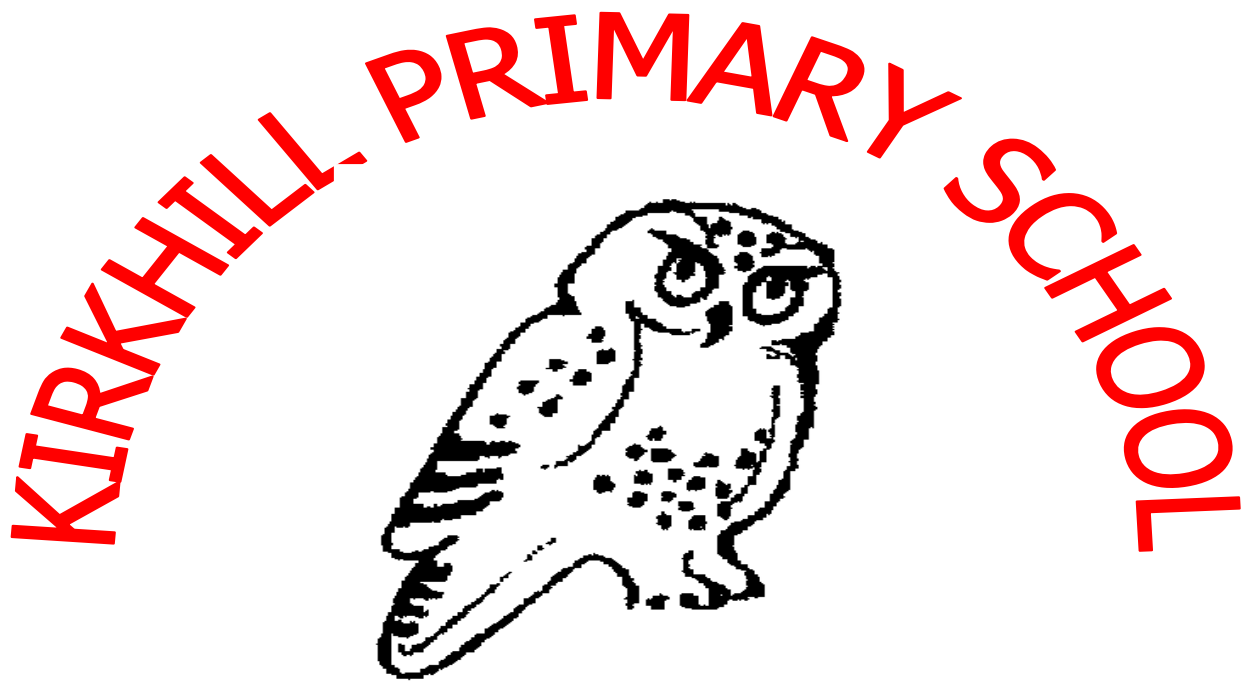


# STANDARDS AND QUALITY REPORT KIRKHILL PRIMARY SCHOOL

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2022/23



Kirkhill Primary School. St Mary's Road, Inverness,  
IV5 7NX

Responsibility  
Open-mindedness

Friendship & Kindness  
Truth & Honesty

Respect  
Perseverance

# Introduction: Local and National Context

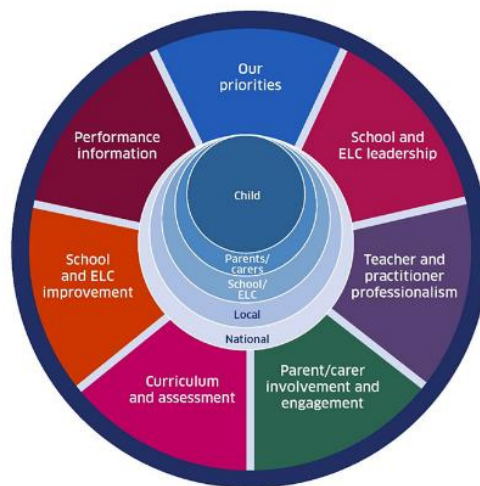
## Ro-ràdh: Co-theacsa Ionadail agus Nàiseanta

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%

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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

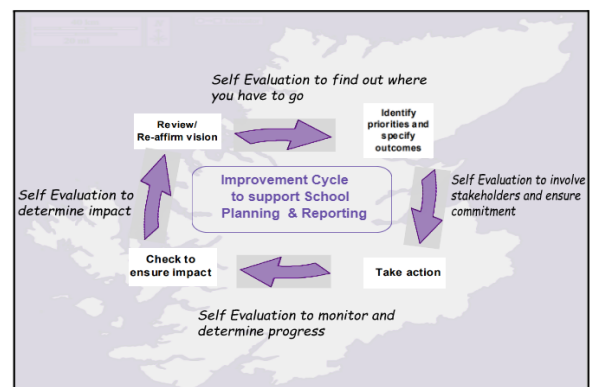
Looking to others for new ideas that challenge our practice and support continuous improvement allows us to learn from what works and what doesn't. This includes practice in other schools, learning communities and learning from educational research.

#### 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 daonnan a' faicinn na Gàidhealtachd mar dhachaigh.

Georgina Dunbar  
Head Teacher  
Kirkhill Primary School

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# School Profile

## Pròifil na Sgoile

The following information can be found on [Parentzone Scotland](https://www.parentzone.scot.nhs.uk/). 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.

<b>Attendance</b> 95.9%	<b>Average Class Size</b> 20.4	<b>Meeting PE Target</b> Target Met
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<b>Pupil Numbers (inc ELC)</b> 146 (+ 28)	<b>Teacher Numbers</b> 9	<b>Pupil Teacher Ratio</b> 16.6
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<b>N3</b> XX%	<b>N4</b> XX%	<b>P1</b> 16.1%	<b>P2</b> 11.2%	<b>P3</b> 11.2%	<b>P4</b> 18.2%	<b>P5</b> 15.4%	<b>P6</b> 10.5%	<b>P7</b> 17.5%
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<b>SIMD Q1<sup>1</sup></b> 0-10%	<b>SIMD Q2</b> 0-10%	<b>SIMD Q3</b> 60-70%	<b>SIMD Q4</b> 20-30%	<b>SIMD Q5</b> 0-10%	<b>Unknown</b> 0-10%
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<b>ASN<sup>2</sup></b> 30-40%	<b>No ASN</b> 60-70%	<b>FSM<sup>3</sup></b> 70-80%	<b>No FSM</b> 20-30%	<b>EAL<sup>4</sup></b> 0-10%	<b>No EAL</b> 90+%
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2022/23 Proportions of pupils achieving Curriculum for Excellence Levels (P1, P4, P7 combined):

<b>Reading</b>	<b>Writing</b>	<b>Listening and talking</b>	<b>Numeracy</b>
Almost all	Most	All	Most

We have had no exclusions this year.

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

<sup>2</sup> ASN – Additional Support Needs

<sup>3</sup> FSM – Free school meal entitlement

<sup>4</sup> EAL – English as an additional language

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# 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 &  
HONESTY

RESPECT



RESPONSIBILITY

OPEN-MINDEDNESS

FRIENDSHIP &  
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.

**TO BE THE BEST I CAN BE**

Reviewed and agreed with pupils, staff and families August 2018



## Review of progress for session

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

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## School Priority:

# Develop learning, teaching and assessment in writing from Early to Second Level

## Purpose:

To increase engagement and attainment in writing across First and Second Level.

To strengthen consistency of teacher judgement of CfE levels.

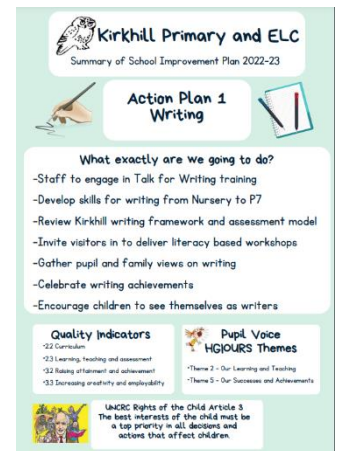
To ensure there is a consistent approach to teaching and learning in writing across the school.

To increase teacher confidence in delivering high quality writing lessons.

To support pupils in understanding different skills/necessary aspects for each genre and be able to apply these in context.

To support pupils in being able to identify their next steps/learning targets for improvement in writing.

To provide opportunities for all pupils to experience mark making in Early Years.



## Progress:

- Through adopting the Talk for Writing approach at all stages we are starting to see an improvement in the quality of our pupils writing, particularly at middle stages.
- The staff are becoming more confident in the use of Talk for Writing strategies and applying different aspects in the delivery of writing lessons.
- Pupils are becoming more confident in using the various tools and strategies to produce quality pieces of writing.
- Moderations activities have supported teacher judgement of where children are in their writing and benchmarks have been used to support judgements.

## Impact:

- Consistent and progressive approach to writing across all stages the school.
- Words Up strategies are evident and implemented in the ELC.
- Toolkits are developed across stages to support pupils in the writing process.
- Moderation activities have ensured a consistent approach to assessing pupil's work and teachers have started to engage with the writing rubric.

Good progress has been made in this area; however, it will be something we continue to develop and embed across stages next session.

## Next steps:

- We will continue to focus on embedding the Talk for Writing approach across the school
- Collegiate sessions will be planned to further discuss and develop Kirkhill's approach to writing.
- Further engagement with the writing rubric through moderation activities will be included in collegiate calendar and pupil focus groups will continue so pupil voice is considered.

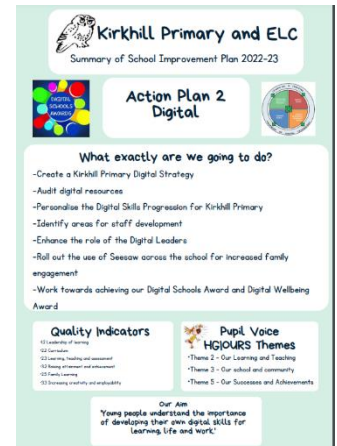
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**Purpose:**

Pupils across the ASG will have a consistent experience of learning and teaching within place value which is supported by an early to third level progression.

**Progress:**

- Staff moderated and discussed place value planning formats in ASG group levels during September Inset.
- In ASG CfE Level groups staff planned, delivered and reflected on place value lessons and resources, linked to identified E's and O's
- Staff discussed outcome of series of lessons and used evidence to moderate across schools against benchmarks

Due to external circumstances limited progress was made.

**Impact:**

- Staff more confident at assessing achievement of a level for place value and shared standard across ASG
- Discussions around progressions highlighted differences in learning and teaching and the need to have a more consistent progression across Highland
- Consensus of opinion that progression planners were similar across establishments.
- Google Classrooms established to enable staff from across the ASG to share planners/resources in CfE level groups.

**Next steps:**

- This action plan has highlighted the need for a more consistent approach to teaching numeracy and maths across Highland
- As an ASG it was decided to halt making our own progressions as the authority announced we were all to use the HNP from August 2023
- Next session we will look at how HNP links to our Kirkhill Progression and benchmarks
- Plan for more opportunities for joint working across the ASG, including looking at progression pathways and completed pieces of pupil work.
- All schools to use RISE to monitor and support pupil wellbeing
- PE progression pathways to be developed and shared
- Health and Wellbeing working group to be established, with members from all ASG schools, to finalise progression pathway
- ASG training on The Promise and Inclusion
- Moderation of NSA and SOFA data within schools and across the ASG
- Writing rubric to be used to support moderation of writing at all stages across the ASG.

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## School Priority:

# Develop the learning, teaching and assessment of digital technology across the school

## Purpose:

To create a culture where IT becomes an integral part of learning and teaching.

To provide opportunities for pupils to explore various IT resources.

To increase family engagement by sharing our learning journey more regularly.

To build confidence in learning digital skills at all stages.



## Progress:

- Staff engaged in self-evaluation activities to determine where we were on our digital journey.
- Following the feedback from the self-evaluation activities a Digital Learning Strategy and Action Plan were created and shared with staff, pupils and families.
- KPS Digital Skills Progression was created and shared with teaching staff.
- Collegiate sessions focused on the implementation of Seesaw as an online profiling platform.
- Digital Leaders were appointed.
- We completed an audit of all our IT resources.
- Digital Schools Award was submitted for validation and was awarded.

## Impact:

- We are able to gauge staff confidence in embedding digital technology and can tailor collegiate calendar in light of responses.
- Feedback was very positive.
- Digital Strategy and Action Plan shared with whole school community.
- Teachers beginning to engage with Skills Progression, SE showed they are mostly confident in delivering this.
- Staff and pupils are becoming more confident in using Seesaw for profiling and there has been very positive feedback from families.
- Digital Leaders have worked with pupils across the school, created assistive technology teaching videos and started a Chrome Club.
- We have achieved the Digital Schools Award

Very good progress was made with this improvement action plan.

## Next steps:

- Teachers will engage with Digital Skills Progression, this will be evident in planning
- We will work towards our Digital Wellbeing Award
- Digital Technology will continue to be embedded across the ELC and school
- Build on partnerships and family skills to enhance our technology curriculum
- Link to Meta-skills progression framework

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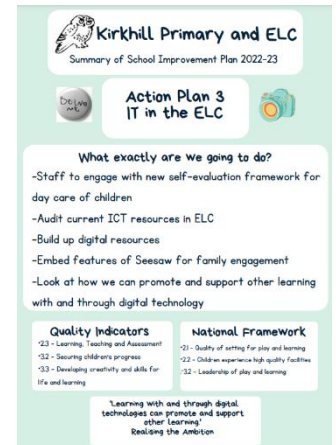
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## Use of IT in Nursery

### Purpose:

Staff will ensure a range of IT experiences are incorporated into the nursery setting for children to engage with and explore.



### Progress:

- Smartboard is now regularly used
- Listening centre set up and used by children – much more accessible
- Torches used if learning goes in appropriate direction
- ‘Tinkering’ with IT related resources part of everyday nursery sessions
- Bee bots started to be used on floor
- Weather checker now integral part of nursery

### Impact:

- ✓ Staff more confident in how to use smartboard and laptop
- ✓ Children have more ownership and able to lead learning more in this area
- ✓ Children confident in use of IT
- ✓ Staff building confidence in trying new forms of IT with children and giving more freedom for them to explore

Very good progress was made with this improvement action plan.

### Next steps:

- Continue to link to DYW and skills
- Develop use of interactive part of smartboard with children
- Continue to offer variety of IT experiences inside and outside
- Develop use of Bee Bots

# Progress and impact of Pupil Equity Fund

## Adhartas agus buaidh Maoin Cothromas Sgoilearan

Class /Yr group / specific groups - Breakdown	Target group numbers	Interventions / actions linked to spend below (Please colour code to spend plan)	Measurement evidence	Progress/ Impact <i>To be completed ongoing/ end of session - (number now on track/ seen desired improvement) - this section can be copied into S&amp;Q Report in May.</i>
P1 Literacy	Class	<ul style="list-style-type: none"> <li>Designated PSA will have daily input with the group working on literacy tasks to develop phonic sense, rhyme, listening, talking and syllable work, in a play environment</li> <li><b>2 hours per week PSA time</b></li> </ul>	<ul style="list-style-type: none"> <li>-Phonological Awareness screening assessment</li> <li>-BPVS screening</li> <li>-observations in play experiences</li> <li>-recognition of phonic sounds – on-going regular check</li> <li>-Attainment meetings with HT, teacher judgement</li> </ul>	<p>BPVS screening was carried out and the results were a good indication of who would need further input. 90% scored above average in standardised score.</p> <p>Phonological awareness results show 74% of pupils have scored 9 or above.</p>
P1 Numeracy	Class	<ul style="list-style-type: none"> <li>Designated PSA will have daily input with the group working on basic facts, backwards and forwards number sequence, number word sequence, grouping and face value and numeral identification</li> <li><b>2 hours per week PSA time</b></li> </ul>	<ul style="list-style-type: none"> <li>-NHP baseline assessment</li> <li>-NHP strategies and activities</li> <li>-Attainment meetings with HT, teacher judgement</li> </ul>	<p>HNP baselines were carried out with targeted pupils to inform learning and next steps. 100% have achieved Early Level in numeracy.</p>
P2 Literacy	6	<ul style="list-style-type: none"> <li>Designated PSA will have daily input with the group working on literacy tasks to develop phonic sense, rhyme, listening, talking and syllable work, reading groups, writing tasks</li> <li><b>1.5 hour per week PSA time</b></li> </ul>	<ul style="list-style-type: none"> <li>-Phonological Awareness screening assessment</li> <li>-observations in play experiences</li> <li>-recognition of phonic sounds – on-going regular check</li> <li>-Attainment meetings with HT, teacher judgement</li> </ul>	<p>94% pupils have achieved 9 or more in their phonological awareness.</p>
P3 Literacy	6	<ul style="list-style-type: none"> <li>Designated PSA will have daily input with the group working on literacy tasks to develop phonic sense, rhyme, listening, talking and syllable work, reading groups, writing support</li> <li><b>2 hours per week PSA time</b></li> </ul>	<ul style="list-style-type: none"> <li>-Phonological Awareness screening assessment</li> <li>-observations in play experiences</li> <li>-recognition of phonic sounds – on-going regular check</li> <li>-Attainment meetings with HT, teacher judgement</li> </ul>	<p>5 pupils have scored 9 and above in their phonological awareness.</p>
P3 Numeracy	6	<ul style="list-style-type: none"> <li>Designated PSA will have daily input with the group working on basic facts, backwards and forwards number sequence, number word sequence, grouping and face value and numeral identification</li> <li><b>1.5 hours per week PSA</b></li> </ul>	<ul style="list-style-type: none"> <li>-NHP baseline assessment</li> <li>-NHP strategies and activities</li> <li>-Attainment meetings with HT, teacher judgement</li> </ul>	<p>74% are on track or above on the HNP baselines.</p>

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<b>P4 Literacy</b>	4	<ul style="list-style-type: none"> <li>• Designated PSA will oversee the implementation and skill builders activities on Lexia.</li> <li>• Designated PSA to work 1:1 on letter formation, blending, fine motor skills</li> </ul> <b>2 hours per week PSA</b>	<ul style="list-style-type: none"> <li>- Lexia overviews and trackers</li> <li>-Attainment meetings with HT, teacher judgement</li> </ul>	This was not complete as we could not afford to buy in the Lexia intervention this session.
<b>P5 Literacy</b>	8	<ul style="list-style-type: none"> <li>• Designated PSA will oversee the implementation and skill builders activities on Lexia.</li> <li>• Designated PSA to work 1:1 on letter formation, blending, fine motor skills</li> </ul> <b>2 hours per week PSA</b>	<ul style="list-style-type: none"> <li>- Lexia overviews and trackers</li> <li>-Attainment meetings with HT, teacher judgement</li> </ul>	This was not complete as we could not afford to buy in the Lexia intervention this session.
<b>P5 Numeracy</b>	5	<ul style="list-style-type: none"> <li>• PSA to support group within the class focusing on the 4 operations.</li> <li>• Designated PSA to work 1:1 on looking at number formation and number bonds</li> </ul> <b>1.5 hours per week PSA</b>	<ul style="list-style-type: none"> <li>-Sumdog diagnostic assessments -TJ end of chapter assessments</li> <li>-HNP baseline assessments</li> <li>-Attainment meetings with HT, teacher judgement</li> </ul>	67% are on track on the Sumdog diagnostics. 92% scored 7 or above in SOFA assessments.
<b>P6 Literacy</b>	6	<ul style="list-style-type: none"> <li>• Designated PSA will oversee the implementation and skill builders activities on Lexia.</li> <li>• Designated PSA to work 1:1 on letter formation, blending, fine motor skills</li> </ul> <b>1 hour per week PSA</b>	<ul style="list-style-type: none"> <li>- Lexia overviews and trackers</li> <li>-Attainment meetings with HT, teacher judgement</li> </ul>	This was not complete as we could not afford to buy in the Lexia intervention this session.
<b>P7 Literacy</b>	8	<ul style="list-style-type: none"> <li>• PSA support in class for a reading and writing</li> </ul> <b>2 hours per week PSA</b>	<ul style="list-style-type: none"> <li>-Big Write assessments</li> <li>-Attainment meetings with HT, teacher judgement</li> </ul>	Due to long term absence, we have not been able to complete this action.
<b>P7 Numeracy</b>	9	<ul style="list-style-type: none"> <li>• Designated PSA to support group within the class focusing on the 4 operations.</li> <li>• PSA to support with Dynamo Maths</li> <li>• PSA support in class for maths lessons</li> </ul> <b>2 hour per week PSA</b>	<ul style="list-style-type: none"> <li>-Sumdog diagnostic assessments -TJ end of chapter assessments</li> <li>-HNP baseline assessments</li> <li>-Attainment meetings with HT, teacher judgement</li> </ul>	67% are on track on the Sumdog diagnostics. 96% scored 8 or above in NSA assessments.

## Wider achievements Coileanaidhean nas fharsainghe

We are extremely proud of our achievements this session and we have seen amazing teamwork and perseverance in a variety of sporting and academic competitions and events. We have celebrated our achievements in assemblies and with the wider school community and reflected on them in relation to our School values and the Wellbeing Indicators.



### South Highland Schools Athletics

In May 2023 a selection of P5-P7 pupils represented the school at the inter-school sports championships at Bught Park in Inverness. We competed against 6 other schools and took part in field and track events. We were delighted to celebrate winning the Grigor Cup on the day. Exceptional perseverance and teamwork throughout the day.

### P7 Maths Challenge

We are extremely proud of our P7 Maths Challenge Champions. They competed against other P7 pupils from across Highland to become the overall winners in March 2023. They put in a huge amount of work developing their poster and studying for the challenges.



### Baillie Cup

In May 2023 28 P1-P4 pupils took part in field and track events at the Baillie Cup at Bught Park. They were outstanding, and ALL took home medals as well as the cup for their category. We were extremely proud of how they all worked together and represented Kirkhill Primary.

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## Euroquiz

In March 2023 we entered a team of 4 P6 pupils into the Euroquiz. I was blown away by the dedication and hard work they put in to take part in the quiz against other Highland schools. Their general knowledge was outstanding. We were extremely proud of them coming in 4<sup>th</sup> position.



## Digital Schools Award

Our School Improvement Plan this session focused on embedding digital technology across the school. The digital leaders have put a huge amount of effort into leading learning through technology. In June we were delighted to meet the Digital Schools Team for accreditation and were successful in achieving the award.

## 7<sup>th</sup> Eco Flag

We are so proud to have achieved our seventh Eco Flag, which means Kirkhill Primary School has flown an Eco Flag for fourteen consecutive years. That really is something amazing to celebrate. Achieving our award over the last two years has been a real team effort due to Covid restrictions. Our pupils and their parents/carers and staff have all pulled together to ensure we continue to learn about ways in which to live more sustainable, eco-conscious lives. The children are passionate about using their voices to drive change, both within and outwith school.



## P6 Social Enterprise Schools

P6 took part in an Enterprise. They used Virgin Money's 'Make £5 Grow' programme which gave them a start-up fund of £80. Following their initial learning on what an Enterprise is and what is involved, the class decided that they would sell slushies and pick 'n' mix, and run a lucky dip on our school Sports Day. They ended up making a profit of £205.42. With this money they decided to make blessing bags in partnership with the local church, and also did a Tesco shop to donate to a foodbank. As they used the profits from their Enterprise for a social cause, they were awarded a Social Enterprise Schools Award during a ceremony at Eden Court Theatre.



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# Comments from learners, families, stakeholders and staff

## Beachdan bho luchd-ionnsachaidh, teaghlachan, luchd-ùidhe is luchd-obrach

During the course of this session we have provided opportunities for feedback from families through open mornings, family appointments, Google Forms, jotter feedback and Parent Council meetings.



### Family Feedback

Always fab feedback via seesaw and other online tools

Prioritising the well-being of pupils.

Leadership roles up the school have been a highlight. Lots of positive feedback coming home.

Supporting pupils with their individual needs and providing learning to challenge and develop.

Ways of increasing fitness - Daily Mile could be competitive e.g. no of laps, incentives - big public health importance.

Brilliant school, opportunities. Great contact with kids schoolwork and parents.

Kirkhill is a lovely friendly school and both parents and children get to be involved at many levels.

Please extend from S1-S6!

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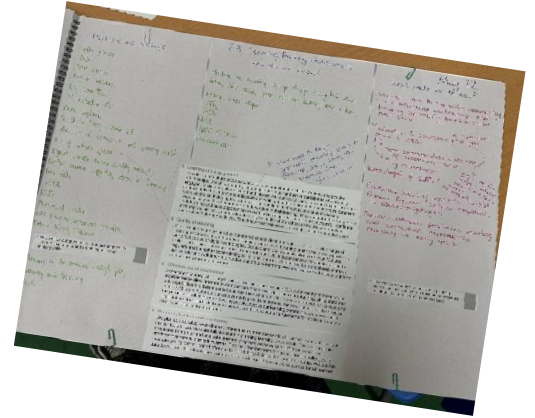
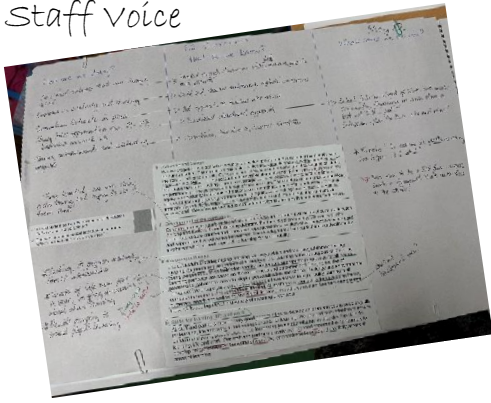
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## Staff voice

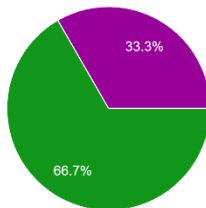


As a staff we regularly discuss school improvements and collegiately compete HGIOS Q&S. We are lucky to have positive relationships and there is always opportunities for professional dialogue, discussing successes and areas for improvement.

## Partners

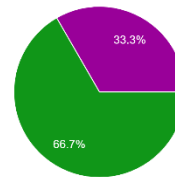
There is an opportunity for partners to leave feedback through a QR code linked to a Google Form. We have had very positive feedback from outside agencies and have a good working relationship.

Overall, partnership working with the school works well.  
3 responses



● Strongly disagree  
● Disagree  
● Neutral  
● Agree  
● Strongly agree

My service/organisation is kept up to date with changes in the school which may affect the services we deliver.  
3 responses



● Strongly disagree  
● Disagree  
● Neutral  
● Agree  
● Strongly agree

## 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
<b>QI 1.3</b> Leadership of change	Good	Good
<b>QI 2.3</b> Learning, teaching and assessment	Very good	Good
<b>QI 3.1</b> Wellbeing, equality and inclusion	Good	Good
<b>QI 3.2</b> Raising attainment and achievement/Securing children's progress	Very good	Good

Responsibility  
Open-mindedness

Friendship & Kindness  
Truth & Honesty

Respect  
Perseverance

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

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**Raising Attainment in Numeracy & Mathematics**

**Raising Attainment through the Moderation Process across the ASG**

**Developing Experiences in Numeracy and Maths in ELC**

## Planning ahead

### A' planadh air adhart

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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 [Kirkhill Primary](#) or by contacting the school office

Responsibility  
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Truth & Honesty

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