



# STANDARDS AND QUALITY REPORT AITHISG INBHEAN IS CÀILEACHD

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**2024-2025**

## **Duncan Forbes Primary School**



*Achieving, Happy & Safe*

# 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?*<sup>4</sup> 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%

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.

Name  
Head Teacher  
School

## 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**  
**92.1%**

**Average Class Size**  
**25**

**Meeting PE Target**  
**Target Met**

**Pupil Numbers (inc nursery)**  
**250 (+55 in ELC)**

**Teacher Numbers**  
**13**

**Pupil Teacher Ratio**  
**19.2**

**N3**  
**6.3%**

**N4**  
**11.1%**

**P1**  
**11.7%**

**P2**  
**7.6%**

**P3**  
**12.7%**

**P4**  
**10.2%**

**P5**  
**8.9%**

**P6**  
**17.5%**

**P7**  
**13.7%**

**SIMD Q1<sup>1</sup>**  
**0-10%**

**SIMD Q2**  
**0-10%**

**SIMD Q3**  
**40-50%**

**SIMD Q4**  
**40-50%**

**SIMD Q5**  
**0-10%**

**Unknown**  
**0-10%**

**ASN<sup>2</sup>**  
**60-70%**

**No ASN**  
**30-40%**

**FSM<sup>3</sup>**  
**0-10%**

**No FSM**  
**90+%**

**EAL<sup>4</sup>**  
**0-10%**

**No EAL**  
**90+%**

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

**Reading**

**Most**

**Writing**

**Most**

**Listening and  
talking**

**Almost all**

**Numeracy**

**Most**

We have had no exclusions this year.

## School vision, values and aims

### Lèirsinn, luachan agus amasan na sgoile

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

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

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

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

Our vision for Duncan Forbes is to be:

**Dynamic Friendly Positive & Successful**

Everything we do at Duncan Forbes centres around 3 values which were selected by the whole school community as the most important for our pupils. They are:

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*When you visit the school, you should be able to ask any pupil or adult what the values of Duncan Forbes are and what they mean. We refer to them daily in our classes and use them as the basis of all success in the school. Children are expected to be able to describe what their responsibility is in demonstrating our values and how they can support others to do the same. Our values also provide the basis of all restorative practices in the school.*

*Our aims towards meeting our vision and values are illustrated in a word cloud created with the school community:*



## Review of progress for session

## Ath-sgrùdadh air adhartas airson an t-seisein

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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:

## Literacy for All

### Purpose:

*The Making Sense Report 2020 recommends the use of a wave approach to supporting young people experiencing difficulties with literacy development where interventions are informed by individual assessment results and often delivered within the regular classroom. Young people with dyslexia benefit from early identification, appropriate intervention, and targeted, effective support at the right time. Assessment for dyslexia should be a process rather than an end product. This is the model of support used in Literacy for All.*

### Progress:

-  A whole school approach to tracking and recording literacy difficulties from Primary One to Primary Seven.
-  Recording the impact of any intervention that has been carried out.
-  Identify the underlying issues that are preventing a learner from mastering aspects of literacy.
-  Make an identification of dyslexia where appropriate.
-  Supporting parents of learners with persistent literacy difficulties.
-  School guidelines on approach to persistent literacy difficulties.
-  Complete the final 3 areas of Stephen Graham training for writing with all teaching staff.
-  Consistency of approach to teaching writing across the whole school.

### Impact:

Planned for –

Evidenced –

- ✓ 100% of teaching staff attending all training sessions  
All teaching staff either attended the training sessions together or were provided with a recording of the session.
- ✓ 100% of children that have undertaken baseline assessment and are recorded on school tracker.  
All pupils who completed the PM benchmarks, SOFAs or NSAs are recorded within the school tracking systems.
- ✓ 90% of teachers confident in meeting the needs of young people with persistent literacy difficulties.  
Not as high as 90% are feeling confident although all recognise that they are able to use the information provided to support them.
- ✓ 90% of teachers and support staff that are confident in using assessments for young people with persistent literacy difficulties  
Staff feel this will develop over time through more experience of using the tracking documents for literacy difficulties and will allocate time at the end of each session to review them thoroughly.
- ✓ 90% of teachers confident in discussing literacy difficulties, assessments, and interventions with parents/carers.  
Folders provided for each staff to support them in doing this.
- ✓ 100% of staff adhering to school guidelines on approaches to young people with persistent literacy difficulties.  
As above, folder for guidance and staff experienced for support.
- ✓ Evidence captured within sampling of writing from classes.  
Samples of writing have been gathered for moderation through the year.

### Next steps:

- ⇒ Embed literacy practices throughout the school in session 25/26 supported by planning
- ⇒ Maintain a tracker of pupils identified with persistent literacy difficulties

School Priority:








## Outdoor Learning

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## Purpose:

*Outdoor learning is a crucial component of primary school education, offering numerous benefits that extend beyond the traditional classroom setting. Engaging students in outdoor activities fosters a deeper connection with nature, enhances physical health, and promotes emotional well-being. It encourages hands-on, experiential learning, which can improve understanding and retention of academic subjects such as science, geography, and environmental studies. Furthermore, outdoor learning supports the development of social skills, teamwork, and problem-solving abilities, as students often engage in collaborative tasks. By incorporating outdoor learning into the curriculum, primary schools can cultivate a more holistic educational experience, preparing students to be well-rounded, environmentally conscious, and socially responsible individuals.*

## Progress:

-  Enhanced physical health using our outdoor environment
-  Improved mental wellbeing
-  Increased engagement and motivation
-  Enhanced academic achievement
-  Development of social skills
-  Environmental stewardship
-  Collegiate work across the school from ELC to P7

## Impact:

Planned for –

Evidenced –

- ✓ 100% of classes experience outdoor learning weekly  
Timetable of outdoor areas for session 25/26 to ensure that every class has weekly (if not daily) learning time outside.
- ✓ Track wellbeing using the Glasgow wellbeing indicators – 20% increase in results  
Completed the SHANARRI survey in term 1 which showed results all over 90% for wellbeing indicators across the school.
- ✓ Through class observations, engagement and motivation is evidenced with an improvement between term 1 and term 3  
More classes observed using the outdoors to promote learning in a variety of curricular areas.
- ✓ Improved results during attainment meetings for individual results of children tracked through P+A  
Attainment has increased across the school.
- ✓ Key social skills identified for focus through outdoor learning and evidenced for improvement  
Mairi Thomson has provided an outdoor learning guide for staff and link to a website which will support the development of skills involved in outdoor education.
- ✓ Pupils will report back on their community responsibility for the environment and share ideas of how this can improve across the Duncan Forbes area.  
We had a community spring clean day in term 3. ECO, Grounds Guardians and Paul's outdoor group have all photographed their involvement in environmental responsibility around the school.

## Next steps:

- ⇒ All classes to be provided with an outdoor learning kit which can be used with their pupils
- ⇒ Timetable use of outdoor space for learning in session 25/26
- ⇒ Review Outdoor Learning in term 3
- ⇒ Outdoor Pioneers select committee to continue

School Priority:

**Expressive Arts: Year Two**

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## Purpose:

*This is a follow-on project from last session. Developing the Expressive Arts curriculum at Duncan Forbes is essential for several reasons: Creativity and Innovation, Emotional and Social development, Cognitive benefits, Cultural awareness and appreciation, Confidence and self-esteem, Academic achievement and Lifelong engagement. Incorporating a robust expressive arts curriculum in Duncan Forbes will ensure that education is well-rounded, catering to the holistic development of each child. It will prepare pupils not only for academic success but also for personal growth and societal contribution.*

*This action plan aims to systematically develop an expressive arts curriculum that enriches the educational experience for primary school students while providing comprehensive support and training for staff. By focusing on targeted development activities and robust impact measurement, the plan ensures continuous improvement and sustainability of the arts program.*

## Progress:

- 👤 Enhanced Creativity and Imagination
- 👤 Improved Academic Performance
- 👤 Better Emotional Expression and Regulation
- 👤 Enhanced Social Skills and Teamwork
- 👤 Increased Cultural Awareness and Appreciation
- 👤 Improved Confidence and Self-Esteem
- 👤 Development of Fine and Gross Motor Skills
- 👤 Enhanced Cognitive Skills
- 👤 Lifelong Appreciation for the Arts
- 👤 Positive School Culture and Community Engagement

## Impact:

Planned for –

Evidenced –

- ✓ Pre- and post-workshop surveys to assess changes in staff understanding and attitudes towards expressive arts.  
We had informal discussions throughout the year about our approaches to teaching expressive arts and a clearer understanding of the processes rather than the end product and the purpose of expressive arts was evident for all.
- ✓ Classroom observations and feedback from teachers on the use and effectiveness of music in lessons.  
Music is an area that we all feel we did not address in enough detail. Next session staff will be expected to teach music and supports will be provided to do so. CREATE already shared.
- ✓ Key literacy tracker.  
All staff have this available to use as evidence
- ✓ Analysis of student artwork and teacher assessments of student creativity and skill development  
Examples of provocations provided which led to creative and skills development, particularly evident in ECO art in P7 and large scale models in P3/2.
- ✓ Student awareness surveys and teacher reports on cultural diversity in classroom activities.  
We celebrated cultures in a Culture Day at school inviting pupils to come dressed as a culture they identify with. Through our IDL topics we have introduced cultural music and art, particularly evident in P6 Africa and P4 Antarctica.
- ✓ Consistency and effectiveness of arts assessment strategies across classes.  
As a staff we believe this is more about ensuring pupils have the experience of the skills or medium rather than an assessment of the outcome.
- ✓ Analysis of students' academic performance across subjects to identify correlations with arts engagement.  
This will be carried forward in the music focus next session with Feis Rois.

## Next steps:

- ⇒ Some aspects will be continued through the next project with Feis Rois in 25/26
- ⇒ Ensure there are opportunities for pupils to experience creativity without judgement of product

## Progress and impact of Pupil Equity Fund

## Adhartas agus buaidh Maoin Cothromas Sgoilearan

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PEF was used towards 4 clear targets this session using both staff and resource allocations. In contrast to previous years, I have tracked the same cohort of children into the session to measure improvement rather than an overall target of an average which includes different pupils from who the target was created.

#### Attendance

Target 1 - **5 pupils receiving FSM to have an attendance over 80% (were below last session)**  
Progress - **✓Target partially met. 2 pupils are now above 80%, 2 pupils are above 75%, 1 pupil left**

#### P4 Performance

Target 2 - **more than 40% achieving reading**  
Progress - **✓Target met, 91% achieved**

Target 3 - **more than 40% achieving writing**  
Progress - **✓Target met, 84% achieved**

#### P6 Performance

Target 4 - **more than 65% achieving reading**  
Progress - **✓Target met, 94% achieving reading**

Target 5 - **more than 60% achieving writing**  
Progress - **✓Target met, 79% achieving writing**

#### Numeracy Performance

Target 6 - **more than 45% achieving numeracy in P4**  
Progress - **✓Target met, 81% achieving numeracy in P4**

Target 7 - **more than 60% achieving numeracy in P6**  
Progress - **✓Target met, 90% achieving numeracy in P6**

Target 8 - **more than 60% achieving numeracy in P7**  
Progress - **✓Target met, 83% achieving numeracy in P7**























#### Developmental Overviews

Target 9 - **6 pupils moved to P1 with specific targets identified from developmental overviews not achieved at the end of ELC**  
Progress - **✓Target partially met. 4 pupils met the target with the first two terms of P1.**

**Wider achievements**  
**Coileanaidhean nas fharsainghe**

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-  The ELC received a very positive Care Inspection in November 2024 with 4 Very Good and 1 Good. No recommendations and no complaints received as part of this unannounced inspection.
  -  All classes create a class charter for the start of the session with a focus on UNCRC
  -  Silver Rights Respecting Schools Award achieved
  -  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 raffles, selling lollies and sponsored events.
  -  13 Select Committees established offering leadership across the school for staff and pupils.
  -  Our Parent Council have held several very successful events for pupils and have raised a considerable amount of money which has gone back to the pupils for resources and trips.
  -  We held another 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 very successful and raised money which will benefit the pupils further.
  -  Our ECO team led a Community Spring Clean Day.
  -  Our Culture Club held a Day of Culture in the school.
  -  Our Wellbeing Champions organised a walk a mile for NSPCC.
  -  Through our Walk to School and JRSO team we have regularly been in the top 5 schools for active travel on a daily basis.
  -  Primary 7s became trained Ambassadors for the school this year meaning that all P7 pupils took on a variety of leadership roles throughout the year.
  -  Primary 6 pupils hosted a Burns Night which raised significant funds towards their Dalguise trip next session.
  -  Primary 6 pupils held a sponsored Strip the Willow which raised significant funds for their trip next year.
  -  Primary 7 pupils spent 5 days on their Dalguise residential which was a great success.
  -  Further expansion of the music tuition offered.
  -  Parent Council held a School Fayre for the wider community.
  -  Our enhanced provision, The NEST, opened for pupils this session.
  -  We are an advocate school for Picture News.
  -  We have a teacher ambassador for TeachMateAI with all teaching staff having licences for the platform in order to tackle bureaucracy and also enhance our digital teaching and learning.

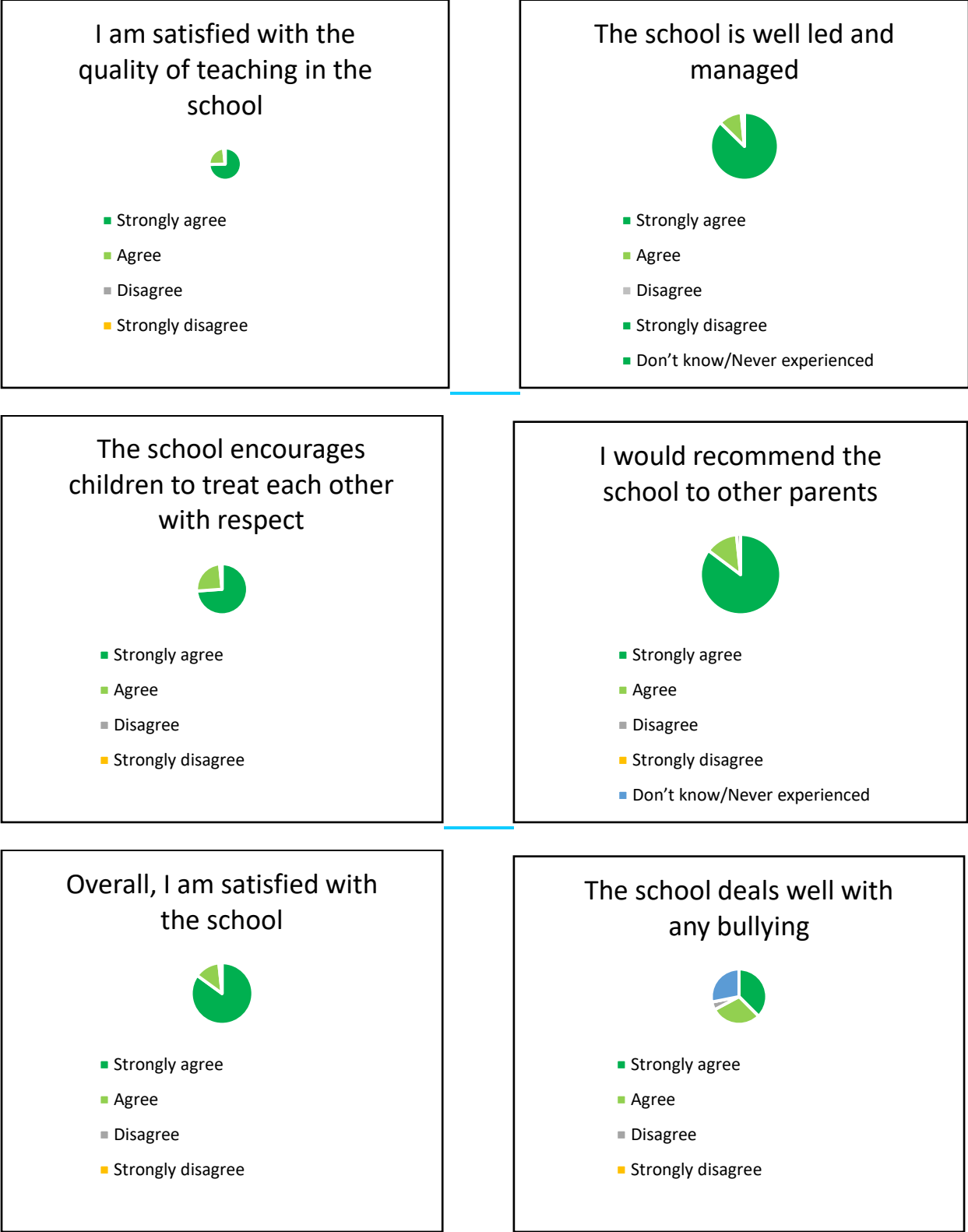
## Comments from learners, families, stakeholders and staff

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

## Family Comments

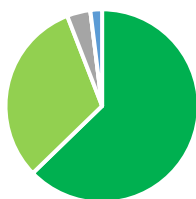
In November 2024 Primary 7 pupils surveyed parents whilst at Parent Appointments. The questionnaire follows the structure of the HMIE parental surveys. Below are the results of the surveys under the three heading with analysis comments at the end.

### About the school



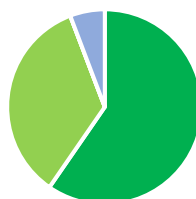
### My child's experience

My child likes being at school



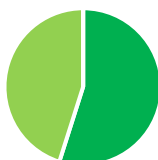
Strongly Agree Agree  
Disagree Strongly Disagree  
Don't Know

Staff treat my child fairly and with respect



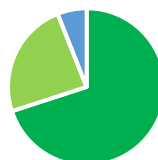
Strongly Agree Agree  
Disagree Strongly Disagree  
Don't Know

I feel that my child is safe at school



Strongly Agree Agree  
Disagree Strongly Disagree  
Don't Know

The school helps my child to feel confident



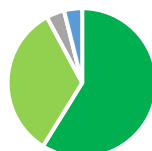
Strongly Agree Agree  
Disagree Strongly Disagree  
Don't Know

I feel staff really know my child as an individual



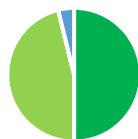
Strongly Agree Agree  
Disagree Strongly Disagree  
Don't Know

My child receives the help he/she needs to do well



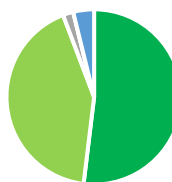
Strongly Agree Agree  
Disagree Strongly Disagree  
Don't Know

My child is encouraged by the school to be healthy and take regular exercise



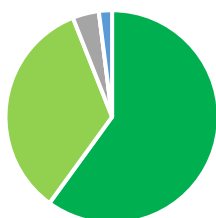
■ Strongly Agree   ■ Agree  
 ■ Disagree   ■ Strongly Disagree  
 ■ Don't Know

The school supports my child's emotional wellbeing



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

My child is making good progress at school



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

## Communication

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



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

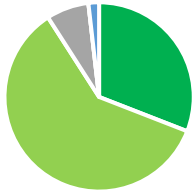
The information I receive about how my child is doing reaches me at the right time



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



I understand how my child's progress is assessed



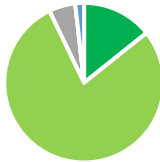
Strongly Agree Agree  
Disagree Strongly Disagree  
Don't Know

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



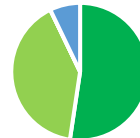
Strongly Agree Agree  
Disagree Strongly Disagree  
Don't Know

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

### Key Strengths identified in survey –

- 99% of parents thought the school deals well with incidents with almost 33% stating they had never experienced an issue
- 99% of parents either agreed or strongly agreed that their child likes being at school
- 99% of parents felt that the school treated their child with respect and help them to feel confident.
- 100% of parents reported that their child felt safe at school.
- 99% of parents felt that their child receives the help they need to do well and that their child is encouraged to be healthy.
- 99% of parents reported that the school supports their child's emotional wellbeing and that their child is making good progress in school.
- 99%+ of parents felt that they received helpful, regular feedback about how their child is learning and that they receive this information at the right time.
- 99% of parents reported that the school takes their views into account and that they felt comfortable approaching the school with questions or suggestions.

### Considerations identified in the survey –

- 2% of parents would like more information about the Parent Council. This was fed back to the Parent Council in our January 2025 meeting and since then there have been many more events and information shared with parents including a school fayre, which was the first since 2017.

### Parent Feedback from Reports 23/24

**Parent comments from Reports 23-24**

Very proud of her development and the skills she has learned. Thankful for the teaching you have given her over the year and for you being able to be part of her journey through education.

Lovely to see the progress she has made this year, especially the sporty and creative bits.

She has talked about welcome she was made to feel so thank you to all the staff and pupils that contributed to this.

This has been a tough year for you and you have made me so proud the way you have handled your situation.

We are very proud of everything you have achieved this year. Very good work and amazing progress.

He is such a happy boy and it's lovely to see the great friendships he has made in school.

She has been showing more independence this year and seems to be growing up alongside some excellent peers. She looks forward to school every day and often has interesting learning to share.

We are delighted to see that he is working to such a high standard across his learning. He always expresses his love of school and learning new information or ways of working. He especially mentioned his interest in a recent coding introduction at school. Thank you for making his learning so enjoyable.

I can't thank you enough for this year and look forward to P7.

It's such a pleasure to see how far she has come and her ambitions for the future.

She has learned so much this year and has found new confidence in what she does.

Thank you to his teachers for creating the positive environment for him to grow, we really appreciate your efforts.

We are very happy to see him picking up some confidence and enjoying the topics. We saw him join in and proudly take part in Christmas Shows, Classroom Cafe's and school talks. We loved seeing this!

We are so proud of you and you have worked very hard this year at school and sat home to improve your spelling and numeracy.

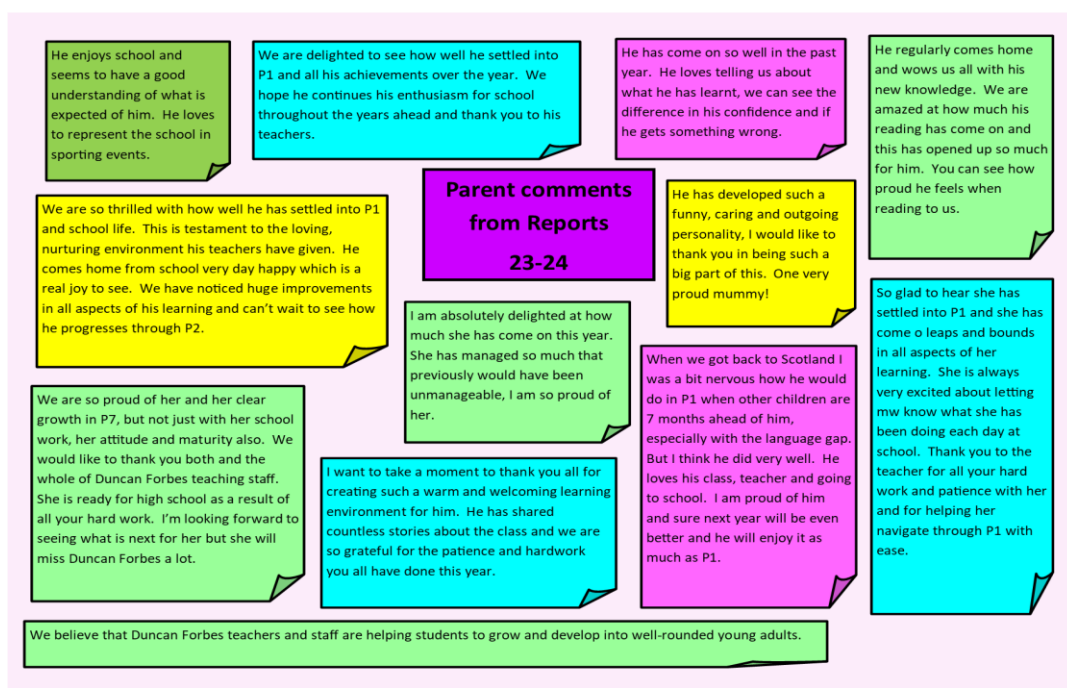
He enjoys learning and sharing with us what he is learning at school. We are very proud of how well he has done.

He has become so much more confident which is lovely to see.

She's really enjoyed her year and the comments show that she has been performing well in class.

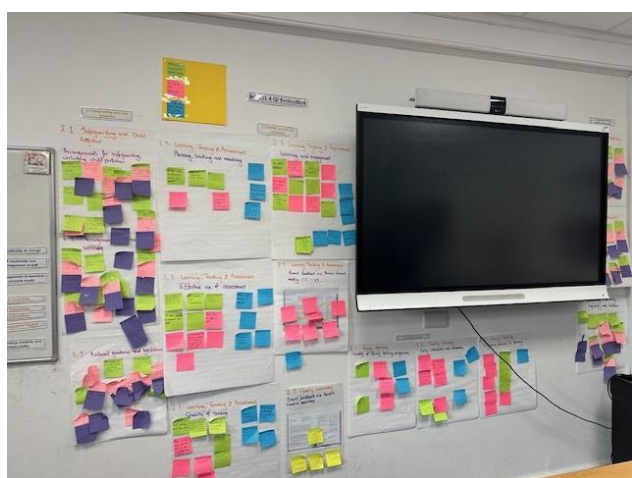
She looks forward to going to school and enjoys telling us about the things she has been doing. She likes to quiz us and asks us to quiz her on sums and spelling.

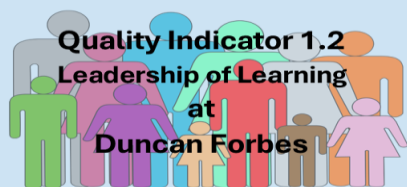
Your achievements are a real credit to the time and devotion (thank you) that your teachers put into your education.



## Families, staff and stakeholders

We have a self-evaluation wall in our nurture room where everything is added to it when we self-evaluate. Which QI we look at as a staff first is then taken to Parent Council for their input also. This year I have created posters to go along with each QI which has been evaluated.





## Quality Indicator 1.2 Leadership of Learning at Duncan Forbes

### Professional engagement and collegiate working

- ⇒ Collegiate work
- ⇒ We always talk to each other for advice and guidance
- ⇒ Lead roles
- ⇒ Staff take roles forward across the school
- ⇒ Independent learning
- ⇒ Joint planning
- ⇒ Online google classrooms
- ⇒ PRD process
- ⇒ Open and honest dialogue amongst staff

### Impact of career –long professional learning

- ⇒ Feedback from children, they feel listened to
- ⇒ Plan and evaluate professional learning
- ⇒ CPD records
- ⇒ Staff help and support each other
- ⇒ Leadership groups, children encouraged to bring their own ideas
- ⇒ Yearly reviews
- ⇒ Samson
- ⇒ Steven Graham
- ⇒ Literacy for All
- ⇒ In-service training
- ⇒ Leadership by all staff
- ⇒ We reflect upon quality of impact for learning
- ⇒ Speak to specialist to increase our subject knowledge
- ⇒ We plan and evaluate our professional learning
- ⇒ Informal conversations with colleagues to reflect upon our learning

### Children and young people leading learning

- ⇒ Community - Burns, Class Cafes, performances, multi-generational links, local companies
- ⇒ Positive ethos, it's ok to make mistakes
- ⇒ Celebrating successes and achievements
- ⇒ Planning with children
- ⇒ Child led activities
- ⇒ Relationships
- ⇒ Well-being questionnaire
- ⇒ Select Committees
- ⇒ Celebrate achievements in assembly
- ⇒ Learning profiles—Moo News, Forbes Feedback and Digital Profile
- ⇒ WOWs in ELC

### What are we going to do now?

#### Our next steps to 'very good'.

- Find a way to record or share our practitioner enquiries
- Open ended learning
- Problem solving opportunities
- All staff sharing their professional learning together
- More collegiate opportunities across the ASG
- Enable children to lead others learning
- Aspirations—are these identified and achieved?

Green and Pink boxes refer to What do we do? The features of effective practice at Duncan Forbes and How do we know? Where is our evidence?

Reviewed session 24/25



## Quality Indicator 1.1 Self Evaluation for Self Improvement at Duncan Forbes

### 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 teaching

### What are we going to do now?

#### Our next steps to 'very good'.

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

Green and Pink boxes refer to What do we do? The features of effective practice at Duncan Forbes and How do we know? Where is our evidence?

Reviewed session 22/23



## Quality Indicator 2.1 Safeguarding and Child Protection at Duncan Forbes

### 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 for ensuring 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
- ⇒ CSV
- ⇒ 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

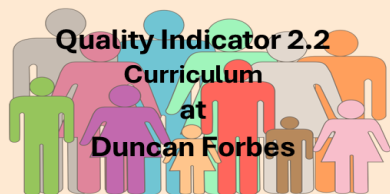
### What are we going to do now?

#### Our next steps to 'very good'.

- 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

Green and Pink boxes refer to What do we do? The features of effective practice at Duncan Forbes and How do we know? Where is our evidence?

Reviewed session 22/23



## Quality Indicator 2.2 Curriculum at Duncan Forbes

### Rationale and design

- ⇒ Rights and wellbeing
- ⇒ Equity of opportunity
- ⇒ Partnerships—music tutors, church, visiting teachers, sports events, STEM activities through UHI and A9 group
- ⇒ Rights based lessons underpins curriculum
- ⇒ Displays
- ⇒ Silver RRS award
- ⇒ Breakfast club
- ⇒ Work together as a school community
- ⇒ Parent Council have an active voice in the education provision in the school
- ⇒ Communication termly to parents via overview
- ⇒ Key learning assessments with examples of how they are learning
- ⇒ Learning is tailored to children's skill level. My child has been pushed in subjects they excel in and supported in subjects they don't
- ⇒ Children often talk about working across age groups—supporting leadership skills
- ⇒ Good communication through the Forbes Feedback and Learning Profiles
- ⇒ The school is great at communicating the curriculum via the google classrooms

### Development of the curriculum

- ⇒ Sustainability—Christmas, swap shop and select committee
- ⇒ UHI Stem
- ⇒ Feis Rois
- ⇒ Active learning through music
- ⇒ Safe, strong and free
- ⇒ Music tutors
- ⇒ Child smile
- ⇒ Sports Leaders
- ⇒ Highlife Highland
- ⇒ Active Schools Coordinator
- ⇒ Our subject specialist ensure creative and innovative approaches to curriculum development
- ⇒ Focus on HWB and ECO issues
- ⇒ Rights Respecting Schools
- ⇒ We teach HWB as a core subject and it links across the curriculum
- ⇒ Feedback from the children
- ⇒ Lots of opportunities for extra curricular learning

### Skills for learning, life and work

- ⇒ KWL to inform planning
- ⇒ Differentiate for all through pace and challenge
- ⇒ KAT provides evidence of differentiation
- ⇒ Activities/opportunities are varied
- ⇒ Motivate learners through following their interests
- ⇒ School leadership groups help children develop life skills that will support them later in life

### Learning Pathways

- ⇒ Progressive Planners
- ⇒ Giving choice when planning IDL
- ⇒ External providers
- ⇒ Questions when planning—KWL planner for pupil engagement
- ⇒ Medium and long term planning
- ⇒ Chromebook
- ⇒ Literacy for All provides an excellent pathway structure
- ⇒ Planning with children
- ⇒ Samson, Stephen Graham, Literacy for all
- ⇒ My child has developed an interest in her community due to the spring clean. She's very interested in sustainability because of the school focus
- ⇒ Additional updates in class learning and suggested home links are provided.

### What are we going to do now?

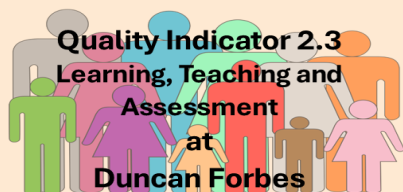
#### Our next steps to 'very good'.

- Review library visits
- Develop more international engagement
- Ongoing debate within school and community
- Planning learning pathways need to be in more detail
- Develop digital learning and teaching in infants (Digital roadmap)
- Develop outdoor learning further

Green and Pink boxes refer to What do we do? The features of effective practice at Duncan Forbes and How do we know? Where is our evidence?

Reviewed session 24/25





## Quality Indicator 2.3 Learning, Teaching and Assessment at Duncan Forbes

### Learning and engagement

- ⇒ Fostering positive relationships
- ⇒ High attendance and incidental conversations
- ⇒ Good ethos within the school
- ⇒ Staff approachable within the playground
- ⇒ Pupil's contribute effectively to the life of the school and wider community
- ⇒ Pupil Parliament
- ⇒ Questions from pupils are encouraged e.g chatter-box and assembly
- ⇒ Children's rights are respected
- ⇒ People are respectful to and of each other
- ⇒ RRS award
- ⇒ Global goals and sustainability displayed in the hall
- ⇒ Lessons in class
- ⇒ Calm atmosphere around the school
- ⇒ Opportunities for workshops offered
- ⇒ Google classrooms
- ⇒ Key Assessment Tasks
- ⇒ Forbes' Feedback#
- ⇒ Termly overviews
- ⇒ Reports
- ⇒ Class Cafes
- ⇒ Performances
- ⇒ Enterprise
- ⇒ Burns Supper
- ⇒ Christmas Hampers
- ⇒ Sustainability swap shop
- ⇒ Leadership Groups
- ⇒ Recording of successes and celebrations

### Quality of teaching

- ⇒ Observe learners closely to inform appropriate and well-timed interventions and future learning
- ⇒ Our community knows exactly what our school values are
- ⇒ Use of questioning to promote curiosity
- ⇒ Shared school vision and values
- ⇒ Creative learning approaches
- ⇒ Pupils can tell anyone what our values are and can demonstrate them to others
- ⇒ Values are shared verbally in every assembly and written around the school
- ⇒ Pupil engagement
- ⇒ Reflects planning and whether further intervention is required e.g PSA support, intensive groups, nurture, form 1s, SFM and CPs, etc
- ⇒ Outdoor learning
- ⇒ Pupils teaching others
- ⇒ Active learning and play

### Planning, tracking and monitoring

- ⇒ Children involved in planning for learning when appropriate
- ⇒ Plans for different timescales
- ⇒ Identify children with additional needs and who require further interventions and support
- ⇒ Gather regular feedback from learners and staff
- ⇒ Daily observation of pupils
- ⇒ Termly, weekly and daily plans
- ⇒ Planning folders
- ⇒ What they know, what they want to know, how we will find out

### Effective use of assessment

- ⇒ Assessment integral to our planning of learning and teaching, formal and informal
- ⇒ A variety of assessment methods are used
- ⇒ Teachers share expectations of standards with pupils
- ⇒ Good knowledge of children which leads to appropriate assessment
- ⇒ Success criteria and targets in work
- ⇒ Our internal assessment data is validated by NSA and SOFA results
- ⇒ Staged assessment meetings effective and purposeful
- ⇒ Key Assessment Tasks
- ⇒ Baseline assessments throughout the year inform forward planning, groupings and overall teaching
- ⇒ Oral feedback

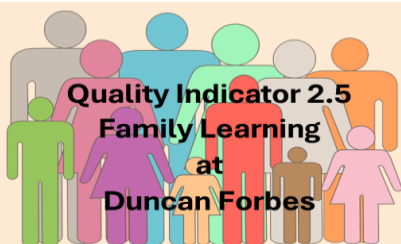
### What are we going to do now?

#### Our next steps to 'very good'.

- Digital technology – develop our use of
- Lack of resilience amongst some pupils in every class – opportunities needed to help build resilience both in and out of school to encourage them to take risks in their learning
- More use of Outdoor Learning
- Protected time for class teams to discuss observation of learners
- Develop skilled questioning and allow more thinking time
- Continued collaboration across ASG
- Develop more creative approaches to assessment
- Moderation across all stages
- Align our expectations with benchmarks as we have very high expectations of our pupils
- Rationalise feedback process for nurture sessions
- Plan for retrieval of learning – quiz, weekly, monthly, exit pass, etc

Green and Pink boxes refer to What do we do? The features of effective practice at Duncan Forbes and How do we know? Where is our evidence?

Reviewed session 23/24



## Quality Indicator 2.5 Family Learning at Duncan Forbes

### Engaging families in learning

- ⇒ Open afternoons
- ⇒ Key Assessments Tasks
- ⇒ Class Cafes
- ⇒ Child's Plans
- ⇒ Solution Focussed Meetings attended by other agencies and/or invited to attend, minutes shared
- ⇒ Curriculum information meetings
- ⇒ Parents Evenings
- ⇒ Termly home-links
- ⇒ Support given to families with additional languages
- ⇒ Duncan Forbes has an open door policy
- ⇒ Drop in coffee mornings in nurture room
- ⇒ Mental health workers and counsellor come in to work with children and also attend meetings
- ⇒ Interpreters booked if required
- ⇒ ASN discussions
- ⇒ Newsletters
- ⇒ Forbes Feedback
- ⇒ Moo News
- ⇒ Parents are involved in every stage e.g form 1s start with a call home

### Early intervention and prevention

- ⇒ SIMD information consulted with and staff made aware
- ⇒ Nurture
- ⇒ Paul time
- ⇒ CSW
- ⇒ Seemis records kept up to date
- ⇒ Partnerships with external agencies
- ⇒ SFM and CP
- ⇒ Impromptu meetings with parents
- ⇒ Foodbanks
- ⇒ We offer a warm space
- ⇒ Direct people to community fridge and organise emergency food drop
- ⇒ Sustainable clothes shop
- ⇒ Sustainable Christmas fayre
- ⇒ Christmas hampers
- ⇒ MFR gifts to families in need
- ⇒ Open door policy
- ⇒ Funding for trips available for families
- ⇒ Use of data to understand and inform interventions
- ⇒ Effective communication with families and external agencies
- ⇒ Local family knowledge
- ⇒ Police and church links
- ⇒ Links to Culloden Academy
- ⇒ Young Carers
- ⇒ The Pines, CAMHS, Just Ask
- ⇒ Key Assessment Tasks
- ⇒ Info from Health Visitors
- ⇒ GP, SALT, EP, AHP partnerships
- ⇒ CCFs
- ⇒ Transfer of information
- ⇒ Tracking
- ⇒ Developmental Overviews
- ⇒ Parent Interviews and feedback
- ⇒ School context data document

### Quality of family learning programmes

- ⇒ We provide literacy and numeracy workshops
- ⇒ Celebrating success
- ⇒ Learning Moos
- ⇒ Awesome Achievers
- ⇒ Assemblies
- ⇒ Open door policy
- ⇒ Individual support for parents
- ⇒ Parents are kept up to date
- ⇒ Child's Plans – parents are involved at every stage
- ⇒ Class Cafes
- ⇒ Open afternoons
- ⇒ Phone calls to parents
- ⇒ Parent appointments
- ⇒ Encourage family engagement
- ⇒ Termly plans shared with parents
- ⇒ Google classrooms Parents are involved in every stage e.g form 1s start with a call home

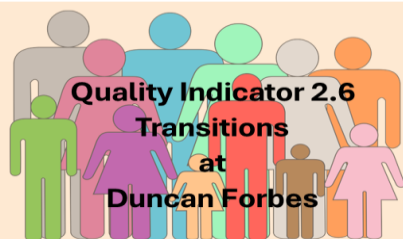
### What are we going to do now?

#### Our next steps to 'very good'.

- Parent guides
- External agencies will say no capacity – how can we support where they can't
- Record where there is a lack of engagement from other agencies and report back
- Update contacts for all AHP associated with the school
- GIRFEC – child centred approach is at times lost with the wider needs of the family

Green and Pink boxes refer to What do we do? The features of effective practice at Duncan Forbes and How do we know? Where is our evidence?

Reviewed session 23/24



## Quality Indicator 2.6 Transitions at Duncan Forbes

### Arrangements to support learners and their families

- ⇒ CP meeting at specific transition times
- ⇒ Invite children in during inservice to familiarise themselves
- ⇒ Meet the teacher sessions
- ⇒ SFMs with multi-agency input
- ⇒ CSW
- ⇒ Nurture with Paul
- ⇒ Resilient Kids
- ⇒ The NEST
- ⇒ Transfer in info between classes
- ⇒ KAT—pupil, parent and teacher input
- ⇒ Select Committees and Leadership opportunities
- ⇒ Well resources progression from ELC to P7
- ⇒ Those not confident have provision to make choices
- ⇒ Welcoming atmosphere and ethos
- ⇒ Children involved in transitions from ELC to P7
- ⇒ Transition meeting at ELC, P1 and S1 for parents

### Collaboration and progression in learning

- ⇒ Handover folders from one session to the next
- ⇒ All engaged in transitions with other agencies involved where appropriate
- ⇒ Enhanced transition on offer for pupils going from primary to secondary who require it
- ⇒ Academy staff visit primary school to get to know the pupils
- ⇒ Academy staff involved in P7 Child's Plan meetings
- ⇒ Profiling folders are shared with receiving class
- ⇒ Planning folders shared so that children's learning can continue at a pace and at the appropriate level
- ⇒ Baseline assessments carried out at specific times throughout the year
- ⇒ Select Committees give opportunities for learning across multiple stages
- ⇒ Google classrooms used for transition, this is particularly evident in ELC to P1 where parents can access the google classroom throughout the summer
- ⇒ PSAs offer support to pupils identified as requiring support with transition
- ⇒ Shared drive used for passing on information
- ⇒ Newsletter shares information with parents about events linked to transition
- ⇒ Personal Learning Planning
- ⇒ Learning conversations and target setting, identifying strengths and next steps
- ⇒ Those coming from different ELC provisions are offered the same opportunities for transition
- ⇒ Shared placements across ELC provisions are supported

### Continuity and progression in learning

- ⇒ Tracking
- ⇒ SOFA and NSAs along with inhouse assessments used to track pupil progress
- ⇒ Preparation for future work and careers
- ⇒ Seemis info shared across stages and between schools
- ⇒ Schemes used throughout school acting as a tracking system in itself with familiarity for pupils from year to year
- ⇒ Curricular maps at each stage
- ⇒ Forward planning meetings
- ⇒ Learning profiles shared with parents and Personal Pupil Profiles used for Key Assessment Tasks
- ⇒ CPs, IEPs, assessment data etc is all shared for continuity from one class to the next and if a child moves school

### What are we going to do now?

#### Our next steps to 'very good'.

- Involve pupils and parents more in transition activities

Green and Pink boxes refer to What do we do? The features of effective practice at Duncan Forbes and How do we know? Where is our evidence?

Reviewed session 24/25



## Quality Indicator 3.1 Ensuring Wellbeing, Equity and Inclusion at Duncan Forbes

### 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

### 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

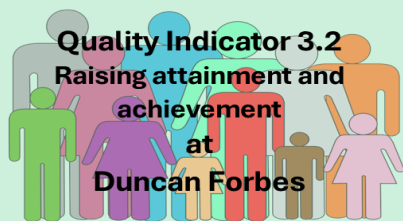
### What are we going to do now?

#### Our next steps to 'very good'.

- 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?

Green and Pink boxes refer to What do we do? The features of effective practice at Duncan Forbes and How do we know? Where is our evidence?

Reviewed session 22/23



#### Overall quality of learners achievements

- ⇒ Citizenship groups
- ⇒ Pupil Parliament
- ⇒ Leadership groups
- ⇒ Nurture groups
- ⇒ House groups
- ⇒ Achievement Awards
- ⇒ Class Cafes
- ⇒ Assembly run by P7 pupils
- ⇒ Burns Supper
- ⇒ Lunch clubs
- ⇒ P7 responsibilities and duties – ambassadors
- ⇒ Key Assessment Tasks and Forbes Feedback
- ⇒ Pupils involved in their planning
- ⇒ Music tutors
- ⇒ Self and peer assessment
- ⇒ Picture News
- ⇒ P7 transitions
- ⇒ Representing the school through sports
- ⇒ Dalguise residential trip

#### Attainment over time

- ⇒ Tracking is effective
- ⇒ Range of assessments
- ⇒ Effective interventions
- ⇒ Year group meetings
- ⇒ SOFAs and NSAs
- ⇒ Key Assessment Tasks
- ⇒ Form 1s
- ⇒ Effective use of PSAs, CSW and Nurture
- ⇒ 8 years of data which can track a particular year group
- ⇒ Whole school data over time is analysed for trends
- ⇒ Moderation across the school

#### Attainment in literacy and numeracy

- ⇒ Reporting
- ⇒ Review tracking
- ⇒ Form 1s to support those who are not achieving
- ⇒ EA:L profiles
- ⇒ Nurture group
- ⇒ PEF interventions
- ⇒ ASN groups
- ⇒ PSA support
- ⇒ Implementation of SAMSON and Stephen Graham writing
- ⇒ Information gained through SOFA and NSA
- ⇒ Additional time for class teams to meet and plan to support pupils

#### Equity for all

- ⇒ Celebration in class achievements
- ⇒ House Points, Achievers Points, etc
- ⇒ Out of school achievements
- ⇒ Google classroom is a platform for sharing achievements
- ⇒ Awesome achievement awards
- ⇒ Enter out of school events
- ⇒ Tracking
- ⇒ Assessments
- ⇒ Observations
- ⇒ Learning conversations
- ⇒ Improved attendance and supporting reluctant pupils
- ⇒ Communication with parents
- ⇒ Welcoming in the morning
- ⇒ Swap shop
- ⇒ Discussing with support staff and discussing with chil-

#### What are we going to do now?

##### Our next steps to 'very good'.

- Creating more challenge for those beyond level
- Follow new approaches throughout the whole school
- Moderation across ASG and within school
- Global citizenship
- Develop leadership groups
- Consistent approach within school
- Review assessments when we do them
- Develop swap shop further
- How can we define disadvantaged?

Green and Pink boxes refer to What do we do? The features of effective practice at Duncan Forbes and How do we know? Where is our evidence?

Reviewed session 23/24

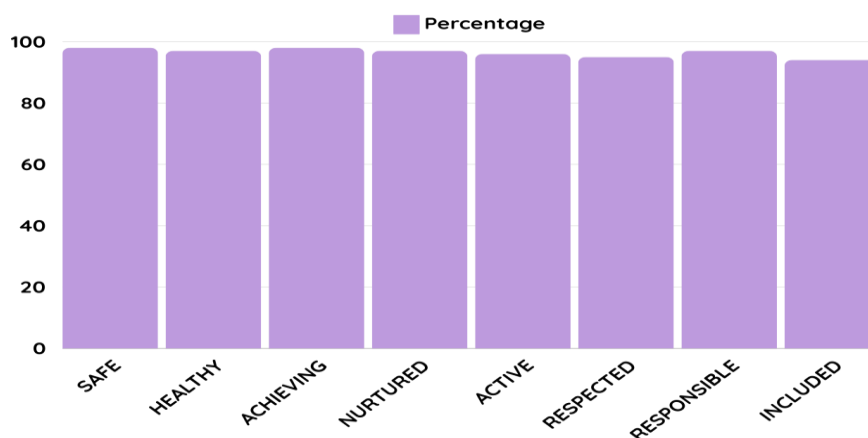
## Stakeholder Comments

- 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

Pupils completed Our SHANARRI School survey based on the Glasgow wellbeing indicators this session. The feedback was analysed and presented by Jo Chamberlain, Educational Psychologist. Below are the main findings.

### Our shanarri school - Duncan forbes



Achieving, Happy & Safe



# WHAT DID YOU TELL US ABOUT FEELING SAFE AT DUNCAN FORBES

One of your school values is SAFE



Overall, 98% of you said that you feel SAFE at Duncan Forbes.



100% of Primary 2, 4 and 5 reported that they feel SAFE in school.



100% of P2, P4, P5, P6 & P7 said that having good relationships with specific members of staff made them feel safe.



100% of P2, P4, P5, P6 & P7 said that specific things staff do (ie, dealing with bullying, or helping you when you need support) made you feel safe.

# WHAT DID YOU TELL US ABOUT FEELING HEALTHY AT DUNCAN FORBES?



97% of you reported that you feel HEALTHY at Duncan Forbes.



100% of P2 - P7 felt that the school provides you with opportunities to engage with healthy exercise.



100% of P2 - P7 felt that the school encourages or supports you to have positive mental health and well-being.



P1 - P6 were 100% sure that there are healthy options for eating at Duncan Forbes. P7 were close behind with 98% agreeing with this statement.



# WHAT DID YOU TELL US ABOUT ACHIEVING AT DUNCAN FORBES?

One of your school values is ACHIEVING



98% of you said that you felt that you were ACHIEVING at Duncan Forbes



100% of P3, P4, P6 and P7 believe that the staff at Duncan Forbes are actively engaged in providing you with support, encouragement and feedback.



100% of P2 - P6 feel that effort and hard work are valued in your school. 98% of P7 agreed.



100% of P2-P6 said that they have opportunities to develop a wide range of skills related to their interests within school, 98% of P7 agreed.

# WHAT DID YOU TELL US ABOUT FEELING NURTURED AT DUNCAN FORBES?



97% of you said that you feel NURTURED at Duncan Forbes.



100% of P2, P4, P5 and P6 said that there is always someone in the school who you can go and talk to if you need to. 96% of P3 agreed, and 98% of P7.



100% of P2, P3, P4 and P7 said that they feel safe and protected by staff in the school. 94% of P5 agreed, and 98% of P6.



You were asked if there are staff in the school who care about you, 100% of P2, P3, P4, P6 and P7 agreed with this, 94% of P5 and 91% of P1.



## WHAT DID YOU TELL US ABOUT BEING ACTIVE AT DUNCAN FORBES?



96% of you said that Duncan Forbes makes you feel ACTIVE.



100% of P2, P4 and P6 you said that the school provides you with regular opportunities for outdoor play and learning.



100% of P3 to P5 said that the school provides you with opportunities to regularly engage with a choice of activities and sports, 94% of P2 and 98% of P6 and P7 agreed.



Most of you (100% of P2 and P4 and 98% of P6) felt that the school encourages you to take active breaks between academic tasks. 95% of P7 agreed, 92% of P3 and 88% of P5.

## WHAT DID YOU TELL US ABOUT RESPECT AT DUNCAN FORBES?



95% of you said that Duncan Forbes makes you feel RESPECTED.



100% of P3, P4 and P7 feel that relationships between staff and pupils are respectful.



100% of P4 and P5 felt that relationships between pupils are respectful, 98% of P6 & P7 agreed. P2 scored 94% and P3 & P1 scored 92% and 91%.



It is great to hear that 100% of P2, P3, P4 and P7 feel listened to and heard by staff in the school. 98% of P6 agreed, 91% of P1 said the same.



100% of P2 and P4 feel that their opinions are valued and matter to staff in the school. 98% of P6 & P7 and 96% of P3 agree. P5 scored a little lower with 88% in agreement.



## WHAT DID YOU TELL US ABOUT BEING RESPONSIBLE AT DUNCAN FORBES?



97% of you feel RESPONSIBLE at Duncan Forbes.



100% of P1 - 4 and P7 think that the school encourages you to take care of yourself, others and the environment. This is supported by 98% of P6 and 94% of P5.



100% of P1, P2, P4, P6 and P7 said that they are given responsibilities and leadership opportunities. 96% of P3 and 94% of P5 agree.



100% of P2, P4, P6 and P7 feel trusted by staff in the school. 96% of P3 and 94% of P5 think the same.

## WHAT DID YOU TELL US ABOUT FEELING INCLUDED AT DUNCAN FORBES?



94% of you reported that you feel INCLUDED at Duncan Forbes.



100% of P1, P2, P4 and P5 feel that you are able to receive support if you need it. 96% of P3 and P6 agree, followed by 95% of P7.



100% of P6, and 98% of P7 feel that they can get involved in decision making and having their say about Duncan Forbes. P1 - 5 were less sure about this with results ranging from 81% to 93% across the stages.



96% of P6 and 100% of P2, P4 and P7 feel a sense of belonging to their peer group. 98% of P7 and 100% of P2, P4 and P6 feel a sense of belonging to Duncan Forbes.



Opportunities and choices being equally available to everyone was a mixed scorer. 98% of P6 and 100% of P2 felt it was true, the other classes ranged from 91% - 96%.

In addition to this, the Pupil Parliament evaluated theme 5 from HIGOURS this session.

## **HGOURS Theme 5 - Our Successes and Achievements**

Does our school provide a wide enough range of opportunities for achievement through learning and across the curriculum and through out of class activities?

- we can learn and achieve through lots of different activities in class and in the playground, some can go to, football, athletics, rainbows and brownies
- after school clubs
- We are always learning and achieving in Duncan Forbes throughout each day
- P4 say there is lots
- Opportunities to share home news in school, e.g - spelling you can use in other areas, lots of different subjects, awesome achievements to celebrate success, different teachers
- Music tuition, flag football
- PE, French, etc
- Bikeability, leadership groups, different subjects, shows and trips, drama workshops
- Dalguise, lots of different subjects to learn, shows, cafes, visits out of school such as UHI, science, technology

What do you like about the opportunities for achievement offered by our staff and school partners? What else would you like to see included?

- Drama, more science, more art things like clay modelling, printing, sewing, cooking and first aid
- More cooking and more sports specialists
- More art activities
- STEM
- Awesome achievements, house points, cleanest cloakroom, travel tracker, achievement points and certificates we like
- Exercise club, reading, drawing, drama
- Monkey bars, sandpit, slide, quiet area - we'd like to see this
- Teachers and PSAs help us learn and do well

What do you know about how our school provides financial support to pupils who might otherwise not be able to take part in some activities?

- Fundraising to help and donations to ensure inclusion
- Swap shop for clothing
- Individuals fundraise too
- There are snacks in the school for anyone that needs it
- Free lunch up to P5
- Financial support is available if you need it
- We wouldn't ever leave anyone out
- Food drops from the food bank
- Compassion in Crisis

Are the achievements of all children of all children /young people equally recognised and celebrated in our school? How do we know?

- Awesome achievers, outside achievements are shared and celebrated at assembly or in class
- Achievers points
- Sports Day winners, sports events that we participate in
- We clap to celebrate achievements
- P3 have an achievement wall and star writers
- Stickers for good behaviour and work
- Trophies from athletics
- Show and tell

- Learning Moos and Forbes Feedback
- We talk about and celebrate achievements in class, the staff enjoy hearing about all our achievements

What does our school do well to enable us to record our achievements and have conversations which help us decide what to aim for next? How might this be improved?

- KATs, learning profiles, termly goal settings, limited time
- Certificates, learning journals, black folders
- Star jar
- We tell you about our clubs
- Targets on our writing and we look at them for the next week
- Mrs Mackay takes photos every week

Can everyone lead activities and share their skills and talents with others if they want to? Can you provide some examples of how you are able to do so?

- In P3, before assembly on a Friday, we can show any talents/skills we have
- Lead games in the playground
- Junior leaders, clubs at lunchtimes, chess and drawing
- leadership groups, clubs, share awards outside of school and any achievements
- Burns' supper showcase
- Awesome achievers
- class awards
- share news
- P7 lead assemblies

Is everyone developing skills for learning, life and work through taking part in out-of-class learning? How do we know?

- yes we talk about why we learn things for jobs
- junior leaderships
- UHI science
- swimming
- Bikeability
- trips
- PE
- Music
- Leadership groups
- Feis Rois
- Chanter, singing, drumming, strings, brass, woodwind
- Transition activities
- Dalguise
- Quizzes

How do you benefit from our school's work with partners including colleges and employers, in the wider community?

- UHI - science was more hands on and experimental
- Archive Centre - help us understand the history of those who lived in the Highlands before us
- Barbara Henderson - author visit helped us to learn what it means to be an author
- ASC - he helps us to develop our leadership skills
- HLH - develop music skills and support the learning
- Transition visits - Mr MacDonald helps us to learn what Culloden Academy will be like before we go there
- Highland Folk Museum - it brought history to life for us
- CSW - helps us to understand what is going on around us and how to cope

- Generation Science - gives us experience of experiments
- A96 Project - construction with blocks and working as a team

How well do you think your parents understand the importance of the achievements we gain from activities in the wider community? Do they support and encourage you to get involved?

- We go to clubs helped by our parents - swimming, karate, dance and athletics
- Yes, most agree
- Parents encourage us all
- Yes - parents do encourage us

To what extent are we able to influence improvements to the school's programme of out-of-class learning?

- If suggested, we would be listened to
- Pupils are able to ask teachers

Pupils were also part of moderation feedback this session and gave valuable comments on pieces of work and the evidence of progression across the school.

<b><u>Sampling of Writing</u></b>	
<b>Pupils involved: P1-P7</b> <span style="float: right;"><b>Date: 20.09.24</b></span> <b>At least 6 samples of writing jotters and/or equivalent sheet work. 10 classes providing 60 pupils' samples to look at.</b>	
<b><u>Presentation</u></b> <ul style="list-style-type: none"> <li>• Layout and neatness of work</li> <li>• Date on all pieces of work</li> <li>• Pace of opportunities for writing</li> <li>• Working at appropriate CfE levels for stage</li> </ul>	<p>Very neat examples from almost all stages, this makes feedback so much easier.</p> <p>Some evidence of frames being used to support the structure of writing.</p> <p>P1-P3 shows excellent progression and pace throughout.</p> <p>Each stage was moderated against the benchmarks for the level and it was clear that there was development of standards from early to second level and within levels specific to stage.</p> <p>Evidence of digital work at upper stages.</p>
<b><u>Skills Development</u></b> <ul style="list-style-type: none"> <li>• Text is appropriate to stage</li> <li>• Evidence of marking using formative assessment strategies</li> <li>• Usefulness of teacher's comments</li> <li>• Skills development</li> <li>• Use of agreed marking code</li> </ul>	<p>Some evidence of marking using terminology linked to Stephen Graham writing and benchmarks.</p> <p>Pupil self-assessment using an agreed success criteria evident in some examples.</p> <p>Some teacher comments were very relevant and identified the next step for the learner.</p> <p>Evidence of rubrics and/or reference to benchmarks being used in some examples.</p>



**Overall feedback to staff**

- The high standard of presentation in most examples demonstrates a pride in their work and evidence of learning progressing.
- Avoid sticking in too much paper as this seems a waste. If you do have to stick something in please do so neatly.
- Please ensure all work is dated, this was particularly helpful to see when work had taken several sessions to complete so it was clear.
- Some examples referred to LI/SC
- P7 pupils felt that there was a lack of evidence in some stages when they looked at it altogether.
- P7 pupils suggested that the scaffolds could be bigger and perhaps have lines to help pupils with the layout of their work.

**Overall feedback to pupils**

- It was a joy to look through the examples of work and see how much learning in writing has taken place already by week 5!
- Ensure you date every piece of work so we know when you have worked on it.

**Any action required**

- **Feedback should move writing forward and provide next steps of constructive comments.**
- **Could pupils be given a daily writing challenge to ensure there is a variety of writing being created throughout the week– quick and snappy but giving daily writing experience.**
- **Ensure correction code is being used alongside work.**
- **Ensure staff handwriting demonstrates expectations to pupils.**

**Sampling of Numeracy Work****Pupils involved: P1 –P7****Date: 04.11.24****3 samples of maths jotters and/or equivalent sheet work. 10 classes providing 30 pupils' samples to look at.****Presentation**

- Layout and neatness of work
- Date on all pieces of work
- Pace of opportunities for maths
- Working at appropriate CfE levels for stage

- All jotters are neatly presented, spaced out and clear to read. CLO commented on the standard within the whole school.
- Most have dates and titles.
- Margins make it easier to mark and read.
- Pace could be better in some examples.
- P7 pupils felt that there was a clear progression of skills from P1-P7 in the samples looked at.

**Teacher Input**

- Evidence of marking using formative assessment strategies
- Usefulness of teacher's comments

- Not all samples have the correction code to adhere to.
- There are comments in all samples looked at however, the comments could be more informative or pose further questions based on learning.
- Labels used effectively to give feedback to some.

<ul style="list-style-type: none"> <li>Consistency of marking</li> <li>Use of agreed marking code</li> </ul>	<ul style="list-style-type: none"> <li>Evidence of challenges undertaken following learning was present in some jotters.</li> </ul>
<b>Overall feedback to staff</b> <ul style="list-style-type: none"> <li>Pace has improved in some examples where children are evidencing a great deal of learning within their maths over the first term.</li> <li>There is clear evidence across the examples of a variety of maths topics being taught ensuring there is a breadth of learning and teaching, engagement is high from pupils.</li> </ul>	
<b>Overall feedback to pupils</b> <ul style="list-style-type: none"> <li>Your jotters are very neat and you obviously take pride in your numeracy learning.</li> <li>What would personalisation and choice look like in maths for you?</li> <li>P7 pupils can see that mental maths is improving alongside the written work.</li> </ul>	
<b>Any action required</b> <ul style="list-style-type: none"> <li><b>Allow for personalisation and choice during learning e.g giving pupils opportunity to take their learning further and applying it in different contexts.</b></li> <li><b>Ensure that every class has the correction code in place and that meaningful comments are being provided for pupils regularly (focus groups for comments).</b></li> </ul>	

## Capacity for continuous improvement

### Comas airson leasachadh leantainneach

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

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

Our overall evaluation of our capacity for continuous improvement is:

We are confident in our capacity for continuous improvement.

## Key priorities for improvement planning

### Prìomhachasan airson planadh airson leasachadh

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Inter-disciplinary Learning

Leadership responsibility

Music development with Feis Rois (two year project)

## Planning ahead

### A' planadh air adhart

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Full details of the school's 2025/26 improvement priorities and actions are detailed on the school improvement plan, which can be accessed by contacting the school office.