



STANDARDS AND QUALITY REPORT 2025-26

AITHISG INBHEAN IS CÀILEACHD

Duncan Forbes Primary School



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%

School Profile

Pròifil na Sgoile

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

Attendance
92.3%

Average Class Size
24.1

Meeting PE Target
Target Met

Pupil Numbers (inc nursery)
269 (+55 nursery)

Teacher Numbers
12

Pupil Teacher Ratio
21.9

N3 8.3%	N4 8.6%	P1 13.3%	P2 11.7%	P3 7.4%	P4 13.3%	P5 10.2%	P6 10.2%	P7 17%
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SIMD Q1¹ 0-10%	SIMD Q2 0-10%	SIMD Q2 40-50%	SIMD Q3 40-50%	SIMD Q5 0-10%	Unknown 0-10%
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ASN² 50-60%	No ASN 40-50%	FSM³ 30-40%	No FSM 60-70%	EAL⁴ 0-10%	No EAL 90+%
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2024/25 Proportions of pupils achieving Curriculum for Excellence Levels (P1, P4, P7 combined):

Reading	Writing	Listening and talking	Numeracy
Most	Most	Almost all	Most

We have had no exclusions this year.

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

² ASN – Additional Support Needs

³ FSM – Free school meal entitlement

⁴ EAL – English as an additional language

School vision, values and aims

Lèirsinn, luachan agus amasan na sgoile

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:

Achieving, Happy & Safe

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:



Achieving, Happy and Safe

Review of progress for session

Ath-sgrùdadh air adhartas airson an t-seisein

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

School Priority 1: Interdisciplinary Learning

School Improvement Plan Priority 1

Our Interdisciplinary Learning (IDL) should be a space where pupils are inspired, challenged, and excited to make meaningful connections across different areas of learning. At present, our IDL structure and resources no longer reflect the creativity, relevance, and innovation our young people deserve. Too many materials feel outdated and uninspiring, leaving pupils less engaged than we would hope. This project gives us the chance to completely refresh and reimagine IDL in our school—building a vibrant, modern approach that sparks curiosity, encourages collaboration, and makes learning truly come alive. Together, we can create something that not only motivates our pupils but also reinvigorates us as educators.

Summary of progress	Next steps	Stakeholder Views
- Revamp Interdisciplinary Learning (IDL) from P1 to P7 to enhance pupil engagement and learning outcomes ✓ Plans for both the historical and geographical based IDL were created throughout the year. These can be used as guides for staff to follow rather than a prescriptive plan although within each plan there is clear coverage of the Es&Os and Benchmarks relating to each IDL curricular areas. - Establish a clear organisation and storage system for IDL project boxes to improve accessibility and maintenance ✓ New clear boxes were purchased, labelled and stored within the resource cupboard. Within each box is a copy of a progressive plan (8 linked lessons for P1-3 and 10 linked lessons for P4-7) examples of follow up work, exit passes, and power point presentations to go with each lesson. - Develop a systematic review process for IDL project boxes to ensure continuous improvement and relevance ✓ We have cleared a lot of the irrelevant items from the boxes this year and plan to have a review of the contents every year when they are in classes. This can be done with pupils as a review of the learning at the end of the IDL topic. - Provide professional development to staff on effective use of IDL project boxes and interdisciplinary teaching approaches	- Ensure that we do review our IDL learning annually at key times of transition. - When we have the new technical frameworks for the curriculum we will need to review the plans and suggested structures we have in place. - Update any plans or focus areas as we see appropriate. - We will continue to look at resources appropriate to IDL, particularly thinking about concrete resources and online resources.	Teaching staff wanted to look at the existing IDL planners and boxes this year which is why it became a priority. They were happy that it was class teachers who were given time out of class to develop the plans to go along with the resources in place as they felt it matched what they were looking for. The clarity and assurance that the curriculum coverage is linked to the plans is also a bonus.

Achieving, Happy and Safe

✓We used two CAT sessions to look specifically at learning within and about IDL. The main focus was about linking learning across different curricular areas to promote relevance and deeper understanding of topics • Monitor and evaluate the impact of the revamped IDL project boxes on pupil learning and engagement ✓We evaluated after Term 3 before continuing with Term 4. Staff said they liked the structure as a guide and, by knowing their pupils well, could decide how much they could use of it with their learning. By streamlining the resources and the plans, staff felt they could focus on the learning more. • ELC will demonstrate pupil led learning using floor books and child centred planning ✓ELC staff participated in floor book training with Clare Blair in May 26. The planning has developed further using intentional planning from identified gaps using the DOs in December. We have also included a new tracking structure for ensuring all pupils have a voice in the floor book planning using coloured dots and pictures. • ELC will update resources to support IDL within the setting ✓Following an audit of environment in March 26, all staff have been given a lead of numeracy and literacy across the areas of learning within the ELC. This includes ensuring resources support learning from whatever the provocation is.		
Impact		
All teaching staff now have a clearer understanding of the way in which IDL should be taught and experienced within the classroom. They understand that whilst the plans are very detailed, they act as a guide and that they know their pupils the best. If they believe there is a better or more engaging way to cover aspects of the IDL planner they can do this in confidence. The clear storage and layout of the IDL boxes will make it easier to use and look after for future years, replacing the bulky yellow tubs which have been in place for many years.		

School Priority 2: Music Development wit Feis Rois and PHF

School Improvement Plan Priority 2

In partnership with Fèis Rois, 19 primary school teachers in 9 Highland primary schools will have the option to examine, challenge and reimagine classroom approaches to literacy, numeracy and wellbeing. Using music as the main focus of the project, classrooms will be filled with traditional Scottish music, creativity, a deep sense of belonging and a place where everyone feels welcome, valued and empowered.

Classroom teachers will develop their skills and confidence to make music part of the fabric of everyday learning. Teachers, school leaders, freelance musicians and Fèis Rois staff will work collaboratively to bring about positive and sustainable change to create musically enriched schools.

Summary of progress	Next steps	Stakeholder Views
- Understand teachers' current music strengths, interests, and knowledge, and areas for development. ✓As a whole staff we discussed this. However, for the four teachers who were involved directly with the PHF project spent the first session with Louise self-evaluating their own musical abilities before agreeing how they would move forward with the project. - Create a musical roadmap with individually agreed goals, ideas, and outcomes. ✓Completed with participants. - Keep the approach simple and effective, encouraging experimentation followed by progression. ✓Completed with participants. - Provide expert musical training in traditional Scottish music and Gaelic and Scots culture and language. ✓Completed throughout the session by Louise. - Upskill teachers with activities and approaches for using music in everyday lessons. ✓Completed as an ongoing item when having planning time together with the tutor and examples were shared across the authority participants during the May in-service day. - Arrange collaborative lesson planning out of class time. ✓Completed throughout the session with Louise. - Co-lead classroom activities to build teacher confidence and skills. ✓Completed throughout the session with Louise. - Ensure understanding, appropriate structures, and emotional safeguarding are in place. ✓Completed with participants. - Ongoing peer support, sharing, and discussions via Google Classroom. ✓Whilst a Google classroom was established, the support and sharing for the teachers at Duncan Forbes has been done more socially during staff meetings and incidental catch ups.	- Continue to develop further into the second year of this project with the same four teaching staff but hopefully with a wider impact. - Find ways to measure the direct impact of music on attendance, attainment and attitudes to learning. - Continue to look for creative ways for class teachers to use music within their classrooms and be able to teach the music curriculum with (for some) limited musical abilities.	The staff who participated directly in the PHF project reported feeling quite overwhelmed and a little unsure of what the project meant for them and their teaching at the beginning of the year. We had envisaged a more prescriptive pathway for teaching music but it became clear that what the teachers had written in the first session when evaluating their ability is what then led to a bespoke plan for each teacher with their class. There were times when teachers had to ask for clarification and have a chance to ask questions of the tutors involved to understand what the purpose and vision was for Fèis Rois.

• Provide classroom music-based resources. ✓ Alongside the PHF project, we have also purchased Boomwhackers for use by every class throughout the school. These are tuned tubes and have been incorporated into the music project and as a stand alone development for all staff. Pupils and staff have enjoyed getting familiar with these and using them for their music curriculum. • Raised attainment in literacy and numeracy. ✓ Whilst we haven't correlated the final data against the classes which have participated in the project, our attainment data appears steady from last session with no great changes. • An appreciation and love for traditional music. ✓ Traditional music has been used in every session with the classes participating, this has included a mash up of traditional and modern which the pupils enjoyed performing for parents. • Increased cultural identity for pupils taught in Highland. ✓ Too soon to assess this but we are promoting a sense of belonging within the music project and linking it to the history of the area. • Pro-cultural approach to teaching traditional music – links to other ethnic minority music (children feel represented). ✓ Where possible, we have included different rhythms and beats which may be associated with another ethnic culture. • Children leading learning, empowered to participate. ✓ Some pupils definitely picked up the learning faster and were able then to take on a leading role for other. What was nice to see in this was that it didn't necessarily mean the pupils who are academically strong. The rest of the school were also very interested in what was going on in the four classrooms and therefore interest and conversations amongst pupils developed about music and what it does for the pupils participating. • Improved attendance (in both school and lessons) and participation in music. ✓ Our attendance has improved by 2.3% over the year. It is unclear whether this is a direct link to the music project however.		
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Impact

There is no doubt that this project (so far) has had a very positive impact on the teachers involved. Each of them are playing instruments with their classes, two of whom presented to other teachers during the recent in-service day for all staff involved across Highland. One teacher has also taught music as a standalone subject for multiple classes over the last term, had this been suggested at the start of the year it would have sounded impossible. The pupils have watched the teachers learn and have supported them as eager learners themselves. Walking through the school and hearing music in multiple classrooms is lovely. Music is being used as a motivator, a calmer, a learning tool and a social activity. All of which would develop into a lifelong enjoyment in music beyond the classroom.

School Priority 3: Leadership

School Improvement Plan Priority 3

By prioritising leadership, we aim to build a strong, collaborative learning community where staff and pupils take shared responsibility for driving forward school improvement and achieving meaningful, sustainable change. By engaging in one of our eight select committees – Rights Reachers, Sustainability Squad, Digital Directors, Glee Club, Reading Schools, Ground Guardians, Makaton, and Future Careers – staff and pupils will work collaboratively towards achieving accreditation in their chosen area. This approach allows teaching staff to work towards relevant aspects of the GTCS Standards for Teachers, while pupils focus on developing key meta-skills and contributing to improvement through the How Good Is Our School? (HGIOS) quality indicators.

In addition, overarching leadership development will be embedded throughout the school, with the Pupil Parliament playing a central role in pupil-led improvement and decision-making. Staff professional learning will be personalised to meet individual needs, ensuring leadership growth at all levels. To support this, processes such as work sampling, learning conversations, and moderation activities will be carried out, fostering a culture of reflection and continuous improvement.

Summary of progress and impact	Next steps	Stakeholder Views
- Achieve accreditation for each select committee (Rights Reachers, Sustainability Squad, Digital Directors, Glee Club, Reading Schools, Ground Guardians, Makaton, Future Careers). ✓ Not all Leadership groups led to accreditation, however, where possible a certificate or achievement was gained. Sustainability Squad achieved their Eco Flag, Digital Directors created a school charter and audited all digital technology use in the school, Glee Club took part in the Glee Challenge and came 2nd, Makaton Makers received their Makaton Aware certificate and trained classes every week to learn a new sign, Future Careers introduced World of Work journalling for the senior pupils. - Enhance leadership development through Pupil Parliament and staff professional development. ✓ Pupil Parliament led 3 separate moderation activities this year for IDL, literacy and numeracy. They also analysed the data from parent survey results and reported back to the school community. Staff developed their own leadership projects and reported back to staff at regular intervals to ensure everyone was aware of how the projects were going.	- Continue with each member of staff having an aspect of leadership throughout the school. - The groups will need to be revised next session to reflect staff capacity and interests. - Now that pupils are central to moderation in the Pupil Parliament it would be good to develop this further with other opportunities for more pupils to participate in moderation and leadership. - ELC staff will continue through next session with the same areas and focus on literacy and numeracy. We would like to share this with ASG colleagues where appropriate.	At the beginning of the year we took some time to settle on the right balance of time and expectations within the leadership groups on a Friday. This was particularly challenging where there were groups from P1-P7. Staff enjoyed meeting children from different stages and working with them. Pupil Parliament demonstrated how they felt listened to when sharing views of the work we sampled and provided comments for both pupils and staff linked to the examples we saw. ELC team felt it was much more manageable to have a focus on literacy and numeracy for everyone

• Foster a culture of moderation and learning conversations. ✓Pupil moderation has been led by the Pupil Parliament and has been modelled in classes for example, during learning visits, pupils were asked about their learning and how they plan for their learning. We have had regular reminders to use the language of learning rather than what the pupil is doing and this is reflected in our fortnightly learning journals which are shared with parents. • All ELC staff will lead on an aspect of development within the setting linked to the new framework. ✓All ELC staff were given an area within the ELC to lead on literacy and numeracy immersion. This was following an audit of the environment where we felt that literacy and numeracy opportunities across the ELC were being missed so rather than lead on different aspects, all staff would lead on literacy and numeracy within a given area with before and after evidence. This will continue into next session. • ELC team will become familiar with the new framework and be agile to changes informed by the framework. ✓We created a new version of the framework to use in our setting and started using the same approach as we do for HGIOS 4 – 3 post its, feature, evidence and next steps. These are then added to a floorbook and evidence is provided behind it along with an impact and evidence of next steps section. So far we are finding the simplicity of the new framework very helpful.		but to them embed that in a specific learning area within the ELC.
Impact		
Undoubtably there have been significant successes with the leadership groups and the impact it is having on the wider school community. The demand for Glee next year is very high with both parents and pupils wanting to be involved. Reading schools team have begun to develop a dedicated school library and are in the process of deciding how this will function daily in school. Every member of the team understands that they have a leadership role and that it is different for everyone. Having the opportunities to share experiences and report back on how projects are progressing has been a vital part of keeping the momentum going. Pupil leadership has also continued to thrive this year with more opportunities for Pupils to feed back to the wider forum with analysis of survey results, responses to those results and the ongoing interest in the community around the school.		

Progress and impact of Pupil Equity Fund

Adhartas agus buaidh Maoin Cothromas Sgoilearan

PEF was used towards 5 areas with clear targets this session using both staff and resource allocations. Where stages have been identified, it is due to that stage in session 24/25 being identified for improvement, therefore the same children being tracked rather than a stage.

FSM Attendance

Target 1 – **FSM pupils to have an attendance over 80% (3 were below last session).**

Progress - ✓Target met. 3 pupils identified last year are now over 80% however, there is a percentage of pupils on FSM with attendance below 80%. Next session I plan to target a percentage of FSM to have an attendance higher than 80% as the number of pupils on FSM has changed Throughout the year and it would make sense to track as whole cohort. 13% of FSM pupils did not achieve above 80% attendance.

Reading Attainment

Target 2 – **more than 63% achieving the expected standard for reading in P3, P4 and P7**

Progress - ✓Target met. 79% at P3, 81% at P4 and 93% at P7.

Writing Attainment

Target 3 - **more than 68% achieving the expected standard for writing in P3, P4, P5 and P7**

Progress - ✓Target partially met. 79% at P3, 77% at P4, 61% at P5 and 75% at P7.

Numeracy Attainment

Target 4 - **more than 65% achieving the expected standard for numeracy in P3, P4, P6 and P7**

Progress - ✓Target met. 88% at P3, 79% at P4, 79% at P6 and 75% at P7.

Developmental Overviews

Target 5 - **more than 80% achieving in a social-emotional and expression skill (13 pupils in P1 had not achieved this in pre-school year).**

Progress - ✓Target met. All pupils in P1 classes have now achieved these skills. More than 80% of pre-school group are emerging or secure with both as we have focussed on them for intentional planning in ELC.

Wider achievements

Coileanaidhean nas fharsainghe

-  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 raised money for causes by creating their own initiatives such as raffles, selling lollies and sponsored events.
-  9 Select Committees established offering leadership across the school for staff and pupils.
-  ECO Schools green flag achieved.
-  Glee Club took part in the Glee Challenge and came 2nd.
-  We are a Makaton Aware School.
-  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.
-  Our Parent Council have supported the school by purchasing outdoor furniture – 2 arbours and a pergola, along with playground equipment of 3 disc golf nets and discs. They have also supported the school with ice lollies, Christmas Crackers, Leavers' Hoodies and decking boards. They continue to support the school well and are transparent in their spending towards the experiences of our children.
-  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 Sustainability Squad led two Community Spring Clean Days in October and April.
-  Health and Fitness Week culminated in a very enjoyable Sports Day and Wood Walk. All pupils participated in something during this week.
-  All class took a trip linked to their learning at some point in the session.
-  The School Street Zone came into place in April 2026 limiting traffic around the school building at peak times enable the pupils to have a safer journey to and from school.
-  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 Quiz 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, increased to 5 pupils with more expected next 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

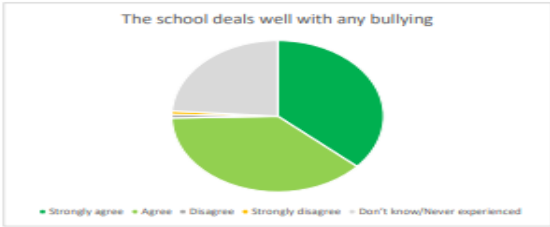
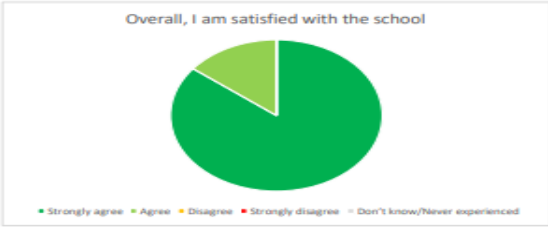
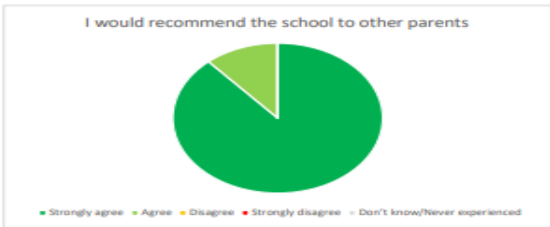
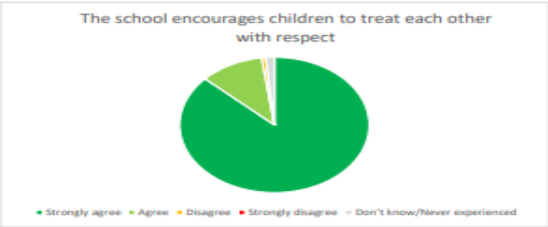
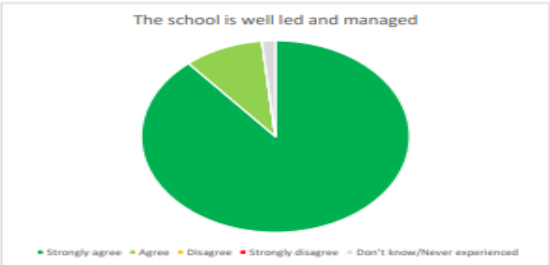
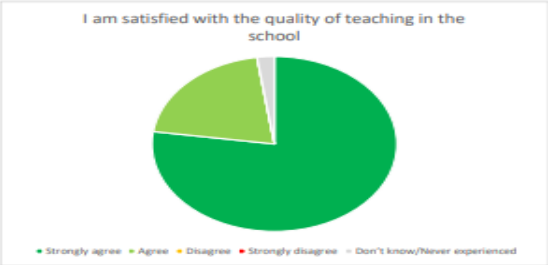
Beachdan bho luchd-ionnsachaidh, teaghlaidhean, luchd-ùidhe is luchd-obrach

Family Comments

In November 2025 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.

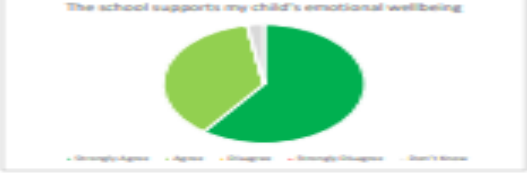
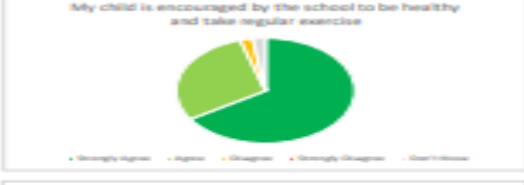
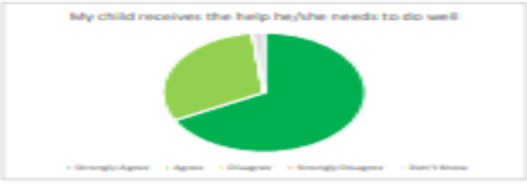
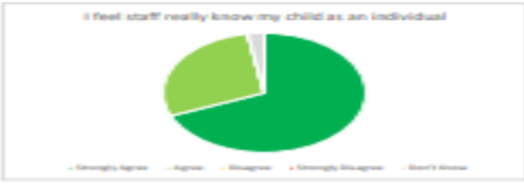
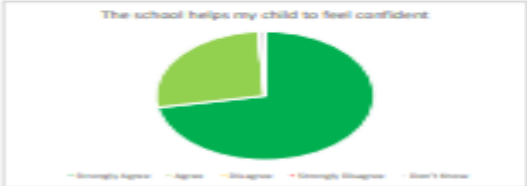
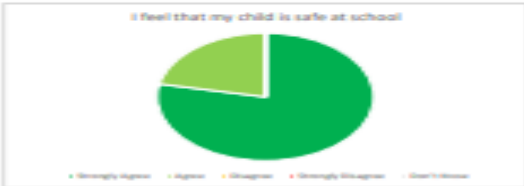
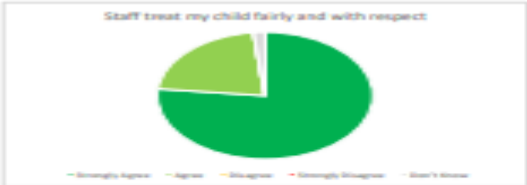
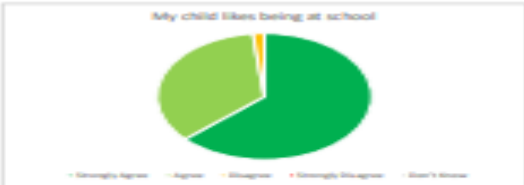
About the school

Survey for Parents: About the school					
Question	Strongly agree	Agree	Disagree	Strongly disagree	Don't know/Never experienced
I am satisfied with the quality of teaching in the school	102	27	0	0	3
The school is well led and managed	111	12	0	0	2
The school encourages children to treat each other with respect	120	15	1	0	2
I would recommend the school to other parents	124	16	0	0	0
Overall, I am satisfied with the school	119	20	0	0	0
The school deals well with any bullying	49	51	1	1	32



My Child's Experience

Summary for Parents: My Child's Experience					
Statement	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
My child likes being at school	75	20	3	0	2
Staff treat my child fairly and with respect	80	19	0	0	1
I feel that my child is safe at school	80	19	0	0	1
The school helps my child to feel confident	80	19	0	0	1
I feel staff really know my child as an individual	75	20	0	0	5
My child receives the help he/she needs to do well	75	20	0	0	5
My child is encouraged by the school to be healthy and take regular exercise	80	19	0	0	1
The school supports my child's emotional wellbeing	80	19	0	0	1
My child is making good progress at school	80	19	0	0	1



Communication

Survey for Parents: Communication					
Questions	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
I receive helpful, regular feedback about how my child is learning and developing e.g. informal feedback, reports and learning profiles	92	85	2	0	19
The information I receive about how my child is doing reaches me at the right time	92	88	3	0	17
I understand how my child's progress is assessed	29	85	8	0	3
The school gives me advice on how to support my child's learning at home	29	83	8	0	3
The school organises activities where my child and I can learn together	29	85	3	0	3
The school takes my views into account when making changes	92	92	3	0	0
I feel comfortable approaching the school with questions, suggestions and/or a problem	92	91	0	0	0
I feel encouraged to be involved in the work of the Parent Council and/or Parent Association	29	85	8	0	3
I am kept informed about the work of the Parent Council and/or Parent Association	29	85	0	0	3



The Pupil Parliament's Response to the Survey Results

About the school

- 👤 Pupil Parliament feel that they experience quality teaching.
- 👤 We enjoy the fact that we have different teachers or the subject.
- 👤 Our head teacher is brilliant and treats every child with respect. Also makes learning fun and makes everyone aware of allergies.
- 👤 We firmly agree that our school teachers encourage pupils to treat others with respect.
- 👤 We have classroom charters where we learn about our rights and kindness.
- 👤 Duncan Forbes deals with bullying as well as we can.
- 👤 We also deal with bullying as soon as we can.
- 👤 At Duncan Forbes we are aware that outside of school there can sometimes be issues such as online bullying but Duncan Forbes staff can only advise on these issues as they are happening out of school. Recently our community beats officer visited P7 pupils following an online group chat issue. Our experience is that when any member of staff is informed of any incident similar to bullying it is dealt with swiftly and appropriately.

My child's experience

- 👤 All staff try their best to make sure all pupils want to go to school.
- 👤 All the staff tries their best to boost pupils' confidence
- 👤 Pupil parliament feel that the staff know us well but some know us better than others.
- 👤 We see evidence of PSAs helping all pupils with their learning and pupils with special needs have the Nest to go to.
- 👤 We do PE on Tuesdays and in term 4 we do a health and fitness week.
- 👤 In school for emotional wellbeing we have Audrey and Paul who help pupils. We also have a post box where you can put notes or worries where Mrs Mackay will help you.
- 👤 To ensure children are making progress every teacher has their own tracking system for their class Mrs Mackay keeps a whole school tracking system. We moderate our work with staff and pupils. We send learning profiles home fortnightly and every child has a Personal Pupil Profile folder which follows them from ELC to Primary 7.

Achieving, Happy and Safe

Communication

- Feedback is provided through - Forbes Feedback, Key Assessment Tasks, Moo News, Newsletters, My World of Work, Learning Journals, Google classrooms, school reports, Personal Pupil Profiles, Parent Appointments, drop in sessions and class cafes. Any parent is welcome to contact their child's class teacher for an update.
- 6 Key Assessment Tasks are completed throughout the year, open sessions twice a year, one class cafe, one parent appointment, two Child's Plan reviews (if a child has one). Google classrooms get weekly updates.
- Children's work is assessed constantly to ensure they are working at the right level. We carry out key assessments such as - NSAs and SOFAs along with school generated assessments such as PM benchmarks, numeracy, reading, writing and spelling baseline assessments. We have introduced numeracy trackers and persistent literacy difficulty trackers. Every teacher maintains a tracker of their classes attainment. Parents can ask more about assessment to the class teachers and through the Education Scotland website.
- Termly overviews are sent home with examples of how to help your child at home with their learning. Next steps are identified in Key Assessment Tasks.
- Open sessions and Key Assessment Tasks provide an opportunity for parents to learn alongside their child.

The survey results and Pupil Parliament Feedback was shared with the Parent Council and wider Parent Forum following the gathering of this information. It was discussed at Parent Council on 20.01.26. We agreed there were no actions to take forward from the analysis of the finding.

Parent Feedback from Reports 24/25

I am really pleased to hear that she is progressing well. We have been working on her worries and confidence and I feel she is getting better at believing in herself. Thank you for all your support and kind words.

It was a pleasure to read the report and our son's profile. Absolutely brilliant idea to keep them all in one folder so that we could remember how it was and see the progress. We are pleased with the high level of education at Duncan Forbes, with the amount of activities, celebrations, etc. We would like to express a special thank you to Miss Brodie for all the hard work during these two years.

We want to show our heartfelt appreciation to Miss Brodie and the entire management of Duncan Forbes Primary School for your dedication and impact on our child's learning and development and overall positive influence. The impact of coming to Duncan Forbes has brought a lot of improvement in her academic career before she couldn't read and write, but now she can do better. We really appreciate you for your impact and big role you play in our child's life.

He seems to enjoy most subjects at school but mainly mathematics always firing sums at me. I'm glad he took part in the Baillie Cup again this year. He is thriving at school and enjoys going and he has a lovely friend group. I'm excited to see his progress.

She has learned so much and it is great to see this with the snapshots that she takes home throughout the year along with her reading and spelling words. Her report is a lovely insight into her progress

Parent comments from Reports 24-25

I always look forward to reading your report and your statement, this year is no different. This year just sounds like it has been incredibly positive for you and a mammoth learning curve too, which you have taken in your stride. I always enjoy hearing about what you have been up to in your day.

She loves going to school and comes home every day talking about her friends and her teachers who she is very fond of.

Thank you very much for a comprehensive and positive school report for him! We are very proud and delighted to hear that he is doing so well and growing in confidence in all areas. Lovely to hear such great comments about him and his achievements. Thank you for making year 6 a fantastic year. He has loved being in your class and has loved having you both as his teachers. Thank you so much for the effort, support, encouragement and patience of the teachers and supporting staff. You are truly amazing!

It was a very good year filled with lots of nice emotions and adventures.

I would like to say a big thank you to all the teachers for the work they have done this school year. He is really happy to be studying at Duncan Forbes Primary School. As a parent I felt that the teachers were very attentive to the children and strive to make the pupils' learning as interesting and productive as possible. I am very grateful for the support in building good relationships with other pupils and creating friendships. He has progressed well in reading writing and maths and developed new skills. School has also helped him become more independent and mature.

It's been great seeing her settle back at Duncan Forbes and thrive! She is one happy girl now. Thank you for being a fantastic support this year!

It's always great to hear how social he is and glad he gets the chance to visit different areas of the school. Thank you for all the extra help he receives, he really does enjoy his time in The NEST.

Thank you for a lovely school report. It has been so good to see her learn and grow this year. Thank you also so much for your support this past few months, for guiding her when she struggled and being such a fabulous and kind teacher to her.

Parent comments from Reports

24-25

Big gratitude for being such a supportive guide for her.

He has grown and developed so much in primary 1. We were comforted and supported by his teachers, if it wasn't for the teachers he had, he wouldn't have come on so much. We can't thank his two teachers enough for what they have done this year.

Thank you for the continued support, hard work and patience. We can see that she is thriving and has become much more confident this school year. It brings us so much joy to hear the fun stories Angelina shares at home—especially about playing with her class mates and enjoying her time in school. We're particularly grateful for the extra support given to her. She often talks about her sessions with Audrey and how she enjoyed the talk about her pet rabbit. She also mentioned how much she enjoys having some of these sessions with her friends, which she finds comforting and fun. She has also really enjoyed her time with Paul and the games they play together. She loves the friendly competition and always tells us how happy she is when she wins. Thank you Mrs Thomson, Mr Allmond, Audrey, Paul and Mrs Mackay for everything you have done for her. We truly appreciate your dedication and care. It means so much to us and has made a big difference in her development.

We are really grateful for the effort you have made to accommodate the challenges she has and also giving her good challenging targets to reach. She has really flourished and her confidence has grown. She is really settled and able to put in place strategies to cope with things she finds difficult.

As always all our thanks to the mighty team at Duncan Forbes, how lucky we are to have you all teaching our kids.

She really enjoys school and loves coming home each day telling us what they have been learning about that day. She is very fond of talking about Duncan Forbes at the moment after visiting Culloden House!

We're very impressed with how far he has come, in the beginning he really struggled with the change of environment and structure. We were worried how this would progress but he has astounded us with how well he has done. This has been a huge testament to the teachers and PSAs! You have been a great support to him and us!

We would like to take this moment to thank you for the incredible support and guidance you have provided for our child this year.. Your patience, encouragement and dedication have made all the difference in our child.

We are delighted with her report for P4. Her learner statement was a delight to read and I can see a huge improvement in her writing. Thank you to Mrs McGoran and Mrs Suttie for all their hard work with the children in P4. She loves school and has some lovely friends in her class.

It's so nice to look back in this folder to see how far you have come!

It's great to see that she has settled well in school and enjoys being there. I am so proud of her learning and it's nice to see a lot of the classwork they do in school through the moo's.

He has loved every day of school and is always happy to go. He has gained so much confidence the last year and learned so much.

The improvement in reading and maths are fantastic. Her confidence in reading and writing is apparent although she does prefer listening to a story rather than reading solo. We are very proud of her progress and thankful to the school for the support.

Parent comments from Reports 24-25

A big thank you to team DF for creating such a positive place to learn and grow.

She has really excelled this year. I can see she has grown more in confidence and speaking up. Her class work is beautiful to see and I can tell she is really enjoying the work she did this year. She is coming home and enthusiastically telling me about her day and the work she completed. Thank you to her teacher and all the staff that have supported her.

Just want to thank you and the staff for all the hard work you put into teaching our children.

Thank you so much for the hard work, we truly appreciate everything you do to make little ones happy and achieving.

I would like to say just how much I have appreciated your support, advice and help with the challenges she has faced with friends and emotions this year. You were a wonderful support to her and I. We are delighted with her progress.

I think (his success) is mainly due to Miss Patterson's patience with him and her taking the time to find out about his needs. She has built a rapport with him and seems to know what works for him when he is having a bad day, not engaging or just realising when he needs time out to reset.

She has overcome challenges throughout P2 and has shown resilience and great progression. We are thankful to Mrs Reilly, Mrs Mackay and all of Duncan Forbes Primary for the support we have received.

I loved your school report and seeing your folder. So proud of you.

I am really pleased to hear how settled she is and how well she is doing, we are very proud of her. The change to Duncan Forbes has been life changing for our family as she used to be so distressed, now she loves coming to school.

So lovely to read his report and see his personality shine through in school.

We are so happy and proud of how well he is getting on at duncan Forbes. Mrs Reilly is a brilliant teacher and he has really enjoyed his year with her. Thank you to the classroom assistants too. Everyone does such a fantastic job at DF.

He has done amazing, his confidence has just blossomed. He still struggles with speech and reading/writing but I have seen nudge improvements this year. He has had the most rewarding and supportive experience this year, Mrs Reilly is a blessing. The google classroom posts have been great conversation starters and it has been great seeing him excited to show us all what he has been up to. Thank you for everything and all the support.

Parent comments from Reports

24-25

She is always making us proud with how helpful and kind she is and she has loved being in the pupil parliament.

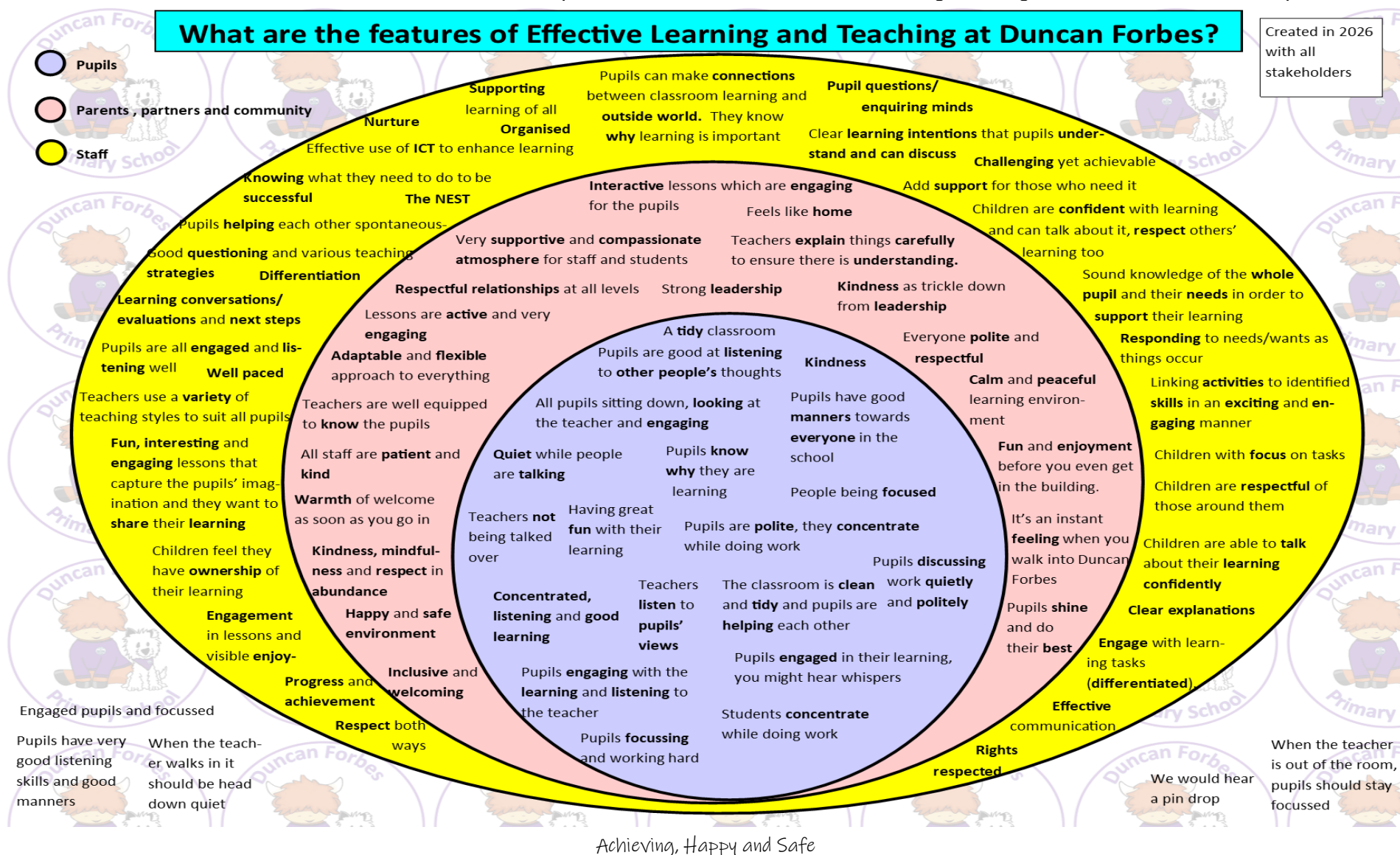
Very happy with his progress and very grateful to all the teachers.

We're so proud of what she has achieved this year. She really seems to have come out of her shell socially which seems to have boosted her general confidence in school. She seems to be enjoying school more than ever and is very enthusiastic about her learning. She's been telling us all about her times tables and really love the castles topic. We're blown away by her handwriting and the progress since last year. She's had an incredible year at school and we're very excited to see what she gets up to and all the progress she makes next year.

**To protect the identity of the families
all pupil names have been changed to
appropriate pronouns and not
exactly as they were written in the
feedback provided.**

Families, staff and stakeholders

Self-evaluation is an integral part of our school improvement and we welcome feedback and insight from families, staff and wider stakeholders. This year we developed a poster to illustrate the 'Features of Effective Learning and Teaching at Duncan Forbes'. We asked all involved to provide us with examples which they have observed which demonstrate the effective features in place at Duncan Forbes. We were delighted to get so much feedback from partners.



HGIOS Quality Indicator Self Evaluation

We have used the 'Very Good' illustrations as a guide for self-evaluation. Over the last 3 years we have covered all the QIs. Below are the posters created from this work involving staff and parent council.



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

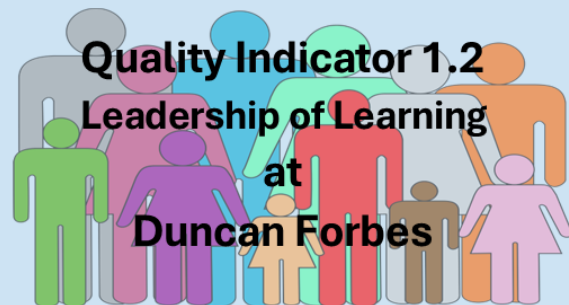
What are we going to do now?

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



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

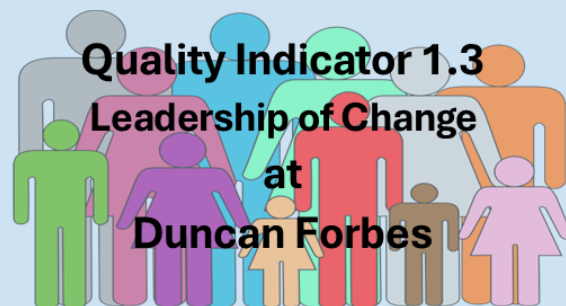
- ⇒ Community - Burns, Class Cafes, performances, multi-generational links, local companies
- ⇒ Positive ethos, it's ok to make mistakes
- ⇒ Celebrating successes and achievements
- ⇒ Planning with children
- ⇒ Child led activities
- ⇒ Relationships
- ⇒ Well-being questionnaire
- ⇒ Select Committees
- ⇒ 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?



Developing a shared vision, values and aims relevant to the school and its community

- ⇒ Collegiate learning
- ⇒ Professional Dialogue
- ⇒ Working with stage partners
- ⇒ Assessment/tracking meetings
- ⇒ Leadership groups
- ⇒ CAT sessions
- ⇒ Ongoing reflection
- ⇒ Vision shared with school and wider community
- ⇒ Tracking and planning
- ⇒ Shared values
- ⇒ Newsletter and Parent Council
- ⇒ Questionnaires and surveys
- ⇒ Moderation with stage partners
- ⇒ All staff are reflective in practice
- ⇒ Sound knowledge of our learners
- ⇒ Responsive to our learners
- ⇒ Leadership at all levels
- ⇒ Leadership groups working towards accreditation
- ⇒ Pupil Parliament

Strategic planning for continuous improvement

- ⇒ Staff meetings
- ⇒ Planners
- ⇒ Moderations
- ⇒ Stage partners
- ⇒ Open dialogue
- ⇒ Protected time in our WTA
- ⇒ School Improvement Planning and evaluating successes
- ⇒ Protected time for dialogue, collegiate working and evaluations
- ⇒ Staff initiatives change
- ⇒ IDL planners—discussion—action—teachers effecting change in collegiate time and time given
- ⇒ Select committees
- ⇒ Staff work collaboratively

Implementing improvement and change

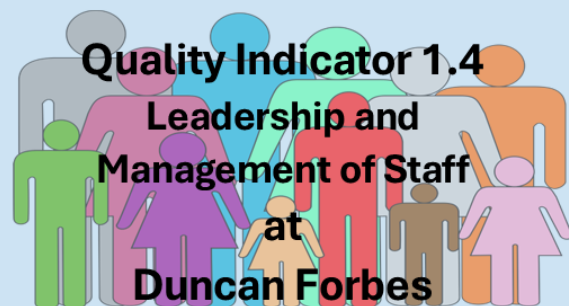
- ⇒ Leadership groups
- ⇒ Parental contact and relationships beyond the classroom
- ⇒ Innovation and creativity encouraged
- ⇒ Support to undertake long term CPD (eg MEd, Lead On)
- ⇒ In school programmes encouraged—Feis Rois, PHF, Flag Football, Glee
- ⇒ SLT support all staff in PRD
- ⇒ Pupil Led planning
- ⇒ All staff engage in CAT sessions
- ⇒ Intensive learning
- ⇒ Select Committees and Music development

What are we going to do now?

Our next steps to 'very good'.

- ❑ Further ways to involve the local community
- ❑ Follow up from Parent Council—share points
- ❑ Clearer understanding of the social, economic and cultural context
- ❑ Review of vision, values and aims
- ❑ Further guidance and improvement regarding online tracking
- ❑ Encourage children to reflect in what they are doing to help the community and debate scenarios they might want improved
- ❑ Include parent and community voice (parents have been invited)
- ❑ Block more time to review and evaluate next steps of each committee
- ❑ More interactions with partners required (we see them every week but don't have time to engage with them)
- ❑ More 'in hours' made available for enquiry/creative approaches
- ❑ Putting next steps into practice in relation to Select Committees
- ❑ More opportunity for all staff to monitor and evaluate impact of change

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?



Governance Framework

- ⇒ Founded on principles of high quality learning
- ⇒ Leadership roles throughout the school
- ⇒ Staff work with key strengths to benefit the children
- ⇒ Strategic leadership
- ⇒ Developing pupil confidence through leadership opportunities is a skill for their future
- ⇒ QI visits
- ⇒ SOFAs, NSAs

Staff wellbeing and pastoral support

- ⇒ Staff can phone/email and respond to all communication
- ⇒ Newsletters are sent to all staff members
- ⇒ We all look out for each other
- ⇒ Staff know who to go to with info/issues
- ⇒ Staff gather together often to engage in collegiate conversations, sharing good practice, worries and concerns
- ⇒ SMT open door policy
- ⇒ Regular staff meetings
- ⇒ Ethos clearly visible to any visitor (see poster created)
- ⇒ Questionnaire results
- ⇒ All staff involved in IDL development
- ⇒ All staff leading Select Committees
- ⇒ All staff are open and honest and responsive to the opinions of others
- ⇒ There are good relationships with all
- ⇒ SMT are approachable and compassionate to all
- ⇒ Staff share ideas for improvement
- ⇒ SIP is supported by the leadership groups
- ⇒ Pastoral support—collective support through collegiate relationships
- ⇒ Positive culture—partner feedback
- ⇒ Equalities—Dalguise support with financial and emotional

Building and sustaining a professional staff team

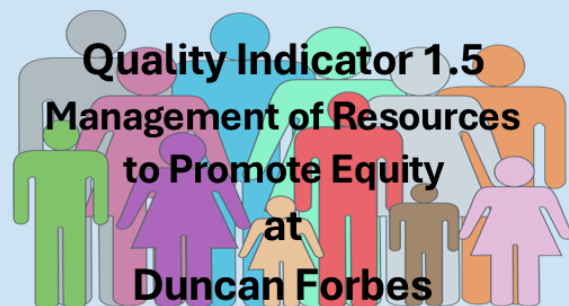
- ⇒ Staff development positively impacts learning and teaching and outcomes for pupils
- ⇒ Feis teacher sessions
- ⇒ Child Protection courses
- ⇒ Staff actively engage in professional learning activities
- ⇒ CPD records
- ⇒ Inset Day training
- ⇒ Development of staff has a direct and positive impact on children
- ⇒ Review each year with SMT
- ⇒ Training for specific targeted areas such as writing, music, etc

What are we going to do now?

Our next steps to 'very good'.

- ❑ Calendar for schools to support performance and self-evaluation being created across Highland
- ❑ Ensure all staff understand how The Highland Council measures schools performance and quality
- ❑ Consistency of governance
- ❑ More autonomy in appointing new staff would support schools continued development
- ❑ Share the appointment procedures and induction programmes with staff
- ❑ Review our current Policy Folder (staff guides)
- ❑ Clarity on local agreements
- ❑ Continue to build relationships with those who struggle with social aspects of school life

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?



Management of finance for learning

- ⇒ Available budget used to meet the needs of learners
- ⇒ If money is available from Parent Council or Book Fayres then staff will be asked what resources are needed or need to be replaced
- ⇒ PEF plan shows where money is being spent
- ⇒ PEF used to support learners to attain
- ⇒ New reading scheme bought for infants
- ⇒ Questioning of pupils should show their awareness of certain aspects of financial management
- ⇒ Parent Council support school and are informed and contribute to discussions re budget and spending
- ⇒ Picture News for all classes
- ⇒ Additional resources bought for targeted pupils
- ⇒ Nessy purchased
- ⇒ Given our school allocation
- ⇒ Survey of pupils for playground improvement suggestions

Management of resources and environment for learning

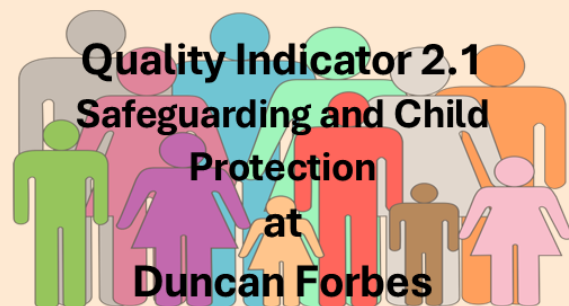
- ⇒ Make the best use of resources
- ⇒ Creative use of what we have
- ⇒ Buying things as we become aware of need or potential impact
- ⇒ Learning environments developed
- ⇒ Every class has spaces developed for pupils needs
- ⇒ Health and safety legislation adhered to
- ⇒ All HR mandatory training completed by staff
- ⇒ Pupils are encouraged to be responsible and mindful when using resources
- ⇒ We research to get the best possible prices of items
- ⇒ Digital development of resources such as chromebooks, Nessy, EPIC, Reading Planet, NSAs, SOFAs
- ⇒ Digital Directors leading learning
- ⇒ PSA targeted groups, effectively using resources
- ⇒ Shared collegiately
- ⇒ Smartboards used to support learning
- ⇒ Practical maths resources
- ⇒ Creation of IDL boxes
- ⇒ P1 outdoor area extended and improved
- ⇒ Use made of extra classrooms
- ⇒ Staff are efficient in the sharing of resources
- ⇒ Always aware of security and safety of everyone and guidance always followed

What are we going to do now?

Our next steps to 'very good'.

- ☐ Develop staff awareness of how finances are used
- ☐ Could be more proactive in seeking funding from outside agencies
- ☐ Resources to be bought to extend learning of our more able learners
- ☐ Identify resources needed for future
- ☐ Resources for school to extend learners experiences
- ☐ Opinions sought for certain purchases/ equipment
- ☐ Continue to purchase more resources as we find them
- ☐ Consult with stakeholders on what needs to be bought
- ☐ Faults with health and safety such as fobbed doors can take time to get resolved

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?



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
- ⇒ CSW
- ⇒ Class relationships between PSAs and teachers
- ⇒ All staff check in with each other
- ⇒ Positive relationships with all staff including catering, cleaning and FM
- ⇒ Access to SMT, Paul, Megan with an open door policy
- ⇒ Feedback from children and parents
- ⇒ We promote resilience and responsible citizenship
- ⇒ Resilient kids and emotional intelligence
- ⇒ Active schools young leaders
- ⇒ Buddies
- ⇒ P7 Ambassadors/ role models
- ⇒ Dalguise
- ⇒ Children involved in decision making via the pupil council voice and in class

National guidance and legislation

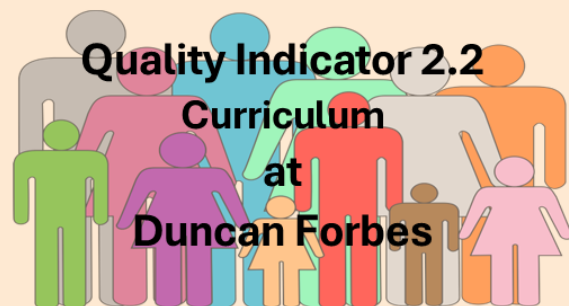
- ⇒ Pupil voice taken seriously
- ⇒ We have proof that action is taken and situations dealt with
- ⇒ Children feel safe at school as highlighted in our HIGOURS feedback
- ⇒ We know our children well
- ⇒ We can identify changes in behaviour
- ⇒ Staff know procedures when a concern is raised or identified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

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?



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

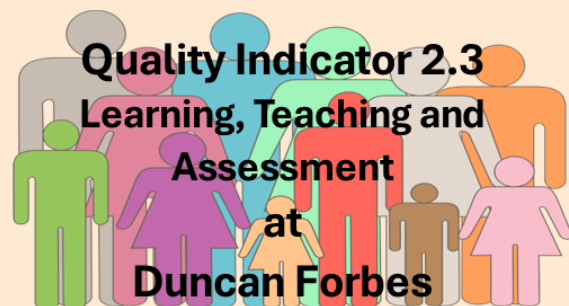
- ⇒ Progressive Planners
- ⇒ Giving choice when planning IDL
- ⇒ External providers
- ⇒ Questions when planning—KWL planner for pupil engagement
- ⇒ Medium and long term planning
- ⇒ Chromebook
- ⇒ Literacy for All provides an excellent pathway structure
- ⇒ Planning with children
- ⇒ Samson, Stephen 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?



Learning and engagement

- ⇒ Fostering positive relationships
- ⇒ High attendance and incidental conversations
- ⇒ Good ethos within the school
- ⇒ Staff approachable within the playground
- ⇒ Pupils 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

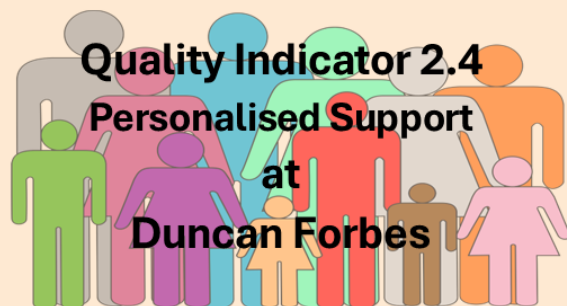
- ⇒ Assessment integral to our planning of learning and teaching, formal and informal
- ⇒ A variety of assessment methods are used
- ⇒ Teachers share expectations of standards with pupils
- ⇒ Good knowledge of children which leads to appropriate assessment
- ⇒ Success criteria and targets in work
- ⇒ 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?



Universal support

- ⇒ Learners needs are identified
- ⇒ Baseline assessments and class observations
- ⇒ High quality and targeted support
- ⇒ Intensive groups for reading, writing, spelling and numeracy identified following attainment meetings
- ⇒ Children's parents and partners involved
- ⇒ Child's Plans, SFMs, Referrals, partner agencies, previous experience and reacting to changes
- ⇒ Well planned interventions
- ⇒ Tracked interventions to evidence impact
- ⇒ Aware of financial hardship
- ⇒ Share examples of funding we are aware of and community fridge
- ⇒ Promote and support wellbeing—daily check ins, CSW, Paul, nurture
- ⇒ Drop Ins for community
- ⇒ Breakfast Club/OOSC
- ⇒ PSA support
- ⇒ Parental partnership to meet needs

Targeted support

- ⇒ Follow legislation
- ⇒ No diagnosis required, we target support whenever/wherever needed
- ⇒ Needs identified early/ appropriate support
- ⇒ Regular tracking
- ⇒ SFM/PSA interventions
- ⇒ 5 minute box
- ⇒ Nessy
- ⇒ POLAAR testing/activities
- ⇒ Persistent Literacy Difficulties tracker
- ⇒ Baselines and standardised assessments
- ⇒ Partners—SALT, OT, Physio, Educational Psychologist, CSW
- ⇒ Parents requesting support advice
- ⇒ Parents Evening
- ⇒ Key Assessment Tasks
- ⇒ Learning Profiles
- ⇒ Financial support—Dalguise, hampers, uniform, etc
- ⇒ The NEST provides an enhanced provision for children who have gone through the JAG process and are identified as requiring additional support
- ⇒ The NEST also has resources which other pupils can access if they need such as the vibrating plate, spinning chair, pea pod, trampoline, etc

Removal of barriers to learning

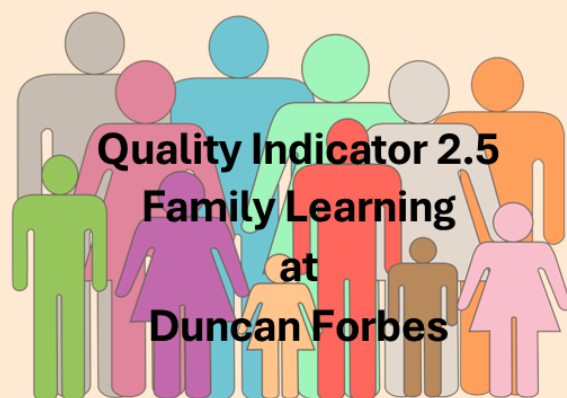
- ⇒ Staff and partners take positive and proactive steps to ensure barriers to learning are minimised
- ⇒ Support staff are allocated according to the needs in each class
- ⇒ Outside agencies work with the school to support pupils with needs
- ⇒ Children living in poverty are supported with the cost of trips, discos, hampers, etc
- ⇒ SMT inform staff of circumstances they need to know but ensure safeguarding
- ⇒ Opinions of learners has been sought when making purchases for outdoors
- ⇒ Breakfast/snacks available as required
- ⇒ School clothing available for all
- ⇒ Variety of teaching styles used
- ⇒ Use of ASN resources to support individuals
- ⇒ Sensory breaks available
- ⇒ Consideration of seating
- ⇒ Alternatives provided where it is needed
- ⇒ Home visits for those struggling to attend
- ⇒ Family support given through drop ins, phone calls, emails, etc

What are we going to do now?

Our next steps to 'very good'.

- ❑ Always room for more individualised support
- ❑ Finance to support individual (personalised) progress
- ❑ Formalised learning conversations
- ❑ Targeted support for more able children using the seven key principles

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?



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

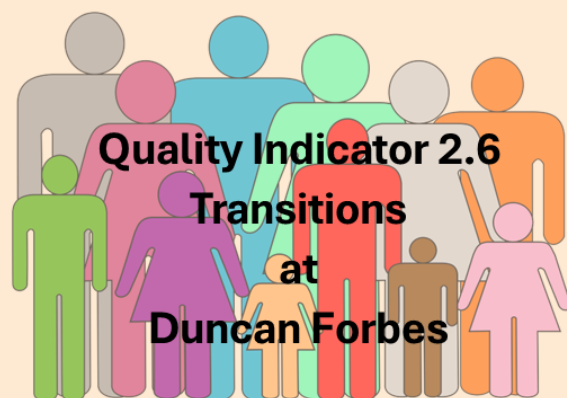
- ⇒ We provide literacy and numeracy workshops
- ⇒ Celebrating success
- ⇒ Learning Moos
- ⇒ Awesome Achievers
- ⇒ Assemblies
- ⇒ Open door policy
- ⇒ Individual support for parents
- ⇒ Parents are kept up to date
- ⇒ Child's Plans – parents are involved are involved at every stage
- ⇒ Class Cafes
- ⇒ 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?



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
- ❑ Mapping of the school would be helpful to know which gates are being referred to, etc
- ❑ Recognise that for some transitions the parents need separate transition support—those particularly nervous moving from ELC to P1 and those new to DF.
- ❑ Organised dissemination of information rather than just all at once.

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?



Quality Indicator 2.7 Partnerships at Duncan Forbes

The development and promotion of partnerships

- ⇒ We are growing partnerships through communication
- ⇒ Partners are invited to CPs/SFMs
- ⇒ We have worked and do work in partnership with others such as Culloden Academy and Mikeysline
- ⇒ All pupils, staff and partners know our school values of achieving, happy and safe
- ⇒ AHP used for advice and suggestions by either calling the Just Ask helpline or emailing an active partner to discuss
- ⇒ We have an open door policy
- ⇒ All pupils are happy to speak about their learning and willing to give things a go
- ⇒ Staff and partners know our children and their needs well
- ⇒ We have developed effective working relationships with many other professionals
- ⇒ Drop in sessions for families on a Wednesday morning
- ⇒ Regular meetings—SFM, CP, knowing the partners for specific children
- ⇒ Good relationships

Collaborative learning and improvement

- ⇒ CPs and SFMs
- ⇒ Parent Evening
- ⇒ Forbes Feedback and Moo News
- ⇒ Transition meetings—ELC to P1, P7 to S1 and within Duncan Forbes
- ⇒ Termly overviews with homelink activities
- ⇒ Surveys with stakeholders
- ⇒ Sharing CPD within the staff
- ⇒ Child's plans shared with parents
- ⇒ Parental comments on learning journals
- ⇒ Google form to complete before Parent's meeting
- ⇒ Google classroom
- ⇒ Attainment meetings
- ⇒ CPD joint working
- ⇒ PEF evaluations
- ⇒ Partnership during select committees e.g teachers from very different stages working together with a team of children
- ⇒ Parent Council with Pupil Parliament attending
- ⇒ Regular meetings with partners—ASG, HT, Inset, etc
- ⇒ CAT/Inset session for writing moderation
- ⇒ Moderation led by pupils
- ⇒ Multi-agency meetings
- ⇒ Good communication between all those involved

Impact on learners

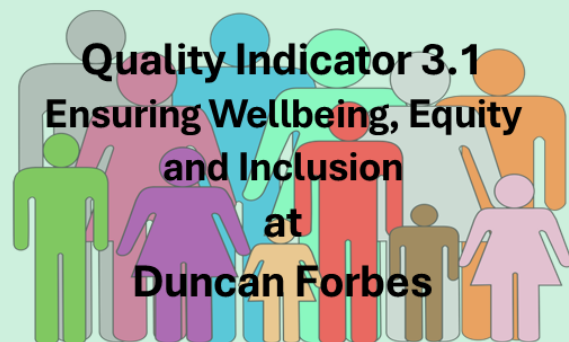
- ⇒ Learning profiles shared meaning that all stakeholders understand where the learner is
- ⇒ Drop in sessions for incidental conversations and advice
- ⇒ Annual class cafes to share the learning from the class to families
- ⇒ Google classrooms are updated constantly sharing learning, engaging with learning and providing information to all
- ⇒ My World of Work in P7 is focussing on future skills for learning, life and work
- ⇒ Parents showing interest and value of learning through comments on Learning Profiles
- ⇒ Feedback on Key Assessment Tasks
- ⇒ Google classroom engagement
- ⇒ Pupil voice—leading learning by forward planning together

What are we going to do now?

Our next steps to 'very good'.

- Quite a change in some AHPs who are involved in the school and we don't always know who they are
- Communication with some AHPs can be challenging, they don't always turn up to meetings or provide updates
- Difficult to implement some suggestions from partners due to time/resources, etc
- Planning structured opportunities for collaboration
- Meet to evaluate Select Committees
- Opportunities to meet with representation of AHP
- Quality of engagement is more important than quantity—move to monthly Learning Profiles
- Link with CA to track our onward pupils
- Introduce WOW to P6
- Improve information on wider achievement

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?



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

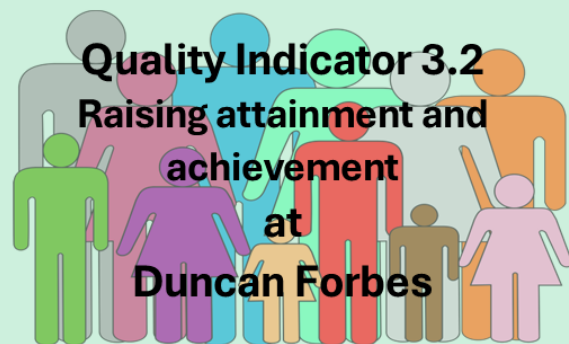
- ⇒ Made aware of my world triangle
- ⇒ GTCS standards
- ⇒ Regular Child's Plan review meetings with SMT and staff
- ⇒ All compulsory training completed undertaken
- ⇒ We comply and actively engage with statutory requirements and codes of practice
- ⇒ Integrity
- ⇒ Children's rights
- ⇒ Pupil Voice
-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



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

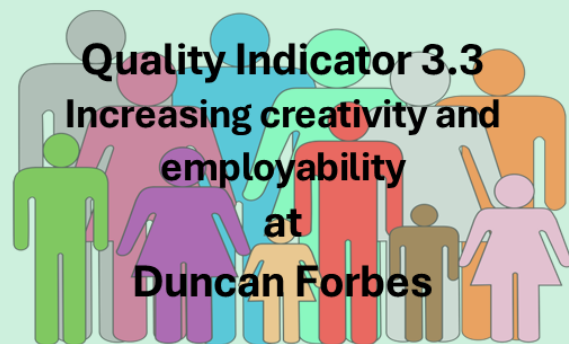
- ⇒ Celebration in class achievements
- ⇒ House Points, Achievers Points, etc
- ⇒ Out of school achievements
- ⇒ Google classroom is a platform for sharing achievements
- ⇒ Awesome achievement awards
- ⇒ Enter out of school events
- ⇒ Tracking
- ⇒ Assessments
- ⇒ Observations
- ⇒ Learning conversations
- ⇒ 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?



Creativity skills

- ⇒ Forward planning involvement of pupils along with staff in discussion
- ⇒ Pupil Parliament where the views of pupils are listened to
- ⇒ General discussions with effective questioning e.g picture news
- ⇒ Minutes of any pupil voice meeting is shared with stakeholders through google classrooms and social media
- ⇒ Target setting and self-evaluation is a feature of every class
- ⇒ Feis Rois and PHF music project develop musical learning across the curriculum
- ⇒ Music Tutors visiting the school weekly to provide music lessons to individuals

Digital innovation

- ⇒ My World of Work using their chromebooks to set up accounts and work through this
- ⇒ Thinking about their achievements and meta skills which support their digital learning
- ⇒ Select Committees use a variety of ways to share developments
- ⇒ Digital items in outdoor learning boxes
- ⇒ Visual timetables
- ⇒ Manipulatives in maths
- ⇒ Sensory resources for regulation
- ⇒ Apps used to enhance the learning experience of pupils—Nessy, Blookit, Read+Write, etc
- ⇒ Social media for communication
- ⇒ Emailing parents

Digital literacy

- ⇒ Digital Directors audited every class to see what was needed to support learning effectively using technology
- ⇒ Use of chromebooks throughout the school to enhance learning across a variety of curricular areas
- ⇒ Communication devices used by ASN pupils
- ⇒ Personalising learning is possible in conjunction with target setting and using responsive learning apps
- ⇒ Senior pupils often support younger classes when using technology such as being in charge of the presentations during Class Cafes

Increasing employability skills

- ⇒ Pupils demonstrate their ambitious nature and are supported in their learning to reach their targets
- ⇒ Hands on learning and cooperative learning
- ⇒ Visiting professionals demonstrate how they use digital innovation to do their job
- ⇒ My World of Work looks particularly at their skills and how they can direct pupils into specific types of work when they are older
- ⇒ Pupils are confident in their use of technology, often more confident than the adults around them
- ⇒ Digital Directors and Pupil Parliament have used survey results in excel to analyse and respond to findings

What are we going to do now?

Our next steps to 'very good'.

- ☐ Links with employers in the community
- ☐ Financial education into first level
- ☐ Support pupils to take ownerships for their own learning and thinking—they can expect things to be instant
- ☐ More time!
- ☐ Resilience can be a struggle- parents, society, technology pressures
- ☐ International awareness of what is being developed and what jobs are growing
- ☐ Role play and drama opportunities
- ☐ Continue to develop outdoor learning
- ☐ Monitor online safety on chromebooks regularly
- ☐ Online Safety—clear learning targets and progression
- ☐ AI learning—clear learning targets and progression

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?

In addition to HGIOS 4, we have also evaluated our ELC against the new Quality Improvement Framework. This year we had to move our ELC provision for a few months to a temporary arrangement within the school. This resulted in our priority being the care and welfare of the pupils. In view of this, we have evaluated just two of the eleven themes. We plan to do more next session to catch up with the 3 year cycle.

Quality Improvement Framework

3. Themes for leadership of continuous improvement In Early Learning and Childcare at Duncan Forbes Primary

Pedagogical Leadership, Leadership and Professional Learning, Planning and Continuous Improvement

- ✓ Leaders promote and support innovation....
- ✓ Senior leaders are visible.....
- ✓ There is a focus on improving wellbeing.....
- ✓ Staff demonstrate a determination to
- ✓ We consider local and national guidance.....
- ✓ We consistently achieve high standards in our work.....
- ✓ Collaborative working.....
- ✓ Knowledgeable staff....
- ✓ Regularly self-evaluate.....
- ✓ Implement any improvement plans....

Pedagogical Leadership, Leadership and Professional Learning, Planning and Continuous Improvement

- ☺ Up to date with training
- ☺ Self evaluations
- ☺ Open discussions during staff meetings
- ☺ Leading different aspects
- ☺ Senior leaders are visible on a daily basis and approachable for guidance and advice or direction
- ☺ Senior leaders supporting our working practices and help look for improvements we need
- ☺ Daily emotional check-ins
- ☺ Planning, focus trackers, overviews, child's plans, RRS, SHANARRI
- ☺ Children's voice is reflected in nursery charter
- ☺ Staff attended brain development training with James McTaggart
- ☺ Pre-inspection visit from Fiona Jamieson
- ☺ Communication is passed on to all staff at weekly meetings
- ☺ Open relationships with staff and allied health professionals
- ☺ Words Up, All about me, next steps to support, CP meetings, HV for each child
- ☺ During planning, create activities to support children's interests which may require changing environment/resources
- ☺ Inspection report
- ☺ Relationships with parents
- ☺ Developmental overviews
- ☺ Room audits
- ☺ Parent feedback
- ☺ Observations
- ☺ Floor book feedback
- ☺ Staff meetings and discussions
- ☺ CPD courses
- ☺ Planning meetings
- ☺ QI evaluations

What are we going to do now?

Our next steps to 'very good'.

- ⇒ We would like more training on aspects which would have a direct impact on children—ASL training, EAL, French in early years, PE in early years, etc
- ⇒ Continue with weekly meetings
- ⇒ Develop the leadership roles we want
- ⇒ More opportunities to work as a whole team
- ⇒ Include and engage with parents to promote positive relationships and for parents to be more involved, i.e questionnaires, surveys, google classroom

Green refers to What do we do? The features of effective practice at Duncan Forbes.

Pink refers to How do we know? Where is our evidence in the setting?

Blue refers to What are we going to do next? Our next steps to 'Very Good'.

Reviewed session 25/26

Quality Improvement Framework

6. Themes for curriculum In Early Learning and Childcare at Duncan Forbes Primary

Curriculum Rational and design, Continuity and progression in the curriculum, Partnerships, Skills for life and learning

- ✓ Children's rights are evident....
- ✓ Children are asked opinions....
- ✓ All areas of the curriculum is covered...
- ✓ Outdoor learning is free flow....
- ✓ Children's rights are linked to learning...
- ✓ Child plan meetings...
- ✓ Stay, play and learn sessions....
- ✓ Learning journals shared...
- ✓ Planning and observation using children's voice...
- ✓ Daily opportunities for independence..
- ✓ Involving stakeholders...

Curriculum Rational and design, Continuity and progression in the curriculum, Partnerships, Skills for life and learning

- ☺ Stickers and rights put into floorbooks
- ☺ Duncan and Forbes taken home to share experiences
- ☺ Children lead play with their suggestions
- ☺ Families are encouraged to add to the learning journeys and comment on displays
- ☺ All children have access to the outside and have their own suit and wellies
- ☺ Numeracy and literacy trackers used for individual pupils as well as to aid planning for learning
- ☺ Developmental overviews used to target intentional planning
- ☺ Focus sheet for each child
- ☺ Regularly update 'All About Me' forms
- ☺ Google classroom used for sharing information
- ☺ Face to face chats with parents every day
- ☺ Rights are embedded in everyday practice, recorded in learning and evidenced in floorbook
- ☺ Children's voice is quoted in their learning journeys
- ☺ Parents feedback to staff that children are happy, safe and achieving
- ☺ Very Good inspection report
- ☺ Monitoring areas of our practice and leading on literacy and numeracy in each area
- ☺ Moderation of practice through observations from management
- ☺ Displays evidence the learning
- ☺ Staff meetings where we share feedback
- ☺ Questionnaire feedback from parents
- ☺ Settling in feedback
- ☺ Comment board

What are we going to do now?

Our next steps to 'very good'.

- ⇒ Support parents more with ideas on the google classroom
- ⇒ Develop the outdoors during winter to accommodate cold/wet play
- ⇒ Planned transition visits for P1 teachers
- ⇒ Create more transition supports for parents
- ⇒ Improve parent information sessions especially for P1's coming from outwith our ELC
- ⇒ Develop a Welcome to Nursery leaflet
- ⇒ More digital resources within the ELC
- ⇒ Continue to encourage and support parents to engage with practitioners and return questionnaires and feedback forms
- ⇒ Continue to develop relationships with AHP particularly as some have changed
- ⇒ Continue to encourage positive involvement through google classroom

Green refers to What do we do? The features of effective practice at Duncan Forbes.

Pink refers to How do we know? Where is our evidence in the setting?

Blue refers to What are we going to do next? Our next steps to 'Very Good'.

Specific Stakeholder Comments

- The best smelling school in Highland (3 times this has been said)
- Your school is golden
- Your pupils are so polite whenever I visit
- I've never seen such a happy school of pupils and staff
- 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

In session 24/25, the pupils completed the Our SHANARRI School survey based on the Glasgow wellbeing indicators this session. The feedback was analysed and presented by Jo Chamberlain, Educational Psychologist. As the results were so positive for this, we did not feel it was necessary to complete it again this session.

HGIOURS Feedback from 3 year cycle

Theme 1 – Our Relationships

How does our school help you to feel you belong?

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

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

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

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

- Fire safety practice
- teach you how to look after ourselves
- get safe equipment
- we can talk to staff about anything
- rules to keep us safe
- school values
- safer routed to school
- breakfast club and after school club
- Paul and Megan have time with us
- it's secure, doors are fobbed
- we look after each other

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

- Football
- people smoking outside the gate

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- rough play
- some pupils don't play safely
- not everyone is kind all the time
- the concrete is hard

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

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

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

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

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

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

- house points, look after you, class rewards, celebrate achievement in assembly, achievers points, staff, being kind and supportive, awesome achievers, mistakes are part of learning, staff compliments, staff help us to make better choices, teachers love us no matter what, staff believe us and sort out arguments
- stickers and wristbands, achievers awards, awesome achievement certificates, prime time, feedback both verbal and written

Achieving, Happy and Safe

- sent to HT to how good work, staff praise for us doing good things
- listening, being kind, trying your best, feedback, compliments, improving
- brilliant buttons, positive feed back from peers and staff, pupils and staff are kind and helpful
- the school helps us to learn and that makes us happy
- correct work, stamps, it makes us feel proud
- HAS time, fine activities and Paul time, the teacher tells you, school values
- pencils for house group winners
- targets, certificates, builds confidence

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

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

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

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

Achieving, Happy and Safe

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

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

Theme 2 – Our Learning and Teaching

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

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

Theme 3 – Our School and Community

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

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

How would you like to see our school building improved?

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

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

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

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- We would like to be involved

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

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

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

- Overall, our school has a good reputation
- We represent the school well when we are out and about on trips
- We post lots of positive things about our school on social media
- We participate in big walk and wheel to become healthier as a community
- The media share our events in many ways
- Mrs Mackay shares our achievements on social media
- Good feedback when we go out
- Everybody knows our school values and logo, we have a positive image
- Positive comments from people in the community to Mrs Mackay
- We promote our school values - achieving , happy and safe

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- Positive reports in social media
- We like to keep our school tidy
- Mrs Mackay has shared letters and phonecalls with the staff about good pupil examples
- Kyle from Culloden House phoned to thank the school for his card

Theme 4 - Our Health and Wellbeing

Can you give some examples of how our school praises good effort and celebrates success?

- assemblies, stickers, house points, work shared with staff, behaviour cards, 100 square
- good work to Mrs Mackay who gives stickers
- achievers points, pupil council stickers
- awards and celebrate success in assembly
- practice following school values
- successful starfish
- awesome achievers, clapping, teachers comments
- cheering others on
- Star writers in class
- Comments on work and stamper

Do you think the adults who work in our school are good role models encouraging children/young people to live healthy lives?

- adults make sure we have something to eat at break, lots of healthy food lessons, outdoors, sports, healthy mindset, resilience
- encouraging good eating, daily mile, staff participate in exercise, staff talk about having good mental health and what that looks like
- yes, healthy snacks, JRSO, Big walk and wheel, recommend drinking water, fruit song
- the staff provide us with kindness and fairness
- we are helped to learn health and wellbeing which help you learn a healthy life
- yes because they look after us and if we get hurt they know how to help us
- PE classes, swimming, dinner ladies give us healthy food, we talk about healthy eating and exercise

How well does our school dining room promote healthy eating?

- always fruit and veg available, always healthy options, encouraged to try veg, good flavours, good amount of calories and meal size
- encouraged to try healthy food
- lunch ladies help us to be strong with the food they give us
- milk and water instead of juice, vegetarian options available too
- we're told to eat politely
- not chips everyday

What things does our school do well that encourages everyone to be healthy? What could be improved?

- choice of fruit and veg, encouragement, healthy lunches with 3 choices, variety of meals
- lots of games on offer in the playground, daily mile (more PE?)
- some parents need to give healthier snacks to their children
- We do PE every Friday
- Breaks are great for exercise
- Health and fitness week
- perhaps more healthy snacks
- different healthy lunch options, we speak about healthy eating in class
- water bottles at our tables
- Mrs Mackay puts notes about clubs on the google classroom

Do we get enough opportunities to influence the food available at lunchtimes and breaks in our school? What changes would you like to see?

- We would like more hot dogs
- Maybe a treat at snack times on a Friday
- Yes we do, no changes
- Lots of choices, more options at break, juice at break or lunch and more choices for vegetarians
- We don't have a say in the menu, we would like to have more chance to say what we would like
- No

Is equality and diversity promoted and celebrated well enough in our school? What makes you think it is/isn't

- Everyone is listened to
- Everyone gets their say
- There are loads of books about diversity, everyone is treated the same
- A group of pupils are being mean at the park sometimes commenting on race, eye colour, features, etc
- Everyone has the same chance
- Everyone is included
- People don't treat me equally because of my skin colour
- Yes because we give help when needed
- We are getting there but it has taken a long time to do it

How does our school provide good support for those who may be going through a sad or challenging time? Are we confident that we will be well supported for example, if someone was being bullied?

- CSW
- Teachers listen to us if we are hurt or if we are sad
- Staff in the playground will help us

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- They help support them, they know how to calm them down
- We can speak to our teachers/staff about what makes us sad
- The staff make you feel ok to tell them
- Everyone helps each other, our teachers and friends
- We would tell an adult if we needed help
- Comforting them

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

- People are treated the same, the staff listen to us
- Yes there are no issues
- When we tell an adult something they look at us and we know they are listening to us
- Yes we have different days for the field
- Teachers give us the opportunity to be treated fairly
- Teachers don't have favourites
- People support us
- Yes staff respected by pupils – manners from all
- Staff and pupils helpful
- Staff and pupils celebrate achievements of all
- Class charter and pupil voice
- Yes teacher and staff look after us and those who need most help get help
- Yes we treat everyone fairly to be kind

How well do staff let us know they value our views and us them to improve things?

- We have Pupil Parliament where we can say what we think about the school
- Talking and listening to each other and everyone's voice is important
- When we start a new topic we tell what the teacher what we want to learn about it
- Pupil Parliament sometimes ask for our ideas
- Using these questionnaires
- We get to talk at assembly
- We like sharing our thoughts with others
- Staff help us with friendships
- Pupil Parliament
- Chatterbox
- There are things in the classroom we needed and got

What aspects of our curriculum include good opportunities for increasing our knowledge and skills, including the ability to think and talk about our health and wellbeing?

- We keep learning new things and we also go back to what we have learned before
- Emotional check-in
- Health AND WELLBEING LESSONS
- Calm zone
- Whole class and group discussion
- We can learn from our mistakes
- We get to use chromebooks to help our learning
- Powerpoints give us a better aspect of our learning
- Health and fitness week
- Picture News
- Bikeability
- Class charter
- Fun 31
- Topic
- Open and happy to talk to adults
- Resilience alphabet
- Adults make time to talk

How well can we evaluate and show understanding of our progress using the wellbeing wheel? Does the curriculum include enough time for us to do this?

- Yes we feel we are but we don't use the right words
- SHANARRI
- Forbes' Feedback
- Pupils do not know what the well being wheel is

In what ways does our school help us o understand how others in the community can support our health and wellbeing?

- Parents and family
- Various charities
- Local charities
- Playing with our friends
- Riding our bikes safely
- We use our assemblies to talk about safety
- Through health and wellbeing lessons
- Discussions
- People in our community help us

What do you know about the range of activities before, during and after the school day that encourage a healthy lifestyle?

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- Sports
- Different clubs
- Breakfast club
- After school club
- Flag football
- Healthy eating at breakfast club and after school club
- Healthy snack
- No fizzy juice
- Travel tracker
- Daily mile
- PE
- Break and lunch
- Sports Day
- Bikeability
- Transition Days
- Resilient Kids
- Cross Country
- Dalguise
- Health and fitness week
- Brain breaks
- DFFC
- DFAC
- Confidence Builders
- Shinty
- Swimming with P6
- Basketball
- Paul takes us out to keep active
- Encouragement to walk to school
- Brownies and Girl Guides
- Ice-skating
- Kempo
- Rugby
- Exercise
- Running
- Yoga
- Just Dance
- Outdoor Learning
- Sports Day

- Handball
- Volleyball

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

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- Compassion in Crisis

Are the achievements 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

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- 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

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Moderation and Sampling of Standards at Duncan Forbes

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.

Sampling of Literacy Work	
Pupils involved: P1-P7	Date: 25.05.26
At least 3 samples of literacy jotters and/or equivalent sheet work. 10 classes providing 30 pupils' samples to look at.	
Presentation	Very neat examples from almost all stages, this makes feedback so much easier. Some evidence of frames being used to support the structure of writing. The pace of going from dependent to independent writing in P1 appears swift and at the pupil's pace. There was writing every week of some form or another.
- Layout and neatness of work - Date on all pieces of work - Pace of opportunities for writing - Working at appropriate C&E levels for stage	
Skills Development	Description bubble is clearly having a positive impact on the writing being produced. Pupil self-assessment using an agreed success criteria evident in some examples. Good examples of next steps being identified for pupils by teacher, self and peer assessment LI and SC evident in most examples and where it wasn't, pupils were able to tell me what they were learning.
- Text is appropriate to stage - Evidence of marking using formative assessment strategies - Usefulness of teacher's comments - Skills development - Use of agreed marking code	
Overall feedback to staff	- The high standard of presentation in most examples demonstrates a pride in their work and evidence of learning progressing. - Please ensure all work is dated, this was particularly helpful to see when work had taken several sessions to complete so it was clear. - Ensure pupils can talk about their learning, both skills and content. - Pupil Parliament felt that the examples showed clear progression from P1 – P7 in both complexity and expectations.
Overall feedback to pupils	- Ensure you date every piece of <u>work</u> so we know when you have worked on it. <u>On the whole</u>, the writing was very <u>neat</u> but some pupils need to write smaller and use a nice sharp pencil.
Any action required	- Ensure there are next steps written for pupils which are achievable. - The jotters that had multiple literacy areas in them were a great example of cross curricular learning and I could see how grammar and comprehension were linked to the reading material. Please ensure jotters are being used efficiently this way. - Ensure correction code is being used alongside work. 'Good' doesn't tell the pupil anything about their learning. Where comments are most helpful it was specific to the learning, skills or detailed clear next steps.



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Pupil Led Improvement

Work Sampling – Discussion with Pupils

Context of work: IDL Book Study	Class/Stage: All Stages	Date: 10.10.25
Pupils selected and comments: Together we moderated IDL book study work from P1 – P7.		
P1 - Rainbow Fish P2 - The Crayons P3/2 - Julia Donaldson P4/3 - Fantastic Mr Fox P4 - Charlie and the Chocolate Factory P5 - Kensuke's Kingdom P6 - The Lion, the Witch and the Wardrobe P7LT - Wonder P7SM - The Explorers		
Discussion		
We were impressed by the progress from P1 to P7. We also liked the variety of work and that the artwork used different media. The P1 group stories were very good and demonstrated how they used the ideas from the author to create their own stories. The Quentin Blake inspired pictures clearly showed how pupils had learned the aspects of his drawings <u>in order to</u> create their own. The link to geography in both Kensuke's Kingdom and The Explorers was excellent. In many of the examples, pupils had used the initial stimulus of the book or the author to create their own writing. We saw a focus on structure, character description and personal research. P7 pupils mentioned how they enjoyed listening to the audio book <u>i</u> class along with reading it. What was particularly lovely to see was the connection between pupils when they remembered completing their book study in previous years. One <u>pupils</u> said when they were doing Kensuke's Kingdom two years <u>ago</u> they never wanted the story to end because they were enjoying it so much. Hopefully this will result in a love for reading as they grow up.		
Each piece sampled had a moderation label put on it.		
Link to SIP and next steps: IDL planning and pedagogy.		

Moderation of work
2025/2026
This work was sampled by Digital
Parliament and Staff as part of
monitoring standards across the
school.

Staff leading the sampling group: **Mrs Mackay**



Sampling of Numeracy Work

Pupils involved: P1 –P7

Date: 04.02.26

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 **CofE** levels for stage

- Majority of samples were neat and accurately laid out.
- Most work dated in jotters, however not in all workbooks.
- Different levels of numeracy workbooks used within one class. A variety of topics being taught was evident in both jotters and workbooks.
- Pupils are encouraged to attempt the challenge tasks within workbooks.

Teacher Input

- Evidence of marking using formative assessment strategies
- Usefulness of teacher's comments
- Consistency of marking
- Use of agreed marking code

- Correction code was being used in some classes but not all.
- Limited written comments were made but verbal feedback is being given during and at the end of lessons.
- Stickers were evident in some workbooks and jotters.
- Most of work was marking.
- Most revisited work to complete corrections.

Overall feedback to staff

- Differentiation through level of workbooks being used.
- Jotters are neat and well laid out.
- Children are enjoying using the Leckie workbooks and Samson numeracy scheme.
- Stamper to be used to show when verbal feedback has been given.
- A good variety of topics are being covered.
- Give opportunities to self-assess, e.g. traffic light stamper to assess pupil's understanding and confidence.
- A lack of teacher/pupil next steps in any numeracy work.

Overall feedback to pupils

- Jotters/workbooks are neat and well laid out.
- It was good to see the children are enjoying using the new Leckie workbooks and engaging in daily Samson maths lessons.
- When thinking about your learning what would your next steps be? How would you know?

Any action required

- Correction code to be updated/amended to be age and stage appropriate.
- More opportunities to take numeracy learning outdoors.
- Oral feedback stamper to be given to each member of staff.
- Opportunities given to pupils to identify next steps and self-assess.



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Pupil Led Improvement

Work Sampling – Discussion with Pupils



Context of work:	Class/Stage: All Stages	Date: 02.02.26
Mathematics and Numeracy	3 samples of maths jotters and/or equivalent sheet work. 10 classes providing 30 pupils' samples to look at.	
Discussion		

Primary 1 - Flynn showed us Samson strip sheets, some shape worksheets, number sequences. Flynn enjoys the number work the best. Ariyah showed us strip sheets and white board work. Exploring addition through learning through play. Counting and fractions. The teacher gives us verbal feedback and ticks our work. If you get it wrong you have to grab a rubber and make it right, we are always told to not give up.

Primary 2 - Theo showed us a lot of work they had done on time and skip counting in twos using a numberline and skip counting in tens. Splitting numbers into tens and ones. Subtraction on a numberline. We do our corrections immediately whilst it is being marked by the teacher. We do maths every day, usually in the afternoon. we all do the same topic for maths together.

Primary 3/2 - Jessica showed us a strip sheet booklet which keeps all the sheets together neatly showing their journey. Fractions of shapes including the correct terminology. we all work on the same theme but some pupils get different levels. Sometimes we get our corrections immediately and sometimes a wee bit later. We get stickers for full marks. We have maths everyday at different times of the day. Jessica really enjoys the strip sheets.

Primary 4/3 - Donald John showed us the Leckie workbooks that his class are working in. He showed us fractions and place value work which has been completed. Our groups are differentiated and we don't always cover the same themes at the same time. Sometimes we do corrections immediately, other times it will be the next day after it has been marked. We do some maths every day and complete Samson maths also. We mix some pupils with other classes for our Samson work so that they are working at the right level for their learning. We get verbal feedback also.

Primary 4 - Athena showed us some jotter work which was done with the Leckie textbook, we use the workbooks more than the textbooks. We also do a bit of Samson everyday along with timed challenge sheets. She showed examples of practical maths being recorded. Our corrections are usually completed on the same day after break or lunch or the following day. We complete maths work every day in 3 differentiated groups. We use games on the smartboard and the teacher makes it really engaging for us. Our teacher gives us verbal feedback and writes comments also.

Primary 5 - Norrie showed us Leckie workbooks with two and three digit number mental addition, using decimals with fractions and skip counting. There are three differentiated groups in our class and we don't always focus on the same theme in maths. We use the characters in Samson to help us learn about each strategy and complete the strip sheet linked to that skill, we complete timed challenge sheets twice a week. We do maths every day usually in the morning. We hand our work to the teacher and it is marked, she gives us written feedback in our work. The next day we are given back our workbooks to complete our corrections first before moving on to the next part. We can tell that our maths has got more challenging as we've moved to second level.

Primary 6 - Grant showed us multiplication and division of equivalent fractions in a worksheet and jotter work linked to Leckie textbooks. Evidence of stamps and written feedback given. Mainly our corrections are done as

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and when we are working or the next day once it's been marked. Our teacher will go over with us where we have made mistakes to ensure we understand what we need to do. We have four differentiated groups in our class. At the moment we are doing the same theme and working at our levels but it's not always the same theme.

Primary 7LT - Ela showed us workbooks and jotter work linked to textbooks. There are 3 differentiated groups in our class (across 1st and 2nd level). Our teacher gives us printed labelled feedback on our work along with verbal feedback. We saw money work, percentages, budgeting, fractions of a number, negative numbers, temperatures, measuring, place value and addition. Mostly we do the same theme and complete work at our levels. Our corrections are done as much as possible whilst they are being marked, the teacher will talk to us about where we have made a mistake. We complete maths work every day, timed challenge sheets twice a week, strip sheets three times a week. We usually do maths work in the morning.

Overall the Pupil Parliament prefer using the maths workbooks because you don't need to worry about the layout of the maths you can focus on the learning, it also looks really neat. We also like the daily practice within Samson and seeing how much we have completed. We'd like to think about more ways to link our maths learning with the outdoors. Some children would like even more challenge in their maths and some children are very aware of their levels in comparison to their peers and comments have been made to upset them which is not fair and not part of our school values.

Each piece sampled had a moderation label put on it.

Link to SIP and next steps: Pedagogy for next session and CIC.



Staff leading the sampling group: **Mrs Mackay**



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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	Very good	Very good
QI 2.3 Learning, teaching and assessment	Very good	Very good
QI 3.1 Wellbeing, equality and inclusion	Very good	Very good
QI 3.2 Raising attainment and achievement/Securing children's progress	Very good	Very good
Other QIs reviewed	We have reviewed all of the QIs for Primary and have started on the Framework for both ELC and SAC.	

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

The Circle Framework

Pedagogy and Leadership

Curriculum Improvement Cycle Familiarisation and Updates

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 [ADD LINK](#) or by contacting the school office.