

Standards and Quality Report

School/ELC Setting: Kirkhill Primary

Head Teacher: Mrs Georgina Dunbar

Date submitted: 2nd September 2022



Context of the school:

Kirkhill Primary is set in the heart of the village of Kirkhill. It is situated approximately 7 miles from Inverness. There are currently 31 children enrolled in our Nursery for session 2022/23. This session we have gone back to 7 straight classes. We have 143 children on the school roll. Most of the children coming to Kirkhill Primary live in the village, with a small percentage from outlying areas. Some children use bus transport to get to and from the school. We have quite a few placing requests from the surrounding villages for nursery and the school.

Our associated secondary school is Charleston Academy, Inverness. We have a very supportive ASG group and we meet on a regular basis, in person and virtually.

This session we have been lucky to have a full body of teaching staff who have worked as a team in taking forward school developments. We have job shares across the classes, 2 0.4 and 0.6 and 2 0.8 and 0.2, we also have a Probationer Teacher in the P6 class. We have 2 Principal Teachers, comprising of 0.5 contract each and they share 0.1 management time and 0.1 Probationer Mentor. Their role is leading Rights Respecting Schools and supporting the Early Years in embedding Realising the Ambition.

We have an Additional Support Teacher for 0.2. Currently we have 2 PSAs working full-time and 4 part-time PSAs. PEF money has enabled us to buy in an additional 19.5 hours of PSA time.

We have a very supportive parent body that are keen to support the school in many ways.

Our nursery is offering 30 funded hours a week and we are in our new setting. We have 3 full-time EYPs, 1 part-time and a Support Worker for 22 hours. The nursery offers flexible hours between 8.30am and 4pm.

We were signed off for continuous Profiling and Reporting in 2018 and are working towards taking our profiling to an online platform, Seesaw, to further increase family engagement.

Wonder Leads to Wisdom

To have a fun and engaging learning environment for all, inside and outside!

To feel safe, happy and healthy.

To work as a team and involve the wider community to enhance our learning.

To feel valued, included and respected in our learning.

PERSEVERANCE

TRUTH AND
HONESTY

RESPECT



RESPONSIBILITY

OPEN-MINDEDNESS

FRIENDSHIP AND
KINDNESS

To become confident and resilient learners.

To be creative in all our learning.

To develop life skills through stimulating learning experiences.

To have opportunities across all curricular areas to achieve success in our learning.

Summary of Standards and Quality Report/School Improvement Plan engagement process:

The process of engaging with the whole school community when we are developing our Standards and Quality Report and School Improvement Plan involves seeking the views of a wide range of people.

Usually, we would discuss these documents with, for example:

- Teachers, Early Learning and Childcare (ELC) staff and other school staff
- Parents of children in the school and Early Learning and Childcare setting
- Pupils
- Partners that work with and support the school
- Other schools with which we link.

Although session 21/22 saw no periods of remote learning we still had no visitors within the school and all meetings were held virtually. Usually there would be an opportunity to gather family views at open afternoons, parents' appointments and in person Parent Council meetings but this year we were only able to seek their views through online forms. This has affected the quality of feedback relevant to our school/ELC community about our Standards and Quality Report and School Improvement Plan. As a result, we have been developing our documents with less consultation than is usually the case. We have already planned for an open morning in Term 1 where all documents will be shared, and views sought on our current actions. We are very lucky to have such a positive and active family body, during Parent Council meetings School Improvement actions have been shared and discussed.

Our overall evaluation of the school's capacity for continuous improvement (including ELC setting):

Our capacity for continuous improvement, like that of every school/ELC setting in the country, has been affected by the disruption caused by the Covid-19 situation, particularly with the absence of staff at meetings and on Inset days.

However, we were able to gather evidence on where we were as a school and make plans for improvement moving forward. The Covid Recovery Action Plan enabled us to rethink our curriculum and prioritise aspects of school life. A new approach to looking at self-evaluation and having more open dialogue while completing this process will help us on our journey this session. We will be continuing to rebuild our capacity for improvement and to make sure that we recover fully from the disruption caused by Covid-19.

Review of School Improvement Work against the National Improvement Framework Priorities

What we have done to close the attainment gap, to raise attainment, to improve health and wellbeing and to improve employability skills:

In the past year we have mainly worked on improvement projects designed to help us to sustain learning in the context of the pandemic. Our School Improvement Plan for session 2022-2023 contains details of what we planned to do. With having long periods of staff absence, we wanted to focus on the 3 core curriculum areas and ensure all pupils had time to settle in and feel comfortable within themselves and their learning. We used various resources such as the Pupil Equity Fund to support attainment, health and wellbeing and to try to ensure the highest quality of learning and teaching.

In session 21/22, our main focus was on:

- 1) **Health and wellbeing**
- 2) **Recovery of learning, teaching and assessment**
- 3) **Attainment in session 21/22 (focusing on identifying new or widened gaps caused by the Covid-19 situation)**

Q1 1.3

Leadership of change

Themes (HGIOS?4)

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

Themes (HGIOELC?)

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

Question 1

How are we doing? What's working well for our learners? What are the features of effective practice in our school and ELC setting?

- a)
- We continue to embed vision, values and aims with pupils, parents, staff and the wider community
 - Pupil voice in what makes us unique at Kirkhill, built into curriculum rationale
 - Ensure school committees discuss and reflect on the school vision, values and aims through their roles
 - Curriculum rationale has been reviewed and will be shared with the whole school community Aug 22
- b)
- Further develop devolved leadership with staff and pupils
 - Involve all stakeholders including community
 - Embedded curriculum frameworks for literacy, numeracy and HWB with assessment built in using the benchmarks
 - Outdoor learning now forms part of the curriculum at most stages
 - Pupils use HGI OUR S to inform improvement agenda
 - Focus on one Words Up strategy per month in nursery to ensure these are embedded
 - Link PRDs to School Improvement Agenda
 - All staff involved in HGIOS and ELC staff involved in HGIOELC self-evaluation activities

Question 2

How do we know? What evidence do we have of positive impact on our learners?

- a)
- Vision, values and aims are displayed, referred to regularly during assembly time
 - The vision, values and aims are visible around the school, including the nursery, and are taken into consideration when staff are planning – **pupils are demonstrating their knowledge of the vision, values and aims in everyday practice**
 - Achieved Silver RRS award – **pupils are proud to have this award and talk about their rights**
 - Using RRS calendar to focus on one article a term that looks at the different rights, equalities and global goals – **areas are discussed and reflected on upon in classes to build resilience and understanding**
 - When dealing with behaviour staff are beginning to refer to the different rights articles during reflective conversations – **pupils can talk about their rights**
- b)
- We are going to further develop leadership roles on developments across the school – **pupils will access a broad curriculum by skilled up teachers**
 - Pupils have different roles and responsibilities across the school, digital leaders, Eco committee, rights respecting ambassadors, pupil council – **empowering pupils and pupil voice on driving priorities**
 - Literacy, numeracy and HWB frameworks are being used across the school to track pupils progress – **moderation of core areas to ensure consistent teacher judgement**
 - Assessment matrix in line with the benchmarks are being used in literacy, numeracy and HWB. These are passed on as transition documents - **moderation of core areas to ensure consistent teacher judgement**
 - Self-evaluation calendar is in place to ensure that this is an ongoing process, EYPs and teaching staff contribute through the use of HGIOS4/HGIOELC audit tools
 - Through the pupil council the pupils have started to engage with HGIOUR school document – **pupil voice and ownership**
 - All staff have annual PRDs and are given ample opportunity to participate in professional dialogue with colleagues.
 - The SIP is shared with all staff and pupils in school – **pupil voice on priorities**

- Planning is progressive, all staff follow the Highland Overview. Frameworks are in place for all curriculum areas – **broad and depth curriculum**
 - House captains have different roles, supporting with behaviour during assembly time, organising the jobs that need done around the school – **responsibility and upskilling**
 - Digital leaders from P4-P7 are helping to support digital literacy – **pupil voice through focused discussions**
 - Pupil committees are in place – Pupil Council, Eco, Rights Respecting Ambassadors
 - Outdoor areas developed through supportive parent body – outdoor classroom, sheltered seated areas – **encouraging imaginative play and creativity**
 - Bike Ability, Playground Leaders and cross country across stages – **upskilling pupils**
 - Staff work collegiately to create a shared vision for the school
- c) -Some pupils had counsellor sessions throughout the session – impact on mental health and wellbeing of pupils was evident in their emotions and being able to self-regulate
- Interventions reviewed and adapted on reflection of impact within literacy and numeracy

Question 3

What could we do now? What actions would move us forward?

- This year we are going to focus on recovery from the periods of remote learning (see above) and will carry forward incomplete projects from our 2019/20 Improvement Plan if we have capacity to do so.
- a) -Curriculum rationale to be reviewed and updated to reflect the last year
- Take a monthly focus on equalities, rights and global goals and link to our vision and values
 - Nursery staff to refer to vision, values and aims in planning and so children are aware of their significance
- b) -Practitioner Enquiry - Teachers will engage with new GTCS standards
- Use Teaching Sprints and link to SIP agenda and leadership roles
- d) -Staff to work collegiately in creating a shared vision for moving forward and becoming clear on our strengths and areas of development through reflection of assessments and interventions
- Restart skills groups led by staff and pupils

Our current evaluation of this QI using the *How good is our school?* (4th edition) six-point scale – based on an incomplete analysis of our progress (because of the periods of remote learning).

good

Our current evaluation of this QI using the *How good is our early learning and childcare?* six-point scale – based on an incomplete analysis of our progress (because of the periods of remote learning).

good

Q1 2.3

Learning, teaching and assessment

Themes (HGIOS?4)

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

Themes (HGIOELC?)

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

Question 1

How are we doing? What's working well for our learners? What are the features of effective practice in our school and ELC setting?

- a) –The majority of children are motivated in their learning and understand the purpose of learning and can reflect on it
- There are positive and respectful relationships throughout the school
 - Staff identify explicit links to real life contexts
 - Staff ensure challenge and pace is appropriate in lessons for all pupils
 - Children are involved in their learning through conversations with their teachers and setting targets
 - Children have many opportunities to share their views
 - Use of HGI OUR S with group of pupils to ensure their voices are heard, considered and acted on
 - We are a Rights Respecting Schools
 - We have regular and sustainable links with community groups to relate learning to real life contexts and skills
 - There is use of digital technology and this is incorporated into planning
 - ‘Genius Hour’ is planned weekly across the upper school
 - In the ELC and P1, there is free flow play and children lead the learning
 - Use of floor books to plan, review and assess children’s learning experiences
 - Ownership of learning through pupil choice for topics
- b) -Digital technologies are used in lessons across the school
- Pupils with identified literacy differences have an opportunity to learn using technology and are taught the skills
 - Feedback is immediate to inform next steps
 - There is more opportunities for outdoor learning across the curriculum
 - Regular learning conversations between staff and pupils are recorded in profiles
 - Targeted support is in place and we are measuring impact of interventions
 - Collegiate time is set for staff to moderate pupil’s work
 - In ELC, Words Up and Emerging Literacy strategies are used
 - Floor books are used to show pupils voice across Early Years
- c) -Collegiate time for staff to work towards uniformity of teacher judgement of achievement of a level
- Plan and moderate KATs in collegiate time
 - Assessment Model in place
 - Involvement of pupils in discussing and creating Success Criteria
 - SNSA and InCAS data support planning and next steps for pupils
 - Assessment matrix for literacy, numeracy and HWB in place
 - Seesaw used in P1 to show learning and progression
 - Progression shown in ELC observations
- d) - Teachers plans and trackers are reviewed and updated as and when appropriate by HT
- Discussions about trackers termly between Teachers and HT
 - We encourage pupils to have ownership of profiles
 - EYPs complete developmental overviews for N3 and N4

Question 2

How do we know? What evidence do we have of **positive impact** on our learners?

- a) –Most children are engaged in lessons - **classrooms observations show pupils able to talk about their learning, focus learning groups, differentiation is evident in pupils work**
- Low behavior incidents across the school
 - Pupil profiles – **monitored by HT and gather pupil voice**
 - Pupil surveys, working groups and requests – **pupil voice**
 - Classroom observations by HT, peer visits - pupils can talk about their learning
 - All pupils from P1 to P7 contribute to the life of the school and are involved in citizenship groups and skills development groups – **leadership roles, clubs and pupil voice, development of skills**
 - Members of the community have been involved with playground development
 - Early years, nursery and P1, have adopted a play-based approach and children lead their learning
 - Lessons are taken outside of the classroom and at least once a year all classes go to the woods to enhance their learning. Some classes go on a weekly basis – **developing skills, HWB**
 - We have achieved Silver Rights Respecting award
 - DYW links are developing, parents are very supportive and engage with classes when learning life skills – incorporated into homework
 - Children use the Chromebooks to aid their learning – **enhancing digital skills**
 - Children are given the opportunity to develop independence – especially up the school – pupil council, RRSA, Assemblies, P1-P7 buddies, digital leaders
 - Learner statements and learner conversations **show that children are engaged in their learning and that they are becoming aware of their next steps**
 - ELC are using Floorbooks to enhance learning experiences – **pupil voice, intentional and responsive planning**
 - The school is well resourced and the resources are shared across the school
 - P5-P7 have a Genius Hour session once a week where children can explore and learn about areas that are of interest to them – **their agenda and planning, personalization and choice, child led**
- a) -Pupils are engaged and accessing Chromebooks regularly to support and enhance learning experiences – **development of skills**
- Learning conversations have been beneficial to staff and pupils and identifying where the child is going with their learning and discussing targets on moving learning forward – **leading learning**
 - Pupils needs are being met through differentiation in teaching and learning, support interventions such as Lexia, targeted support groups for ASN teacher/PSA are in place – **needs are met**
 - Teacher and peer assessments are happening across classes – **discussions on learning taking place**
 - Consistent approach to planning and curriculum pathways is being followed by all staff – this is evident in planning folders and in the classrooms
 - Learning intentions and success criteria are evident in lessons across the school
 - In ELC, the EYPs have been focusing on one Words Up key message a month. This is identified on their plans each week and staff are using this across the setting
 - The children in the nursery and P1 enjoy using the Floorbook approach to planning
- b) -Pupil progress meetings are held with each teacher every term – this allows discussion of individual - progress, interventions can be put in place, highest/lowest achievers can be identified, support can be targeted accordingly, and teachers are identifying the different evidence they are using to assess the children
- Staff are becoming confident in referring to where children are at within a level, e.g. F**
 - Regular discussion across stages about the SPP statements ensures that teachers are confident at identifying when children have achieved a level – **consistency in teacher judgement**
 - Assessment matrix for literacy and numeracy linked to the benchmark is embedded across the school
 - 3 KATs in term 1/2 and 3 KATs in term 3 and 4 are carried out. Teachers are given time to discuss the KAT at the beginning of each term, they are identified in their termly overview – **shows progression, breadth and depth in planning each term**
 - Evidence of a range of KATs covering different curriculum areas in pupil profiles
 - ELC have regular key observations and targets on Seesaw
 - Key assessment data passed on to next teacher – assessment matrix, SNSA/Incas results
- c) -Staff are using the Kirkhill Primary school frameworks for Literacy and Numeracy. For other curricular areas using the HC 3-year programme. Evidence of this in planning folders, termly overviews - **shows progression, breadth and depth in planning each term**

- Progress is tracked on planning documents and referred to in terms of F*, F**, etc. – **needs identified and challenge discussed**
- Progress meetings take place each term with CT and HT. SPP tracker used from P1-P7
- Where appropriate differentiated ability groups are identified, evidence in planning folders to show that these are fluid depending on the curriculum area and individual progress
- SNSA and Incas data discussed with staff at progress meetings
- Pupil profiles encourage children to take more ownership of learning and next steps. Children are reflecting on curriculum areas on a regular basis
- In nursery, EYPs have been monitoring children's progress through using the 3 and 4 year old developmental overviews
- End of term evaluations completed by staff and pupils – **reflect on evaluations to inform next steps**

Question 3

What could we do now? What actions would move us forward?

- increase links to DYW
 - reinstate the achievement tracker and create a pro-forma for gathering more information around personal achievements inside and outside school
 - increase responsibility and provide opportunities for children to lead their learning through adopting a more play based approach and enquiry based learning
- review current interventions and impact on learning
 - Promote diversity across whole school community
- embed the use of Seesaw as a learning journey across the school and ensure progression is evident
 - moderation activities planned into collegiate calendar across stages
 - Use SNSA and InCAS data to inform planning
- More frequent analysis of data, include in collegiate calendar
 - create a robust and manageable tracker for teachers focused on improvement

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good

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good

Q1 3.1

Ensuring wellbeing, equality and inclusion

Themes (HGIOS?4)

- Wellbeing
- Fulfilment of statutory duties
- Inclusion and equality

Themes (HGIOELC)

- Wellbeing
- Fulfilment of statutory duties
- Inclusion and equality

Question 1

How are we doing? What's working well for our learners? What are the features of effective practice in our school and ELC setting?

- a) -We are beginning to reflect on the vision, values and aims in all aspects of school life.
-Promoting positive relationships policy in place and discussed with pupil focus group
-Awareness of SHANARRI indicators with all pupils, staff and parents and link to vision, values and aims
- We are Rights Respecting Schools Silver Award school
-Children feel safe and cared for at school and in nursery
-Outdoor learning now part of curriculum at most levels and is linked to various curricular areas
- b) -HT to deliver Child Protection training annually to all staff
- Nursery and school are inclusive and strive to provide a positive experience for all by working with partner agencies in line with Highland Practice Model
-Child's Plan meetings are held regularly and staff work well with outside agencies
-Form 1s regularly reflected upon and discussed with parents
-Pupils involved in Child's Plan process and views sought
- c) -Staff to use equalities books and associated lesson plans in their teaching. Continue to embed inclusion and equality across school and within HWB framework
-Equalities and Diversity Policy is in place and shared with parents
-Training for PSAs in autism, intimate care, Makaton, CALM training and moving and handling
-Regular discussions with ASN and SMT regarding Form 1s
-More regular and systematic assessment of interventions in place
-PEF used to support targeted pupil's emotional wellbeing

Question 2

How do we know? What evidence do we have of positive impact on our learners?

- a) -Vision, values and aims have been created and shared with parents and displayed around the school. They are referred to in assemblies and classes
-Children are aware of the wellbeing indicators and are becoming more confident in referring to them and linking them to RRS activities across the school – **personal reflection against wellbeing indicators through profiles**
- Wellbeing indicators in the hall so that they can be referred to during assembly time – **pupils can make links to playground behaviour**
-Promoting Positive Behaviour policy has been created and shared with whole school community – **created by pupils**
-E-Safety has been covered at assemblies and in the school – **raising awareness of online safety**
-Bullying incidents logged on SEEMiS and monitored by CT and HT
-PT continues to lead whole school staff development for Rights of the Child
-Rights Respecting Schools is becoming more embedded in planning and used during reflective conversations with children
-Rights Charters are in every classroom – **created and agreed by pupils**
-Children from P4-P7 have been elected as RRS ambassadors and represent the pupil voice at regular meetings
-Picture News is used to focus on current news and links to RRS articles in assemblies

- b) -Staff – including janitor, cooks and cleaner are trained in Child Protection and are fully aware of procedures and how to follow these. Safeguarding procedures and child concern issues are discussed and addressed
- HT gives feedback from Designated Child Protection training
 - Staff have had SEEMiS training to ensure accurate records are being kept on pastoral notes – **chronology of incidents for reference**
 - Playground incident logs and observation sheets are being used by staff, this information is then logged on SEEMiS
 - PSA meetings held to discuss needs, actions and target pupils
 - PSA handbook created and available for sharing notes and ASN actions
- c) -Staff are engaging with Equalities and Diversity books and resources. The resources have been included in our ASG framework to ensure that all staff are accessing the resources and using them to support learning
- Staff are aware of GIRFEC and Highland Practice Model, following GTC standards they keep up to date with relevant policies and guidance
 - Equality and Diversity Policy is in place and has been shared with pupils, staff and parents
 - Kirkhill is an inclusive school, the ethos is very welcoming and staff ensure that children are included and supported – **pupil voice ‘What makes us unique?’**
 - Time has been allocated for ASN teacher to meet with HT and CT to discuss the different needs across the school. ASN teachers timetable is reviewed termly to ensure needs are being met. Staff discuss individual children at progress meetings and ensure that they are being included – **pupils needs are being met**
 - Various interventions in place to support needs, e.g. Lexia, Emerging Literacy, maths focus groups, small nurture groups
 - Children’s Service Worker supports individual children, small groups and leads resilient kids with P7.
 - Staff and pupils are engaging with wellbeing indicators –**prompts discussion and action to be taken if children are not included**
 - Most children are aware of the Rights of the Child and are becoming more confident when voicing their opinion
 - To ensure that pupils are supported and included advice is sought from other agencies, e.g. SLT, OT, Physio, Health and Safety Team, Health Visitors, Pre-school Home-Visiting Teacher, Ed Psych, PMHT
 - Across the school, from nursery to P7, staff work hard to ensure pupils needs are being met and they are supported in their learning so they all have access to the curriculum
 - Teachers and linked PSAs attend Child Plan meetings
 - Anti-bullying week and E-Safety days are covered

Question 3

What could we do now? What actions would move us forward?

- Review where we are with delivering equalities and diversity in our teaching
- Teachers to use JustAsk line for advice and support from outside agencies
- P5 – P7 bullying behaviour survey, collate data and share with staff, parents and pupils
- Assembly focus on inclusion and seek pupils views
- Charter to be created in ELC and for canteen
- Look at outdoor learning across the school and ensure consistent approach

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Q1 3.2

Raising attainment and achievement/ Ensuring children's progress

Themes (HGIOS?4)

- Attainment in literacy and numeracy
- Attainment over time
- Overall quality of learners' achievement
- Equity for all learners

Themes (HGIOELC?)

- Progress in communication, early language, mathematics, health and wellbeing
- Children's progress over time
- Overall quality of children's achievement
- Ensuring equity for all children

Question 1

How are we doing? What's working well for our learners? What are the features of effective practice in our school and ELC setting?

- a) -PEF money was used to increase PSA hours with a focus on supporting targeted pupils
-Covid recovery teachers working with targeted groups and supporting interventions
-Reading – majority of pupils make good progress from their prior levels of attainment
-Writing – majority of pupils make good progress from their prior levels of attainment
-Talking and Listening – majority of pupils make good progress from their prior levels of attainment
-Maths – majority of pupils make good progress from their prior levels of attainment
-Lexia intervention to continue for support and challenge
-Dynamo maths intervention for support across P5-P7
-Staff to work collaboratively with stage partners to build confidence in identifying the achievement of level and inputting SPP
-Cross marking pieces
-Termly planning and progress meetings between class teachers and HT
-Use a baseline assessment to Pre-assess pupils
-Nursery embed a Words Up strategy per month
- b) -Update tracker for achievement of a level regularly
-Data discussions built into collegiate calendar
-Teachers use assessment matrix for literacy, numeracy and HWB
-More use of benchmarks to assess at end of level
-Moderation activities built into collegiate calendar
-Cross mark pieces for moderation
-Use phonological awareness tracker in lower classes and phonics assessment in upper classes for targeted pupils
-Share information with ASN
-Focus on pupils who are not on target to achieve level
-PEF money to be used to increase PSA hours to lead Lexia
-Developmental overviews for N3 and N4 children to be completed
- c) -Pupil engagement with HGIOS
-More focus on Global Goals
-Class Achievement trackers
-School offers after school clubs
-Cross country and children's interests are listened to and can be met during clubs at lunch
-Play leader awards, buddy systems, sporting leadership roles
- d) -Direct interventions with FSM pupils and discussions with parents
-Termly discussions between teachers and ASN teacher
-Attendance figures generally very good
-Interventions in place to support Pupil Equity Funding pupils

Question 2

How do we know? What evidence do we have of **positive impact** on our learners?

- a)
- Analysis of Incas and SNSA data, Blackwell assessment results on tracking sheet for each class
 - Teacher judgement of CfE levels state that most pupils are at appropriate CfE levels throughout school – P1 Reading, Talking & Listening and Numeracy 100% achieved Early, 94% in Writing
P4 Reading and Numeracy 77% and 68% in Writing
P7 Reading 92% Writing 84% T&L 100% and Numeracy 88%
 - Previous SNSA and InCas data
P1 Numeracy – 93% average or above in SNSA
P1 Literacy – 87% average or above in SNSA
P4 Reading -100% average or above in SNSA
P4 Writing – 77% average or above in SNSA
P4 Numeracy – 82% average or above in SNSA
P7 Reading -100% average or above in SNSA
P7 Writing – 77% average or above in SNSA
P7 Numeracy – 82% average or above in SNSA
 - Lexia data shows positive impact on children’s reading and confidence in literacy work
 - Big writing assessment data has been tracked and progress and improvement is being made across the school
 - Big Write strategies being used in some areas of the school, e.g. VCOP
 - Wraparound spelling being used in some classes
 - Listening and talking assessment framework in place
 - Evidence being gathered from a variety of methods across the school – HNP diagnostic assessments, Teejay assessments, Education City, Twinkl baseline assessments, observations, professional judgement.
 - Sumdog is being used in most classes across the school to back up teacher judgment and inform next steps
 - Staff are engaging with the literacy and numeracy benchmarks to identify if a child has achieved a level
 - Kirkhill curriculum frameworks are broken down into F*, F**, etc
 - In the nursery children are exposed to a literacy and numeracy rich environment. The setting provides a lot of opportunities for children to develop skills
 - Loose parts play is more of a feature indoors and outdoors
- b)
- Staff are using the assessment matrix – **informs next steps in line with CfE levels**
 - Pupil Progress meetings happen termly, and are very productive. Assessment evidence is discussed, pace and challenge, **identifying target groups for closing the gap**
 - Attainment over time in SNSA and ACEL data has shown improvement – P1 SNSA Numeracy 73% to 93% and Literacy 64% to 87%
P1 ACEL Reading and writing from 60% to 100% and 94%. P1 Numeracy from 66% to 100%
 - Staff’s confidence in using the benchmarks has increased
 - Time for professional dialogue, moderation and stage partner planning has been beneficial across the school and built into collegiate calendar
 - SPP tracker over time shows progression and dips in learning – **identified pupils and support put in place**
 - Baseline assessments in place for literacy and numeracy will allow staff to track children’s progress over time and identify target groups that require support
 - ASN teacher and staff are working more closely to ensure individual needs are being targeted
 - Staff are aware of the more able pupils in the school and are conscious of trying to ensure that they are challenged
 - EYPs are completing the N3 and N4 developmental overviews
 - Evidence of pupil progress in literacy and numeracy is evident in profiles, from P2 to P7
 - EYPs focus on one words up strategy a month, this is highlighted on plans
 - KATs in pupil profiles show pupils progress across a level - **monitored by SMT**
 - Nursery and P1 are building learning journeys on Seesaw, this shows progression – **monitored by SMT**
 - Transition from nursery to P1 is very structured and is ongoing throughout the year
 - Passing on of key information from teacher to teacher is very structured to ensure that the transition is smooth and new class teachers are aware of where the children are at
 - Dialogue between P7 teacher and CSW begins early and children that require enhanced transition are catered for

- c)
 - Pupil council are beginning to engage with HGI OUR School document – **pupil voice for their classes**
 - Links with the community are established – **story writing and storytelling workshops have positive impact on pupils and sport coaches encourage perseverance and skill building**
 - Teaching staff took the career standard ‘I can statements’ and linked these to our curriculum overview to allow more natural links with business to take place
 - Success is shared at whole school assemblies, children are asked to share wider achievements at assembly
 - Achievements are shared on the success display in the main corridor
 - Achievements are recorded in pupil profiles
 - Star of the week and weekly certificate winners are celebrated at assembly and shared on the weekly newsletter – **build confidence and celebrate success**
 - Pupil council are asked to gather their classmates views and opinions and feed this back at meetings
 - Class assemblies and open afternoons allow opportunity for pupils to share their learning with school, parents and other family members
 - Opportunities in school for children to excel in other areas, e.g. sport activities at after school clubs – e.g. shinty, gymnastics, badminton, cross country
 - Representing the school at events – Euro Quiz, Rugby Festival, Gymfest, Shinty tournaments, Baillie Cup, Cross Country, Interschool sports
 - Opportunities to try different things in school time – e.g. cricket, rugby, dance, trips to the woods
 - Eco committee – working on playground development and improvements
 - Links with secondary school and previous pupils returning to Kirkhill – science, dance, transition, technology

- d)
 - Parent feedback identified that parents find out most of their information through the weekly newsletter or the school Facebook page
 - Regular tracking of attendance and lates to identify if the school can offer support with this. Letters send home if there are concerns and parents are given the opportunity to discuss this further
 - Using Seemis to monitor records – behaviour, pastoral notes to identify if any action needs to be taken to offer support
 - HT and CT contacting parents early if there are concerns about changes in behaviour, etc
 - ASN teacher and CTs are meeting more regularly and sharing information about children
 - Across the school identifying training needs for staff to ensure pupils needs are being met, e.g autism awareness training for EYPs to support needs in the nursery

Question 3

What could we do now? What actions would move us forward?

- a)
 - ASG P7 teachers to work with Charleston to look at priorities in maths
 - Teachers to attend Talk for Writing training

- b)
 - Staff to reflect on baseline assessment and impact of interventions used across stages
 - Review current tracking system to ensure it is robust and informative.
 - Compare results with Highland and National data ‘Where is Kirkhill?’
 - Ensure this is regularly reflected upon with class teachers and systems are put in place for both support and challenge
 - Raising awareness of benchmarks across curriculum areas and are part of the planning and assessment process
 - Incorporate Global Citizenship into the Curriculum Rationale, make links with RRS and Eco

- c)
 - Pupil focus groups on different areas of the curriculum
 - Provide more opportunities for pupils to be involved in the decision-making process about their learning pathways

- d)
 - Tracking system to show attainment over time for children with identified needs and those living in poverty

Our current evaluation of this QI using the <i>How good is our school?</i> (4th edition) six-point scale – based on an incomplete analysis of our progress (because of the periods of remote learning).	good
Our current evaluation of this QI using the <i>How good is our early learning and childcare?</i> six-point scale – based on an incomplete analysis of our progress (because of the periods of remote learning).	good

KEY THEME

from Q1 2.2

Curriculum

Theme 3 (HGIOS?4)

- Learning pathways

Theme 3 (HGIOELC?)

- Learning and development pathways

Question 1

How are we doing? What's working well for our learners? What are the features of effective practice in our school and ELC setting?

- a) -Review and adapt pathways as required
-Regular opportunity for parental sharing/feedback
-Include benchmarks in Science, Technology and Social Studies pathways
-Embed use of planners across the school
-Teacher and pupils evaluations completed termly
-Regular learning conversations with pupils to ensure their voice is heard
-Collegiate time to allow moderation across levels
-Implement/embed assessment matrix across literacy and numeracy
-Regular updates of data spreadsheets
-Relate learning to real life contexts where possible
-Develop links with wider school community
- b) -Develop opportunities for parents to share in their children's learning in Nursery through Seesaw
-Embed strategies from Words Up and Emerging Literacy training
-Review and develop Learning Journeys in line with Pupil Profiles
-School planning pathways for literacy and numeracy to be referred to when planning/assessing children's learning
-Review and develop use of floor books to tailor children's learning
-Ensure balance of literacy and numeracy experiences on offer daily
-Ensure range of outdoor play experiences are offered regularly as part of free play activities

Question 2

How do we know? What evidence do we have of **positive impact on our learners?**

- a) -Curriculum pathways are in place.
-Parental engagement is consistent across the school, profiles go home, KAT get sent home, open afternoons, whole class assemblies, parent meetings
-Benchmarks are embedded in literacy, numeracy and the new HWB pathways
-Evidence of creativity skills in children's profiles
-Chromebooks are beginning to be used across the school
-Teacher termly evaluations are completed and used to plan next steps in learning
-Pupil's evaluations are being completed and kept in profiles – second stage evaluations are very detailed and pupil led
-Children and staff engage in learning conversations
-Data spreadsheet being accessed by staff and discussed at pupil progress meetings
-Outdoor learning is being accessed by more classes, trips to the woods, etc.
-Evidence in planning folders, profiles, KAT, evaluations that learning is being linked to real life contexts, learning experiences are more relevant to children
-Visitors from the community are in the school on a regular basis
-Pupils have some input in the planning of IDL through the use of Big Questions – **pupil voice and leading their learning**
-Group and individual needs identified and interventions/support put into place
-Learning in nursery is very much led by the child's interest, the use of floor books ensure that their voice is involved in the planning
- b) -Regular stay and play sessions, profiles being sent home, inviting parents in to share their skills and - experiences
-Positive interactions between staff and children. The nursery has a lovely, welcoming ethos

- Developmental overviews are being used to track children's progress
- Words up focus each month and staff are engaging with these more
- Nursery staff have spent a lot of time evaluating and reviewing pupil profiles. They are now in line with the rest of the school. Parents are engaging with the profiles when they are sent home and at the open afternoons
- Floorbook training has had a positive impact on ensuring that all children are involved in the planning process
- There are many opportunities for children to engage in literacy and numeracy activities across the nursery setting

Question 3

What could we do now? What actions would move us forward?

- a) -Complete the clear staff vision and rationale
 - Include benchmarks in Science, Technology and Social Studies pathways
 - In nursery develop parental engagement calendar to ensure ongoing discussion
 - Ensure reference to 7 principles in daily/weekly planning
 - Develop robust tracking of impact of interventions and strategies
 - Evaluate learning conversation process, sharing good practice across the school
 - Develop Creativity across all stages of school
 - Develop digital literacy across all stages of school
 - Update HWB pathway to include Tree of Knowledge and Emotion Works
 - Ensure Equalities and Diversity is embedded across the school
 - Regularly reflect on SIP priorities with staff and carry forward actions
- b) -Develop and review parental engagement calendar to ensure this is an ongoing progress
 - Parents and pupils in the nursery to take more ownership of learning through Seesaw
 - Begin to engage with the Word Ups monitoring tool
 - Teachers to ensure outdoor learning is an integral part of teaching and learning
 - Develop outdoor learning further to ensure it is an integral part of the curriculum and not an 'event'
 - Develop more sustainable community links and build a natural link to our curriculum pathways
- c) -Look at the development of skills across the school, What does it look like in Kirkhill?
 - Make an explicit link to skills thorough planning and engage with the world of work at all stages

KEY THEME

from QI 2.7

Partnerships

Theme 3 (HGIOS?4)

- Impact on learners (focus on parental engagement)

Theme 3 (HGIOELC?)

- Impact on children and families (focus on parental engagement)

Question 1

How are we doing? What's working well for our learners? What are the features of effective practice in our school and ELC setting?

- a)
- Informal coffee mornings on aspects of school development.
 - Continue work with parent council to move school forward
 - Continue to inform parents about resources money is spent on
 - Invite parents in to support learning and share knowledge and skills to make connections to the world of work
 - Curriculum events to support parents understanding of the curriculum
 - Monitor interventions and look at impact and next steps
 - PEF money used to buy in additional PSA time and resources to support emotional wellbeing
 - Involve local businesses in curriculum pathways
 - Continue to invite Charleston staff to support curriculum events
 - Pupil Council to write letters to local businesses and parents who can support curriculum
 - Further develop community links
 - Increase engagement with Learning Journeys
 - Continue developing use of floor books to guide learning
 - Continue to work with outside agencies to support individual needs
 - Anxiety Workshop and Toe-by-Toe workshop for parents

Question 2

How do we know? What evidence do we have of positive impact on our learners?

- a)
- Parents are invited into the school on a regular basis for information meetings, workshops, information meetings, open afternoons, parent meetings, stay and play sessions
 - When parents are in the school for events we try to gather feedback about various aspects
 - Supportive parent council that engage with self-evaluation and discuss various aspects of the school improvement plan
 - Through the parent council, parents are kept informed of improvements across the school and what money is being spent on
 - Parents are given the opportunity to engage with the pupil profiles termly.
 - Most recent digital literacy event had a low attendance.
 - Seasons for Growth was run with a PSA and the Children's Services Worker – the feedback from parents and children was very positive
 - Staff have identified possible business links and some have been involved in different events in the school.
 - Very supportive ASG, we work closely together to share and discuss ideas.
 - Strong relationships formed with other agencies – SLT, Ed Psych, PMHT, school nurse team, Pre-school - home visiting teacher, Physio, OT, Practice Lead, Health Visitors
 - Parents regularly drop in for informal chats with staff throughout the school
 - SFM and Child Plan reviews are held regularly and provide an opportunity for discussion
 - Parents meetings allow the teachers and parents to have 1:1 discussion with parents
 - Parents are keen to support with trips and activities in the school
 - Floorbooks are well used in the nursery to engage all children, and these are available for parents to look at on Seesaw

Question 3

What could we do now? What actions would move us forward?

- a) -Develop how we engage parents with SE
- Increase and develop the ways that feedback linked to school improvement is gathered and shared – use of the weekly newsletter to give SIP updates
- Continue to look at ways to increase parental engagement
- Offer a variety of ways to allow parents to engage with their child's learning
- Continue to ensure that parents feel welcome in the school and that their contribution is valued
- Extend links with Charleston teaching staff, involve them in the moderation process
- Identify how we can invite parents and other stakeholders to become more involved in the planning and delivery of our curriculum
- Ensure that links we have with local businesses are sustainable and that they feel valued in the school
- Continue to provide workshops and information meetings for parents to help them become more involved in learning