

STANDARDS AND QUALITY REPORT AITHISG INBHEAN IS CÀILEACHD

2022/23



HALKIRK PRIMARY SCHOOL

HIGHLAND COUNCIL | BRAAL TERRACE, HALKIRK, CAITHNESS, KW12 6YN

Introduction: Local and National Context

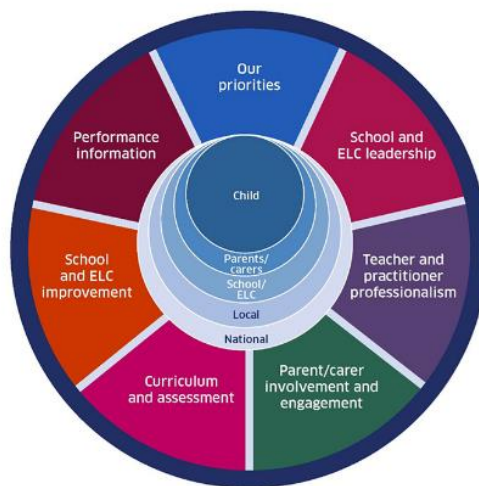
Ro-ràdh: Co-theacsa Ionadail agus Nàiseanta

This Standards and Quality Report is influenced by both Highland and national priorities. These can be summarised as follows:

Highland Priorities



National Improvement Framework Priorities



Entitlement, Excellence & Equity:

We will raise attainment and achievement for all, especially for children and young people from disadvantaged circumstances, including rural deprivation. We will focus relentlessly on improving standards and the quality of learning and teaching, to ensure that entitlement, equity and excellence are delivered across the system.

Empowerment & Leadership:

We will develop leadership skills at all levels of the system, for now and the future, building a culture of empowerment and professional capital.

Relationships:

We will maximise health and wellbeing for all children and young people, to give them the best possible start in life. We will ensure every child and young person feels part of the community they live in.

Opportunity:

We will maximise opportunities for our children and young people, and for the wider Highland community and its visitors, through the provision of high-quality services.

The key priorities outlined in the National Improvement Framework are:

- 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 in literacy and numeracy.

Self-evaluation

To support self-evaluation, quality indicators from the national evaluative framework How Good Is Our School?4 are referenced.

Links to these sources (and others referenced) can be found here:

- [National Improvement Framework Improvement Plan](#)
- [HGIOS? 4](#) and [HGIOELC](#)
- [Health and Social Care Standards](#)
- [National Gaelic Language Plan](#)

In this report the following words are used to describe the numbers and proportions used:

All	Almost all	Most	Majority	Less than half	Few
100%	91% - 99%	76% - 90%	51% - 75%	16% - 50%	Up to 15%

We are pleased to present our Standards and Quality Report for Session 2022-23. This report forms part of our quality improvement framework and provides important information regarding our school's progress to date and our next steps in school improvement.

Self-Evaluation for Self-Improvement is at the heart of our practice. 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. All staff understand that self-evaluation is an integral aspect of our approach to continuous improvement through addressing the 3 key questions:

- How well are we doing?
- How do we know?
- What are we going to do now?

Throughout the year we continuously evaluate what we do and how it makes a difference to our learners. We want to know what is working well for our school community and what needs further improvement. We inform decision making and actions through a continuous process of looking inwards, outwards and forwards.

Looking inwards - starts with those working with our children and young people

We focus on the impact on outcomes for learners. Our self-evaluation processes triangulate information, data, people's views and observation of practice to measure impact and inform planning for improvement.

Looking outwards - learning from others

Looking to others for new ideas that challenge our practice and support continuous improvement allows us to learn from what works and what doesn't. This includes practice in other schools, learning communities and learning from educational research.

Looking forwards - creating a vision and planning for implementation

Through leadership at all levels, we anticipate challenges and explore creative solutions. This helps us to create an aspirational vision for our school which shapes our actions and provides a focus for improvement.

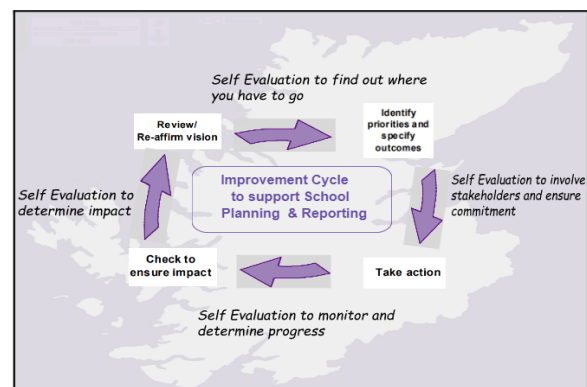
Our children and young people are actively consulted and involved in this process. We also give staff, parents/carers, and other partners the opportunity to participate in discussions and activities to shape our improvement journey.

When we develop our improvement plan, we use key questions at scheduled review times throughout the session to know how well we are progressing towards achieving these positive outcomes and changes.

Together we are working hard to ensure the Highlands is the best place for children and young people to grow up safely, learn, develop and achieve.

With positive experiences, our children and young people will always see the Highlands as home.
Le eòlasan deimhinneach, bidh ar cloinn is ar n-òigridh daonna a' faicinn na Gàidhealtachd mar dhachaigh.

Fiona C MacLeod
Head Teacher
Halkirk Primary



School Profile

Pròifil na Sgoile

The following information can be found on [Parentzone Scotland](#). It is important to remember that statistical data alone is not a measure of how well we are doing. All schools are unique. To understand how well we are doing it is important for us to look at a range of different data sources.

Attendance 95.9%	Average Class Size 22.8	Meeting PE Target Target Met
Pupil Numbers 91	Teacher Numbers 4	Pupil Teacher Ratio 17.8

For schools with a roll exceeding 50

N3 XX%	N4 XX%	P1 11%	P2 16.5%	P3 19.8%	P4 c%	P5 15.4%	P6 9.9%	P7 24.2%
SIMD Q1¹ 0-10%	SIMD Q2 0-10%	SIMD Q3 40-50%	SIMD Q4 50-60%	SIMD Q5 0-10%	Unknown 0-10%			
ASN² 0-10%	No ASN 90+%	FSM³ 60-70%	No FSM 30-40%	EAL⁴ 0-10%	No EAL 90+%			

2021/22 Proportions of pupils achieving Curriculum for Excellence Levels (P1, P4, P7 combined):

Reading	Writing	Listening and talking	Numeracy
Majority	Majority	Almost all	Majority

We have had no exclusions this year.

¹ SIMD – The Scottish Index of Multiple Deprivation (SIMD) is a relative measure of deprivation.

² ASN – Additional Support Needs

³ FSM – Free school meal entitlement

⁴ EAL – English as an additional language

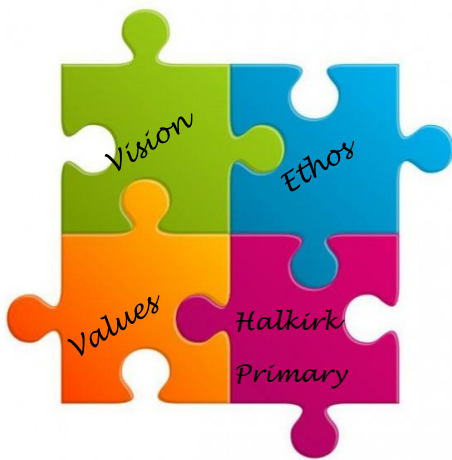
School vision, values and aims

Lèirsinn, luachan agus amasan na sgoile

Vision

Working Together to inspire Learning and Achievement for All

Ethos



Happy

Active

Learners for Life

Kind

Interested

Responsible

Knowledgeable



Values

At Halkirk, our purpose is clear. We create and improve the physical, social and intellectual conditions needed to deliver an effective learning environment, which nurtures our children's talents. As a Rights Respecting School, we put the Rights of the Child at the heart of everything we do. We work hard to ensure that all children feel valued, respected, and safe and secure. We continue to develop our school so all have a voice and a feeling of belonging

Through this ongoing process, we encourage excellence, share success and enable potential.

We help to prepare our confident pupils for successful learning pathways enabling them to become effective contributors and responsible citizens within the community of Halkirk, Caithness, Scotland and beyond.

Play, Learn and Grow, Together



Review of progress for session

Ath-sgrùdadh air adhartas airson an t-seisein

These projects are linked to the vision and priorities for Scottish Education based on delivering excellence and equity. Parent/Carer information is available [here](#).

School Priority:

Health and Wellbeing (Focus on Outdoor Learning)

Purpose:

To improve pupil health and wellbeing making them ready for learning.

Progress:

- Teachers Explored Emotional Works Recovery Programme and used some parts of this resource in their teaching and learning
- SHANARII wheel was used to 'screen' pupils in order to identify need
- School tracker used to continue to monitor pupil involvement in activities

- Emotional check ins have been formally recorded

- Increased and ensure consistency in engagement with the Daily Mile
- 'Couch Chat' taken outdoors into the natural environment
- Increased provision for outdoor structured games at request of pupils
- Citizenship groups re-established following lockdown
- Staff have become familiar with whole school approach to mental health and wellbeing and completed an evaluation
- Teachers attended CPD in Play Pedagogy
- P1/2 have much increased provision outdoors

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Next steps:

- Introduce HWB progressions to ensure consistency for all learners
- Develop provision for RSHP

Purpose:

Embed DYW into the curriculum in order to develop pupils related skills and understanding.

Progress:

- Increased staff understanding of DYW through collegiate discussion and professional reading
- Curriculum is beginning to reflect provision for DYW, but this is ad hoc
- Pupils have engaged in offsite activities provided by Dounreay in partnership with UHI
- Andy McKechnie gave motivational input to staff and pupils about DYW
- Professionals have been into school to discuss their jobs and skills required

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Next steps:

1. More work needs to be done on including DYW in forward planning and wider curriculum, in particular identifying skills that we are focussing on

Purpose:

To improve confidence in securing a level.

Progress:

Assessment folders refreshed to give more focus to reading

- Refreshed assessments for reading
- Individual reading targets established
- Teachers attended CPD focussed on moderation
- Open afternoon where part of it was a focus on expectations and sharing reading resources
- Embedded use of benchmarks
- Significant development of the school library
- Introduced Accelerated Reading programmes
- Reading resource room for staff has been created

Impact:

More evidence to underpin teacher assessments

- Assessments are more informative (use of data to track progress)
- Pupils are clearer about their next steps in learning
- Some teachers are using materials gathered at CPD event to inform their judgements
- Some families are more familiar with approaches and materials used to teach reading
- Assessments are more secure
- Raised profile of books and reading for enjoyment, pupils have taken on leadership roles involving promoting reading, new resources promote equalities and 1+ languages with dedicated areas for books in French and Scots
- Some pupils will make accelerated progress
- Teachers are able to see what resources are available across the school

Next steps:

- Identify a candidate to take on QAMSO role for the cluster

Progress and impact of Pupil Equity Fund

Adhartas agus buaidh Maoin Cothromas Sgoilearan

PEF has funded a literacy teacher for one day each week to focus on progress in literacy. The progress in reading for most pupils involved has been accelerated.

Wider achievements

Coileanaidhean nas fharsainghe

Participation in:-

- Armistice Commemorations
- Whole School Pantomime
- Whole School Burns Celebration
- Rotary School Quiz
- First Lego Challenge
- Football Festival
- Netball Tournament
- Caithness Music Festival
- Sports Day
- Halkirk Heritage Centre World War II Display

Comments from learners, families, stakeholders and staff

Beachdan bho luchd-ionnsachaidh, teaghlaichean, luchd-ùidhe is luchd-obrach

Pupil Voice: what is working well in our school?

Our children and young people identified the following strengths for our school this session:

	P5 – 7	P1 -4
Our Relationships	<ul style="list-style-type: none"> • Pupils get on really well with each other. • Pupils get on very well with adults in our school. • Can go to adult if we have a problem. • Can speak to our parents, P.S.A or other trusted adult or Playground Leader if we have a problem. • We get the opportunity to have a say in our school. • Adults listen to us. • Everyone is treated fairly. 	<ul style="list-style-type: none"> • Pupils get on with each other. • Pupils get on well with the adults. • Can go to a Teacher, P.S.A, Playground Leader or at Couch Chat if we have a problem. • We get to choose things. • Adults listen to us. • There are no favourites.

Our Learning and Teaching	<ul style="list-style-type: none"> • Personal choice in Topic, Writing work and Gym. • Choice in reading book. • S.C and L.I for each lesson. • Targets. • KATs. • Good help from teacher. • Interesting books and good games. • Clevertouch Board and Chromebooks in the classroom. 	<ul style="list-style-type: none"> • Choice in what we learn sometimes. • Targets. • Teachers help us when we are stuck. • Good Toys. • Nice classroom with pictures. • iPads
Our School and Community	<ul style="list-style-type: none"> • Improvements – picnic benches, fixed. • We feel safe with, Fire Practice, Teachers, Class Charter, Safety Rules, CCTV and Children's Rights. • Community knows what is happening in our school through newsletters, Seesaw, newspaper, Facebook and posters. • The school dining hall is big. • 	<ul style="list-style-type: none"> • New improvements should be games painted on playground and more playground toys. • We feel safe with Teachers protecting us, good behaviour, we work together and we have people to talk to. We have fences around the school. • Community knows what is happening in our school through Seesaw, photos in paper and we take part in Community events like the Gala Week.
Our Health and Wellbeing	<ul style="list-style-type: none"> • Achievements and successes shared and celebrated in front of the class. • Achievements from clubs put in our Profiles. • Access to water all day. • Healthy options for our break and lunch. • Encouraged to bring healthy food to school. • Lessons about keeping our bodies healthy. • Fruity Friday. • SNAG. • Health and Wellbeing topics. • Opportunity to speak to someone about our feelings. • Note or gmail to teacher if unhappy or worried. • Talk to friends if unhappy. 	<ul style="list-style-type: none"> • Certificates and medals shown to class. • Certificates handed out at Assembly • Healthy snacks from Cook. • Fruity Friday. • Talk to teacher if sad. • Talk to another adult if sad. • Fresh air at playtime and break. • P.E inside and outside. • Daily Mile. • Outdoor area. • Teacher asks us if we feel ok.

	<ul style="list-style-type: none"> • Talk to a member of staff if worried. • Couch Chat • We have two P.E sessions a week. • Daily Mile • Swimming lessons. • Outside break and lunch. • Outdoor social time. • Outdoor area. • Our Mental Health is looked after. • SHANARRI wheel. • Check-ins • Wellbeing topics • Mental Health Week • Circle Time • Mental Health Strategies 	
<p>Our Successes and Achievements</p>	<ul style="list-style-type: none"> • Our successes and achievements are celebrated and recognised in our Profiles and feedback in our jotters. • Celebrations at Assembly. • Golden Time Reward • Sharing achievements with class. • Certificates, cups and medals awarded at special times of the year. • We share our skills as Digital Leaders. • We have P7 buddies. • Playground Leaders. • Classroom responsibilities. • Pupil Voice groups. • Learning conversations with Teacher. • Targets set and agreed with Class Teacher. • Targets and next steps in Profiles. • Opportunity to participate in Lunchtime Sports Clubs with Jay (Highlife Highland). • Multi-sports club after school. • Youth Club in Halkirk. • Tang Soo Do in Halkirk 	<ul style="list-style-type: none"> • Profiles. • Golden Time. • Sharing Achievements in class. • Targets set with Teacher. • Lunchtime club • After School club. • Youth Club. • Rainbows • Tang Soo Do • Football • Clubs in Thurso

	<ul style="list-style-type: none"> • Football in Halkirk • Guides and Brownies in Halkirk • Pony Club in Halkirk area. • Choir in Halkirk • Clubs in Thurso. • Music opportunities at school. 	
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Pupil Voice: what changes would you like to see made?

Our children and young people identified the following changes they would like to see and the difference these changes could make.

	P4 – 7	P1 -3
Our Relationships	No changes required	No changes required
Our Learning and Teaching	<ul style="list-style-type: none"> • New toys • Update equipment • New books 	<ul style="list-style-type: none"> • New toys • Better devices • Box that more than one can plug into an ipad so can listen with friends. • New books
Our School and Community	<ul style="list-style-type: none"> • New footballs • More Netballs • More toys • More things for P7 age • New picnic benches • Painted classrooms • Painted lines for football pitch • Vegetable and fruit garden • Comfier benches and bigger tables in dining hall. • More colours in dining hall. • Traffic lights in dining hall • More drink choices. • Music in dining hall. 	<ul style="list-style-type: none"> • Games painted on playground. • More playground toys. • More colours in dining hall.
Our Health and Wellbeing	No changes required	No changes required
Our Successes and Achievements	No changes required	No changes required

Capacity for continuous improvement

Comas airson leasachadh leantainneach

Using indicators from 'How Good is our School 4' together with learner, parent, carer, partner and community feedback we believe we have made the following progress this session:

	ELC	PRIMARY	SECONDARY
QI 1.3 Leadership of change	Choose an item.	Good	Choose an item.
QI 2.3 Learning, teaching and assessment	Choose an item.	Good	Choose an item.
QI 3.1 Wellbeing, equality and inclusion	Choose an item.	Very good	Choose an item.
QI 3.2 Raising attainment and achievement/Securing children's progress	Choose an item.	Good	Choose an item.

Our overall evaluation of our capacity for continuous improvement is:

We are confident in our capacity for continuous improvement.

Key priorities for improvement planning

Prìomhachasan airson planadh airson leasachadh

- Embedding provision in HWB and further development of curriculum (particularly for RSHP).
- Further development of curriculum for DYW
- Accelerating progress and achievement in writing

Planning ahead

A' planadh air adhart

Full details of the school's 2023/24 improvement priorities and actions are detailed on the school improvement plan, which can be accessed on our website [ADD LINK](#) or by contacting the school office