



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

School Forward

We are pleased to present both our Standards and Quality Report for Session 2022-2023 and our School Improvement plan for the current session 2023 -2024. This report forms part of our quality improvement framework and provides important information regarding our schools progress to date and identifies our next steps in school improvement.

Self-Evaluation for Self-Improvement is at the heart of our practice in Kininmonth 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 Kininmonth 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 the changes and challenges. Through this document we hope that you will get a sense of our developments, successes and areas for further growth.

Briony Mair

Head Teacher

The School and its context

Vision for the school

To take the RAINBOW route to success and happiness

Values that underpin our work

Respect, Achievement, Inclusion, Nurture, Belief, Opportunity, Wellbeing

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

- ***Provide a positive, safe, friendly and welcoming environment for all.***
- ***Create independent learners and thinkers motivated to reach their full potential.***
- ***Work in partnership to provide a relevant curriculum for all.***
- ***Create confident children equipped with skills for learning, life and work.***
- ***Take pride in who we are and what we achieve.***
- ***Establish clear rules that children understand and learn to abide by.***

Context

Kininmonth Primary School is situated on the main A92 Aberdeen to Fraserburgh road, just north of Mintlaw. The school was built in 1876.

The school currently has a role of 32 pupils coming from 23 families. The nearest village to the school is New Leeds, approximately a mile away. Half of our children live in very rural countryside and are either bussed to school or driven by parents. We have 4 out of zone pupils living in nearby villages. Kininmonth School has no nursery so children come to us from nurseries at Strichen, Pitfour and Mintlaw.

Kininmonth Primary School has 2 classes. P1-4 is taught by Mrs Zoe McDonald and Mrs Smith and currently has 10 pupils. P5-7 is taught by Mrs Mair and Mrs Wallace (ToFD) and currently has 22 pupils. The school also benefits from the services of Mr Sinclair who teaches PE.

We have 2 Pupil Support Assistants, Mrs R. Buchan and Mrs Burke. Both work core hours totalling 28 hours. Mrs Buchan had 2 extra hours funded by PEF for terms 1-3

Our office is staffed by School Administrator and Clerical Assistant, Mrs Robertson.

School lunches are prepared at Strichen School kitchen and served by our dinner lady, Mrs Y. Buchan. We also have a school cleaner, Mrs Morgan and a janitor, Mr Zacharias who comes in one morning a week.

Pupils at Kininmonth School fall within the 3rd and 4th quintile and the 6th and 7th decile on the SIMD data however these do not reflect the true diversity of our catchment as it is postcode based rather than using data on income or employment.

Kininmonth School has a Parent Council which provides support and partnership in the running of the school. They are also the fundraising committee, raising money which contributes to the cost of various trips, experiences and outings to enhance the children's learning.

We also have an Additional Support for Learning teacher, Mrs Carole Brook, for 3.5 hours per week. Kininmonth School works closely with a range of other support agencies, Educational Psychology, Health and Social Work to meet the needs of our pupils. Volunteers come to our school to provide the experiences in music for our children.

Our Active Schools Coordinator provides a range of additional active and sporting activities for the children.

On leaving Kininmonth Primary School the pupils transfer to Mintlaw Academy. Kininmonth School is part of the Mintlaw CSN Community Schools' Network and works in partnership with the other 10 schools in the Network.

Community links are a valued part of school life. The school, being situated in a rural area, tries to involve all members of the community in its activities inviting them to various school events and involving them in the life of the 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 2022-2023.

Key priority 2022-2023	Key actions undertaken	Impact (achieved throughout 2022-2023)
Learning, Teaching and Assessment	<p>Create school policy on learning, teaching and assessment.</p> <p>Used Aberdeenshire Professional learning toolkit to support development and identify areas for specific improvement.</p> <p>Opportunities for staff to engage in Professional Learning and collaborative activity.</p> <p>Reinforce use of LI and SC, refresh AiFL techniques</p> <p>Contexts for learning progression developed.</p> <p>Cluster collegiate sessions around Aberdeenshire toolkit and moderation.</p>	<p>Policy in place-to be embedded with all staff due to staff changes.</p> <p>Mark Burns-Plus 1 focus on retrieval practice.</p> <p>Shirley Clarke- Assessment for Learning.</p> <p>LI and SC evident in most lessons and feedback being used to inform next steps.</p> <p>Framework for contexts of learning to ensure breadth, relevance and provide opportunities for pupil voice.</p>
Writing	<p>Use criteria for writing with children to share and remind them of qualities of successful writing and expectations at their stage.</p> <p>Grammar lessons on all relevant aspects, age and stage appropriate linked to SNSA analysis to identify gaps.</p> <p>Use of VCOP strategies to develop interest for the reader.</p> <p>Use of Literacy Shed to engage, prompt and focus writers.</p> <p>Handwriting skills, fluency and presentation for those children who require it.</p>	<p>Increased awareness of levels and criteria for improvement-more targeted and individual focus.</p> <p>Speech, paragraphs, range of punctuation have improved due to lesson inputs.</p> <p>Regular target setting around VCOP-personalised improvement.</p> <p>Increased engagement with Literacy Shed starter ideas.</p> <p>Some improvement but focus for next session.</p>
HWB	<p>HWB weeks at start of session-input around learning pit, growth mindset, ways of working to support challenge, making mistakes, stretch zone, independence in learning.</p> <p>Wellbeing indicators assessment and analysis-intervention as identified-retest.</p> <p>Regular exercise/activity sessions to start the day on Tuesday and Thursday mornings, led by senior class. Mindful Mondays, Breakfast Club, thought of the week.</p> <p>Food and health context for learning-term 4</p> <p>Building Resilience Programme Year 1- with children and families.</p> <p>Intervention & specific targets to support independence-SA, LH, ZM, SL, independence in all learners.</p> <p>Implement new HWB progression across both classes – SCARF 2 class planners.</p> <p>Engage with council's Wellbeing strategy for staff.</p>	<p>Increased awareness and understanding led to greater resilience and determination to succeed in some children.</p> <p>Discussion with some children around wellbeing indicator assessments and supports provided as necessary.</p> <p>Focus on health and wellbeing throughout session underlines its importance in all we do.</p> <p>SCARF planners provide a framework for learning and ensure coverage of all aspects of the subject.</p> <p>Science behind our bodies and all wellbeing supports the focus with facts and evidence.</p>

Outdoor Learning	Outdoor learning expectations and routines established. Team space for outdoor learning created and all cluster staff added, members encouraged to add resources in order to develop a large resource for all to use. Carol Murdoch-Love Outdoor Learning training for cluster in-service day. Regular use of outdoor space-discussion at team meetings. Identified outdoor learning opportunities planned for in context for learning planners.	Much more frequent use of outdoor space across a range of learning is enhancing learning, teaching and engagement. Teacher confidence and determination to take learning outdoors has increased. Outdoor learning has become a priority in our lesson planning. Classes have created Outdoor Learning Journals to evidence lessons outdoors.
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How good is our leadership and approach to improvement?

QI 1.3 Leadership of change

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

Relevant NIF priority: All

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

Level of quality for core QI: 4

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

How well are you doing?

What's working well for your learners?

Making links between vision, values and aims with wellbeing indicators and UNCRC ensures that the children understand the relevance of them.

Staff have a clear understanding of the socio-economic background of our families.

Staff are confident to lead or suggest change for the benefit of the children.

All stakeholders have the opportunity to contribute to plans for improvement.

Staff are clear on the strengths and areas for development going forwards.

How do you know?

What evidence do you have of positive impact on learners?

Polite, respectful children, who can problem-solve in their friendships and in the playground.

Children can discuss their own wellbeing with confidence. They can discuss links and make connections.

Children understand the importance of these values and behaviours and act upon them and recognise them in others.

Children's differing needs, learning or nurture, are addressed quickly and with effect.

Learning through play in the senior class has led to increased engagement across the curriculum for some learners.

Pupil and parent voice around improvement planning ensures relevance for them and brings fresh ideas around ways of learning increasing engagement and ownership.

Target setting procedures enable bespoke targets for each pupil, set by themselves, which focus in on specific aspects of learning they need support and practice with, leading to positive outcomes and greater engagement.

Regular self-evaluation sessions and attainment audits identify areas for improvement, either for immediate attention or planning for next session's improvement priorities.

What are you going to do now?

What are your improvement priorities in this area?

Ensure that we have effective strategies in place to monitor and evaluate the impact of changes on outcomes for learners.

Ensure sufficient time to embed improvements so that they are sustained.

Ensure opportunities for our teachers to learn collaboratively with stage partners.

How good is the quality of care and education we offer?

QI 2.3 Learning, teaching and assessment

Learning and engagement
Quality of teaching
Effective use of assessment
Planning, tracking and monitoring

Relevant NIF priority: All

Relevant NIF driver(s): Teacher professionalism, School leadership, Parental engagement, Assessment of children's progress

**Level of quality for core QI: 4
(HGIOS?4/HGIOELC? 1-6 scale)**

How well are you doing?

What's working well for your learners?

The calm, nurturing environment creates positive, respectful relationships with children and stakeholders. There is a sense of pride in the school.

The Kininmonth Rainbow values, UNCRC Rights of the Child linking with the wellbeing indicators underpin learning and teaching across the school. All pupils contribute to the wider life of the school and community.

A range of stimulating learning environments, approaches and established partnerships enhance learner engagement and develop skills for learning, life and work.

Most pupils can articulate what they are learning, can identify appropriate next steps and share how to succeed in the learning.

Most pupils are taking ownership and are increasingly independent in their learning. This enables them to make informed choices about level of challenge and next steps or learning targets

Most pupils experience high expectations and appropriate pace and challenge.

All pupils experience differentiated learning experiences that meet their needs and remove barriers to learning.

The use of digital technology supports and enhances learning across the school.

Aberdeenshire/ES Progression Frameworks and Benchmarks inform planning, assessment and ensure progression. The cross-curricular 3-year cycle grid ensures breadth and learning across Es and Os.

Standardised data and a range of assessment approaches, as part of learning and teaching, support clarity and accuracy of information. This information is then used to identify interventions for pupils or groups of pupils.

All teachers use AiFL strategies to develop learner confidence in identifying their understanding and next steps.

All learners receive regular quality feedback to support their learning and next steps through a variety of approaches.

A shared understanding of standards through moderation across and between stage levels, whole-school and Cluster creates confidence in assigning levels and validates judgements of progress and attainment in literacy and numeracy.

A robust tracking system, updated at 3 points in the year, results in effective in monitoring of progress and achievement and supports identification of areas for support and challenge.

Quality assurance calendar supports regular and coherent tracking and monitoring across all aspects of school life ensuring appropriate actions and interventions.

How do you know?

What evidence do you have of positive impact on learners?

Happy, confident children engaged in life and learning at school. A positive and friendly, respectful environment where pupils support each other to achieve. Parental engagement is good. Regular engagement activities with the wider community support learning and enhance relationships, eg. Open afternoons, buttery mornings, ECO group, family breakfast club.

Assemblies, pupil surveys, classroom displays, linked reward system, pupil voice groups demonstrate clear understanding of core values. These are visible through day-to-day school life as children take leadership roles at lunchtime, leading clubs, in assemblies, at committees, supporting others in class and in the playground.

Learning visits show high levels of engagement in learning in a variety of contexts. Learning conversations and surveys evidence improvement and understanding of skills for learning, life and work

Children are increasingly confident in using the Learning Intentions to create appropriate Success Criteria. Learning and target setting conversations demonstrate understanding of appropriate language and detail.

Most pupils are engaged and motivated in their learning. Pupils have opportunities to select the level of challenge and activity through established strategies such as chilli challenge, numeracy and spelling routines. This results in a sense of ownership and greater engagement in most children.

Through growth mindset and learning pit assemblies, appropriate challenge, focus on effort and effective use of praise children experience high expectations and continue to develop resilience.

Engaged learners, working in stretch zone, children working across stage groups to ensure appropriate learning level. This is evidenced by data showing a trend of positive progress over time.

Differentiation by progress, activity and choice.

Pupils receive intervention to support achievement as required from CT or PSA. Pupils also have access to tools to support learning-Ways of Working boxes.

Increased independence and engagement in learning, through a range of digital platforms and approaches to learning, provides variety, enjoyment and challenge to pupils learning.

Coherence and progression is evident across the curriculum. Children experience a range of cross-curricular contexts and revisit Es and Os as they progress through the stages. This consolidates and extends prior learning and ensures learning is at the appropriate level.

Effective use of SNSA data and professional judgement enables all teachers to monitor progress and achievement. A variety of assessment approaches including formative assessment-AifL, summative and peer and self-assessment allow learners to demonstrate their knowledge and understanding. This informs pupil and teacher target setting.

Effective and timeous feedback supports progress in learning and the target-setting process. Evaluative feedback (verbal and written) is shared and discussed with children, to plan appropriate next steps.

Sharing of learning, homework and regular reporting to parents ensures their understanding and support in the progress of their child.

Accuracy and consistency of judgements positively impact on setting targets and next steps for learners resulting in focused learning to achieve targets.

Effective interventions close gaps in learning.

Eg. Numeracy groups for times tables, Power of One, Toe by Toe. All teachers and PSAs have a clear understanding of the children's progress and identify areas for support.

Evidenced by planning folders, PEF plans, ASL planning, attainment meetings and follow up actions.

Shared findings and outcomes provide key information about learners which informs next steps and appropriate interventions.

Learning visits provide feedback and ensure consistency and improvement for teachers and learners.

What are you going to do now?

What are your improvement priorities in this area?

Continue to provide opportunities for pupils to share feelings and opinions through pupil voice activities, lunchtime clubs and contributing actively to the life of school and community.

Maintain focus on UNCRC and wellbeing across learning and life of school. This will include assemblies, focus weeks and curriculum links in contexts for learning.

We will develop plans and approaches to increase high-quality opportunities for creativity, outdoor learning and wellbeing.

Increase and extend the variety of plenary sessions to identify next steps and further build ownership of learning.

Teachers will have access to regular planned professional learning and opportunities to share good practice in relation to learning, teaching and assessment connected to Aberdeenshire LTA toolkit.

Ensure differentiation and appropriate challenge for all.

We are updating the 3-year cycle to increase scope for personalisation, relevance and links to UNCRC, outdoor learning and skills.

We have refreshed the school policy on learning and teaching through a collaborative approach involving all stakeholders. This is now to be embedded across all staff following staffing changes.

This includes establishing a baseline set of standards for learning, teaching and assessment at Kininmonth school which will improve consistency and coherence and ensure all teachers understand their role in maintaining high quality LTA.

Ensure shared expectations on what makes high quality learning teaching and assessment at Kininmonth School with all staff on their appointment/return to work.

School and cluster collegiate time, focused on moderation of writing. Identify clear expectations for early, first and second level writing.
Implement progressions focused on improving handwriting and presentation across all stages as required.

Develop a shared approach to assessment to ensure progression, coherence and evidence of impact.

Develop Digital skills in both staff and pupils to ensure that technology aids learning and that children have more opportunities for a wider range of learning methods.

HT to update QA calendar format to reflect LTA toolkit following cluster sharing and review of QA calendars.

Whole school staff to develop new classroom monitoring proforma relating to Aberdeenshire LTA toolkit and recent professional learning.

Assess progress of younger learners following a year disrupted by staffing challenges- provide appropriate interventions to support their learning.

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

QI 3.1 Ensuring wellbeing, equality and inclusion

Wellbeing

Fulfilment of statutory duties

Inclusion and equality

Relevant NIF priority: All

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

Level of quality for core QI: 5

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

How well are you doing?

What's working well for your learners?

Staff and children have a shared understanding of wellbeing and children's rights.

Children feel safe and secure.

Staff and children know the wellbeing indicators and refer to them when relevant to learning, self-esteem, resilience, and positive relationships.

Staff are kept up to date with legislation and policy around Child Protection, GIRFEC and inclusion.

Increased use of the outdoor space for learning.

Interventions in place to support barriers to learning.

How do you know?

What evidence do you have of positive impact on learners?

Staff and children show concern for all members of the school community and are quick to act when someone does not seem to be thriving.

Children feel nurtured and cared for as evidenced by the wellbeing wheel assessments in term 1.

Children understand and discuss rights at assemblies and during lessons when relevant.

Staff have high expectations around behaviour and that everyone be treated fairly and with respect.

Children refer to the wellbeing indicators and can link them to our school values, discussing overlap and relevance.

Children can identify examples of these values in practice.

Children understand the need for equity and are aware of racism and other forms of discrimination, through topical discussions, assemblies and learning across the curriculum. Children at Kininmonth enjoy outdoor free play and learning outdoors as per last our improvement priorities this session. This has increased engagement for many and has promoted a greater enthusiasm for learning.

Children have shown improvements in spelling and numeracy through interventions with PSAs, ASL and CT.

What are you going to do now?

What are your improvement priorities in this area?

Set scenarios which provide opportunities to display inclusive behaviour and self-belief then analyse the reactions and discuss-to evidence the desired behaviour actually happening not just being talked about.

Ensure that we can evidence impact from measures taken to improve health and wellbeing.

Further develop our contexts for learning programme to ensure that it promotes equality and diversity.

QI 3.2 Raising attainment and achievement

Attainment in literacy and numeracy

Attainment over time

Overall quality of learners' achievement

Equity for all learners

Relevant NIF priority: All

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

Level of quality for core QI: 4

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

How well are you doing?

What's working well for your learners?

Most children are attaining appropriate levels in literacy and numeracy with a few children exceeding these.

Attainment in reading and numeracy is consistently good with almost all children working at the appropriate level or beyond.

Attainment data shows positive progress over time in almost all cohorts.

Termly attainment meetings inform decisions around ASL support and PEF interventions to mitigate barriers to attainment and achievement.

ES benchmarks used by teachers for reporting and tracking decisions build confidence and ensure consistency and accuracy.

In recent years almost all Primary 7s have made successful and smooth transitions to the Academy.

Pupil voice activities including pupil council impact on school improvement work. Most children are engaged in their learning and able to take decisions around their learning.

Almost all pupils have high attendance over the session.

Pupils engage in and enjoy a wide range of wider achievement opportunities which develop their personal and social skills and contribute to their Health and Wellbeing. Most children are participating and achieving within and out with school events, developing skills for learning, life and work.

How do you know?

What evidence do you have of positive impact on learners?

Tracking and monitoring systems provide good quality information to support teacher planning.

Teachers use benchmarks effectively as part of the moderation process and to underpin their judgement alongside standardised assessment, professional judgement, ongoing assessment.

Literacy and numeracy are areas of core focus within timetables. Flexible groups for reading and spelling develop challenge at appropriate levels, engaging pupils. Fluid groupings in Maths related to specific outcomes and learner confidence in that area ensure meeting of pupil needs and ownership.

Inference activity table, P5-7, and follow up discussion resulted in most pupils confidently inferring information from pictures or phrases.

Focus on times tables improved fluency and recall in almost all children.

Questioning skills improvement priority has resulted in most children creating and using a variety of higher-level questions.

Whilst cohorts are small and effect sizes can be unreliable there is a trend of progress evident. 21-22-PEF interventions supporting handwriting, numeracy, reading, auditory processing show positive impact.

Adaptations to interventions, PSA, ASL.

Children no longer accessing support.

Children no longer needing reward charts to focus effort and increase engagement.

Consistency in tracking and monitoring has improved and informs professional dialogue around attainment and achievement.

Evidence from Academy and parents that children are settled and successful across learning and life skills.

Learning conversations, target setting reflections, wellbeing indicators wheel, personalisation in demonstrating learning, differentiated learning offers.

Constructive feedback and discussion held with pupils around improvement agenda which was shared with parent focus group and staff prior to developing improvement priorities.

Statistics evidence high attendance. Aberdeenshire Attendance procedure followed. Meeting held with family to identify supports.

Wider achievement audits inform us of pupil activity out of school. These are augmented by community events led or organised by school or other groups which ensure opportunity to achieve in different arenas and develop skills for learning, life and work eg, public speaking, teamwork, taking the lead, responsibility, meeting deadlines and developing independence.

What are you going to do now?

What are your improvement priorities in this area?

Maintain regular calendar of rigorous QA activity including tracking meetings so that teachers are skilled at working with data and confidently support pupils as appropriate to their levels and identified support needs.

All teachers will use cluster writing criteria and VCOP strategies to direct improvements in writing at all levels.

Embed skills in inference and recall at all levels then use a new form of reading assessment to provide baseline against which to measure improvement.

Continued digital input to support communication and ensure inclusion particularly in writing activities.

Analyse data to identify trends or further supports required.

22-23-focussed on P1-4 support for P1 speech and language, mutism and autism. Regularly review use of these hours and extend to support children from P5-7 as identified.

We will extend use of benchmarks to all curricular areas as appropriate.

Maintain positive partnerships and sharing of information with Mintlaw Academy to ensure positive transitions for all.

Continue to support all children to take these decisions to increase engagement in learning.

Ensure that information collated then leads to clear actions which can be evidenced.

Maintain positive, supportive relationships with families to support improved attendance.

Ensure continued provision of opportunities in school for those children with limited evidence of wider achievement eg. roles of responsibility, P6/7 clubs, lunchtime clubs, Pupil council, after-school clubs

PEF 2023-2024

Identified gap Linked to barriers identified through analysis of data	Learning in P2-5 following staffing challenges of session 2022-23.
Expenditure	£ 483 carry forward + £2450 (est. based on last year) £2450 – 5% = £2327.50 Total = £2810 ÷ 15 (approx. cost per hour) = 187 hours 187 ÷ 36 weeks (to summer 2024 – 4 weeks) = 5 hours/week
Expected outcomes What change do you want to see for learners? How much change? Who are the target group? By when	PSA hours with dedicated time to support aspects of learning in order to raise attainment for identified children.
Impact Measurements How will you know the change is an improvement?	Baseline for children being supported and then measure improvement over time.

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>	<p><u>HGIOS</u> and <u>ELCC</u></p>	<p>Aberdeenshire Priorities:</p>
<ul style="list-style-type: none"> • Placing the human rights and needs of every child and young person at the centre of education • Improvement in children and young people’s health and wellbeing • Closing the attainment gap between the most and least disadvantaged children and young people • Improvement in skills and sustained, positive school-leaver destinations for all young people • Improvement in attainment, particularly literacy and numeracy. <p>Key drivers of improvement</p> <p>School and ELC leadership</p> <p>Teacher and practitioner professionalism</p> <p>Parental/carer involvement and engagement</p> <p>Curriculum and Assessment</p> <p>School and ELC improvement</p> <p>Performance Information</p>	<ol style="list-style-type: none"> 1.1 Self-evaluation for self-improvement 1.2 Leadership for learning 1.3 Leadership of change 1.4 Leadership and management of staff/practitioners 1.5 Management of resources to promote equity 2.1 Safeguarding and child protection 2.2 Curriculum 2.3 Learning teaching and assessment 2.4 Personalised support 2.5 Family learning 2.6 Transitions 2.7 Partnerships 3.1 Improving/ ensuring wellbeing, equality and inclusion <p>Specific to HGIOS 4</p> <ol style="list-style-type: none"> 3.2 Raising attainment and achievement 3.3 Increasing creativity and employability <p>Specific to HGIOELC</p> <ol style="list-style-type: none"> 3.2 Securing children’s progress 3.3 Developing creativity and skills for life 	<ol style="list-style-type: none"> 1. Improving learning, teaching and assessment. 2. Partnership working to raise attainment. 3. Developing leadership at all levels. 4 Improvement through self-evaluation.

Priority 1: To develop a shared understanding of and approach to learning, teaching and assessment	Data/evidence informing priority: Kininmonth School self-evaluation process HMIe visit			
Key actions	By whom?	When?	How will we evaluate impact? (Measurements of success)	Progress
				On Track
				Behind Schedule
				Not Achieved
<p><u>Learning and Teaching</u></p> <ul style="list-style-type: none"> Review Mark Burns and Shirley Clark CLPL and make links to our LTA and teaching styles. Continue to embed LTA policy across all teaching staff to develop consistency. Ensure peer learning visits across school, cluster and beyond with opportunities for feedback and discussion at a collegiate meeting. Introduction of CIRCLE resource <p><u>Assessment</u></p> <ul style="list-style-type: none"> Use Moderation and Assessment in the BGE as audit tool to assess where we are and our next steps. Develop a whole school approach to assessment across staff team, what it looks like in Kininmonth School, from planning, to analysis and impact. Create an assessment calendar, identifying which assessments will be carried out when. Create system of logging assessment information for analysis and recording of evidence/impact. Explore and create high quality assessments for specific areas of learning at planning stages and moderate these to ensure quality. 	All teachers	Term 1 and ongoing	<p>Learning visits, peer learning visits and planning will show continuity of approach and embedding of strategies.</p> <p>Classroom audit-Consistency across classrooms supports all learners Whole staff team will have a shared understanding of whole school approach to assessment. Assessment evident in planning. Assessment calendar will be followed by all. Consistency across assessment evidence and recording. High quality assessments beginning to be created showing staff confidence in what is meant by HQA.</p>	

<ul style="list-style-type: none">• Evidence a range of assessment approaches which build an accurate and reliable picture of where learners are.• Use BGE Sharing Standards site on Glow to develop confidence in awarding of standards. Use cluster collegiates to broaden discussion and learning.• Investigate the use of new methods of assessing reading and maths to allow judgement of levels to be made more accurately.			<p>Ongoing assessment, professional judgement, formal and formative assessment, standardised assessment evident in assessment records.</p> <p>Cluster groups working on moderation.</p> <p>Formative assessment evidence for P2,3,5,6 in numeracy and reading to pinpoint areas for development accurately.</p>	
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Action plan 2

<p><u>National Improvement Framework Priorities</u></p>		
<ul style="list-style-type: none"> • Placing the human rights and needs of every child and young person at the centre of education • Improvement in children and young people’s health and wellbeing • Closing the attainment gap between the most and least disadvantaged children and young people • Improvement in skills and sustained, positive school-leaver destinations for all young people • Improvement in attainment, particularly literacy and numeracy. <p>Key drivers of improvement</p> <p>School and ELC leadership</p> <p>Teacher and practitioner professionalism</p> <p>Parental/carer involvement and engagement</p> <p>Curriculum and Assessment</p> <p>School and ELC improvement</p> <p>Performance Information</p>	<p><u>HGIOS</u> and <u>ELCC</u></p> <p>1.1 Self-evaluation for self-improvement</p> <p>1.2 Leadership for learning</p> <p>1.3 Leadership of change</p> <p>1.4 Leadership and management of staff/practitioners</p> <p>1.5 Management of resources to promote equity</p> <p>2.1 Safeguarding and child protection</p> <p>2.2 Curriculum</p> <p>2.3 Learning teaching and assessment</p> <p>2.4 Personalised support</p> <p>2.5 Family learning</p> <p>2.6 Transitions</p> <p>2.7 Partnerships</p> <p>3.1 Improving/ ensuring wellbeing, equality and inclusion</p> <p>Specific to HGIOS 4</p> <p>3.2 Raising attainment and achievement</p> <p>3.3 Increasing creativity and employability</p> <p>Specific to HGIOELC</p> <p>3.2 Securing children’s progress</p> <p>3.3 Developing creativity and skills for life</p>	<p>Aberdeenshire Priorities:</p> <ol style="list-style-type: none"> 1. Improving learning, teaching and assessment. 2. Partnership working to raise attainment. 3. Developing leadership at all levels. 4 Improvement through self-evaluation.

<p>Priority 1: Literacy-to improve writing.</p>	<p>Data/evidence informing priority: SNSA results Professional judgement HMIE</p>			
<p>Key actions</p>	<p>By whom</p>	<p>When?</p>	<p>How will we evaluate impact? (Measurements of success)</p>	<p>Progress</p> <p>On Track</p> <p>Behind Schedule</p> <p>Not Achieved</p>
<p>Regular opportunities for extended writing at all stages.</p> <p>Training in Big Writing resource to support delivery of writing lessons.</p> <p>Continue to use a range of stimuli to promote and support creative writing.</p> <p>Refer to progression of tools for writing and develop plan across P1-7 stages.</p> <p>Identify and explore features of different genres of writing, then ensure opportunities to develop these skills throughout the session.</p> <p>Develop expectations for handwriting across the stages and implement these with rigour.</p> <p>Regular handwriting sessions in both classes, for those who need the input, raising profile and importance of legibility and neatness. Trial Kaligo writing app. Maintain expectations around presentation in all work and ensure that these are met.</p> <p>Spelling-developing ability to transfer spelling and spelling patterns learned. Introduce Accelerated Reader scheme-good readers are better writers.</p>	<p>All teachers</p>	<p>From term 1 and ongoing</p>	<p>Writing jotters will evidence regular opportunities to write.</p> <p>Evidence of Big Writing techniques being used in teaching-learning visits and from jotters.</p> <p>Progression of tools for writing developed across the stages.</p> <p>Regular focus on different genres of writing and displays which explain their features.</p> <p>Handwriting progression developed and followed. Kaligo app trial</p> <p>Improved presentation. Research into how to support transferral of spelling effectively.</p>	

Action plan 3

<p><u>National Improvement Framework Priorities</u></p> <ul style="list-style-type: none"> Placing the human rights and needs of every child and young person at the centre of education Improvement in children and young people's health and wellbeing Closing the attainment gap between the most and least disadvantaged children and young people Improvement in skills and sustained, positive school-leaver destinations for all young people Improvement in attainment, particularly literacy and numeracy. <p>Key drivers of improvement</p> <p>School and ELC leadership</p> <p>Teacher and practitioner professionalism</p> <p>Parental/carer involvement and engagement</p> <p>Curriculum and Assessment</p> <p>School and ELC improvement</p> <p>Performance Information</p>	<p><u>HGIOS</u> and <u>ELCC</u></p> <p>1.1 Self-evaluation for self-improvement</p> <p>1.2 Leadership for learning</p> <p>1.3 Leadership of change</p> <p>1.4 Leadership and management of staff/practitioners</p> <p>1.5 Management of resources to promote equity</p> <p>2.1 Safeguarding and child protection</p> <p>2.2 Curriculum</p> <p>2.3 Learning teaching and assessment</p> <p>2.4 Personalised support</p> <p>2.5 Family learning</p> <p>2.6 Transitions</p> <p>2.7 Partnerships</p> <p>3.1 Improving/ ensuring wellbeing, equality and inclusion</p> <p>Specific to HGIOS 4</p> <p>3.2 Raising attainment and achievement</p> <p>3.3 Increasing creativity and employability</p> <p>Specific to HGIOELC</p> <p>3.2 Securing children's progress</p> <p>3.3 Developing creativity and skills for life</p>	<p>Aberdeenshire Priorities:</p> <ol style="list-style-type: none"> Improving learning, teaching and assessment. Partnership working to raise attainment. Developing leadership at all levels. Improvement through self-evaluation.
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Priority 1: Creativity To develop learning through play, outdoor experiences and digital skills	Data/evidence informing priority: Self-evaluation HMIe			
Key actions	By whom	When?	How will we evaluate impact? (Measurements of success)	Progress
				On Track
				Behind Schedule
				Not Achieved
<p>Learning through Play</p> <p>Arrange visits for all staff to relevant centres of excellence in learning through play.</p> <p>Develop a tool to record and assess skills developed through play linked to the Skills Development Scotland Meta Skills Progression Framework. Include pupil feedback on progress.</p> <p>Upper stages: use the first week of term to discuss meaning of play and contextualised learning. Generate ideas for how to set up the 'play trays' in the classroom.</p> <p>Floor Books: record activities and gather pupil feedback</p> <p>Develop understanding and routines for learning through play across multi-composite classes P1-4 and P5-7.</p> <p>Use the Realising the Ambition; Being Me resource for P1 transitions.</p>	<p>All teaching staff</p> <p>AW</p> <p>AW and P5-7</p> <p>Teaching staff and pupils</p> <p>All stakeholders</p> <p>ZMcD/MS</p>	<p>Term 1 & 2</p> <p>Term 1</p> <p>Term 1</p> <p>Ongoing</p> <p>Ongoing</p> <p>Term 4</p>	<p>Staff will use ideas from visits and embed into classroom practice.</p> <p>Recording tool developed and implemented through all stages.</p> <p>Pupils will engage in play and contextualised learning and be familiar with resources that are accessible to them</p> <p>Evidence to support skills being developed and activities are adapted around feedback from pupils</p> <p>Regular play sessions in both classes, whilst incorporating play into core lessons (literacy, numeracy, HWB)</p> <p>New P1s will be have smooth transitions and be familiar with play routines</p>	

<p>Outdoor learning Develop grab and go bags for spontaneous activities around literacy and numeracy-resources and instruction cards.</p> <p>Ensure continued focus on taking learning outside where it is relevant and enhances the learning.</p> <p>Continue to record outdoor activities in an outdoor journal.</p> <p>Integrate the use of digital skills and how they can be used in an outdoor setting.</p> <p>Digital Skills Use Features of Highly Effective Digital Learning, Teaching and Assessment in Schools (education.gov.scot) as a self-evaluation tool to assess where out school is at on our digital journey</p> <p>Develop a digital skills progression to be introduced across the school, devised by the Digital Group.</p> <p>Identify digital leaders who can be called upon to assist within the school.</p> <p>Identify CLPL needs of staff. Attend sessions provided by the LoveLearning team as required. Staff to access Aberdeenshire Digital Pedagogy Portal as a 'one stop shop' for how to guides and videos for skills, ideas for learning and creative use in order to support effective learning in school.</p> <p>Work towards a Digital Wellbeing Award from Digital Schools Scotland which incorporates Cyber Resilience and Internet Safety. This will be worked on with the Digital Leaders Group.</p>	<p>All teaching staff</p> <p>All teaching staff</p> <p>All stakeholders</p> <p>All teaching staff</p> <p>AW</p> <p>AW and Digital Group</p> <p>AW</p> <p>All teaching staff</p> <p>All stakeholders</p>		<p>Staff will be confident in taking lessons outdoors as resources are readily available.</p> <p>Outdoor learning is evident in planning folders.</p> <p>Children and staff involved with recording activities and providing feedback, can share learning with others.</p> <p>Digital technologies are used as and when appropriate to enhance outdoor learning. Self-evaluation will be carried out at 3 points in the year (start of term 1, start of Term 3, end of term 4)</p> <p>Successful implementation of skills progression that staff can use to guide learning, teaching and assessment. Pupils engaged in leading digital learning and skilled in helping others. Teachers report an increase in confidence in using digital technologies. Increase in skills across the school community. Staff confident in accessing training and resources from the LL team. Pupils and staff involved and engaged in leading digital learning and well being with an awareness of how to manage their digital wellbeing.</p>	
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Wider Achievements

All pupils started the session with a 2-week input on HWB including focussing on the wellbeing indicators, growth mindset, the learning pit and the importance of resilience. Since January there have been regular assemblies and related work on the Building Resilience programme, with involvement from families.

From September, every child in Primary 5-7 benefitted from the opportunity to learn to play 2 musical instruments from a choice of guitar, recorder, ukelele and flute. These sessions take place every Tuesday afternoon and are made possible with the time and energy of 3 members of the local community.

We held a very successful maths open afternoon where the children worked in groups to create an activity relating to recent learning and then challenged the parents and visitors to complete the activity. There was a real learning buzz in the school that afternoon.

Throughout the session there have been monthly assemblies from Tim Barker where he shares examples of morality and stories from the Bible. Every other week there is an assembly, mostly led by Mrs Mair but there are also assemblies led by Mrs Wallace or by groups or committees for a range of purposes.

On Saturday 1st October Kininmonth School hosted a Buttery Morning in Mintlaw Hall which was very successful, raising over £900 for the school. Primary 6 and 7 pupils helped with serving and with running the stalls.

Primary 7 enjoyed their Go Wild sessions as part of the transition programme and then survived the overnight stay in Mintlaw Academy. They had the chance to work with and make friendships with children from Maud and Fetterangus School.

Badminton Club ran on a Thursday after school in terms 2 and 3, with 10 children signing up and making excellent progress in their badminton skills.

In January all children learned Doric poems from books gifted to the school. The poems were translations of the Aesop's Fables; these were the work of Longside man Gordon Hay and proved very popular with the children and a helpful resource for some learning around morals and behaviours.

In February both classes presented assemblies on resilience to assembled parents. Primary 1-4 shared their learning on the 10 ways to build and maintain resilience. Primary 5-7 enacted a short play about Odysseus and the Cyclops, where he showed resilience and determination to overcome the challenges he faced.

This session our senior pupils have continued to lead exercise sessions every Tuesday and Thursday morning for 15 minutes. They have responded well to the responsibility and the younger children have engaged in the exercises with enthusiasm-mostly!

In March, Kininmonth School was represented at the annual Rotary Quiz for local schools. We had a team comprising 2 P7s and 2 P6s. They performed very well and came in a very respectable 5th place.

We had winners at the New Pitsligo Art Festival in May. It is a lovely exhibition of art from local schools and artists of all ages. Winners received certificates and a small cash prize.

Memories are made of this:

In November the Pupil Council arranged a Coffee afternoon for Children in Need. Parents could visit the various stalls that children ran and were then served tea and cakes by the Primary 7 children. It was a successful afternoon raising £256.30 for Children in Need.

At Christmas we performed our usual whole school Christmas Show-Straw and Order. Every child had a role and there were some stars for the future. It was an enjoyable event and we had an excellent turnout from the community.

In March our Pupil Council arranged a Pet Afternoon where 8 families brought their pet in to school for the children to meet, talk about and pet. This day was very popular and much sought after so it was great to get the opportunity to host this again.

At the beginning of May we hosted a music afternoon and Coronation cuppa for community members. All children in P5-7 performed on at least one instrument and parents had a cup of tea and a biscuit decorated by the children to commemorate the coronation of King Charles. Many thanks to Mrs Noble for her wonderful cake decorating workshop which all children thoroughly enjoyed.

Sports Day took place at the first time of asking this year and we had sunshine. Once again it was a celebration of being together, with parents and families present, outside in the fresh air, and taking part. There were confident individuals aplenty, some very effective contributors,

making the events run smoothly and many responsible citizens. There was success and disappointment but excellent attitudes on show whether happy with their achievements or not. Children realise that they cannot all be winners but take part with energy and enthusiasm.

I am sure Primary 7 will remember their 'Go Wild' sessions and overnight stay in the Academy. This venture proved successful last session in alleviating some of the concerns that children have around moving on to Mintlaw Academy.

For our end of term Summer trip, we all visited Codona's Amusement Park. The children enjoyed bowling, mini golf, laser tag and the dodgems. This was a super day out and the children all set an excellent example of the school.

Wider Community Links

Primary 5-7 enjoyed Dodgeball Sessions led by Sports Leaders from Mintlaw Academy. This should have culminated in a Festival with several schools, but this was twice scheduled and cancelled due to inclement weather.

Our music groups in P5-7 visited Abbey Court sheltered housing to entertain the residents there with their music. This was very much appreciated.

We have had help in the garden again this year from local community members. This help has taken the form of digging over beds, preparing beds for planting, weeding paths and supporting staff with ideas.

All children visited Rora Dairy to see how the yoghurts were made. This linked in with our Healthy Bodies topics and also allowed us to see a business that is not far from the school. The day-old calf was a favourite of all!