



Keith Grammar School
Standards and Quality Report
2017/18



Working together across our school community to be **aspirational, respectful, healthy** and **responsible**; with our RRS School Charter encapsulating key rights of all. Serving a largely rural catchment area as one of seven schools forming Keith ASG, the current Keith Grammar School roll of 380 spans SIMD decile 3 to 8 (principally 4 to 7 following recent reclassification; 1 datazone within the 20% most deprived in Scotland). Of our school roll, 34% of pupils travel by school transport with 9.1% FSM uptake not fully reflected in reduced PEF allocation (£15,120). We continue to have the largest number of school leavers entering employment in Moray in 2017 at 40.5% (Moray: 26.8%). 92.4% of our leavers in 2017 went to a positive destination (2016 – 88.6%), this is above our comparator figure but marginally below National and Moray averages.

School Priority 1: Curriculum including Literacy and Numeracy

NIF Priority

Improvement in attainment, particularly in literacy and numeracy

NIF Driver

School Improvement; School Leadership

HGIOS?4 QIs

2.2, 1.2-1.5, 2.3-2.7, 3.1-3.3

Moray Priorities

Curriculum Design

Progress and impact: In discussion with parents, students and staff the curriculum rationale was reviewed and has allowed the creation of a curriculum structure taking advantage of the 33 Period week opportunities. Students have access to a better range of pathways through and beyond school to improve attainment and positive destinations. Continued focus on literacy and numeracy minimises the danger of students leaving without at least a basic level of qualification in each.

2018/19 33 Period Curriculum developed in partnership with pupils and parents, includes more time for Literacy, Numeracy and Science in BGE, and UPS/AAA provision for all students. Range of courses/activities to meet learners' needs and improve pupil pathways. Increased time for National courses will allow more time to consolidate or prepare for next level appropriate to each learner. Earlier initial subject choice procedures allow for better planning to better meet learners' needs. S2-S3 Subject Fair linked career pathways information to subject choice procedures. IDL Challenge periods continue to develop to better demonstrate transferability of skills and to increase formal personalisation and choice.

Next steps:

- Review impact of changes in curriculum to ensure they lead to improved learner outcomes
- Review Senior Phase courses to validate sufficiency in terms of progression, challenge and choice
- Increase focus on developing and embedding skills of literacy, numeracy, health and wellbeing, creativity, digital and employability skills in a progressive way across the curriculum; increased outdoor learning opportunities

School Priority 2: Learning, Teaching and Assessment

NIF Priority

Improvement in attainment, particularly in literacy and numeracy; closing the attainment gap

NIF Driver

Assessment of children's progress; school improvement; performance information

HGIOS?4 QIs

2.3, 3.2, 1.1-1.4, 2.2, 2.4, 2.7, 3.1, 3.3

Moray Priorities

Learning and Teaching

Progress and impact: L&T Working Group discussed approaches to Learning Conversations, shared with staff at In Service. CPD for supporting learning and teaching, and building capacity. Good practice beginning to be identified from Classroom observations, with practitioners encouraged to highlight good practice. Continued use of "Back to Basics" lesson observation toolkit. Favourable feedback to date, supporting teacher self-reflection for self-improvement. Continued promotion to staff of "BGE Aspects of Assessment" guidance and need to consult for holistic assessment judgements (T&M). Further BGE and Senior Phase tracking runs to ensure learning needs are met through sufficient intervention. Using data to support UPS as well as wider learning and teaching. Ongoing work on Assessment, Moderation, T&M via Inset activity and staff meetings/ELT meetings; time given over to self-evaluation discussion using self-evaluation prompt questions developed. Moderation activity within departments with further roll-out at ASG level for May Inset.

Next steps:

- Improve the consistency in quality of lessons – developing CPD opportunities
- Increase pace of learning and use of self/peer assessment for learner development
- Maintain focus on Moderation, Tracking and Monitoring, and Interventions
- Increased focus on RoA with collegiate planning within KGS and across ASG; skills development, DYW

School Priority 3: Supporting and developing our learners

NIF Priority

Improvement in Children and Young People's HWB; Improved Employability skills and sustained, positive leaver destinations

NIF Driver

School Improvement; Teacher Professionalism; Parental Engagement; Assessment of Children's Progress

HGIOS?4 QIs

2.1, 2.4, 2.6, 2.7, 3.1-3.3, 1.1, 1.3, 1.5

Moray Priorities

Leadership, Management, Building Capacity; Learning and Teaching; Curriculum Design

Progress and impact: Working Groups continued focus on 2 key areas (DYW and UPS) with "Recognising Achievements" subsumed within overarching WG remit. UPS courses are well underway and are being evaluated/enhanced on an ongoing basis. Regular meetings of UPS teachers are providing opportunities for changes to be made. End of year celebration/event for each House group and S3 1:1 interviews taken place around their S3 Profile – providing evidence of the Building Own Employability Skills award in UPS. AAA information from learning conversations informing pathway planning meetings and data sharing on destinations allow earlier identification. Working Group reviewing DYW offers in school, focus on Moray Skills Pathway, Career Management Skills and Career Education Standards. Education Scotland CES evaluation wheel completed and informing next steps in school/dept. DYW lead linking with Employment Partners across business specific theme; KGS DYW Programme is progressing. 'Recognising Achievements' review undertaken. Wider accreditation for students including Saltire Awards (Peer Mediators and Peer Supporters). Anti-bullying assemblies and ongoing promotion of "KAB" (Keith Against Bullying) initiative. Consistent approach to dealing with bullying in use across Pupil Support team. Overarching Pupil Support Strategic Plan links Guidance and ASN with priority areas not discrete to these areas. Restorative approaches used with the anti-bullying work to develop a Positive Relationships Practises document to be used across school. Overarching PEF focus on removing barriers to learning and wider participation. ASG PEF project working with pupils and families to increase engagement with school and break down barriers to participation. School PEF project focussed on promoting inclusion supported participation in school and community activities. PEF funding also supported SfW Early Education & Childcare provision with participants also working with ASG parenting group.

Next steps:

- development of Positive Relationships Practises in line with UNCRC/RRSA/GIRFEC
- Review UPS provision and content – focus on Skills and using myWOW profiling
- Continued implementation of strategies to support learners – staged/learning interventions
- Further embed wellbeing indicators across school for improved outcomes for all
- Continued partnership working to support learners in skills, knowledge and personal development

School Priority 4: Leadership and Self-evaluation

NIF Priority

All

NIF Driver

School Improvement; Teacher Professionalism; Parental engagement; Performance Information

HGIOS?4 QIs

1.1-1.5, 2.5, 2.7, 3.2

Moray Priorities

Self-evaluation

Progress and impact: Ongoing self-evaluation for self-improvement activities undertaken. Increased rigour in BGE and Senior Phase data analysis and interrogation discussions/meetings informing future developments and change. Attainment Reports (HGIOS4) per new guidance produced, streamlining self-evaluation processes and supporting PTs. Attainment and Link Meetings cycle completed with key points of note/for improvement identified on meeting record grids, with Improvement Plans updated as appropriate. SLT Links provided feedback on Improvement Plans per pro-forma developed for SLT use. DIPs/DSQRs submitted, highlighting department strengths, areas for improvement and priorities for the coming session. HGIOS4 ratings requested from departments on review of HGIOS4 level 5 illustrations and challenge questions. SLT ratings added and reviewed across the school. Various areas identified for improvement as linked in to SIP. School Improvement Plan ongoing review and update for progress. Further development of Student Voice away from operational issues to strategy focused topics (*Supporting our Learners/Learning and Teaching topics to date*). Student focus groups and Parent Council meetings allowed feedback on developments and input to priorities. Parents' Evening questionnaires issued to collect generic self-evaluation on life and work of the school and parent perceptions influenced uniform policy and relationships development. Homework app introduced to improve communication and allow greater parental involvement in progress. Ongoing pupil tracking and monitoring, data analysis, interrogation and intervention for supporting learners.

Next steps:

- Increased involvement of learners, parents and partners in school self-evaluation processes
- Further review of self-evaluation questionnaires/focus group in light of new inspection processes as per HGIOS?4
- Review of progress towards developing relational practices and embedding rights based education which in turn, will lead to improved ethos and attainment
- Continuation and further refinement of current approaches to self-evaluation for school improvement

Key Priorities for improvement planning 2018-19

- Curriculum planning for change (33-period week, design principles)
- Improved consistency in quality of learning and teaching across KGS – collegiality with planning, assessment and moderation activities
- Further development for improving learner pathways and destinations (UPS, DYW), ensuring wellbeing and achievement for all
- Further embed rights across KGS, raising aspirations and attainment in literacy, numeracy, and across curriculum areas

What is our capacity for improvement?

NIF quality indicators

Quality Indicator	School self-evaluation	Inspection evaluation
1.3 Leadership of change	3 Satisfactory	
2.3 Learning, teaching and assessment	3 Satisfactory	
3.1 Ensuring wellbeing, equity and inclusion	3 Satisfactory	
3.2 Raising attainment and achievement	3 Satisfactory	