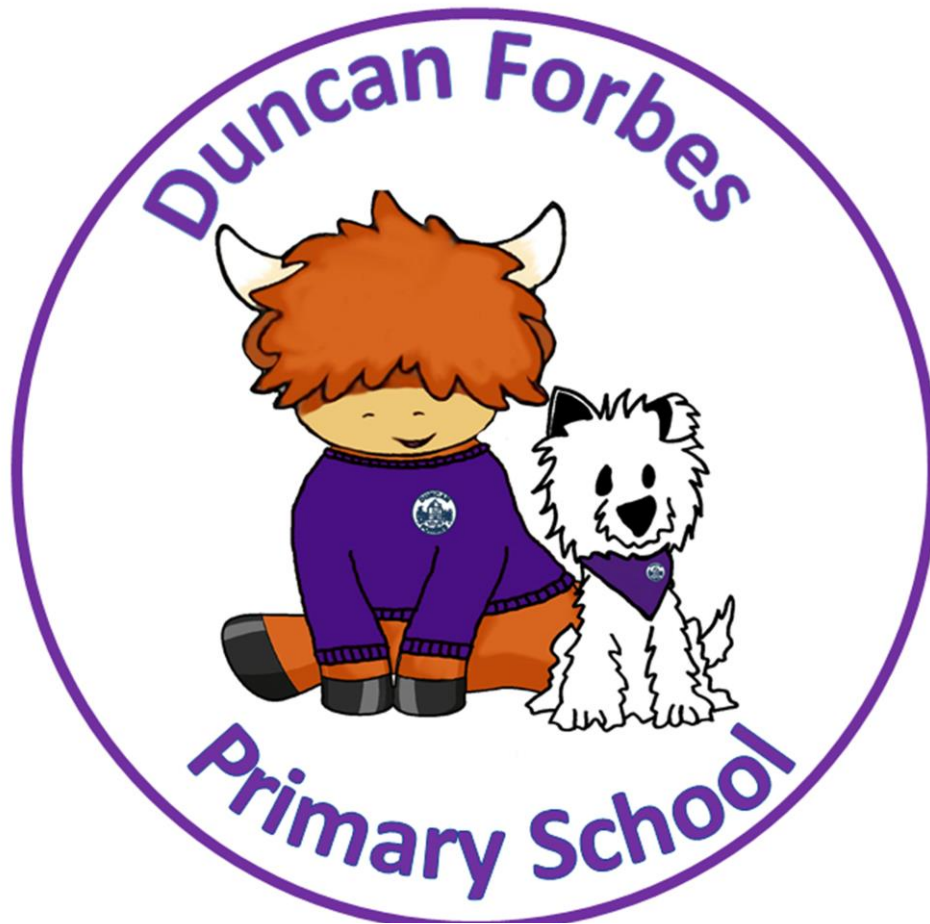


STANDARDS AND QUALITY REPORT 2022/23



DUNCAN FORBES PRIMARY SCHOOL

HIGHLAND COUNCIL | KEPPOCH ROAD, CULLODEN, INVERNESS, IV2
7NY

Introduction: Local and National Context

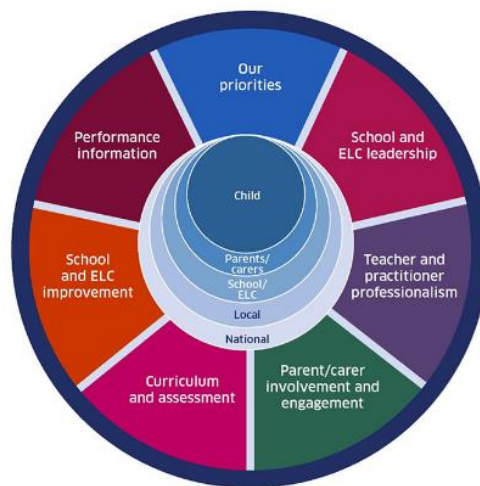
Ro-ràdh: Co-theacsa Ionadail agus Nàiseanta

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.

Wendy Mackay
Head Teacher
Duncan Forbes Primary School

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:

Project 1 – Writing and Wider Literacy

Purpose:

Year 2 of a project on improvement in writing pedagogy and how the wider literacy aspects work together

Progress:

Content:

- Baseline Assessments in Reading by PSA staff x 2 throughout the year
- Stephen Graham twilight training x 6 sessions
- Audit of existing resources for each literacy theme
- Create updated records for reading materials
- Create updated planning documents and staff guides for literacy
- Gather assessment materials matched to each theme
- Moderate and produce a standard of expectation across the school
- CPD sessions on literacy through the CPD calendar

Impact:

Planned for –

Evidenced –

- ✓ Pedagogy will change within the classroom resulting in more engagement in learning
There has been a huge shift in pedagogy around writing as a result of the Stephen Graham training. All classes evidence the 'description bubble' in their classrooms and refer to it across the curriculum and not just within writing. Pupils are more engaged in the learning as we are focussing on oral demonstration first before committing to paper. The repetitive and rules aspect of the training has been well embedded throughout the year.
- ✓ Teacher confidence
Teachers and support staff report that they feel they know what to do to teach text types (as described within training rather than genres). There are guides to go along with each type providing detailed descriptions and support.
Baseline assessments in reading have evidenced an increased ability from last session.
Training sessions on reading have been shared with staff for information.
- ✓ Pupil understanding of their need within literacy learning
Pupil learning is centred around their understanding of the construction of the text types. They are able to demonstrate understanding of rules such as noun, pronoun rule, subject/verb agreement, use of past tense in information reports, structure of a narrative text. These rules ensure pupils are clear on the success criteria of their writing before they even start.
- ✓ Planning changed and developed over time with colleagues
We have used the planning provided via the training to create our own progression and writing frames for use in school. The writing frames will be used from P1 – P7 but adapted for expectations at each level ensuring that familiarity and progression of learning are clear. This creates a standard of expectation throughout the school.
- ✓ Raised attainment
When comparing children with themselves from last session and even 10 weeks ago, there has been a clear improvement across all literacy areas. In our tracking we can evidence improvement in stages and individually in literacy.
Rubrics within HLP used for assessment.
- ✓ Improved pupil attitude to literacy learning
Pupils are proficient in their literacy talk, from P1 they will use terms such as – description bubble (number sentence, texture sentence, etc), macro and micro statements, noun/pronoun rule, modal, direct speech, subject/verb agreement.

Evaluative statement on Project 1

Very good progress has been made due to continuing this project on from year 1 in 21/22. In particular the training has helped to refocus staff's pedagogical approaches to teaching writing. Next session we will be starting afresh with a full understanding of writing within Duncan Forbes.

Next steps:

- ⇒ SOFA assessments for use with P2, P3, P5 and P6 next session to track improvements at each level
- ⇒ From the beginning of next session, use the updated planning and progression for writing throughout the school
- ⇒ Use the HLP supporting documentation across the school for planning and assessment next session
- ⇒ Create our own training videos for new staff or when staff wish to familiarise themselves with the training as we progress through the year. This will also support staff when they change stages
- ⇒ Share this training and new understanding with parents through workshops and/or videos also
- ⇒ Evaluate the impact after a full year of using the new approach to teaching writing
- ⇒ Focus some sessions on the pedagogy of reading next session and how our understanding of writing can influence our approach to teaching reading
- ⇒ New resources are still required for reading but prioritise of other resources took over this session

School Priority:

Project 2 – Teaching science through experiential learning

Purpose:

Upskill staff to teach STEM subjects using scientific material and resources to benefit the learning and engagement of pupils

Progress:

Content:

- SSERC monthly teaching sessions online
- Use of resources for STEM lessons
- Participation in training sessions with SERC
- Feedback to colleagues
- Updating of Staff Guide and planning for science

Impact:

Planned for –

Evidenced –

- ✓ Engagement with scientific equipment such as microscopes, experiments, technology, and mechanics
Staff have used microscopes, petri dishes, pipets, acids, measuring cylinders, etc as part of the live lessons provided by SSERC. These resources are now in school for use with pupils in the STEM learning.
- ✓ Staff confidence in using resources will develop after each workshop session
For some of us, it had been many years since we had participated in science lessons so going back to using resources for specific learning has been very helpful for our confidence when teaching pupils in our classes.
- ✓ Use of STEM language across the curriculum will develop and connections made with learning in other curricular areas such as literacy, maths, and expressive arts
Many of the experiments which we carried out, relied upon an element of cross curricular knowledge. Through the questioning during experiments, we were able to link learning from maths to science and also with our descriptions of observations.
- ✓ An understanding of the development of STEM through historical contexts
In every assembly we refer to on this day in history, very often it provides a date of an important discovery under a STEM theme. It is important to put this in the context of history and a timeline to offer the pupils an insight into when things developed, for example, Marie Curie won two Nobel prizes for her discovering in physics and chemistry in 1903 and 1911. Her work is now the basis for much of the cancer treatments on offer today, more than 100 years later!
- ✓ Planning documents updated in connection with developing practice of staff
Throughout this project, it became clear that the focus was more on pedagogy and teacher experience rather than planning. Our current planning for stem allows us to link across the curriculum and demonstrate what children know and want to know in relation to STEM subjects. Further links to resources have been added such as Explorify, Education Scotland, stem.org.uk, generation science, etc

Evaluative statement on Project 2

There has been a limited amount of training offered through SSERC this session which has resulted in less progress being achieved than what was hoped for. However, by having appropriate resources within the school for the teaching and engagement of STEM moving forward along with a bank of further lesson plans to use with pupils, we are hopeful that this priority will continue to develop over the coming years at Duncan Forbes. We will continue to look for opportunities for our pupils to link STEM across all curricular areas and particularly into Developing the Young Workforce.

Next steps:

- ⇒ Engage with secondary colleagues who may be able to offer STEM engagement sessions with staff and/or pupils
- ⇒ Add a link to STEM in every curricular plan to remind staff to be mindful of the cross-cutting skills and knowledge
- ⇒ Continue to offer SSERC sessions to staff as an opt in throughout session 23/24
- ⇒ Consult with pupils via the Pupil Council on their views of STEM and what options they would like to explore in the school
- ⇒ Display our STEM learning in school

School Priority:

Project 3 – ASG: Assessment and Moderation Strategies in Learning, Teaching and Assessment

Purpose:

To promote high attainment in literacy and numeracy across the ASG (at the time of writing this plan there was a DHT for attainment appointed within the ASG to take it forward)

Content

- Establish needs by gathering baseline information via teacher survey around confidence in giving informed ACEL judgements based on benchmarks.
- Working time agreement discussed with time set aside for Moderation across school, ASG and wider.
- School Improvement Priorities shared
- Training with staff with QAMSO lead around how to construct High Quality Assessments.
- Staff moderate together in levels during in service event and thereafter creating google classrooms to sustain collaboration
- Parental engagement sessions to share with parents the purpose of this project. Family engagement activities to help parents and carers support learning
- ASG meeting to discuss upcoming Moderation event – Writing across all schools in ASG. Staff to be put into level groups. Online use of PLC notebook to facilitate meetings.
- Pre meet to share with all SLT's how to construct PLC notebook for event
- Staff to attend Local Authority Moderation event during Feb Inset (tbc)
- Survey teachers/ELC staff again to see if understanding and confidence has improved.

Impact:

Planned for –

Evidenced –

- To what extent do we have a shared understanding of what effective Assessment and Moderation is? **Each member of teaching staff was given a copy of The Teaching Delusion 3: Power Up Your Pedagogy. We used the first section to reflect on and agree what high quality learning looks like. This followed from our first moderation visits in term 1.**
- Do we ensure that a quality body of evidence is used to support assessment judgements and decisions about next steps? **This year we have continued to develop the scope of evidence which we gather to support assessment judgements – PM benchmarks for reading are carried out twice a year by support staff, NSA which we have historically carried out in term 3 will move to term 2 next session across Highland, KATs at each stage support evidence and moderation with pupils as another layer. We have engaged with rubrics for writing and will develop them for reading next session. Numeracy planning has been updated to correspond with the Leckie maths resource and closer links to CfE benchmarking. There remains evidence across this that our standards within school are higher than the expectations detailed in the benchmarks at each stage.**
- Have we embedded tracking and monitoring tools to ensure that they are well-understood and used effectively to secure improved outcomes for all learners, including the most deprived children and young people and those who are looked after? **Online tracking documents are maintained by the class teachers. This session we have completed the predictions for ACEL twice through the year which highlighted pupils who we were judging as not achieving yet evidence gathered through NSA suggested they were on track. Using the dashboard to focus on our most vulnerable pupils allowed us to track their achievement over time.**
- Have we ensured that our processes for assessment and reporting are manageable and effective in informing improvements in learning and teaching? **We are adding detail to our overall calendar to include tracking, moderation, and assessment. Staff are provided with a checklist each term of actions to complete. Planning will include assessment detail.**

Evaluative statement on Project 2

This project was initially planned for the ASG to complete together, however, due to being unable to fill the post of attainment DHT, we took on the targets within school to work through. Following our first moderation visits in September, we were able to focus on pedagogical developments which impacted on assessment and moderation. We reviewed the moderation activities we currently have in school and concluded that there were issues with the inclusiveness of some of the data being collated – not at the right time, not linked to what was happening in the classroom, not useful for planning. We have therefore considered particularly with numeracy, which baselines to use at the start of the session and how this will inform the learning and teaching in class.

Next session we plan to move forward with moderation across the ASG, setting up stage partners with the aim of sharing standards across schools.

Next steps:

- ⇒ Continue to reflect on the learning and teaching lessons within TT3 to improve our understanding of effective pedagogy in primary education
- ⇒ Work alongside our ASG colleagues to critically engage with benchmarks and assessment standards
- ⇒ Ensure forward planning links directly to assessment
- ⇒ Add detail to the yearly overview with tracking and assessment
- ⇒ Continue to develop a research informed practice at Duncan Forbes, sharing current enquiry findings
- ⇒ Provide staff with opportunities to take forward enquiry within their practice and report back to colleagues

Progress and impact of Pupil Equity Fund

Adhartas agus buaidh Maoin Cothromas Sgoilearan

PEF was used towards 12 clear targets under 7 headings this session using both staffing and resource allocation to achieve them. The information below would suggest that the targets were ambitious and that ACEL data pertaining to a previous year group does not allow for comparison of the same pupils year on year. Next session's targets will require to be either generic to whole school data or particular to a year group tracked from this session.

Attendance

Target 1 - **70% of FSM to have an attendance over 85% for session 22/23**
Progress - **✓74% of FSM have an attendance over 85% for session 22/23**

Reading performance

Target 2 - **<15% of pupils to be moderated at D by June 2023**
Progress - **x84% were moderated at C or above meaning that 16% were judged at D. This is an improvement from last year but not the target I set.**

Play within the 4 year old Developmental Overviews

Target 3 - **<21% at amber or red in this measure by June 2023**
Progress - **x30% at amber in this target, there are significant ASN needs in this year group**

ACEL data for P1

Target 4 - **<10% not achieve Reading**
Progress - **x82% achieved Reading meaning 18% did not. This is an increase from last year but is a different cohort of children.**

Target 5 - **<25% not achieve Writing**
Progress - **✓78% achieved Writing meaning that 23% did not.**

ACEL data for P4

Target 6 - **<8% not achieve Reading**
Progress - **x71% achieved Reading meaning 29% did not. This is an increase from last year but is a different cohort of children.**

Target 7 - **<15% not achieve Writing**
Progress - **x71% achieved Reading meaning 29% did not. This is an increase from last year but is a different cohort of children.**

Target 8 - **<30% not achieve Numeracy**
Progress - **✓75% achieved Reading meaning that 25% did not.**

ACEL data for P7

Target 9 - **<10% not achieve Reading**
Progress - **✓93% achieved Reading meaning that 7% did not.**

Target 10 - **<15% not achieve Writing**
Progress - **x80% achieved Writing meaning 20% did not. This is an increase from last year but is a different cohort of children.**

Target 11 - **<15% not achieve Numeracy**
Progress - **x82% achieved Numeracy meaning 18% did not. This is an increase from last year but is a different cohort of children.**

Parent/Carer Engagement

Target 12 - **100% attendance of FSM families at Parent Appointments**
Progress - **✓100% of FSM parents attended either an in person or online appointment**

Wider achievements

Coileanaidhean nas fharsainghe

- 👤 We have received our Bronze Rights Respecting Schools Award this year, this was led by the Pupil Council creating the action plan for Silver and ensuring that classes were engaging with the Rights of the child
- 👤 Pupils have represented the school at various sporting events throughout the year – cross country, athletics, Judo, cheer leading, football, flag football, etc
- 👤 Pupils have set up their own clubs at lunchtime in the school – reading, maths, teddies, sports, art, etc
- 👤 Pupils have raised money for causes by creating their own initiatives such as sweeties in a jar, name the teddy and sponsored events
- 👤 Two members of staff have completed a Masters in Critical Enquiry in Education involving active research within the school
- 👤 Our Parent Council have held several very successful events for pupils and have raised money for the school via a penny war
- 👤 We held our first Sustainable Christmas Fayre this session – each stage picked a sustainable item to sell meaning that they had to receive donations to sell. It proved to be one of our most successful Christmas Fayre's to date and raised money which will benefit the pupils further.

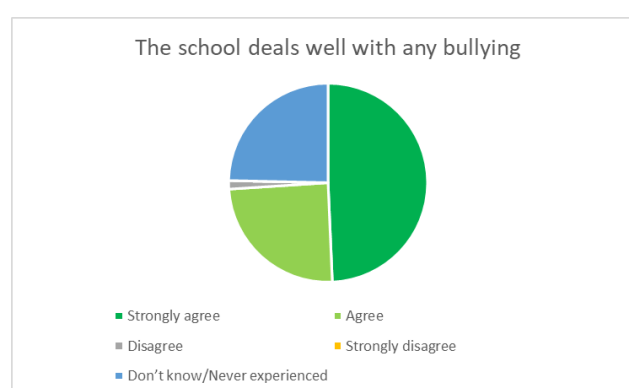
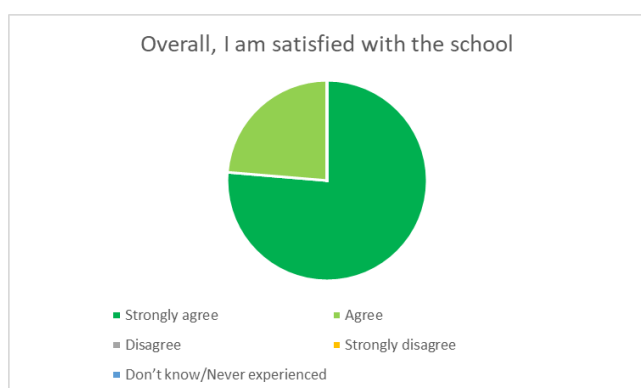
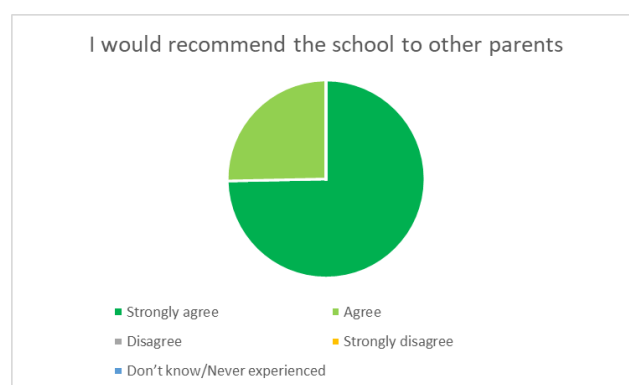
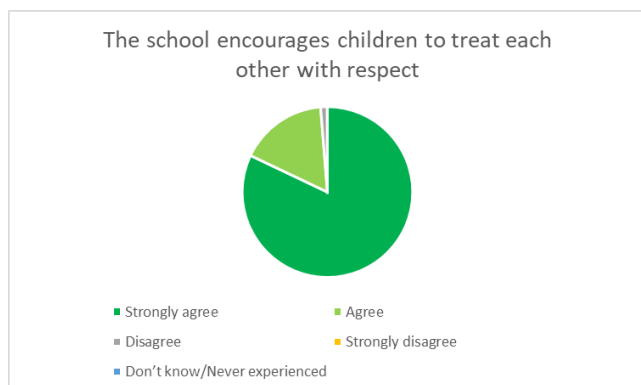
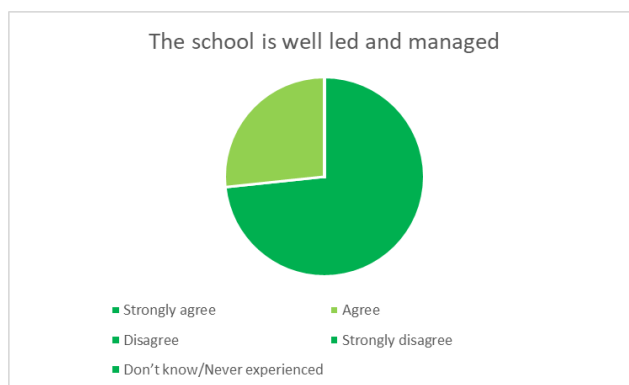
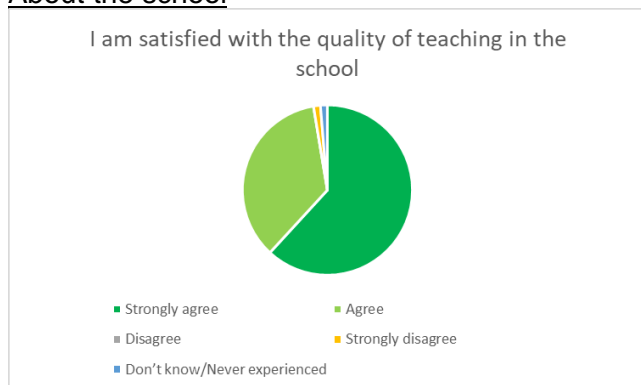
Comments from learners, families, stakeholders and staff

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

Family Comments

Parent Feedback provided via questionnaire taken during Parent Appointments on November 2022 with action points to take forward. The questionnaire follows the structure of HMIE parental surveys.

About the school



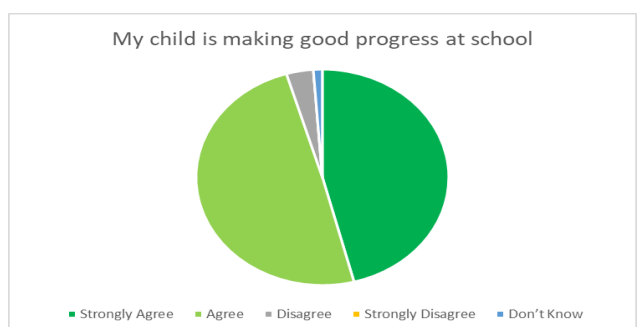
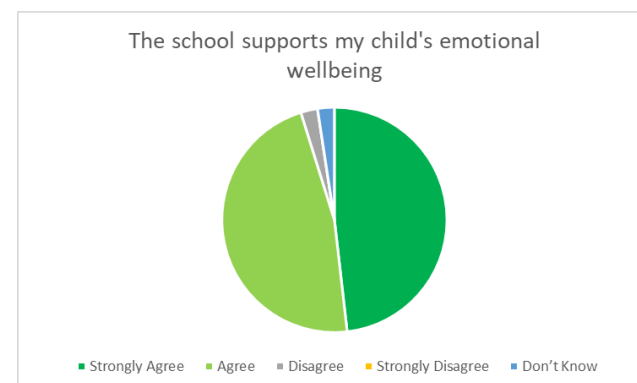
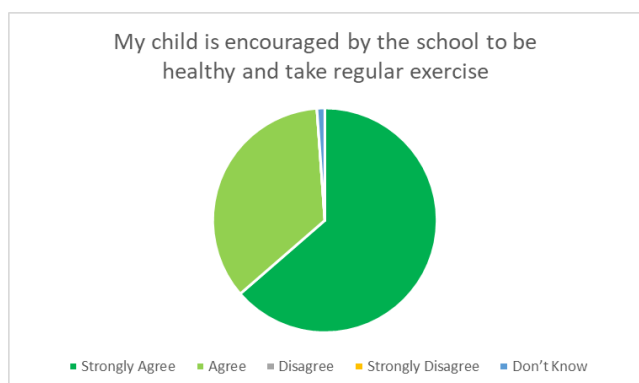
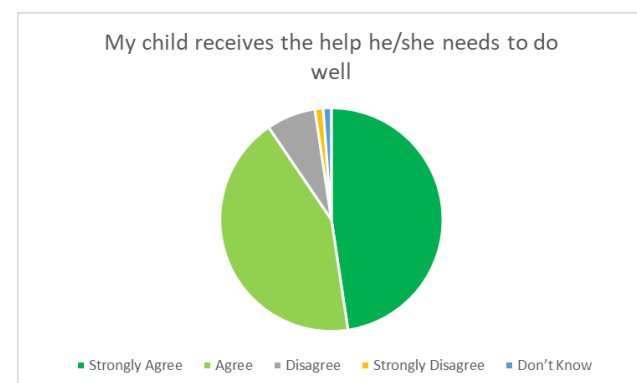
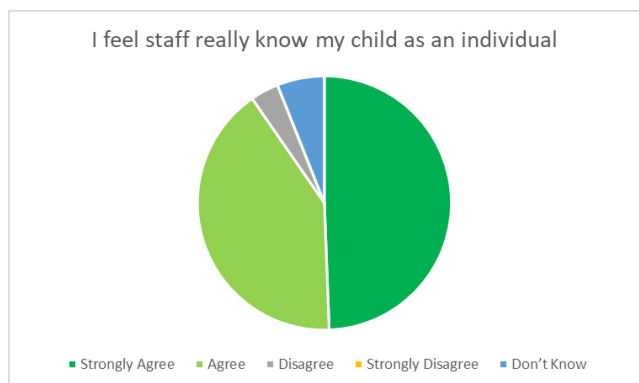
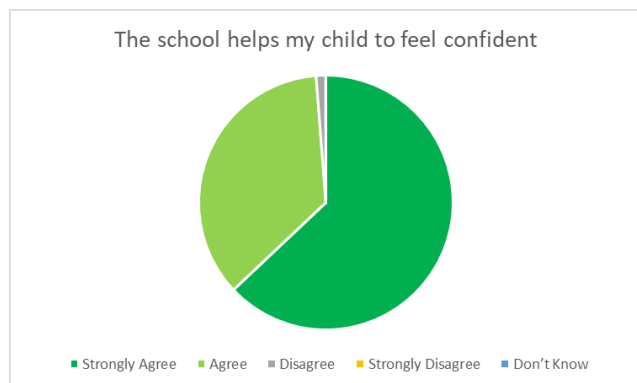
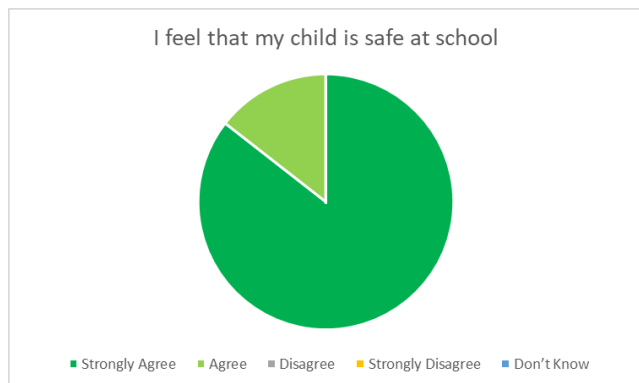
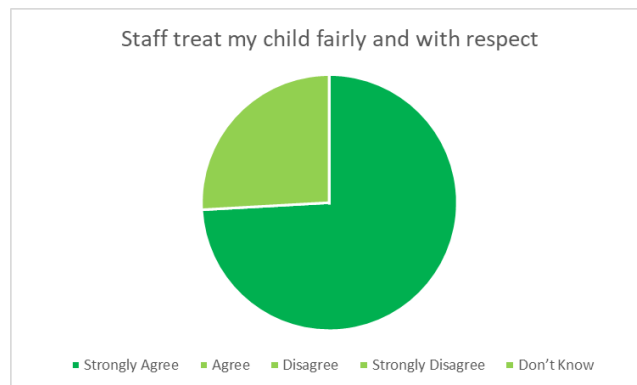
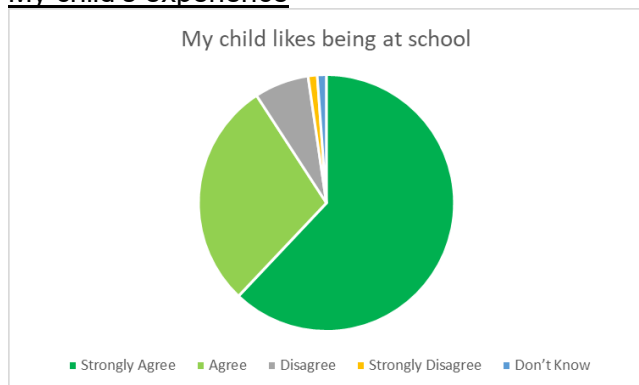
Strengths

- Overwhelmingly positive about the school
- A significant percentage of parents felt their child had never experienced bullying

Considerations

- 1 person reported being unsatisfied with the teaching in the school, as this survey was carried out during parent appointments other parents from the same class were satisfied
- 1 parent felt the school did not encourage children to treat each other with respect, part of our Rights Respecting School award was based on respect - I will highlight respectful actions going forward and ask staff to do so also.
- 1 parent felt the school did not deal well with any bullying – I will ensure that our Positive Relationships policy is available for parents to read and there is understanding of the steps we take to deal with negative behaviour

My child's experience



Strengths

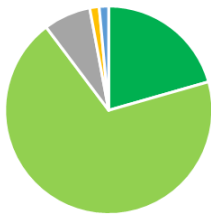
- The largest percentage return on strongly agree was for children feeling safe
- All parents felt their children were treated fairly and with respect

Considerations

- 6 parents felt their child was not receiving the help they needed – Create a summary of the support options we offer in school

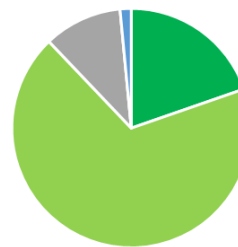
Communication

I receive helpful, regular feedback about how my child is learning and developing e.g informal feedback, reports and learning profiles



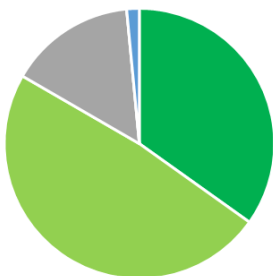
Strongly Agree Agree Disagree Strongly Disagree Don't Know

The information I receive about how my child is doing reaches me at the right time



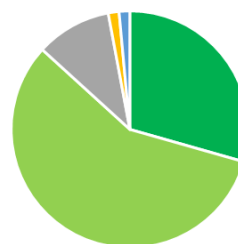
Strongly Agree Agree Disagree Strongly Disagree Don't Know

I understand how my child's progress is assessed



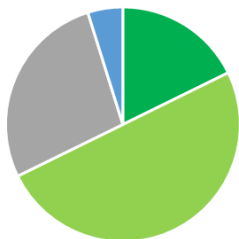
Strongly Agree Agree Disagree Strongly Disagree Don't Know

The school gives me advice on how to support my child's learning at home



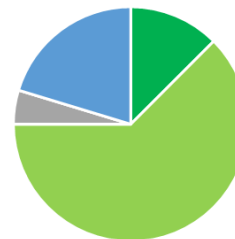
Strongly Agree Agree Disagree Strongly Disagree Don't Know

The school organised activities where my child and I can learn together



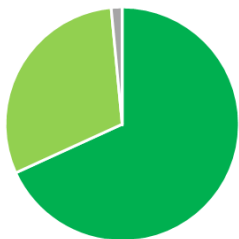
Strongly Agree Agree Disagree Strongly Disagree Don't Know

The school takes my views into account when making changes



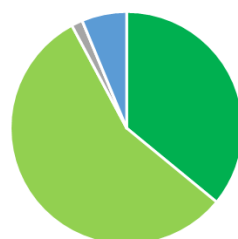
Strongly Agree Agree Disagree Strongly Disagree Don't Know

I feel comfortable approaching the school with questions, suggestions and/or a problem



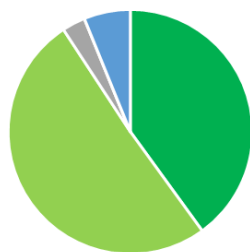
Strongly Agree Agree Disagree Strongly Disagree Don't Know

I feel encouraged to be involved in the work of the Parent Council and/or Parent Association



Strongly Agree Agree Disagree Strongly Disagree Don't Know

I am kept informed about the work of the Parent Council and/or Parent Association



■ Strongly Agree ■ Agree ■ Disagree ■ Strongly Disagree ■ Don't Know

Strengths

- The largest percentage return on strongly agree was for feeling comfortable approaching the school with questions, suggestions and/or a problem – we have worked hard to create an open-door policy and ensure parents feel able to contact the school at any time to discuss issues
- The majority of answers for communication were agreeing with the statements which acknowledge the depth of communication options open to parents and families of the school

Considerations

- 5 parents disagreed and 1 parent strongly disagreed that they received regular helpful feedback – currently we provide parents with a termly overview of learning for their child, access to the google classroom in order to share photos and examples of learning with the family, Key Assessment Tasks (KATs) are sent home every term which demonstrate the learning and assess the level of achievement, a scheduled parent appointment is held in November with the invitation to contact the class teacher for an update at any point through the year, a summative report (along with all previous KATs) are sent home in June. All children with Child's Plan for significant needs are reviewed twice throughout the session to target specific action points. P1-P3 provide regular learning activities to be carried out at home (reading, spelling, maths). Parents can request additional home based learning activities for their child as they progress through the school, however, we are aware that some children participate in many clubs and events after school and refer to research which suggests that homework for young learners can often be counter productive when they have been learning all day and their biggest need is for health and wellbeing activities rather than directed learning activities.
- 7 parents disagreed that the information on how their child is doing reaches them at the right time – KATs are sent home termly and further updates can be requested from the class teacher at any time.
- 10 parents felt that they did not understand how their child's progress was assessed – next session we will create some learning videos to share with parents around moderation, benchmarks and standards within CfE.
- 7 parents disagreed that the school provided advice on how to support their child's learning at home – in addition to the termly overviews we will provide further information on how to support learning either through videos or parental sessions.
- 17 parents disagreed that the school organised activities where they could learn alongside their child – ELC have regular stay and play sessions throughout the year. P1-P7 have two open sessions in the year along with a classroom café presented by the pupils. Next session we will plan for specific curricular area sessions so that parents can join the school for maths, writing, reading, etc.
- 3 parents disagreed that the school took their views into account – following years of monthly newsletters we changed to weekly this session as parents requested more communication, these are shared electronically via google classroom, email, twitter, school website and Instagram for ease of access. During parent council meetings the school seeks input from the parents attending on pressing matters and welcomes different points of views.

Stakeholder Comments

- I feel joy in your school
- Your pupils demonstrated the school values perfectly
- I enjoy visiting Duncan Forbes as I always know I'll get a warm welcome
- It is clear that the staff know the pupils very well
- Duncan Forbes is like a big family, everyone helps each other and looks out for each other

Learner Comments

Pupil Feedback provided via Pupil Council using the HGIOURS documentation. Each class was provided with a feedback sheet and this was brought to the Pupil Council meeting for collation. Classes from P1 – P7 contributed along with representation from the Parent Council at meetings. All minutes were reported back to classes and families via the google classrooms and the dedicated Pupil Council google classroom. This was the first year since lockdown that we have held in person Pupil Council meetings and it made a huge difference to the success of the meetings.

A summary of comments is below and a full transcription of meetings can be found in the Pupil Council google classroom. This session we have looked at Themes 1-3 in detail.

Theme 1 – Our Relationships

How does our school help you to feel you belong?

- Teachers love us
- we are helped to feel comfortable sharing our experiences with each other
- teachers say things to us all day so we know we belong
- our uniform
- house groups
- always people saying good morning
- gathering for assembly
- all adults greet you especially at the gate
- join together for school events
- P7s make us feel happy
- having fun together with friend
- Golden Rules
- modelling behaviour
- clear expectations
- listen to each other

How do we know that everyone is treated fairly and with respect in our school?

- Given what we need
- given time
- school values
- comments in jotters and what the teacher tells you
- lots of smiling
- all the pupils and staff are kind
- we respect each other
- all staff are kind and caring
- personal space if needed
- everyone is respected
- all are treated fairly and there is no favouritism in our school
- recognition for what is done well
- rules for everybody
- teachers listen when you talk to them
- we show kind behaviour and we do not bully
- we recognise that everyone is different
- we use nice language and spread happiness
- everyone knows what is expected of them

What do you know about how our school takes care of you and keeps you safe?

- Fire safety practice
- teach you how to look after ourselves
- get safe equipment
- we can talk to staff about anything
- rules to keep us safe

- school values
- safer routed to school
- breakfast club and after school club
- Paul and Megan have time with us
- it's secure, doors are fobbed
- we look after each other

Are there any things that make you feel unsafe in school?

- Football
- people smoking outside the gate
- rough play
- some pupils don't play safely
- not everyone is kind all the time
- the concrete is hard

How do our teachers help pupils to get on with one another?

What difference does this make to how happy you are in school?

- The teachers care about how we are feeling
- we have conversations encouraged to take turns and share
- bucket filling
- we are helped to resolve things ourselves
- seating arrangements
- opportunities to talk and play together

How do you know what is expected of you and how you behave towards others in our school?

- we follow our values, the way people act and what they say
- the golden rules
- we have class rules in P2 and outdoor rules which we made ourselves, teacher will tell us how to behave and we will get stickers, house points, achiever points
- the teacher gives us the expectation and rules so we can behave appropriately, we follow the school values, we look for role models of pupils to demonstrate expected behaviour
- we have class rules and pupil council share examples of work from others
- class charter and teacher expectations, we show each other how to behave, learning about school values
- rules in school to follow
- achieving, happy and safe as our examples
- listen to teacher
- we have our class and school rules to follow
- we talk a lot about our school values in assembly
- following instructions in class, showing kindness to adults and pupils and adults explain expectations
- teachers show us how to be kind, P7s take us to show us

How are your efforts to do well recognised by staff in our school? How does our school help you to feel good about yourself?

- house points, look after you, class rewards, celebrate achievement in assembly, achievers points, staff, being kind and supportive, awesome achievers, mistakes are part of learning, staff compliments, staff help us to make better choices, teachers love us no matter what, staff believe us and sort out arguments
- stickers and wristbands, achievers awards, awesome achievement certificates, prime time, feedback both verbal and written
- sent to HT to how good work, staff praise for us doing good things
- listening, being kind, trying your best, feedback, compliments, improving
- brilliant buttons, positive feed back from peers and staff, pupils and staff are kind and helpful
- the school helps us to learn and that makes us happy
- correct work, stamps, it makes us feel proud

- HAS time, fine activities and Paul time, the teacher tells you, school values
- pencils for house group winners
- targets, certificates, builds confidence

How well does our school deal with situations involving inappropriate behaviour?

- good or ok
- very well, we agree that when we get in trouble we learn from our mistakes, being told off and having inappropriate behaviour explained to us ensures we do not do it again
- yes, the teachers talk to the children and we can try to sort out small issues ourselves, sometimes Mrs Mackay will speak to the children if they are not following the rules
- teachers sort it out, talk to child, teach us how to deal with minor situations ourselves, high standards, school keeps us safe
- time out and warnings, it is dealt with fairly, talk on what we should do and why, confident to tell the teacher
- phone call to parents
- most pupils in our class felt that things were dealt with efficiently
- calm, responsible, mature manner, everyone knows expectations, see management, parents might be contacted
- you may be kept in if you need to be safe and think over your actions
- conversations with teachers, warnings and reminders

In what ways does our school provide opportunities for pupils to develop friendships with those who have similar interests?

- our school is friendly, easy to talk to other pupils, everyone is approachable, school provides opportunities to explore different interests, we get the chance to learn about others' interests, FAB 4 times, clubs
- lots of clubs in the school and quiet area - these all developed friendships
- children are allowed to set up clubs during break and lunchtime for things they are interested in
- talking, let others take part, clubs
- teachers let us play together
- clubs
- encouraged to try new friendships
- free play, loose parts play, playground games, clubs, music
- buddying, music tuition
- sport teams and clubs
- break and lunch clubs, brownies and rainbows, after school club, breakfast club, we find out about each other in class, fun Friday

How well do we demonstrate our school values through our relationships and actions?

- we show kindness and everyone joins in, we promote safe play, happy, celebrate achievement, staff care for us, staff give pupils good expectations, sports day, lots of adults to help us
- Achieving - by working well and hr don all our tasks, having goals to aim for, encouraging others to do their best. Happy - being kind and helpful towards other, helping others who may have issues to sort them out. Safe - including others at all times, walking the younger children into school every morning, being a buddy, respect and listen to the views and opinions of our peers.
- by being kind, by including others in our play, by listening and following instructions in class and letting others get on with their work, by showing respect
- be kind, help other, support
- being nice to others, asking if others need help, playing with everyone
- working hard in class, good listening, not chatting, playing nicely with others, coming into school happy, teachers see our smiles in our faces, playing safely with other and looking after others
- most pupils felt it was demonstrated effectively
- we are kind and supportive to others, we check in with each other, emotional check-in, kindness tree
- the way we treat each other, personality, manners, we are achieving, happy and safe, we are nice, we include people
- we know our values in BSL, helping others when they fall, smiling and playing nicely together
- keep each other safe, make friends, speak to pupil council, be nice and helpful to one another, be aware of physical and mental health

Theme 2 – Our Learning and Teaching

How attractive and well maintained is our school? How can we help make it nicer?

- we tidy our school well and put rubbish in the bins, we would like more decorations around the school showing off our work
- reception looks nice when you come in with the mosaic, teddies. walls look nice in the classroom. More plants to attract wildlife and more equipment would be nice
- we should plant more flowers outside
- we pick up rubbish and keep the playground tidy
- the school is generally well maintained, however some things need repaired or painted to look nicer
- we would like the castle to be big again
- our school is generally well maintained and attractive. we would like more equipment and more decorations
- the toilets need fixed, carpets need fixed in places, grass is muddy and dead, tarpaulin needed to cover some of the loose play
- we like the purple benches
- overall the school is well maintained and attractive however the toilets need work
- the janitor picks up lots of the rubbish, we have cleaners who clean the classrooms, the bike sheds look nice and lots of artwork in the hallways

Theme 3 – Our School and Community

How do you get a say on how our school buildings, facilities and resources can be improved?

- give our idea to pupil council and they discuss it with Mrs Mackay and report back
- speak to any of the adults
- ask if you can speak to the school at assembly
- Mrs Mackay happy to listen to our ideas
- Reminding on how to look after our school property properly

How would you like to see our school building improved?

- Playground equipment could be fixed
- We don't have a lot to play with
- The toilets are blocking a lot
- Better tarmac in the playground
- More colourful walls with murals
- Better heating, it doesn't work well
- Replace equipment that needs it
- Paint the walls
- Tidy up display boards, spare classrooms
- More interactive playground markings
- Treehouse
- New IWB in every classroom
- **Story of Duncan Forbes in a tapestry in the hall**
- Some of the walls inside need a repair
- Paul needs to reduce the number of bikes in the bike shed
- the ceiling in P2 has a crack in it

How are pupils involved in the process of selecting new staff to work in our school? To what extent do pupils feel our views on staff recruitment are valued?

- Pupils do not feel involved in this process at all
- Perhaps pupil representatives could be involved in interviews
- Do pupils need to be involved?
- We would like to know if people really cared about us and our education rather than just earning money
- We would like to be involved

How safe do you feel in our school? What does our school have in place to make sure you feel safe?

- the fences make us feel safe and secure
- the lollipop lady helps us to cross the road
- the PSAs in the playground help to keep us safe
- secure doors to make sure no one can get in
- the gates are locked once we are all in
- Fire drills, defibrillator outside the school
- we need to practice an evacuation where we walk down to Culloden Academy
- We also need to practice lockdowns - could we do this next week during health and fitness week
- Very - we all feel this
- Majority of children feel very safe
- some pupils don't always behave in the school
- Staff at gates around the school, makes us feel safe
- Supportive friends
- We know expectations
- Staff will look after us when we get injured or feel ill
- We can go to staff with problems
- All staff wear lanyards
- Locked doors
- First aid kits
- Uniforms

What do you think of the reputation of our school in the community? What do the local media say about our school? What image of our school is portrayed through social media? Could we help to make these messages be more positive?

- Overall, our school has a good reputation
- We represent the school well when we are out and about on trips
- We post lots of positive things about our school on social media
- We participate in big walk and wheel to become healthier as a community
- The media share our events in many ways
- Mrs Mackay shares our achievements on social media
- Good feedback when we go out
- Everybody knows our school values and logo, we have a positive image
- Positive comments from people in the community to Mrs Mackay
- We promote our school values - achieving , happy and safe
- Positive reports in social media
- We like to keep our school tidy
- Mrs Mackay has shared letters and phonecalls with the staff about good pupil examples
- Kyle from Culloden House phoned to thank the school for his card

Staff Comments

Staff comments have been collated through the year either at staff meetings, collegiate time, inset days or when using HGIOS 4 Quality Indicators.

A summary of comments is below and full details can be found in the school nurture room as part of our evaluation wall and within minutes of meetings throughout the session. This year we have focussed on 1.1, 2.1 and 3.1

1.1 Self Evaluation for Self Improvement

Collaborative Approaches to self-evaluation

- CAT sessions
- Parent Council
- CPD opportunities
- Pupil Council
- Pupil and parental involvement
- Peer observation/evaluation
- Key Assessment Tasks
- Discussion with stage partners
- ASN and PSA involvement
- SMT
- Transfer of information
- Sharing next steps
- SIP
- Parent evening letter and report feedback
- Play pedagogy and other new initiatives

Analysis and evaluation of intelligence and data

- Tracking and monitoring
- SIP
- Newsletters
- Baseline assessments
- Moderation in school and local authority
- PM benchmark data
- POLAAR
- Staff team sharing practice
- Reflective sessions
- Sharing learning
- Tracking and ASN meetings
- Attainment meetings
- Staff working as a team
- PSA leading the PM benchmarks
- End of year reports
- PSAs giving feedback on pupil performance
- Gathering assessment data and using it to inform next steps and planning
- Moderation between stages

Impact on learners successes and achievements

- My World Triangle
- Child's Plan
- Pupil voice in the KATs and throughout
- Awesome Achievers
- Tracking
- Shared ownership of next steps
- Achiever Awards
- Moderation across stages in school

- Daily evaluation
- KATs parental feedback
- Class cafes
- Parents Evening
- Pupil observation and notes
- SPP/SNSA

Considerations

- Pupils need to have a very clear understanding of their own next steps

2.1 Safeguarding and Child Protection

Arrangements for safeguarding including child protection

- We engage well in CP training annually
- If any issues arise, we are kept up to date
- Information is all recorded on seemis and CCF
- Staff aware of safeguarding
- Certification for CP training
- Very strong relationships with children and parents
- Calm and safe environment for all
- Approachable staff
- Children and safe and feel safe at school
- Reducing the risk of harm
- Community links
- Children know their rights

Arrangements to ensure wellbeing

- Positive relationships between staff and pupils
- Pupil Council
- Rights Respecting Schools – Bronze Award
- Health and wellbeing lessons
- We use learning and teaching approaches and the curriculum to promote resilience and responsible citizens
- Robust and proactive response from adults that reduces the risk of harm to children
- Incidents are appropriately dealt with
- Children come to staff with issues and staff follow it up right away
- Children openly discuss opinions and issues
- We pick up on and intervene promptly when we have a cause for concern
- PSA with a focus on nurture
- CSW
- Class relationships between PSAs and teachers
- All staff check in with each other
- Positive relationships with all staff including catering, cleaning and FM
- Access to SMT, Paul, Megan with an open door policy
- Feedback from children and parents
- We promote resilience and responsible citizenship
- Resilient kids and emotional intelligence
- Active schools young leaders
- Buddies
- P7 Ambassadors/ role models
- Dalguise
- Children involved in decision making via the pupil council voice and in class

National guidance and legislation

- Pupil voice taken seriously
- We have proof that action is taken and situations dealt with

- Children feel safe at school as highlighted in our HIGOURS feedback
- We know our children well
- We can identify changes in behaviour
- Staff know procedures when a concern is raised or identified
- Pupil council feedback
- UN Rights of the Child
- Rare incidents of violence and aggression are clearly linked to additional needs of pupils (dealt with sensibly and appropriately for the individual child)
- Ethos of the school

Considerations

- Further staff development of emerging issues within society for example, radicalisation, extremism and child sexual exploitation
- Recognise key safeguarding and child protection issues in our local community such as drugs, poverty, etc
- Ensure children know who their named person is and their role
- Parental session on what Child Protection protocols are followed in school
- SMT Level 2 training

3.1 Ensuring Wellbeing, Equality and Inclusion

Wellbeing

- Pupil and parents aware of high expectations
- Time with Megan, CSW and Paul
- Pupil Council and Parent Council
- No complaints from parents that children are treated inappropriately
- Fortnightly Pupil Council meeting
- Engaging with UNCRC Rights of the child
- RRS
- Staff and partners are proactive in promoting positive relationships in the school
- Strong sense of community
- Visitors willing to come and are interested in working further with learners
- Learners know all staff, even the ones they don't have much contact with
- Supportive environment for all pupils from all staff
- Pupil voice and ethos of the school
- Children's voices are listened to and responses are catered to the individual
- Child's Plan views of the child and parent sought
- We know and can demonstrate that all our children feel safe, achieving and respected
- Open door policy and concerns dealt with promptly
- Feedback from parents, pupils and the community
- Calm classrooms, safe playground
- House points and rewards
- Our school values are referred to and demonstrated – achieving, happy and safe
- Positive relationships with various but consistent adults
- When asked the children say they feel and are safe

Fulfilment of statutory duties

- Made aware of my world triangle
- GTCS standards
- Regular Child's Plan review meetings with SMT and staff
- All compulsory training completed undertaken
- We comply and actively engage with statutory requirements and codes of practice
- Integrity
- Children's rights
- Pupil Voice

- Regular CPD opportunities
- Staff know what is expected of them
- Staff work hard to fulfil all requirements
- Pupils in the school are taught their rights and responsibilities
- Observations and feedback demonstrate that we are fulfilling our statutory duties

Inclusion and equality

- Not discriminatory, we have strategies
- Child's Plans and IEPs
- Learners are included, engaged, and involved in the life of the school
- Parent and child questionnaires
- Classroom Cafes
- Pupil council meetings – help the children with ideas on how they can improve the school
- All children are supported to do their best
- All needs considered
- Additional support – PSA, ASN
- Differentiation
- Recognition, praise, house points, certificates
- Happy children
- Value and celebrate children as individuals
- PEF
- We don't have barriers to participation
- Breakfast club, after school club
- Always provide breakfast and snacks if required
- Provide clothes
- Emergency food drops
- Christmas hampers and gifts
- Tailor to individual needs
- We do all we can for families
- Social support
- Relationships with families
- Children feel safe and happy coming to school

Considerations

- How do we know about the issues pertinent to our school community? Are there other ways to gather this information?
- Support parents in recognising parental duties and responsibilities
- Inclusion (physical inclusion) doesn't always improve outcomes for ALL learners (government policy)
- Staffing issues dictates the amount of support given to pupils facing challenges
- Look at how we allocate staff (PSAs) to ensure attainment is raised/needs are being met. PSAs tend to support less able perhaps they should also support more able?
- How do we know that the school community has a shared understanding of wellbeing, dignity and worth?

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	Good	Good	Choose an item.
QI 2.3 Learning, teaching and assessment	Good	Good	Choose an item.
QI 3.1 Wellbeing, equality and inclusion	Good	Good	Choose an item.
QI 3.2 Raising attainment and achievement/Securing children's progress	Good	Good	Choose an item.

Our overall evaluation of our capacity for continuous improvement is:

We have some concerns about our capacity for continuous improvement.

- staffing and recruitment pressures
- Absence management
- Additional support and guidance for parents, particularly in light of Covid and lockdown.

Key priorities for improvement planning

Prìomhachasan airson planadh airson leasachadh

Project 1 – Literacy Year 3 – Consistent effective practice

- Embed the learning from Stephen Graham training in all classes
- Moderate writing using the rubrics in each stage
- Moderate reading using the rubrics in each stage
- Create a folder of evidence to demonstrate standards of writing
- Use HLP across all literacy learning to assess, inform and plan learning
- Review the reading resources in school ensuring that there is suitable themes, challenge, and progress at early, first and second
- Develop a play-based plan for literacy learning
- Accelerated learning and retrieval to be designed based on the research on Interleaving in the primary school

Project 2 – Expressive Arts – Developing the Expressive Arts curriculum on offer at Duncan Forbes

- Review the benchmarks for music, drama, art and dance
- Moderate the benchmarks in a collegiate activity
- Review the resources in school for each area
- Create partnerships with outside agencies to enhance our Expressive Arts curriculum with particular attention to STEM links

Achieving, Happy & Safe

- 👤 Ensure that Expressive Arts are taught within IDL and discretely from Early to Second level
- 👤 Use Education Scotland 'What is Creativity?' as a basis for development of Expressive Arts and IDL – The World Economic Forum states that by 2025, the top five skills employers will be looking for include innovation, complex problem solving, critical thinking, creativity and originality. Creativity is one of our most essential skills.

Project 3 – Moderation – within the school and across the ASG

- 👤 Set up stage partners across the ASG to work together throughout the year
- 👤 Staff moderate together in levels during in service event and thereafter creating google classrooms to sustain collaboration
- 👤 Parental engagement sessions to share with parents the purpose of this project.
- 👤 Family engagement activities to help parents and carers support learning.
- 👤 Create a shared understanding of what effective Assessment and Moderation is.
- 👤 Ensure that a quality body of evidence is used to support assessment judgements and decisions about next steps
- 👤 Use tracking and monitoring tools to ensure improved outcomes for all learners, including the most deprived children and young people and those who are looked after
- 👤 Ensure that our processes for assessment and reporting are manageable and effective in informing improvements in learning and teaching

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](#) or by contacting the school office