

**Keig  
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 Keig 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 Keig 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.

Donna Crawford

Head Teacher

## **The School and its context**

### **Vision for the school**

To lead happy, healthy lives as active citizens and confident life-long learners.

### **Values that underpin our work**

Happiness, Hard work, Resilience, Responsibility, Support, Inclusion, Care, Respect, Achievement, Independence, Friendliness

### **What do we aim to achieve for our children/pupils?**

To inspire and support learners to develop knowledge, skills, attitudes, and qualities so they become: -

Successful Learners  
Confident Individuals  
Responsible Citizens  
Effective Contributors

We aim to provide an inclusive, broad, and balanced curriculum to ensure our learners fulfil their potential. We aim to support our pupils to become independent learners, be creative and resilient, be healthy and happy with a positive attitude to life.

### **Keig School Motto**

If you believe it, you can achieve it.

### **Context**

Keig Primary School is a small, two teacher school situated in the village of Keig which is four miles from the town of Alford.

The school enjoys an attractive, quiet, rural setting with a panoramic view over the Don Valley and hills of Donside. Pupils attend school from the village of Keig and surrounding area.

Keig School is an attractive, traditional granite building and has recently been extended to provide further school and community accommodation. There are two large, bright classrooms, library areas, two offices, reception area with community toilets, staffroom, a servery, a large hall with stage area which is also used as a dining area, community store, community servery and large community kitchen.

Outdoors the children can enjoy a large tarmac playground at the front of the school with marked netball court, fun playground markings, benches, tyre planters,

bike racks, playground shed and pupil shelter shed. There is a large grass playing field at the rear of the school. It is bordered by mature trees and has goal posts. Next to this is a spacious play area with play equipment, school garden, greenhouse, willow tunnel also and multipurpose outdoor classroom. A separate car park is available for use by staff and visitors to school.

The school can also easily walk to The Forbes Estate which has a large football field, woodland, streams and an area we use for Woodland Schools.

We presently have 26 children in two composite classes comprising of a P1-3 class of 17 and P4-7 class of 9 the Head Teacher and Flexible Teacher share the P4-7 class.

Pupils transfer to Alford Academy at the end of Primary 7 and this year 1 child has transferred to Robert Gordons. Keig School works closely with the other schools in the Alford Community Schools Network.

A core teacher provides experiences in PE and Music. An Additional Support for Learners Teacher collaborates with class teachers to enhance pupils' learning which is also supported by a PSA. The school also works closely with a range of other support agencies and volunteers in order to provide the best possible experience for all children.

Five pupils presently benefit from brass instruction and a Kodaly tutor visits for a term each year and delivers music and singing lessons and recorder/guitar tuition to the older pupils.

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

The school has a very supportive and active Parent Council which supports school improvement activities and raises additional funds to provide many extras for the pupils in the school.

Community links are a valued part of school life and we have had a successful Music Week Concert which attracted visitors from the local community and Alford. We hope to hold more Community Events in 23/24. Over 40 local businesses supported the school this year by buying Business Ducks to participate in the Parent Council run Keig Duck Race. Local Authority nursery provision is available within the Alford catchment area the nearest being Tullynessle Nursery. The school is used for a range of community activities, including after school activities, Bowling Club, Badminton Club, Pilates, Yoga and various Community Events. The Head Teacher is invited to attend Hall Committee meetings.

Keig School prides itself on working together and has a very strong collegiate ethos with significant distributive leadership including all staff, parents and pupils. Pupils lead improvements through Helping Hands Groups which included this year an Eco Group, Gardening Group and Rights Responsibility/Community Group. The Helping Hands Groups have replaced the Pupil Council role this year.

Analysis of the **SIMD data** shows that no child at Keig School lives in an area of deprivation (deciles 1 and 2); the majority of children are in decile 8-10. Although Keig School does not have any children who are classed as living in an area of

deprivation, we believe that all children are entitled to the best education and to be the best they can be.

We currently have no PEF.

We are committed to excellence and equity and we value the learning of all children.

## **Achievements 2022/23**

We have had a year full of changes and challenges but the Keig Team have supported each other and have tried to reinstate activities that had been lost during the Covid Pandemic.

This year we have been in school for the whole year although at various times staff have been ill with Covid.

Due to the hard work and dedication of the staff, pupils and parents 2022/23 was a productive year and a healing year for our pupils as many of the activities were once again able to take place.

We continue to create opportunities for all our pupils to achieve in a broad general curriculum. These achievements are celebrated along with pupil personal achievement in and out of school on our school Face Book page, 'Achievements' Board' and assemblies.

Highlights of the year include: -

P4-7 pupils taking part in the Charles Murray, Hamewith concert.

A Halloween party being held after school run by the Parent Council.

Whole School participation in a pantomime - "The Christmas Time Santa Forgot" was the highlight of the Xmas Season and was well attended by parents and villagers. The children enjoyed a Xmas Party with food provided by the Parent Council.

Pupils organised a book swap for World Book Day and dressed up and participated in many activities.

Two Parents nights were enjoyed by many including a one-to-one chat with teachers and an Open Evening when the children displayed their ceilidh dancing.

Residential trip to Nethybridge with the whole of P5-7 enjoying skiing and outdoor activities. Pupils really benefitted from the team challenges and learning life skills and being independent.

Health and Wellbeing Week planned taking on ideas from Parent Council and feedback from last year. A variety of experiences were offered including yoga, Emergency Response and Defib training, outdoor learning, jogging, a walk on the Forbes estate, whole school den building, Sports Day with parents watching and participating and a trip to MacDuff Aquarium and Banff Beach.

All pupils participated in Music Week. They had daily workshops in their chosen instrument/s, whole class singing and drumming. Instruments included fiddle, whistle, keyboard, percussion and voice. We had 2 professional traditional musicians delivering the workshops and a parent volunteer offering taster sessions.

Events included a Tutors' Concert, Pupil Ceilidh – outdoors, Parent Workshop for children to teach their families and the Pupils' Concert highlighting the learning of the week.

Helping Hands groups highlights included extensive planting of flowers and vegetables, planting wildflower seeds at the front of the school to encourage biodiversity, making wildflower seed packets and distributing to parents and the village and making bughouses.

Bikeability Level 1/2 was delivered and achieved by our P4-7 pupils. Our Cycle Friendly School /status was reaccredited.

Keig School earned their 5<sup>th</sup> Green Flag.

Outdoor learning has become more embedded in the curriculum and is something we wish to continue doing as the benefits for the HWB of pupils and staff have been positive.

Although in 2022/23 we experienced some disruption due to illness our school community continued to support each other, and we all worked hard staff, pupils and parents to progress with learning and teaching and community bonds.

## 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

<b>Key priority 2022-2023</b>	<b>Key actions undertaken</b>	<b>Impact (achieved throughout 2022/23)</b>
<p><b>Priority 1. Place human rights and needs of every child at the centre of education.</b></p> <p><b>Continue to develop Use of Healthy Schools to plan and deliver HWB programme with focus on Well-being Indicators and improving outcomes for all.</b></p>	<p>Continue working on Silver Rights Respecting Schools Award to inform pupils, parents and staff.</p> <p>Continue to develop Use of Healthy Schools to plan and deliver HWB programme with focus on Well-being Indicators and improving outcomes for all.</p> <p>Introduce Safer Schools to teachers and parents to promote online safety and improve digital well-being for all.</p>	<p>Group continued with 2 teachers leading mixed aged group. Many of the different rights explored with the group and displays made to inform school community.</p> <p>Children and staff greater knowledge an understanding of Childrens' Rights.</p> <p>HWB indicators are now in Learning Journals and there is a monthly focus at assembly on the indicators. Healthy Schools website being utilised to cover the HWB curriculum and the Wellbeing Indicators are regularly discussed and becoming imbedded in school life. Children can talk ore readily about the HWB indicators.</p> <p>This needs to be carried on to 23/24</p>

Key priority 2022-2023	Key actions undertaken	Impact (achieved throughout 2021-2022)
<p><b>Priority 3 Improve Learning, Teaching and Assessment to improve attainment and close gaps.</b></p>	<p>Participate in Aberdeenshire offer of improving Learning, Teaching &amp; Assessment</p> <p>Upskill staff on use of technology to improve Learning &amp; Teaching, Assessment &amp; Attainment</p> <p>Continue to improve sharing of learning and family learning – re-introduce Seesaw, refresh family learning events.</p> <p>Refresh how Reading is promoted and assessed to maintain attainment and provide assessment data.</p> <p>Streamline &amp; Refresh Curriculum taking into account Experiences &amp; Outcomes, Benchmarks &amp; Sustainable Development Goals &amp; Skills for Life</p>	<p>Staff attended In-Services. 1<sup>st</sup> one disrupted by high winds and had to close early. 2<sup>nd</sup> one only HT well enough to attend. HT attended other Aberdeenshire sessions. Learning and Teaching Statement has been written by teaching staff and HT for Keig School.</p> <p>Teaching staff attended twilights and In-Service Course. RB carried out a digital programme for use of laptops and learning programmes. Pupils and staff upskilled and held workshops for parents and staff. Pupils taught younger pupils how to use computers. Technology used more extensively in both classes. P3 can now log on to computers and create and save word documents.</p> <p>This was re-established and working well before it was no longer able to be used because of data breached. Facebook without photos of children being used instead. Teachers printing out photos of events and displaying round school for parents to see at events.</p> <p>More written comprehension in P4-7 and a variety of videos and resources used. Accelerated Reader still sorely missed.</p> <p>Streamline of Curriculum started but further work on this needs to be done in 23/24. RME/HWB/Numeracy/Literacy planning refreshed recently. Time spent setting up what needs to be in classroom planning.</p>



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

- Self-Evaluation at school level using HGIOS 4 QI's revisited September 22
- School Improvement Plan
- PRD records
- Feedback from parent council discussions
- Parent/Pupil Questionnaires

**Overall evaluation of level of quality:**

- School improvement takes place in the context of the school's values and vision which have been revised in consultation with staff, parents and pupils.
- The selection of school improvement priorities is made taking in to account the local capacity to accommodate change.
- All staff are involved in evaluation of the school improvement plan through open dialogue and peer work. Leadership roles are taken by colleagues at all levels.
- Staff have a clear focus on improving outcomes for learners and engage regularly in learning conversations with colleagues, pupils and parents. Developing a more robust understanding of assessment data would further support this work.
- Staff, pupils and parent views and ideas are sought when developing our School Improvement Plan, choosing appropriate approaches to effectively facilitate change.
- All staff are committed to CPL and reflect on and develop practice to ensure best possible outcomes for all learners.
- Overall, the changes pursued by the school are having a positive impact on young people.

**Identified priorities for improvement: 23/24**

- Peer learning visits to focus on the embedding of AifL in learning.
- Evaluation activity on leadership at all levels
- Start collegiate meetings with a review of SQUIP progress to help with continual identification of strengths and areas of development. Use information to identify clear rationale for future improvements.
- More focus on the HGIOS 4 challenge questions relating to leadership QI's will be encouraged next session.

## 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: weak**

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

**How well are you doing?**

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

- There is a very positive ethos toward change within Keig School and all staff are committed to change and adapt to the needs of the school.
- Staff, pupils and parent views and ideas are sought when developing our School Improvement Plan.
- Staff are effectively involved in school improvement planning. We are increasingly using a range of evidence when identifying strengths and next steps.
- Teachers and PSAs facilitate opportunities for pupils to lead school groups (Helping hands)
- CLPL opportunities are signposted for all staff to access and link to improvement planning/next steps that have been identified.
- Staff engage in moderation practices within our own school.
- Staff have a clear focus on improving outcomes for learners and engage regularly in learning conversations with colleagues, pupils and parents.
- Pupil voice is increasingly being used to identify for change across the school.
- All pupils have focussed responsibilities.
- All staff at Keig 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.
- All staff are committed to improving learning and teaching and reflect on and develop practice to ensure best possible outcomes for all learners.

**How do you know?**

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

- Vision and Aims discussed and reviewed at assembly and in classes.
- Discussions with staff during meetings.
- School Improvement Plan review.
- Feedback from parent council discussions in Parent Council Minutes
- Parent evaluations Vision and Aims, Open Evenings, Sharing our Learning events,
- Pupil/Parent Questionnaires June 2023
- Parent Council consulted in school developments.

- You said, we did approach is used e.g., Parents suggested events for Health & Well-being Week, Parent Interviews changed to after October Holidays and Changes to Pick-Up arrangements. Parents involved teaching in Music Week.
- Social media is used effectively to engage all stakeholders. Vision & values posted on School Facebook Page; Newsletters provide regular opportunities for parents to be involved in the school. Shared learning sessions are planned for each year which centre around aspects of the school improvement plan.
- The school engage with the community within learning opportunities e.g. Health and Wellbeing and Music Week Workshops
- There is an ethos of professional engagement and collegiate working from all staff. Annual calendar of staff meetings with focus areas linked to the school improvement plan. There are regular opportunities for all staff to engage with QI documentation to review practice and plan next steps.
- HGIOS 4 challenge questions started to be used to focus developments and self-evaluation.
- There are pupil groups "Helping Hands" in place for areas such as Rights Respecting School, Gardening Group, Eco Group with focus on real life DYW skills and drive improvements in school. These groups also provide a pupil voice for Keig School. These are groups led by the pupils with adult facilitators to support.
- Staff have a range of leadership opportunities such as RRSA & French,
- Whole School QA calendar documents processes to review and improve schoolwork.
- Professional learning opportunities are signposted to PRD and/or SQUIP.

#### **What are you going to do now?**

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

- Revisit V, V, A in line with any new staff pupils, families etc.
- Regularly review of School Improvement progress to help with continual identification of strengths and areas of development. Use information to identify clear rationale for future improvements.
- More focus on the HGIOS 4 challenge questions and self-evaluation activities.
- Develop a pupil council and its own school improvement focus.

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

**How well are you doing?**

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

- The ethos of Keig School is warm, positive, nurturing and promotes mutually respectful relationships. Almost all pupils engage well with learning experiences, are eager to learn, motivated and involved. There is growing evidence of appropriate pace and challenge across all classes.
- Learners' achievements in and out of school are recognised regularly at our celebration assemblies and shared with pupils, parents and the wider community through our achievements wall, newsletter, school Facebook page and Learning Journals. Facebook used effectively when Seesaw was withdrawn.
- Sharing Our Learning Annual Calendar shared with parents.
- Learners play an active role in the school and wider community and regularly take on leadership roles, including leading learning through Helping Hands & Eco Groups and Pupil Council.
- Pupils are beginning to articulate what they are learning and why and know what they need to do in order to become successful.
- Most pupils are becoming increasingly independent in their learning.
- There is consistent practice in place within both classes at Keig linking to AIFL and feedback. Differentiation exists across all classes.
- Most pupils are involved in self/peer assessment opportunities and are beginning to provide constructive feedback. This has been recognised by our partnership with K'NEXT helping to trial workshops and provide pupil and teacher feedback.
- Learning intentions and success criteria are well used to support pupils in their learning. This practice is consistent across the school. In both classes' pupils are involved in co constructing success criteria with staff.
- All staff make effective use of questioning during learning and teaching experiences extending learning as appropriate.
- All pupils have regular opportunities to work individually, in pairs and in groups. Both classes have opportunities to work with each other e.g. Paired Reading, Helping Hands
- Almost all learning experiences are planned to match pupils needs/abilities.
- 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. Evidence of impact of interventions is sought in order to identify next steps.
- Tracking supports pupils progress in learning. Teachers track children's achievement carefully in numeracy and literacy constantly assessing whether children are making progress and provide appropriate support and challenge. Standardised data is being used to target support and staff are becoming more confident in using this to support professional judgement. Tracking meetings take place 3 times a year. Tracking formats working well and Tracking meetings in QA Calendar.
- Digital technology is beginning to support learning across all classes. Doodle Learning very well received by parents, staff and pupils.
- All staff and pupils use a wider range of learning environments including the outdoors, the local woodland area as well as ensuring there are opportunities to develop skills for learning, life and work.

### How do you know?

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

- QA processes taking place throughout the school year.
- Pupils have regular opportunities to engage and lead assessment through self and peer assessment approaches.
- Pupils are developing their understanding of knowledge and skills as well as their identification of strengths/next steps. Opportunities are given for pupils to have Learning conversations.
- Learning Journals evidence pupil's reflections on their learning shared with parents.
- Feedback from parents Sharing Our Learning Calendar & Events
- Aberdeenshire frameworks and national benchmarks are used to inform planning and identify appropriate next steps thus ensuring progression in learning across the school.
- Keig School has an agreed understanding of assessment.
- HT and class teachers monitor progress of learners collectively and individually and plan next steps in learning in response.
- Professional dialogue ongoing throughout the session.
- Tracking meetings held with staff 3 times a year.
- Staff discuss what pupils are learning, how they have been successful and identify their next steps.
- SNSA data is considered by all staff.
- Technology is also used to support targeted interventions. P7 along with ASN teacher shared their learning of Word dictate teaching P5/6 and P1-4 how to use it.
- Feedback from parents/carers around the use of Facebook (in absence of Seesaw) to share learning, progress and feedback was very positive.
- Facebook & Newsletters have been used to promote everyday learning and achievements.
- P5-7 teachers plan outdoor activities using the school grounds and an area of the local Estate as a Woodland School area. P1-3 utilise an outdoor area near the classroom for various outdoor activities and larger play resources.
- Parent & Pupil feedback 2023

### What are you going to do now?

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

- Agree and embed assessment calendar
- Agree and embed a skills progression framework and skills tracker with pupil ownership as key driver.
- Develop use of technology as a support strategy and learning enhancement for all. Continue using tracking documentation.
- Develop use of technologies to motivate learning for all

## 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:**

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

**How well are you doing?**

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

- Children at Keig School are included, happy and successful. Their learning experiences are enhanced through a commitment to meet the needs of all individuals. They benefit from the level of care and nurture provided.
- All staff are up to date and confident in GIRFEC and Child Protection procedures and show great commitment to the welfare of the children. All Staff are vigilant and prompt in highlighting concerns and responding to issues. Pupils have an awareness of the wellbeing indicators and can discuss these appropriately.
- The school is fully committed to the fulfilment of its statutory duties but accepts that there is still work to do regarding all aspects of the Equality Act.
- Children are enthusiastic and engaged learners. Active learning opportunities are used alongside other methods to motivate and challenge pupils. Additionally the use of digital contexts for learning and a focus on creativity allows children to develop a wide range of skills and attributes.
- Standardised data is beginning to be used more effectively to track progress and identify areas requiring targetted support. Analysis of such data shows that most children at all stages are attaining as expected or better in literacy and numeracy although due to Accelerated Reader being withdrawn reading data is no longer available.
- The school is adopting dyslexia and autism friendly approaches.
- Health and Well-being and RME curriculum have been adjusted to take account of Bounce back resources and learning.
- HWB revised programmed being used across the school consistently.
- All staff at Keig have a very good knowledge of learners, families and their community. A supportive and inclusive ethos exists across the school for all pupils and staff.
- All are fully committed to ensure everyone is treated equitably and with respect. Due to the dedication of all staff almost all pupils build very positive relationships, allowing staff to identify and support individual needs.
- The school have developed a whole school promoting positive behaviour policy based on the Golden Rules and has high expectations of behaviour with incidents dealt with promptly and effectively.
- The school is a bronze Rights Respecting School and is making good progress towards Silver Accreditation. The values of the school are underpinned by United Nations Convention on the Rights of the Child.

- 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 and informal discussions of all staff.
- 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, Child Plans, 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. This includes a particular area to record any incident of alleged bullying.
- Tracking meetings with a member of the SLT and individual class teachers have a focus on pupils' needs and discussion re targeted interventions. This supports the deployment of staff including Pupil Support Assistants (PSA) and ASL staff.
- Class teachers work closely with ASL teacher to plan targeted interventions. ASL teacher offers learning and teaching support, co-operative teaching, consultation, direct intervention and professional development. ASL teacher has good relationships with families and outside agencies and is pro-active in addressing next steps.
- Transition programmes and activities are in place for Early Years/Primary/Secondary to ensure the well-being of pupils. Transition between teachers is informal due to the close collaboration of all staff.

#### **How do you know?**

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

- Shared expectations in place across the school. Positive, supportive ethos throughout the school. The school promote the rights respecting award work.
- 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.
- School uses Bounceback programme to support this.
- ALEC/SCARF resources used – The school use a three-year rolling programme for smaller schools.
- Healthy Schools website is used to plan HWB linking experiences to the Health and Wellbeing Indicators.
- A responsibilities and values-based approach to all aspects of school-life supports all learners feeling valued and cared for.
- The positive levels of attainment in literacy at all stages evidenced in the SNSA data at P1, P4 & P7.
- The increasing confidence and wellbeing of children across all years.
- Certificates reflect effort and hard work promoting positive mind-set.
- The school has been awarded the following recognition: Five eco flags have been achieved at Keig 2023. Bronze Rights respecting award. Cycling Friendly School Award 2023



- Effective partnerships are in place with local church and community groups, SSPCA & K'NEXT Generation. The school runs Bikeability at Level 1 & Level 2. Participates in the John Muir Award on School Residential when possible. The school runs De-Fib training regularly for all children and staff in partnership with the local Defib Group.
- 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, PSA, Pupils support worker and others.
- Outside agencies such as school nurse, doctor and CAHMS are also involved with the consideration of targeted support for individual pupils as appropriate.
- Some staff are nurture trained and use this to support pupils.
- The school keeps an up-to-date audit of need to support the deployment of staff and consideration of interventions to be planned for to support pupils.
- Child Plans being fully implemented. Regular meetings with staff, parents and other agencies to meet pupils' needs.
- HT meets termly with SFL staff in order to plan appropriately to meet individual need. This is reviewed for impact on a termly basis too.
- 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. P7 pupils act as buddies for new P1 pupils in term 1. P6 pupils act as buddies to P5 pupils in term 1. This year P7 met up with mini cluster schools for orienteering at Tough to help them meet other P7s.
- The cluster has a transition programme run in partnership with cluster primaries/Alford Academy. There are series of visits in place. There is an enhanced transition programme in place for any pupils who would benefit from this. Academy staff team provide a range of opportunities to engage with pupils and their families. This year online transition activities were provided to support pupils before they started at the academy. Transition activities for P4s included Chess, Problem Solving and getting-to-know -you games and a transition leaflet given to pupils.
- Positive feedback from Parents and Pupils
- P7 took part in mini cluster activities over the year to help with transition – good feedback from pupils, staff and parents.

### **What are you going to do now?**

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

- Continue with Rights Respecting School Programme working towards Silver Accreditation
- Continue with Eco Schools and Helping Hands whole school groups so pupils feel respected and consulted.
- Use Bounceback resources as part of HWB programme to continue developing Growth Mindset and Resilience to improve pupil well-being and positive attitude to learning.
- Continue to build capacity as a team to ensure the needs of all pupils are met. Number of pupils requiring targeted interventions has increased recently.
- Continue using Health and Well-being programme taking into account the well-being indicators and making a coherent approach across the whole school for all aspects of well-being. Include HWB Indicators in Learning Journal and learning activities regularly across the school. Evaluate use and impact.



- Continue review of library so that variety of books to be inclusive and readily accessible.

### **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:**

**(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 Keig School. Most pupils are attaining expected levels in literacy, numeracy and health and wellbeing. Some children exceed expected levels. This year our attainment is on track with P1, P4 & P7 nearly all achieving the expected CfE levels and particularly high SNSA levels in literacy in P1.
- Universal supports are in place and targeted interventions for identified pupils and groups are put in place for those who need support.
- The school has a tracking system in place which is discussed termly with staff to ensure individual pupil progress is tracked. Next steps are clearly identified and planned for. Interventions are also regularly reviewed for impact.
- All staff have a good understanding of expected standards in literacy and numeracy supported by the local frameworks and national benchmarks.
- Keig 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.
- Pupils' participation with their wider community has been good in the past and we have begun to re-establish links now that Covid restrictions have been eased. Music Week Concerts attracted support from local community.
- Achievements are recognised and shared across the school. The school are developing their systems in tracking this information to ensure identification of any pupil at risk of missing out.
- Pupils have been given opportunities for developing their knowledge and skills through a variety of ongoing extra-curricular activities led by parents – this has been on hold but netball has started again and we hope to build on this next session.
- Attendance levels are high, exclusion rates are zero, and inclusion is successful for all pupils and greatly prized by pupils, parents and staff.

## 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 number of pupils are exceeding expectations in both literacy and numeracy. Staff are continuing to develop opportunities to promote challenge for all pupils.
- Universal supports exist in all classes. Resources are freely available to support this.
- ASL supports are regularly reviewed in order to ensure all resources are deployed appropriately to meet need.
- Tracking meeting info is kept up to date.
- Keig School engages in a bi-annual cluster attainment review which allows for sharing of good practice and identified areas of development.
- Keig Football Festival was reinstated as was the Duck Race with teams in both age groups.
- All pupils involved in pupil groups including rights respecting, Helping Hands, Eco and Pupil Council.
- Ongoing praise certificates are issued in assemblies and Facebook is also used to share achievements.
- All pupils are encouraged to share wider achievement by recording in their homework sheet and Learning Journal their achievements. All pupils are developing their skills for learning, life and work through our Helping Hands Groups.
- Attendance is monitored carefully.
- Children have a variety of opportunities to participate and achieve including Chess Tournaments (P3-7), Woodland Schools, Voluntary Service Awards, Music Week and Ceilidh dancing. Opportunities to attend residential with an outdoor, resilience, independence theme – 3 year rolling programme established. Skiing, Water Sports, Outdoor/Edinburgh. Our first residential since Covid happened in April this year and had a huge impact on pupil well-being, confidence and independence.

## What are you going to do now?

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

- Continue to develop moderation processes and practice looking beyond the school to promote effective learning and teaching and further develop a shared understanding of standards.
- Continue training for staff around assessment.
- Continue to familiarise all staff with the interrogation of SNSA data to help with assessment, tracking and planning for learning.
- Continue to review planning and curriculum to ensure broad coverage, progression and opportunities for pupil choice.
- Continue to embed tracking systems.
- Streamline curriculum and include Sustainable Development Goals, Eco Schools and Rights Respecting Schools as part of learning.
- Continue work with mini cluster group on Careers fair that had been postponed.
- Upskill staff on further use of technology to motivate learners and raise attainment and introduce Accelerated Reader and Sum Dog to pupils, parents and staff.

## PEF 2020-2021 No PEF funding

<b>Identified gap</b>	
<b>Expenditure</b>	
<b>Expected outcomes</b>	
<b>Impact Measurements</b>	

## 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"> <li>Improvement in attainment, particularly in literacy and numeracy.</li> <li>Closing the attainment gap between the most and least disadvantaged children.</li> <li>Improvement in children and young people's health and wellbeing.</li> <li>Improvement in employability skills and sustained, positive destinations.</li> </ul> <p><b>Key drivers of improvement</b></p> <p>School leadership</p> <p>Teacher professionalism</p> <p>Parental engagement</p> <p>Assessment of children's progress</p> <p>School improvement</p> <p>Performance Information</p>	<p><u>HGIOS</u> and <u>ELCC</u></p> <p>1.1 Self-evaluation for self-improvement</p> <p>1.2 Leadership for learning</p> <p>1.3 Leadership of change</p> <p>1.4 Leadership and management of staff/practitioners</p> <p>1.5 Management of resources to promote equity.</p> <p>2.1 Safeguarding and child protection</p> <p>2.2 Curriculum</p> <p>2.3 Learning teaching and assessment</p> <p>2.4 Personalised support</p> <p>2.5 Family learning</p> <p>2.6 Transitions</p> <p>2.7 Partnerships</p> <p>3.1 Improving/ ensuring wellbeing, equality and inclusion.</p> <p><b>Specific to HGIOS 4</b></p> <p>3.2 Raising attainment and achievement.</p> <p>3.3 Increasing creativity and employability.</p> <p><b>Specific to HGIOELC</b></p> <p>3.2 Securing children's progress</p> <p>3.3 Developing creativity and skills for life</p>	<p><b>AAberdeenshire Priorities:</b></p> <p>1. Improving learning, teaching and assessment.</p> <p>2. Partnership working to raise attainment.</p> <p>3. Developing leadership at all levels.</p> <p>4 Improvement through self-evaluation.</p>		
<p><b>IMPROVEMENT PRIORITY 1</b></p> <p>To review and develop progression Frameworks and Long-Term Planning across the curriculum to meet the needs of pupils at Keig.</p>		<p><b>Data/evidence informing priority:</b></p> <p>Professional discussions with staff and evaluation of the progress made so far with curriculum developments informs this priority. In addition, the requirement to embed UNCRC through the school is identified in the Standards and Quality Report.</p>		
<p><b>Key actions</b></p>	<p><b>By whom</b></p>	<p><b>When?</b></p>	<p><b>How will we evaluate impact? (Measurements of success)</b></p>	<p><b>Progress</b></p> <p>On Track</p> <p>Behind Schedule</p> <p>Not Achieved</p>
<p>Engage stakeholders in refresh of curriculum rationale.</p> <p>All stakeholders will have participated in developing a curriculum rationale which reflects the context, values, vision and aims of the school.</p>	<p>Parents, HT, Teachers Pupils</p>	<p>Term 2</p>	<p>Stakeholder feedback from focus groups and questionnaires.</p>	
<p>Create Curriculum Overviews for each subject (with progression)</p> <p>Curriculum overviews with clear progression pathways will have been developed/ adopted for each subject.</p>	<p>HT, Teachers</p>	<p>Through the year</p>	<p>Teachers will be planning learning which allows for pupil progression through a level with confidence. Planning discussions. Tracking meetings.</p>	

<p>Create an IDL context for learning progression.</p> <p>Bundle Es and Os within context for learning</p>	<p><b>HT, Teachers</b></p>	<p><b>By Term 3</b></p>	<p>Teacher Planning. Planning discussions.</p>	
<p>Embedding UNCRC through the 4 contexts for learning</p> <ul style="list-style-type: none"> <li>- Integrate into assembly schedule (linking with wellbeing indicators &amp; school values</li> <li>- Life &amp; Ethos of the school)</li> <li>- Set up an action plan to Achieve Silver Award</li> <li>- Add to thematic planning, linking in with topics for contextualised learning of rights (interdisciplinary learning &amp; curriculum).</li> <li>- Celebration system to be set up recognising knowledge of rights</li> </ul>	<p><b>Helping Hands RRS Group, HT, Teachers</b></p>	<p><b>By Term 4</b></p>	<p>Observations. Pupil focus groups. UNCRC Silver award applied for.</p>	
<p>Pupils will be able to identify skills being developed and apply these across curricular areas. Staff will confidently be able to plan and assess skills being taught.</p>	<p><b>HT, Teachers</b></p>	<p><b>Term 2</b></p>		

## Action plan 2

<p><u>National Improvement Framework Priorities</u></p>	<p><u>HGIOS and ELCC</u></p>			<p><b>Aberdeenshire Priorities:</b></p>
<ul style="list-style-type: none"> <li>Improvement in attainment, particularly in literacy and numeracy.</li> <li>Closing the attainment gap between the most and least disadvantaged children.</li> <li>Improvement in children and young people's health and wellbeing.</li> <li>Improvement in employability skills and sustained, positive destinations.</li> </ul> <p><b>Key drivers of improvement</b></p> <p>School leadership</p> <p>Teacher professionalism</p> <p>Parental engagement</p> <p>Assessment of children's progress</p> <p>School improvement</p> <p>Performance Information</p>	<p>1.1 Self-evaluation for self-improvement</p> <p>1.2 Leadership for learning</p> <p>1.3 Leadership of change</p> <p>1.4 Leadership and management of staff/practitioners</p> <p>1.5 Management of resources to promote equity.</p> <p>2.1 Safeguarding and child protection</p> <p>2.2 Curriculum</p> <p>2.3 Learning teaching and assessment</p> <p>2.4 Personalised support</p> <p>2.5 Family learning</p> <p>2.6 Transitions</p> <p>2.7 Partnerships</p> <p>3.1 Improving/ ensuring wellbeing, equality and inclusion</p> <p><b>Specific to HGIOS 4</b></p> <p>3.2 Raising attainment and achievement.</p> <p>3.3 Increasing creativity and employability.</p> <p><b>Specific to HGIOELC</b></p> <p>3.2 Securing children's progress</p> <p>3.3 Developing creativity and skills for life</p>			<p>1. Improving learning, teaching and assessment.</p> <p>2. Partnership working to raise attainment.</p> <p>3. Developing leadership at all levels.</p> <p>4 Improvement through self-evaluation.</p>
<p><b>IMPROVEMENT PRIORITY 2</b></p> <p>To improve stakeholder involvement in self-evaluation activities and ensure data informed improvement planning.</p>		<p><b>Data/evidence informing priority:</b></p> <p>Classroom observation and new headteacher perspective has highlighted that there is a need for more robust and honest self-evaluation of current practise against national and local expectations to ensure quality learning experiences.</p>		
<p><b>Key actions</b></p>	<p><b>By whom</b></p>	<p><b>When</b></p>	<p><b>How will we evaluate impact? (Measurements of success)</b></p>	<p><b>Progress</b></p> <p>On Track</p> <p>Behind Schedule</p> <p>Not Achieved</p>
<p>Develop an assessment calendar.</p>	<p>HT</p>	<p>Term 1</p>	<p>Robust assessment data will allow for staff to plan for children's learning. Children will also where they are in their learning and where their next steps are.</p>	
<p>Review previous Learning, Teaching and Assessment statement.</p> <p>Individual RAG of Quadrants.</p>	<p>HT Teachers Pupils</p>	<p>Term 2</p>	<p>Class visits and observations, including peer observations, and QA of planning and assessment folders.</p>	
<p>Use Features of Highly Effective Digital Learning, Teaching and Assessment in Schools (education.gov.scot) as a self-evaluation tool</p>	<p>HT, Teachers</p>	<p>Term 3</p>	<p>Teacher Planning Planned learning opportunities. Pupil focus groups.</p>	

to assess where our school is at on our digital journey.				
<p>Following creation of pupil council they will engage with HGIOURs to evaluate:</p> <ol style="list-style-type: none"> <li>1. Relationships</li> <li>2. Learning and Teaching</li> </ol>	Head Teacher Pupil Council	Term 2 and Term 4	Pupil Questionnaire results. Pupil Improvement Plan in place.	
<p>Using the 'Assessment and Moderation' Aberdeenshire resource staff will revisit aspects of assessment and moderation and further develop a shared understanding of expected standards through a series of activities and workshops – Moderation, Evidence, Evaluation of Learning, Achievement of a Level, Tracking and Monitoring, High Quality Assessments and Reporting. Cluster – Moderation of writing Attend cluster moderation sessions around writing.</p>	HT Teachers	Terms 2-4	<p>More learners meeting milestones and achieving expected levels Less pupils requiring support, some pupils exceed expectations Standardised Assessments will show a raise in attainment across the school Achievement of a level survey will show a raise in attainment across the school . As a result of increased staff confidence more pupils will achieve expected levels within writing.</p>	

## Action plan 3

<p><u>National Improvement Framework Priorities</u></p>	<p><u>HGIOS and ELCC</u></p>			<p><b>Aberdeenshire Priorities:</b></p>
<ul style="list-style-type: none"> <li>Improvement in attainment, particularly in literacy and numeracy.</li> <li>Closing the attainment gap between the most and least disadvantaged children.</li> <li>Improvement in children and young people's health and wellbeing.</li> <li>Improvement in employability skills and sustained, positive destinations.</li> </ul> <p><b>Key drivers of improvement</b></p> <p>School leadership</p> <p>Teacher professionalism</p> <p>Parental engagement</p> <p>Assessment of children's progress</p> <p>School improvement</p> <p>Performance Information</p>	<p>1.1 Self-evaluation for self-improvement</p> <p>1.2 Leadership for learning</p> <p>1.3 Leadership of change</p> <p>1.4 Leadership and management of staff/practitioners</p> <p>1.5 Management of resources to promote equity.</p> <p>2.1 Safeguarding and child protection</p> <p>2.2 Curriculum</p> <p>2.3 Learning teaching and assessment</p> <p>2.4 Personalised support</p> <p>2.5 Family learning</p> <p>2.6 Transitions</p> <p>2.7 Partnerships</p> <p>3.1 Improving/ ensuring wellbeing, equality and inclusion</p> <p><b>Specific to HGIOS 4</b></p> <p>3.2 Raising attainment and achievement.</p> <p>3.3 Increasing creativity and employability.</p> <p><b>Specific to HGIOELC</b></p> <p>3.2 Securing children's progress</p> <p>3.3 Developing creativity and skills for life</p>			<p>1. Improving learning, teaching and assessment.</p> <p>2. Partnership working to raise attainment.</p> <p>3. Developing leadership at all levels.</p> <p>4 Improvement through self-evaluation.</p>
<p><b>IMPROVEMENT PRIORITY 3</b></p> <p>Getting it right for Every Child at Keig School through targeted interventions and universal supports.</p>		<p><b>Data/evidence informing priority:</b></p> <p>Our data and evidence from self-evaluation processes tells us that we do not have a consistent approach across our school to the structure of our lessons and teaching approaches. We continue to develop our knowledge and use of digital technologies to enrich and support learning.</p>		
<p><b>Key actions</b></p>	<p><b>By whom</b></p>	<p><b>When</b></p>	<p><b>How will we evaluate impact? (Measurements of success)</b></p>	<p><b>Progress</b></p>
				<p>On Track</p>
				<p>Behind Schedule</p>
				<p>Not Achieved</p>
<p>Develop positive relationship policy. A positive relationship policy will replace our behaviour policy</p>	<p>HT</p>	<p>Term 2</p>	<p>Pupil focus groups Wellbeing surveys Parent focus groups.</p>	
<p>Introduce CIRCLE materials and undertake staff training.</p>	<p>HT Teachers Pupils</p>	<p>Term 1</p>	<p>Staff are using CIRCLE materials confidently to create better classroom experiences for children.</p>	
<p>Undertake CIRCLE Inclusive Classroom Scale (CICS). Staff familiar with the CICS format and able to implement. Staff review CICS planning process embedded into practise.</p>	<p>HT, Teachers</p>	<p>Term 1</p>	<p>Staff use CICS to evaluate classroom and implement as part of staged intervention process. Children are well supported at</p>	



			Universal Intervention Level. Classroom visits.	
Undertake CIRCLE Participate Scale for pupils identified during Tracking meeting.] Staff able to implement targeted interventions to support identified pupils Pupils will have opportunities to succeed.	HT, Teachers	Term 2	Classroom observation. Tracking discussions.	
Numicon purchase and training, materials available in each class. Staff are familiar with the Numicon materials to use with targeted pupils and to allow all pupils to access.	HT Teachers	Term 2	Classroom observation. Pupils use resources and access independently to support their thinking.	
Sensory kits available in each class.	Teachers Pupils	Term 2-4	Classroom observation. Pupil focus groups.	
Dyslexia toolkit available in each class.	Teachers Pupils	Term 2-4	Classroom observation. Pupil focus groups.	

## **Wider Achievements**

Bikeability Levels 1 & 2

Adventure Service Challenge

Volunteer Awards

John Muir Award

Scottish Country Dancing Festival Winners

Blythewood Trust Enterprise Awards

Accelerated Reader Master School

Bronze Rights Respecting School

Eco School – 5 Green Flags

Music Tuition – Brass

Cycle Friendly School Award

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

Annual Pantomime for the Village

Music Week

Woodland Schools on Local Estate

3 year rolling Residential Trips P5-7

Water Sports, Skiing, Edinburgh

Netball Tournaments

Football Festival

Health & Well-Being Week

Helping Hands Groups

Charles Murray Concert

## **Wider Community Links**

K-NEXT

Reverend Cook & Howe Trinity Church

Forbes Estate

SSPCA

Cluster P7 Events

Alford Businesses sponsoring Ducks for Duck Race