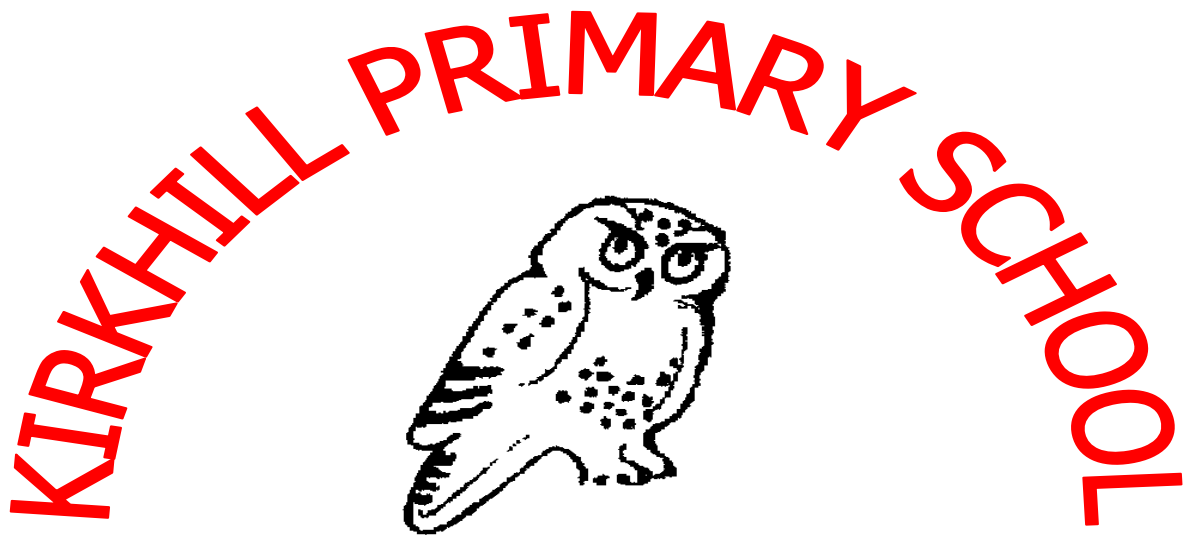




STANDARDS AND QUALITY REPORT AITHISG INBHEAN IS CÀILEACHD

2024-2025



Responsibility
Open-mindedness

Friendship & Kindness
Truth & Honesty

Respect
Perseverance

Introduction: Local and National Context

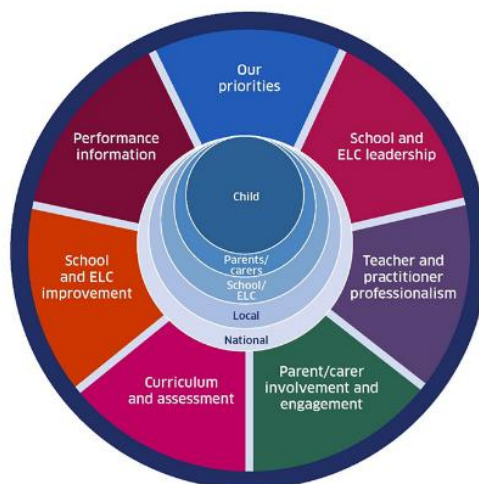
Ro-ràdh: Co-theacsa Ionadail agus Nàiseanta

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%	Over 91%	75% - 90%	50% - 74%	15% - 49%	Up to 15%

Responsibility
Open-mindedness

Friendship & Kindness
Truth & Honesty

Respect
Perseverance

We are pleased to present our Standards and Quality Report for Session 2024-25. This report 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 what we do. 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

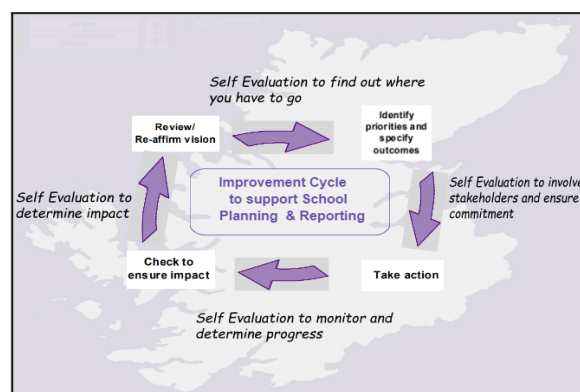
Looking to others for new ideas that challenge our practice and support continuous improvement allows us to learn from what works and what doesn't. This includes practice in other schools, learning communities and learning from educational research.

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

Responsibility
Open-mindedness

Friendship & Kindness
Truth & Honesty

Respect
Perseverance

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 93.1%			Average Class Size 22.5			Meeting PE Target Target Met		
Pupil Numbers (inc nursery) 135 (+51 nursery)			Teacher Numbers 7			Pupil Teacher Ratio 19.3		
N3 XX%	N4 XX%	P1 8.1%	P2 11.1%	P3 21.5%	P4 12.6%	P5 11.1%	P6 18.5%	P7 17%
SIMD Q1 ¹ 0-10%		SIMD Q2 0-10%	SIMD Q3 60-70%		SIMD Q4 20-30%	SIMD Q5 0-10%		Unknown 0-10%
ASN ² 30-40%		No ASN 60-70%	FSM ³ 0-10%		No FSM 90+%	EAL ⁴ 0-10%		No EAL 90+%

2024/25 Proportions of pupils achieving Curriculum for Excellence Levels (P1, P4, P7 combined):

Reading	Writing	Listening and talking	Numeracy
Most	Majority	Most	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

Responsibility
Open-mindedness

Friendship & Kindness
Truth & Honesty

Respect
Perseverance

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.

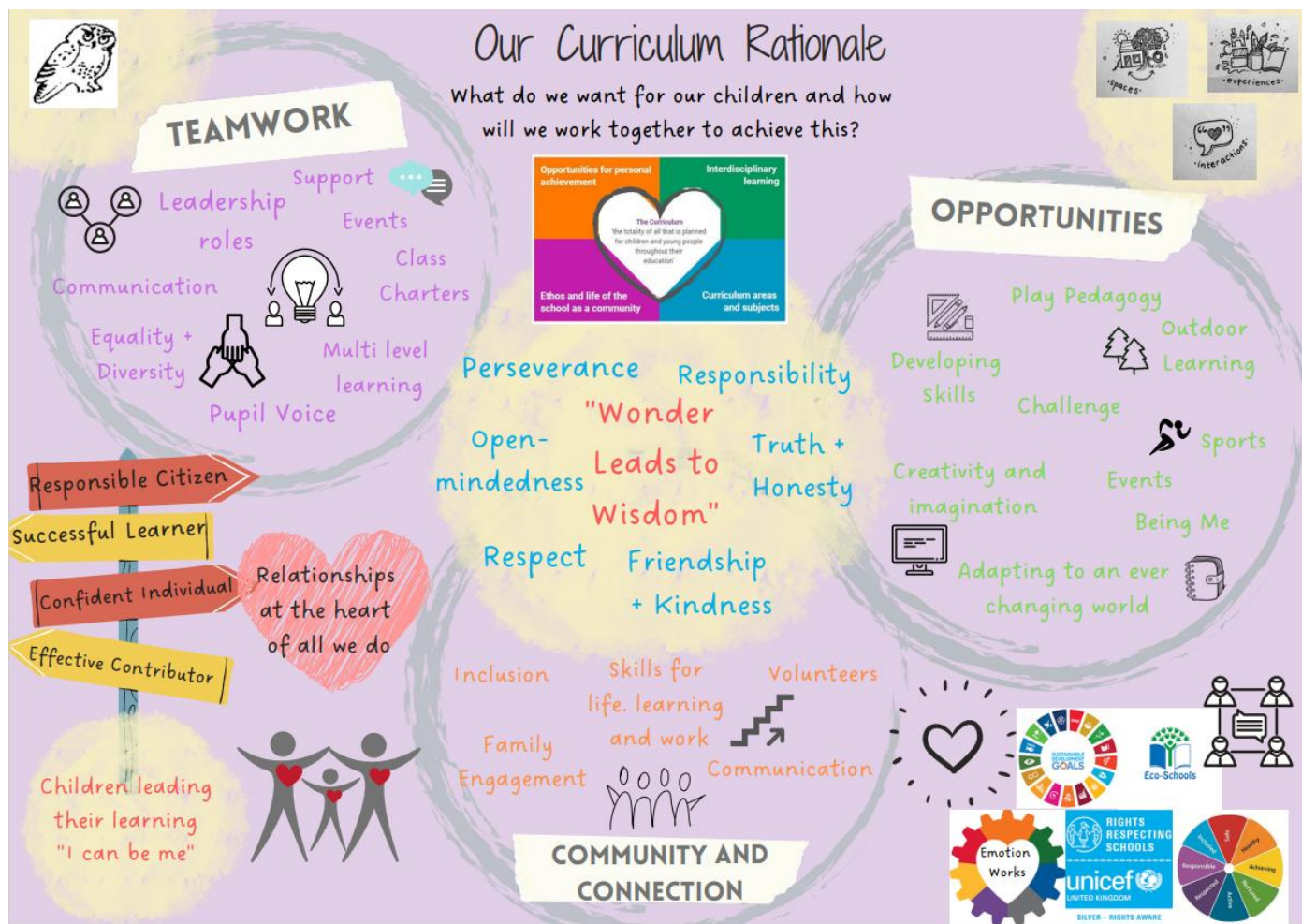
To be creative in all our learning.

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

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](#).

Responsibility
Open-mindedness

Friendship & Kindness
Truth & Honesty

Respect
Perseverance

Purpose:

- To ensure there is a consistent whole school approach to reading.
 - To provide pupils with a wide range of texts at all stages.
 - To upskill teachers in approaches to teaching reading comprehension.
 - To increase teacher confidence in using higher order questioning in literacy.
 - To increase teacher confidence in tracking, recording literacy difficulties and in implementing interventions.
 - To increase teacher confidence in the identification of dyslexia where appropriate.
 - To support parents of learners with persistent literacy difficulties.
 - To work towards the Silver Reading Schools accreditation.
-
- Teacher will be involved in the NWIP and share progress and impact in collegiate sessions. Demonstrable improvement gains for P4 learners achieving success criteria aligned to explicit teaching aims (focused on Tools for Writing) (see NIWP Improvement Action Plan)
 - Teacher will be skilled in Stephen Graham approach to writing.

Progress:

- Through reviewing our reading records, we now have an up-to-date progression of books and class novels at all stages.
- Staff have attended comprehension training with LDO; however, some sessions were cancelled.
- Teaching staff attended Literacy for All training and worked alongside ASNT to implement interventions and access resources.
- Teacher who attended NIWP training shared progress and impact on ACEL data with P4 cohort.
- Teacher who attended Stephen Graham training has created a folder on the Drive for teachers to refer to.


Impact:

- Consistent and progressive approach to reading across all stages.
- Novel studies across the upper school provide deeper context for learning and higher order thinking skills.
- Staff can now access intervention resources for literacy and gather evidence for persistent literacy difficulties from Early stages.
- Very positive feedback from NWIP and an increase shown in writing attainment across P3 and P4 cohorts.
- Moderation of jotters and discussions in progress meetings have ensured a consistent approach to assessing pupil's work in reading.

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 reading records across the school and purchase new books, particularly for First Level.
- We will look at supplementary resources and ensure these provide depth and progression in reading.
- Collegiate sessions will be planned to further discuss and develop Kirkhill's approach to reading.
- Moderation activities will be included in the collegiate calendar and pupil focus groups will continue so pupil voice is considered around the teaching and learning of reading.
- Whole school approach to the implementation of the NIWP next session, all teachers to attend training workshop.
- Look at how teachers can use Literacy for All resources and intervention materials effectively across the school.
- Reading Schools Accreditation is carried forward due to time and inspection in Term 3.




Kirkhill Primary and ELC

Summary of School Improvement Plan 2024-25



Action Plan 1

Raising Attainment in Literacy




What exactly are we going to do?

- Whole school approach to the teaching of reading.
- Teachers will complete literacy training.
- Audit reading resources.
- Sampling and moderating jotters to agree achievement of a level.
- Lesson observations focusing on challenge, pace and support.
- Support pupils and families with understanding the identification of dyslexia.
- Set up a school library and work towards the Reading Schools accreditation.

Quality Indicators

- 1.3 Leadership of Change
- 2.2 Curriculum (Learner Pathways)
- 2.3 Learning, Teaching and Assessment
- 2.4 Personalised Support
- 3.1 Ensuring Wellbeing, Equality and Inclusion
- 3.2 - Raising Attainment and Achievement



Pupil Voice

HGIOUS Themes

- Theme 2 - Our Learning and Teaching
- Theme 3 - Our school and community
- Theme 5 - Our Successes and Achievements

'Reading is to the mind, what exercise is to the body.'

Richard Steele

Responsibility
Open-mindedness

Friendship & Kindness
Truth & Honesty

Respect
Perseverance

Purpose:

- To ensure there is a relevant curriculum for our learners in line with approaches to learning for sustainability.
- To update and share curriculum rationale with whole school community.
- To work towards Gold Accreditation of RRS.
- To support staff in auditing the current curriculum against the Refresh Narrative.
- To ensure progression pathways are linked to relevant and current benchmarks.
- To upskill teaching staff to ensure there is a whole school approach to differentiation, learning intentions, success criteria and assessment across the curriculum.

Progress:

- Quests are in place for planning IDL and these encompass rights and Global Goals.
- The Big Idea approach is implemented across the school and evidence is captured in class floorbooks.
- Curriculum rationale is referred to in all assemblies, displayed in foyer and shared with the wider school community through newsletters and website.
- We have achieved our RRS Gold Accreditation.
- Planning formats are updated in line with benchmarks and are on school planning web.
- Teaching staff have read and discussed Power Up Your Pedagogy chapters and reviewed their own and others practice through observations.


Impact:

- There is a consistent approach to IDL planning across the school.
- Pupils are more able to link their learning to the rights and Global Goals and make connections for IDL topics, developing thinking in more depth.
- There is a shared vision for the school through our shared curriculum rationale.
- Pupils, staff and families understand the rights and all worked towards achieving the RRS Gold Award. The rights are now embedded across the school.
- All classes have progressive planning to ensure depth, breath and coherence in all areas of the curriculum.
- Teaching staff found collegiate sessions around Power Up Your Pedagogy positive with valuable takeaways to improve classroom practice. These were linked to peer and SMT observations.

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

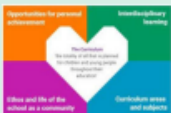
Next steps:

- Continue to embed the rights of the child across the ELC setting and share the language of rights with our families.
- Update planning formats with new Highland Council planners, all linked to our planning web.
- Continue to work on chapters of Power Up Your Pedagogy and discuss elements from Ken Robinson – Imagine If. Continue to link these to peer and SMT observations to enhance the teaching across all stages.
- Reflect on comments by HMiE in looking at a more consistent approach to planning and teaching practice across the school.




Kirkhill Primary and ELC

Summary of School Improvement Plan 2024-25



Action Plan 2

Refreshing the Kirkhill Curriculum




What exactly are we going to do?

- Staff to revisit and update our curriculum to include Rights and Global Goals.
- Curriculum will reflect the views of staff, pupils, families and the wider school community.
- Ensure our curriculum encourages our pupils to be successful learners, confident individuals, effective contributors and responsible citizens, these are the 4 Capacities of the Curriculum of Excellence.
- Teachers will share practice to ensure quality learning and teaching.

Quality Indicators


- 13 Leadership of change
- 22 Curriculum (Learning Pathways)
- 23 Learning, Teaching and Assessment
- 32 Raising Attainment and Achievement
- 33 Creativity and Employability



Pupil Voice

HGIOURS Themes

- Theme 2 – Our Learning and Teaching
- Theme 3 – Our school and community
- Theme 5 – Our Successes and Achievements



28

Every child has the right to an education.

Responsibility
Open-mindedness

Friendship & Kindness
Truth & Honesty

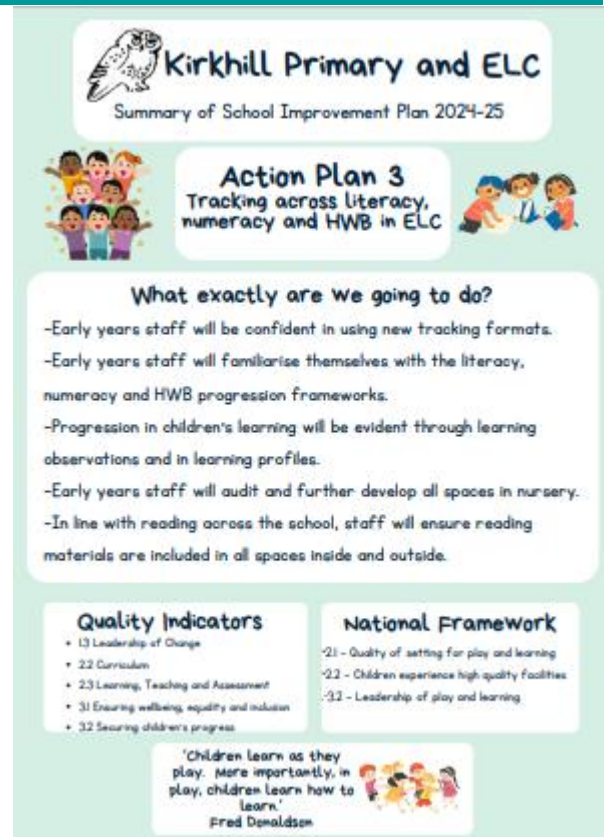
Respect
Perseverance

School Priority:

Tracking across literacy, numeracy and HWB in ELC

Purpose:

- To increase staff confidence in using new tracking formats.
- To work collegiately in embedding literacy, numeracy and HWB progression frameworks with ELC staff in ensuring breadth of experiences in core areas.
- To audit reading resources and provide more opportunities for reading within spaces.
- To work towards the Silver Reading Schools accreditation.



Progress:

- Staff engaged in self-evaluation activities to determine where we were on our reading journey.
- Staff agreed and familiarised themselves with new tracking documents for literacy, numeracy and HWB.
- KPS Early Years Progressions were shared and are being referred to for responsive and intentional planning.

Impact:

- We are able to gauge staff confidence in planning rich literacy experiences.
- EYPs were able to discuss and evidence literacy experiences through planning board, floorbooks and pupil targets.
- Positive feedback from HMIE on our tracking format and more explicit links made to learning targets in profiles.
- EYPs are using progressions to plan richer experiences that link to benchmarks.

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:

- Continue to look at core areas and ensure rich numeracy and literacy experiences.
- All staff to review reading across the setting, noting interactions, spaces and experiences.
- Continue to embed trackers and link learning to floorbooks, learning profiles and pupil targets.
- Reading Schools Accreditation is carried forward due to time and inspection in Term 3.

Responsibility
Open-mindedness

Friendship & Kindness
Truth & Honesty

Respect
Perseverance

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	Measurement evidence	Progress/ Impact
P3 Literacy	7	<ul style="list-style-type: none"> •Designated PSA will have daily input with the group working on the tools for reading and writing benchmarks. •Designated PSA to work on motor development, phonics, letter formation. 3 hours per week PSA time 	<ul style="list-style-type: none"> -Phonological Awareness screening assessment -observations in play experiences -recognition of phonic sounds – on-going regular check -Attainment meetings with HT, teacher judgement -PM benchmarks -Teach Your Monster -Writing and reading rubric assessment 	<p>Although interventions were in place during Term 1 and 2, we had long episodes of PSA absence so gauging impact was difficult. Interventions were all in place but daily input was a challenge.</p> <p>89% of pupils have achieved 9 or more in their phonological awareness. Teacher judgement - 91% have achieved First** in reading. 83% have achieved First** in writing</p>
P4 Literacy	7	<ul style="list-style-type: none"> •Designated PSA will have daily input with the group working on the tools for reading and writing benchmarks. •Designated PSA to work on motor development, phonics, letter formation. 3 hours per week PSA time 	<ul style="list-style-type: none"> -Phonological Awareness screening assessment -observations in play experiences -recognition of phonic sounds – on-going regular check -Attainment meetings with HT, teacher judgement -PM benchmarks -Teach Your Monster -Writing and reading rubric assessment 	<p>Teacher judgement - 83% have achieved First in reading and writing. We found the introduction of the NWIP for some of the P4 cohort was effective in raising attainment against the benchmarks and increased confidence.</p>

Responsibility
Open-mindedness

Friendship & Kindness
Truth & Honesty

Respect
Perseverance

P6 Literacy	9	<ul style="list-style-type: none"> •Designated PSA to work with individuals or groups on literacy interventions •Designated PSA will have daily input with the group working on the tools for reading and writing benchmarks. <p>2.5 hours per week PSA time</p>	<ul style="list-style-type: none"> -Attainment meetings with HT, teacher judgement -PM benchmarks -Writing and reading rubric assessment -Blackwell assessment -Toe-by-Toe assessment 	<p>We were able to create an intervention pack for reading and spelling, these were done more frequently in Term 3 and 4 and showed a positive impact in the children's ability to sound out words and increased fluency.</p> <p>Writing is an area P6 will need to focus on next session, we will use the NIWP to work on Tools for Writing.</p> <p>ACEL data shows 88% in reading ACEL data shows 50% in writing ACEL data shows 85% in numeracy</p>
P7 Literacy	4	<ul style="list-style-type: none"> •Designated PSA to work with individuals or groups on literacy interventions •Designated PSA will have daily input with the group working on the tools for reading and writing benchmarks. <p>1.5 hours per week PSA time</p>	<ul style="list-style-type: none"> -Attainment meetings with HT, teacher judgement -PM benchmarks -Writing and reading rubric assessment -Blackwell assessment -Toe-by-Toe assessment 	<p>Due to absence there was limited time in P7 to carry out interventions and have direct work 1:1 with pupils. We have a high number of pupils with dyslexia in P7 and they were upskilled on learning resources on their Chromebook, in preparation for secondary. This has been invaluable in building confidence and allowing them to achieve Second***.</p> <p>ACEL data shows 86% in reading ACEL data shows 73% in writing ACEL data shows 82% in numeracy</p>
P3 Numeracy	8	<ul style="list-style-type: none"> •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 <p>1.5 hours per week PSA time</p>	<ul style="list-style-type: none"> -NHP baseline assessment -NHP strategies and activities -Sumdog diagnostic -Attainment meetings with HT, teacher judgement 	<p>PSA supported in class for maths lessons rather than individuals and groups, this was due to limited time and the additional needs within the classes.</p> <p>P3 Numeracy ACEL is at 90%</p>

P4/5 Numeracy	8	<ul style="list-style-type: none"> PSA to support group within the class focusing on the 4 operations. PSA to support with Dynamo Maths 2 hours per week PSA time	<ul style="list-style-type: none"> -Sumdog diagnostic -TJ end of chapter assessments -HNP baseline assessments -Dynamo maths assessment -Leckie & Leckie assessments -Attainment meetings with HT, teacher judgement 	<p>We didn't do Dynamo maths this year as there wasn't time for teaching staff to deliver and teach the follow up activities.</p> <p>There was limited time available for SPA to be in these classes due to level of need and staff absence.</p>
P6 Numeracy	7	<ul style="list-style-type: none"> PSA to support group within the class focusing on the 4 operations. PSA to support with Dynamo Maths 1.5 hours per week PSA time	<ul style="list-style-type: none"> -Sumdog diagnostic -TJ end of chapter assessments -HNP baseline assessments -Dynamo maths assessment -Leckie & Leckie assessments -Attainment meetings with HT, teacher judgement 	<p>We didn't do Dynamo maths this year as there wasn't time for teaching staff to deliver and teach the follow up activities.</p> <p>There was limited time available for SPA to be in these classes due to level of need and staff absence.</p>

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 other 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.

Responsibility
Open-mindedness

Friendship & Kindness
Truth & Honesty

Respect
Perseverance



HMIE Inspectors - February 2025

This session we had a visit from HMIE inspectors. The whole school community rose to the challenge, and we got Good across all areas. They highlighted many strengths across the school and provided us with actions to ensure we continue our journey to further improvement. Our report can be found on the following link.

[Kirkhill Primary Education Scotland Inspection Report](#)

Gold Rights Respecting Schools Award

Following a very a successful HMIE report we continued our celebrations after achieving our Gold Accreditation for Rights Respecting Schools in March 2025. The pupils, staff and families all met with the assessors and were highly praised for their input. The pupils were absolutely delighted and were keen to start work on the next steps.



McRobert Cup

We were so incredibly proud of our P4-6 runners who took part in the McRobert Cup Cross Country Competition. Huge congratulations to the whole team! Lots of medals and trophies to be very proud of.

Responsibility
Open-mindedness

Friendship & Kindness
Truth & Honesty

Respect
Perseverance

8th Eco Flag

We are so proud to have achieved our eighth Eco Flag, which means Kirkhill Primary School has flown an Eco Flag for fifteen consecutive years. That really is something amazing to celebrate. 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 out with school.



Community Coffee Afternoon

PG hosted a fantastic Community Coffee Afternoon for our wider community members in September 2024. They shared their learning and pupils from across the school showcased their talents. It was a lovely afternoon, filled with chatting, laughter and lots of cake!!!

Open Afternoon

There is not always a trophy or certificate for demonstrating achievements, but I feel the efforts and wonderful feedback we received from families has to be recognised here! We held an open afternoon in Term 2 and each of our leadership groups spoke confidently about what their goals were for this session.



Fairtrade Awareness

We have started on our Fairtrade journey and have achieved our FairAware School status. This was achieved by our School Nutritional Action Group. We hope to build on this success and embed Fairtrade learning across our curriculum.

Responsibility
Open-mindedness

Friendship & Kindness
Truth & Honesty

Respect
Perseverance

Celebrating Wider Achievements

We encourage pupils and families to share all achievements from outside school. These are displayed on our We're Flying High wall, celebrated and discussed in assembly and then added to their personal profile.

We encourage our pupils to be successful and confident through sharing their talents, by playing musical instruments in assembly or teaching younger pupils' new skills.

As a next step we will be tracking the achievements outside school and linking them to the Metaskills through our profiles.



South Highland Schools Athletics

In May 2025 a selection of P5-P7 pupils represented the school at the inter-school sports championships in Inverness. We competed against 3 other schools and took part in a range of track events. We were delighted to celebrate winning the Grigor Cup for a 3rd year! Exceptional perseverance and teamwork shown.

P1 - P4 Christmas Nativity

P1 to 4 performed a nativity for families and friends in December. The P4 took on the speaking roles and the younger pupils all played group parts and sang lots of songs. The pupils were amazing and did us proud. It was a lovely way to get everyone in the Christmas spirit!



Responsibility
Open-mindedness

Friendship & Kindness
Truth & Honesty

Respect
Perseverance

Comments from learners, families, stakeholders and staff

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

Family Voice

During the course of this session we have provided opportunities for feedback from families through open mornings, family appointments, Google Forms, jotter feedback, a maths workshop and Parent Council meetings. This information is collated and feedback is shared, we also have a family feedback floorbook so we can continuously reflect and make improvements. We try to ensure we are linking the feedback to HGIOS indicators, but this is something we continue to work on.



Responsibility
Open-mindedness

Friendship & Kindness
Truth & Honesty

Respect
Perseverance

Family Voice

Using games to take away the barrier some children face when they hear the word maths is a great way to engage ALL learners.

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.

I love the fact that all the students are enjoying maths.

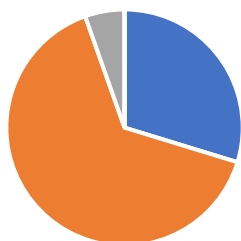
Brilliant school, opportunities. Great contact with kids schoolwork and parents.

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

Please extend from S1-S6!

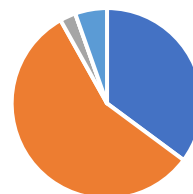
We gather family views at the family appointments. We use this information to think about how we share learning and how we can increase our family learning opportunities.

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



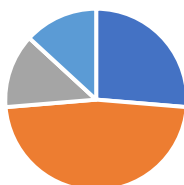
■ Strongly agree ■ Agree ■ Disagree ■ Strongly disagree ■ Don't know

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



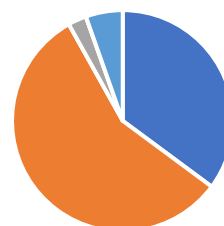
■ Strongly agree ■ Agree ■ Disagree ■ Strongly disagree ■ Don't know

The school organises activities where my child and I can learn together.



■ 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

Responsibility
Open-mindedness

Friendship & Kindness
Truth & Honesty

Respect
Perseverance

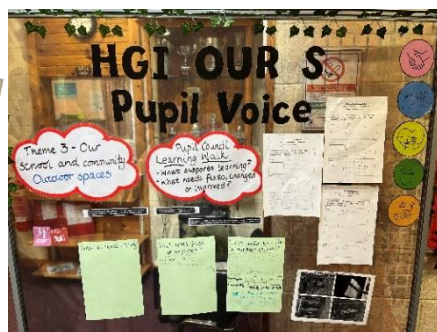
Pupil Voice

This session we have worked hard on gathering feedback and views from our pupils. To achieve this we have been engaging with the HGIOURS Themes in our leadership groups. Through reflecting on their views and ideas we continue to make positive changes.



Pupil Council Actions
June 2024

HGIOURS Themes
1 - Our relationships
2 - Learning and teaching
3 - Our school & community
4 - Our HWB
5 - Our successes & achievements



Leadership Group

R.R.S

Skills for Learning, Life and Work

RRS	
Hudson P7	Freya P4
Erin P7	Evie P6
Claire P5	Zoe P5
Elzabeth P5	Orion P5
Mollie P5	Dorcas P4
Alice P5	Zosia P4
Georgia P5	
Louise P5	

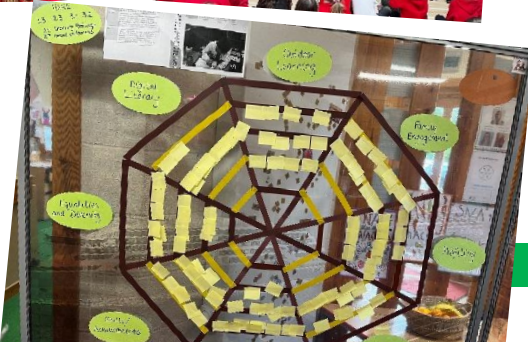
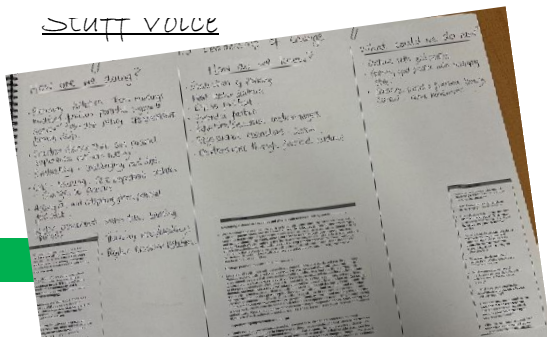
Date	Plan/Action
18/9	Group photo, introduce our members Focus on International Peace Day on Sept 21st. Background discussion and connection with Global Goals https://www.youtube.com/watch?v=wfn6yjr9T0&t=35 What would peace look like for us as a school? Where does conflict arise in the school day? What is /can be done to make Kirkhill a peaceful school.
25/9	Peace doves designed using ideas from last week, to display on our RRS board. Looking forward to October how to celebrate Black History Month. Rosa Parks book .possibility of small play at a future assembly https://www.weareteachers.com/black-history-ideas/

We have continued to capture pupil voice through our leadership groups. All pupils are involved in leading different groups, discussing skills, making plans, presenting in assembly and contributing to the life and ethos of the school.

Pupil Council
Rights Respecting Ambassadors
Digital Leaders
Eco Committee
JRSO
SNAG/Fairtrade
Creativity



STUFF VOICE



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

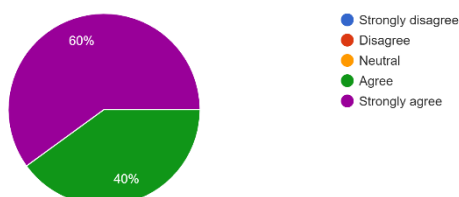
Partners

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.



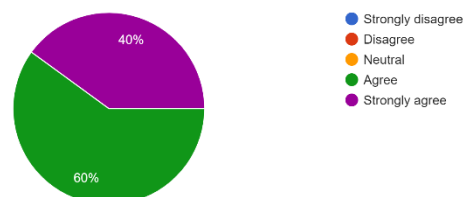
There are effective arrangements in place for jointly planning provision with the school.

5 responses



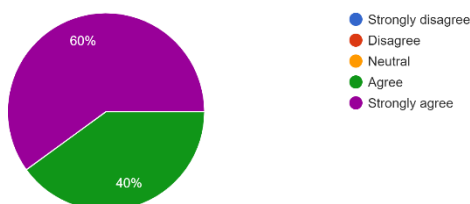
Effective arrangements are in place to evaluate the impact of our partnership working.

5 responses



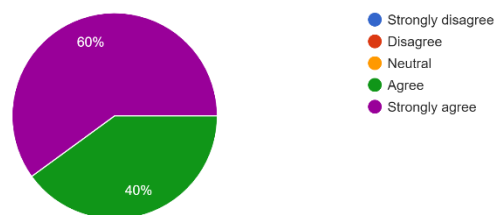
Arrangements are in place to support my service/organisation to share relevant information about the progress of children and young people with the school.

5 responses



Overall, partnership working with the school works well.

5 responses



'Kirkhill is a proactive school, they are clear on the staged approach in helping young people. I feel we have a good professional relationship and use our consultations to learn from each other on our work roles and how best to support the whole school.'

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

We will be continuing to look at refreshing the Kirkhill Curriculum, in line with Education Scotland 's Refresh Narrative and Curriculum Improvement Cycle papers.

All teaching staff will be involved in the National Writing Improvement Framework and The Highland Council Raising Attainment and Achievement Strategy.

The ELC will continue embedding tracking across literacy, numeracy and HWB, making links to The Highland Council Raising Attainment and Achievement Strategy.

Planning ahead

A' planadh air adhart

Full details of the school's 2025/26 improvement priorities and actions are detailed on the school improvement plan, which can be accessed on our website <https://sites.google.com/highlandschools.net/kirkhillprimaryschool> or by contacting the school office.

Responsibility
Open-mindedness

Friendship & Kindness
Truth & Honesty

Respect
Perseverance