalised to ensure all are working towards a common goal.    * Opportunities will be available for teaching staff to take increasing responsibility for leadership within the school. 4. **Equality Investments**    * Knowledge of the current context of the school and its community shall be shared during the school year.    * All staff will scrutinise data to consider next steps for pupils. This includes school wide trends in data.    * Regular GIRFEC meetings will be organised to analyse each pupil, their attainment and pastoral needs. Interventions will be put in place if required.    * PEF will ensure that the nurture needs of the pupils are being met. A robust method of measuring impact will be created/enhanced. |
| **How will you measure success?** | | | |
| 1. **Wellbeing and Learning**  * Survey of parents will measure the impact. * Staff survey will measure the impact.  1. **Systemness**  * Historic record of pupil/parental involvement in wee HGIOS school evaluations. Record of staff meetings to analyse data sets. * Record of quality assurance practices being implemented. * Record of professional development meetings and courses completed in school.  1. **Social Intelligence**  * A new school vision, values and aims pledge by autumn 2022. * A record of school leadership staff led meetings, training, information sharing events.  1. **Equality Investments**  * A record of staff meeting to discuss the local context of our school. * Achievement of a level collegiate meeting records to discuss, analyse and moderate our professional judgement. * Records of meetings to discuss pupil attainment, learning needs and pastoral concerns. | | | |
| **Progress Check / Comments / Next Steps** | | | |
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| **Improvement Priority No.** | | **1** | Leadership and Management |
| **Quality Indicators: 1.1 & 1.3** | | | **Actions:** *Please see our school collegiate calendar for planned timings for actions. These actions are the responsibility of the school management team unless stated otherwise.* |
| **Self-Evaluation/Self-Improvement**  **Leadership of Change**   1. Vision, Values and Aims    * *NIF 1 School Leadership*    * *NIF 3 Parental Engagement* 2. Leadership in School Staff    * *NIF 1 School Leadership*    * *NIF 2 Teacher Professionalism*    * *NIF 5 School Improvement* 3. Quality Assurance    * *NIF 1 School Leadership*    * *NIF 2 Teacher Professionalism*    * *NIF 6 Performance Information* 4. Self-Evaluation    * *NIF 1 School Leadership*    * *NIF 3 Parental Engagement*    * *NIF 5 School Improvement* | | | 1. **Vision, Values and Aims**    * Staff to fully consult with their pupils in fulfilling the actions above.    * Parent Council (KSPG) to be consulted with closely on the progress of our VVA.    * The wider parent body to be consulted with to ratify the final ideas.    * The VVA is to be ratified and published widely by autumn 2022. 2. **Leadership in School Staff**    * HT to create a broad array of responsible areas of leadership for each member of staff.    * Explain each job and its function    * Allow for staff to update each other on their progress    * Liaise with staff regularly on each of their responsible areas offering support and guidance. 3. **Quality Assurance**    * QA calendar will be shared to ensure standards are high quality for all.    * It is important for the management team to conduct at least one classroom observation for every teacher in term ½ and again in term 3/4    * Jotter monitoring shall commence once in term 2 and again in term 3.    * Class planning shall be requested to evaluate current planning for learning in September, January and in April. 4. **Self-Evaluation**    * Regular self-evaluation collegiate meetings will analyse our progress as a school in key areas.    * Parents and pupils will restart our self-evaluation process using google forms. Results/findings shall be shared on a prominent display board and in our school bulletin. |
| **How will you measure success?** | | | |
| 1. **Vision, Values and Aims**    * A new school vision, values and aims will be published after consultation with the wider community, parents and pupils. 2. **Leadership in School Staff**    * All staff will actively lead and improve a given area of the curriculum or other school priority. Time will be dedicated from our collegiate working time agreement and in-service day to dedicate to their chosen area. Success will be varied depending upon a variety of factors, but each teacher (proportionately) be asked to provide measurements of progress. 3. **Quality Assurance**    * QA reports and records available upon request. 4. **Self-Evaluation**  * A prominent display board reflecting upon the feedback of our parents and pupils will be evident. * Records of self-evaluation from teachers/school staff will be available upon request. * Pupil Council minutes. | | | |
| **Progress Check / Comments / Next Steps** | | | |
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| **Improvement Priority No.** | | **2** | Learning Provision |
| **Quality Indicator: 2.2. & 2.3** | | | **Actions:** *Please see our school collegiate calendar for planned timings for actions. These actions are the responsibility of the school management team unless stated otherwise.* |
| **Curriculum**  **Learning, Teaching & Assessment**   1. Curriculum 2. Curriculum Rationale 3. Curricular Forward Planning   *NIF 1 School Leadership*  *NIF 2 Teacher Professionalism*  *NIF 5 School Improvement* | | | 1. Finalise Curriculum Policy. Consult with pupils and parents where possible.    * Learning and Teaching Policy    * Languages Policy    * Numeracy & Mathematics Policy    * Health and Wellbeing: Relationships Sexual Health Parenthood    * Expressive Arts Policy    * Science Policy    * Social Science Policy    * Technology Policy    * Religious and Moral Education Policy    * Virtual/Blended Learning Policy    * Developing the Young Workforce (DYW): Enhancing our skills for life, learning and work award participation rate in school.    * Assessment & Moderation: Continue to develop a coherent and robust assessment approaches and calendar. 2. Curriculum Rationale    * Education Scotland benchmarks are used in planning, learning, and teaching and Reporting procedures.    * Use of the four capacities    * Use of the four contexts of learning    * Refer to the principals of the curriculum design    * Explore opportunities to expand on outdoor learning opportunities. 3. Curricular Forward Planning    * Quality Assure new planning formats, monitor, evaluate, modify and improve. |
| **How will you measure success?** | | | |
| **The Curriculum**   * A new set of curricular policies that for teachers and parents to refer to. * A curriculum rationale specific to our local context. * An effective and non-bureaucratic forward planning system that supports our teachers in ensure that the broad general curriculum is covered.   **Curriculum Rationale**   * A clear rationale behind how we have designed the curriculum the way we have that is understood by all teaching staff. * The rationale is based on the Education Scotland guidance, Local Authority Guidance, educational research, and our own local context.   **Curricular Planning**   * A coherent and non-bureaucratic set of plans that are a useful and a purposeful document that supports teachers in ensuring that the broad curriculum has been covered. * The plans are adaptable and support assessment-based changes in direction depending upon the needs of the children. * The plans will evolve to adjust to new resources, methodologies, and guidance. | | | |
| **Progress Check / Comments / Next Steps** | | | |
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| **Improvement Priority No.** | | **3** | Successes and Achievements |
| **Quality Indicators: 3.1 & 3.2** | | | **Actions:** *Please see our school collegiate calendar for planned timings for actions. These actions are the responsibility of the school management team unless stated otherwise.* |
| **Ensuring Wellbeing, Equality & Inclusion**  **Raising Attainment & Achievement**   1. Rights of the Child    * *NIF 1 School Leadership*    * *NIF 2 Teacher Professionalism*    * *NIF 5 School Improvement* 2. House Reward System    * *NIF 5 School Improvement* 3. Pupil Voice    * *NIF 4 Assessment of Children’s progress* 4. GIRFEC    * *NIF 5 School Improvement* 5. Attainment Tracking    * *NIF 1 School Leadership*    * *NIF 4 Assessment of Children’s Progress*    * *NIF 6 Performance Information* | | | 1. Rights of the Child    * Use Rights Respecting Schools Award (RRSA) audit to assess the school’s current areas for development.    * Write specific RRSA action plan based on the findings from the audit.    * Undertake the actions in the plan. 2. House Reward System    * Develop the House Captain role with valuable tasks,    * Create a calendar of challenges for each house to compete towards,    * A set of rewards to be created that are desirable, offer choice, free or low in cost, meet the needs of the wide variety of stages,    * A recognition award for house captains    * Develop the House Captain selection process 3. Pupil Voice    * To establish a schedule that is convenient to teachers for pupil voice conversations.    * To elicit a range of conversational topics for discussion such as school evaluation (wee HGIOS), own literacy, own maths, friendships, personal circumstances, etc.    * Establish a set of rules/guidance for conducting meetings correctly appropriate for each stage.    * To train, coach staff on conducting pupil voice conversations.    * To value these conversations with meaningful conclusions/actions.    * To continue to develop the use of nurturing approaches in collaboration with Pupil Support Worker, Nurture PSA and Intervention and Prevention Teacher.    * To involve Head Teacher/Deputy Head Teacher in participation of Pupil Voice where appropriate. 4. GIRFEC    * Ensure teaching staff are confident and secure in the knowledge of the wellbeing indicators: SHANNARI    * Develop an awareness of the wellbeing indicators for all of the pupils and parents. 5. Attainment Tracking    * Refine and improve on current attainment tracking of pupils.    * If possible, align attainment tracking with the GIRFEC review excel spreadsheet.    * Develop improved systems for tracking trends in educational achievements.    * Improve systems for tracking achievements in all curricular areas. |
| **How will you measure success?** | | | |
| 1. **Rights of the Child**  * A teacher, class or group taking this initiative on and sharing with the whole school their learning. * Progress towards accreditation. * Increased awareness of the Rights of the Child and respect/understanding for what they represent.  1. **House Reward System**  * A defined role for house captains. * A calendar of events throughout the year for house challenges * Improved motivation in demonstrating the values of our school evidenced through pupil council/class surveys.  1. **Pupil Voice**  * Regular pupil voice conversation records. * Positive feedback from surveys after meetings are conducted. * Pupil knowledge of their own personal targets and educational targets. * Increasing parent/pupil participation in self-evaluations on how we are performing as a school.  1. GIRFEC    * Staff quiz to be undertaken on GIRFEC Wellbeing Indicators.    * Pupil display of Wellbeing Indicators to be created. Pupil work can be evidenced upon request. 2. Attainment Tracking    * Improved spreadsheet tracking the attainment of pupils.    * Aligned attainment tracking with the GIRFEC review excel spreadsheet.    * A comprehensive system developed for tracking trends in educational achievements.    * An improved system for tracking achievements in all curricular areas. | | | |
| **Progress Check / Comments / Next Steps – Distributive Leadership** | | | |
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