



STANDARDS AND QUALITY REPORT AITHISG INBHEAN IS CÀILEACHD

2023-2024

Duncan Forbes Primary School



Achieving, Happy & Safe

Introduction: Local and National Context

Ro-ràdh: Co-theacsa Ionadail agus Nàiseanta

This Standards and Quality Report is influenced by both Highland and national priorities. These can be summarised as follows:

Highland Priorities



National Improvement Framework Priorities



Entitlement, Excellence & Equity:

We will raise attainment and achievement for all, especially for children and young people from disadvantaged circumstances, including rural deprivation. We will focus relentlessly on improving standards and the quality of learning and teaching, to ensure that entitlement, equity and excellence are delivered across the system.

Empowerment & Leadership:

We will develop leadership skills at all levels of the system, for now and the future, building a culture of empowerment and professional capital.

Relationships:

We will maximise health and wellbeing for all children and young people, to give them the best possible start in life. We will ensure every child and young person feels part of the community they live in.

Opportunity:

We will maximise opportunities for our children and young people, and for the wider Highland community and its visitors, through the provision of high-quality services.

The key priorities outlined in the National Improvement Framework are:

- Placing the **human rights and needs of every child** and young person at the centre of education
- Improvement in children and young people's **health and wellbeing**
- **Closing the attainment gap** between the most and least disadvantaged children and young people
- Improvement in skills and **sustained, positive school-leaver destinations** for all young people
- **Improvement in attainment**, particularly in literacy and numeracy.

Self-evaluation

To support self-evaluation, quality indicators from the national evaluative framework How Good Is Our School?4 are referenced.

Links to these sources (and others referenced) can be found here:

- [National Improvement Framework Improvement Plan](#)
- [HGIOS? 4](#) and [HGIOELC](#)
- [Health and Social Care Standards](#)
- [National Gaelic Language Plan](#)

In this report the following words are used to describe the numbers and proportions used:

All	Almost all	Most	Majority	Less than half	Few
100%	Over 90%	75% - 90%	50% - 74%	15% - 49%	Up to 15%

We are pleased to present our Standards and Quality Report for Session 2023-24. This report forms part of our quality improvement framework and provides important information regarding our school's progress to date and our next steps in school improvement.

Self-Evaluation for Self-Improvement is at the heart of our practice. We continue to develop our practice in making robust use of evidence as a basis for judgements regarding the impact of our work on our learners. All staff understand that self-evaluation is an integral aspect of our approach to continuous improvement through addressing the 3 key questions:

- How well are we doing?
- How do we know?
- What are we going to do now?

Throughout the year we continuously evaluate what we do and how it makes a difference to our learners. We want to know what is working well for our school community and what needs further improvement. We inform decision making and actions through a continuous process of looking inwards, outwards and forwards.

Looking inwards - starts with those working with our children and young people

We focus on the impact on outcomes for learners. Our self-evaluation processes triangulate information, data, people's views and observation of practice to measure impact and inform planning for improvement.

Looking outwards - learning from others

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

Looking forwards - creating a vision and planning for implementation

Through leadership at all levels, we anticipate challenges and explore creative solutions. This helps us to create an aspirational vision for our school which shapes our actions and provides a focus for improvement.

Our children and young people are actively consulted and involved in this process. We also give staff, parents/carers, and other partners the opportunity to participate in discussions and activities to shape our improvement journey.

When we develop our improvement plan, we use key questions at scheduled review times throughout the session to know how well we are progressing towards achieving these positive outcomes and changes.



Together we are working hard to ensure the Highlands is the best place for children and young people to grow up safely, learn, develop and achieve.

With positive experiences, our children and young people will always see the Highlands as home.

Le eòlasan deimhinneach, bidh ar cloinn is ar n-òigridh daonnan a' faicinn na Gàidhealtachd mar dhachaigh.

Wendy Mackay
Head Teacher
Duncan Forbes Primary School

School Profile

Pròifil na Sgoile

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

Attendance 92%	Average Class Size 24.6	Meeting PE Target Target Met
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Pupil Numbers (inc nursery) 246 (+64 nursery)	Teacher Numbers 13	Pupil Teacher Ratio 18.6
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N3 7.4%	N4 11.6%	P1 7.4%	P2 12.3%	P3 9.7%	P4 9.4%	P5 18%	P6 13.9%	P7 10.3%
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SIMD¹ 1-5 2%	SIMD 6-10 38%	SIMD 11-15 36%	SIMD 16-20 13%	SIMD Unknown 11%	
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ASN² 45%	No ASN 55%	FSM³ 60%	No FSM 40%	EAL⁴ 11%	No EAL 89%
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2023/24 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 – Scottish Index of Multiple 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:



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:

Literacy Year 3 – Consistent Effective Practice

Purpose:

For the last two years we have focussed on the pedagogy of literacy in particular writing, Year 1 was about looking at our existing plans and creating a shared understanding of how writing developed from ELC – P7, Year 2 was intensive work on pedagogy of writing and how to support our writers to create text types with a greater understanding of what success looked like for the writer (Stephen Graham training). In this final year on literacy we need to bring together all that we have learned alongside the HLP resources and ensure that Duncan Forbes stakeholders have a clear understanding of how literacy pedagogy and content develops throughout the school.

Progress:

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

Impact:

Planned for –
Evidenced –

- ✓ Pupil attainment will increase in reading, writing, listening and talking using the stage assessment tracking meetings to track achievement
Reading ACEL data is up by 1% compared to last year, writing is up by 2% compared to school averages last year, listening and talking is up by 6% compared with ACEL data from last year and up by 7% compared to school averages last year.
- ✓ Clarity of expectation at each stage will be achieved through the use of planning documents and moderation activities (including ASG colleagues) Two sessions with ASG colleagues. The first session was looking at examples of benchmarks and judging where we thought these would be. The second session involved moderation of examples from classes and using the rubrics to determine where the child would achieve. This developed further into stage expectations across first level with a deeper understanding for teachers of expectations to back up judgements.
- ✓ Pupils will have a clear understanding of how to be successful with their writing
Rubrics are being used as a pupil resource to support them in self-assessing and peer assessing. Some classes have incorporated this into a class interactive display which pupils can use whilst they write.

Next steps:

- ⇨ Provide all classes with rubrics display to use in class
- ⇨ Continue with SOFA for P2, P3, P5 and P6
- ⇨ Literacy for All training with teaching staff
- ⇨ Shona Macdonald and Angela McGoran will complete further CPD on writing genres not already covered in previous training, this will be cascaded to staff
- ⇨ Provide more writing frames for pupils
- ⇨ School account for TeachmateAI in order to support planning for writing

School Priority:

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

Purpose:

Recent focus has been on recovery and literacy and numeracy. We now feel that we can devote time to assess and develop the Expressive Arts within our school ensuring that we are meeting the needs of all children, particularly those with a developed skill in this area. Education Scotland has recently published a report and recommendations on creativity within primary education, this will be the main driver for this improvement. Research has shown that participation in quality expressive arts, not only supports academic progress but more crucially health and wellbeing.

Progress:

- 🕒 Review the benchmarks for music, drama, art and dance and map out progression
- 🕒 Moderate the benchmarks in a collegiate activity
- 🕒 Review the resources in school for each area
- 🕒 Create partnerships with outside agencies to enhance our Expressive Arts curriculum with particular attention to STEM links
- 🕒 Ensure that Expressive Arts are taught within IDL and discretely from Early to Second level
- 🕒 Use Education Scotland 'What is Creativity?' as a basis for development of Expressive Arts and IDL – The World Economic Forum states that by 2025, the top five skills employers will be looking for include innovation, complex problem solving, critical thinking, creativity and originality. Creativity is one of our most essential skills.
- 🕒 <https://education.gov.scot/resources/what-are-creativity-skills/>

Impact:

Planned for –

Evidenced –

- ✓ Pupils will develop an understanding of the importance of Expressive Art and creativity in terms of academic achievement and wellbeing. Learner Statements have demonstrated a broader experience of curricular areas. This is further supported by the introduction of Moo News, Forbes' Feedback and digital profiling fortnightly at each stage. A Key Assessment Task (KAT) for Expressive Arts was carried out in P2 and P5 with learning shared with parents.
- ✓ Music tuition has increased and we now offer the following – chanter, brass, woodwind, drumming, voice and strings. We delivered 5 Christmas shows and a Burns Supper involving the pupils in not just the performance but also the creation of props, decorations, acting and costume. Members of the choir were invited to participate in an ASG concert alongside secondary pupils.
- ✓ Music will be planned for and taught consistently in ELC – P3 by the class teacher and EYPs with increased skill.
- ✓ Alison Forbes has provided music lessons in addition to her timetables classes, for P1-P3 this session. These have focussed on music appreciation in addition to performance. Further development on the music curriculum will be carried over to next session due to staffing pressures experienced this year.
- ✓ Drama and Art will be planned for and taught consistently by the class teacher and EYPs with increased skill.
- ✓ Throughout the session we have shared good resources to teach Expressive Arts. Much of our discussion centred around Art and Design and the expectations of experience rather than production of art for children. We are now taking this forward with a whole school plan for next session to develop particular skills in art and design.

Next steps:

- ⇒ Share examples of online art progression such as access art, education Scotland resource, etc
- ⇒ Focus on drama and dance next session and develop a progressive curriculum for them
- ⇒ Share new planning to support art and design
- ⇒ Ensure other curricular areas are linked to Expressive Arts

Moderation – within the school and across the ASG

Purpose:

Moderation as an ASG was planned for in session 22/23 and was to be led by the DHT attainment post, however, this member of staff was unable to be released meaning that moderation was carried out in a scaled back way within each school. This session, we plan to take forward the moderation as an ASG building on what we have achieved in our individual schools so far. Whilst the ASG will focus on literacy moderation, within the school we will moderate across other curricular areas also engaging with benchmarks, ACEL, NSA, SOFA and examples of work gathered from the previous year.

Progress:

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

Impact:

✓ Staff will have a shared understanding of assessment and moderation

Following the first Inservice Day session across the ASG. Staff were provided with feedback based on their judgements of benchmarks. A greater understanding of using the benchmarks to moderate work of pupils was achieved. ASG collaboration was provided across stages to allow staff to engage with each other. This was particularly important for those staff in single stages in their schools. However, the reality of time required to do this effectively meant that throughout the session it was dependant on staffing, time availability and accessibility.

✓ A quality body of evidence is used to support assessment judgements and decisions about next steps?

The second session involved taking evidence from pupil work. One piece which the teacher was confident was at age and stage and one piece which required discussion with colleagues. It was clear that across the ASG we were all judging pupil work slightly differently and perhaps more likely to consider where the groupings of pupils were in their class rather than against the national benchmarks.

At the end of session, judgements for report writing were created by a triangulation of data from NSA/SOFA, earlier predictions, teacher judgement, inhouse assessments such as PM Benchmarks and evidence in class. This was by far the most robust judgements we have made for our pupils. We questioned data much more in depth.

Next steps:

- ⇒ Continue to base any judgements on benchmarks and seek collegiate support.
- ⇒ Train support staff to use diagnostic numeracy assessments.
- ⇒ Use P+A on seemis as our main tracking platform and translate that to an excel chart
- ⇒ Use the rubrics to identify the key benchmarks at each stage for pupils to evidence in their work

Progress and impact of Pupil Equity Fund

Adhartas agus buaidh Maoin Cothromas Sgoilearan

PEF was used towards 6 clear targets this session using both staffing and resource allocation to achieve them. However, when recording achievement, it is P1, P4 and P7 which is a different cohort of children to last session. Moving forward the measurements should be against existing year on year to track real improvement for cohorts.

Attendance

Target 1 - **8 pupils with FSM to have an attendance over 70% (were below last session)**

Progress - **✓6 pupils are now above 70%.**

Reading performance

Target 2 - **more than 82% of pupils achieving using ACEL and SOFA data**

Progress - **x81% were moderated as achieving level. This is 1% less than the target set. Specific year group improvements – P1 +11% P4 +21%, P6 +12%, P7 +5% based on same pupils achievement last year.**

Writing Performance

Target 3 - **more than 78% of pupils achieving using ACEL and SOFA data**

Progress - **x75% were moderated as achieving level. This is 3% less than target. Specific year group improvements – P4 +14%, P6 +11%, P7 +20% based on same pupils achievement last year.**

Listening and Talking Performance

Target 4 - **more than 90% of pupils achieving using ACEL and SOFA data**

Progress - **✓96% were moderated as achieving level in ACEL. Specific year group improvements – P1 +1%, P2 +2%, P3 +2%, P4 +32%, P6 +9%, P7 +28%.**

Numeracy Performance

Target 5 - **more than 81% of pupils achieving using ACEL and SOFA data**

Progress - **x77% were moderated as achieving level in ACEL. This is 3% less than target. Specific year group improvements – P1 +15%, P4 =%, P7 +12%**

Developmental Overview

Target 6 - **more than 42% judged as being able to offer comfort and support to a playmates who are hurt or upset, as assessed within the developmental overviews.**

Progress - **✓83% of children accessed as either secure or emerging against this target**

Wider achievements

Coileanaidhean nas fharsainghe

- 👤 All classes create a class charter for the start of the session with a focus on UNCRC
- 👤 Pupils have represented the school at various sporting events throughout the year – cross country, athletics, Judo, cheer leading, football, flag football, etc.
- 👤 Pupils have set up their own clubs at lunchtime in the school – reading, maths, teddies, sports, art, etc.
- 👤 Pupils have raised money for causes by creating their own initiatives such as raffles, selling lollies and sponsored events.
- 👤 One member of staff has become a UK Parliament Ambassador attending training in London.
- 👤 We introduced Leadership groups this session involving pupils across a wide range of areas of interest.
- 👤 Our Parent Council have held several very successful events for pupils and have raised a considerable amount of money which has gone back to the pupils for resources and trips.
- 👤 We held another Sustainable Christmas Fayre this session – each stage picked a sustainable item to sell meaning that they had to receive donations to sell. It proved to be very successful and raised money which will benefit the pupils further.
- 👤 Primary 7s became trained Ambassadors for the school this year meaning that all P7 pupils took on a variety of leadership roles throughout the year.
- 👤 Primary 6 pupils hosted a Burns Night which raised significant funds towards their Dalguise trip next session.
- 👤 Primary 7 pupils spent 5 days on their Dalguise residential which was a great success.
- 👤 Further expansion of the music tuition offered.

Comments from learners, families, stakeholders and staff

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

Family Comments

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

About the school



Strengths

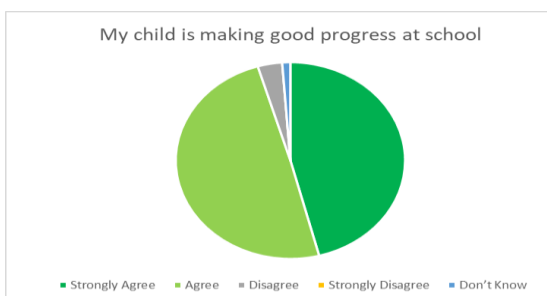
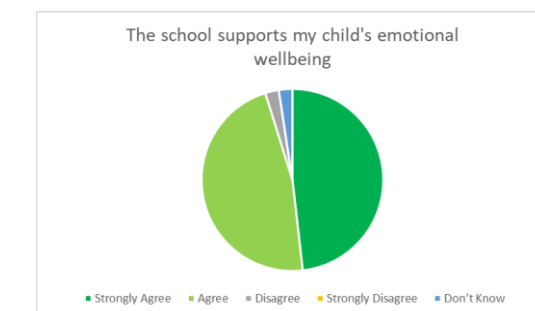
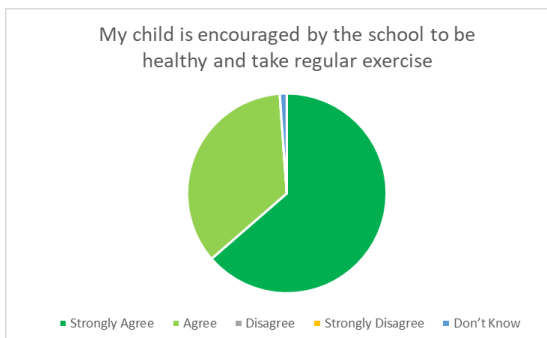
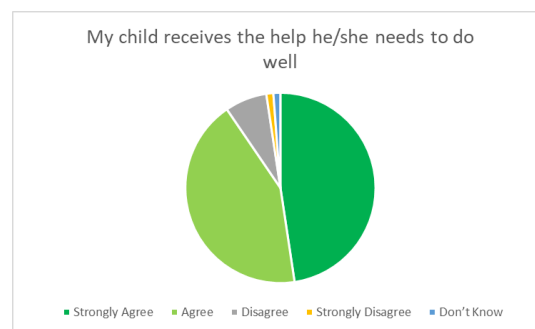
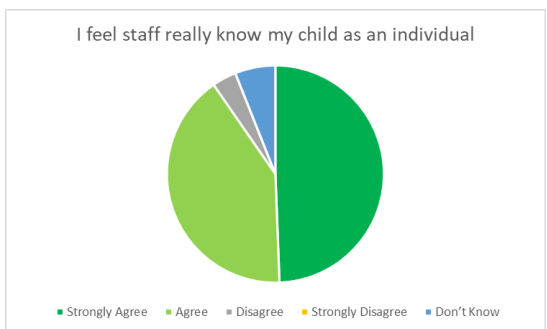
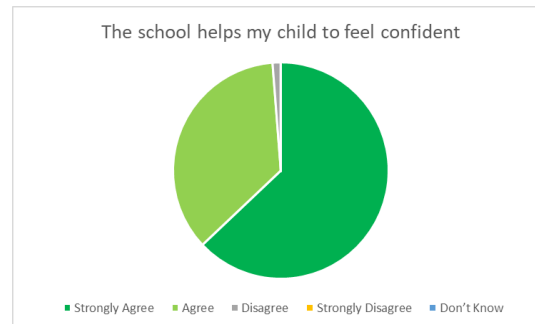
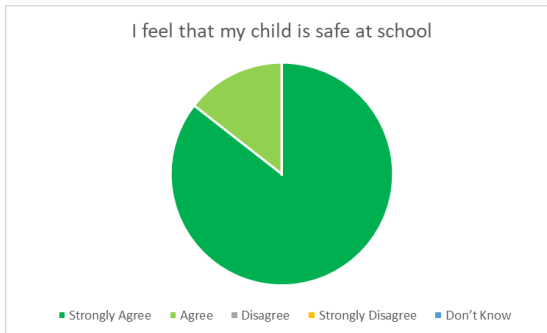
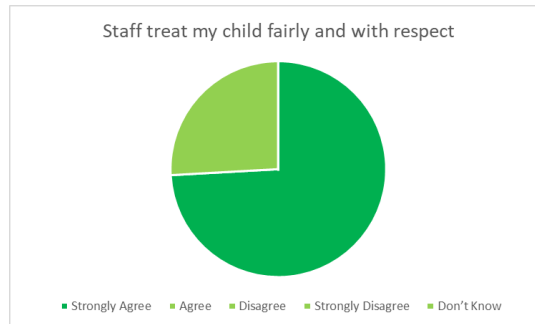
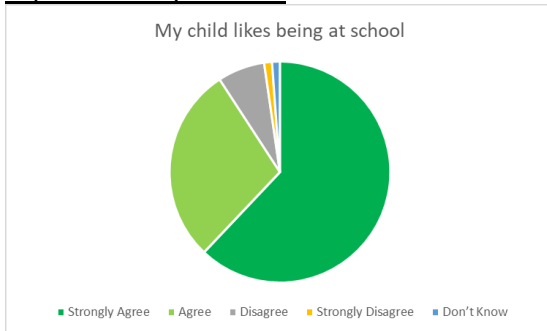
- Overwhelmingly positive about the school
- A significant percentage of parents felt their child had never experienced bullying

Considerations

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

23/24 – No further information received relating to this

My child's experience



Strengths

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

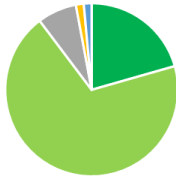
Considerations

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

23/24 – All support is designed around needs identified in class and tracking meetings. SFM offer further consultation for those pupils we feel we need further support for.

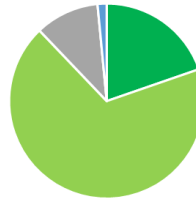
Communication

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



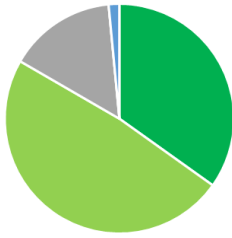
Strongly Agree Agree Disagree Strongly Disagree Don't Know

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



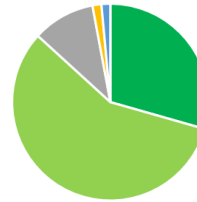
Strongly Agree Agree Disagree Strongly Disagree Don't Know

I understand how my child's progress is assessed



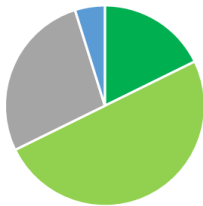
Strongly Agree Agree Disagree Strongly Disagree Don't Know

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



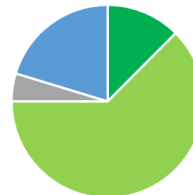
Strongly Agree Agree Disagree Strongly Disagree Don't Know

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



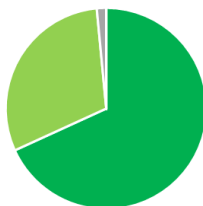
Strongly Agree Agree Disagree Strongly Disagree Don't Know

The school takes my views into account when making changes



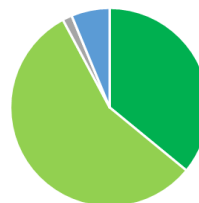
Strongly Agree Agree Disagree Strongly Disagree Don't Know

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

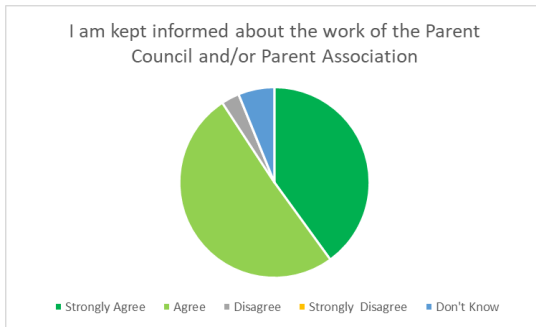


Strongly Agree Agree Disagree Strongly Disagree Don't Know

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



Strongly Agree Agree Disagree Strongly Disagree Don't Know



Strengths

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

Considerations

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

23/24 – This year we introduced learning profiles throughout the year – Moo News, Forbes' Feedback and Digital Profiling. Initially weekly but then changed to fortnightly, these share learning in school with home and offer an opportunity for parents to comment or ask further questions.

At Parent Council meetings, we have added a standing item of HGIOS\$ where the parents are given the opportunity to provide feedback based on the QI being evaluated by school staff.

Parent Council feedback on Specific HGIOS4 Quality Indicators

2.3 Learning, Teaching and Assessment

- The school shares information in relation to local clubs and encourages our children to get involved in the local community.
- School and teachers create a loving atmosphere in which the children want to learn, improve and achieve more.
- It's incredible to see that the children respect/follow the school values within and outwith
- of the school.
- Teachers effectively addressing gaps and working towards desired level.
- I feel the school is very effective at involving parents in all aspects of pupils' learning.
- I always get plenty feedback regarding my child's learning.
- The purpose of learning is shared with the Parent Council, not sure how it is shared outwith.
- Not 100% sure how planning and evaluation is shared.
- School regularly sends home progress reports, looking for parent feedback which is good for communication and involvement.
- Weekly newsletter is also hugely informative on what is going on in the school.
- Always goes above and beyond for the school and kids.
- Always sharing information.
- Good at giving information about dates, times and information sheets about learning.
- Feedback at Parent's Evening.
- Unsure of planning aspect. The school contributes to the life of the school and wider community in a range of activities.
- In the assessments we get home we can see feedback is effectively used to inform and support progress in learning.

2.5 Family Learning

- Termly overview with homework suggestions is very helpful for families with fantastic ideas.
- Sustainable Swap shop helps parents with clothing costs.
- Any events are inclusive if parents can't afford otherwise.
- Perhaps consult on potential topic points of interest for learning. This could promote families to share ideas not thought out.

Strengths

Evidence shows that communication between home and school has shown a marked improvement.

Consideration

Examples of how we plan and evaluate on display during Open Afternoon.

Stakeholder Comments

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

Learner Comments

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

A summary of comments is below and a full transcription of meetings can be found in the Pupil Council google classroom. This session we have looked at Theme 4 in detail.

HGIOURS 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
- 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

Achieving, Happy & Safe

- 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?

- 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

Staff Comments

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

A summary of comments is below and full details can be found in the school nurture room as part of our evaluation wall and within minutes of meetings throughout the session. This year we have focussed on 2.3, 2.5 and 3.2.

2.3 Learning, Teaching and Assessment

Learning and engagement

- Fostering positive relationships
- High attendance and incidental conversations
- Good ethos within the school
- Staff approachable within the playground
- Pupil's contribute effectively to the life of the school and wider community
- Pupil Parliament
- Questions from pupils are encouraged e.g chatterbox 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

Effective use of assessment

- Assessment is 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
- Discussing with support staff and discussing with children
- Daily, weekly, termly assessments

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

Considerations

- 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

2.5 Family Learning

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
- 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

Considerations

- 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

3.2 Raising attainment and achievement

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

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

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
- Other excursions and learning visits

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

Considerations

- 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?

Capacity for continuous improvement

Comas airson leasachadh leantainneach

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

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







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

Literacy for All plus additional Stephen Graham

-  A whole school approach to tracking and recording literacy difficulties from Primary One to Primary Seven.
-  Recording the impact of any intervention that has been carried out.
-  Identify the underlying issues that are preventing a learner from mastering aspects of literacy.
-  Make an identification of dyslexia where appropriate.
-  Supporting parents of learners with persistent literacy difficulties.
-  School guidelines on approach to persistent literacy difficulties.

Outdoor Learning

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

Expressive Arts: Year Two

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

Planning ahead

A' planadh air adhart

Full details of the school's 2024/25 improvement priorities and actions are detailed on the school improvement plan, which can be accessed on our [website](#) or by contacting the school office.