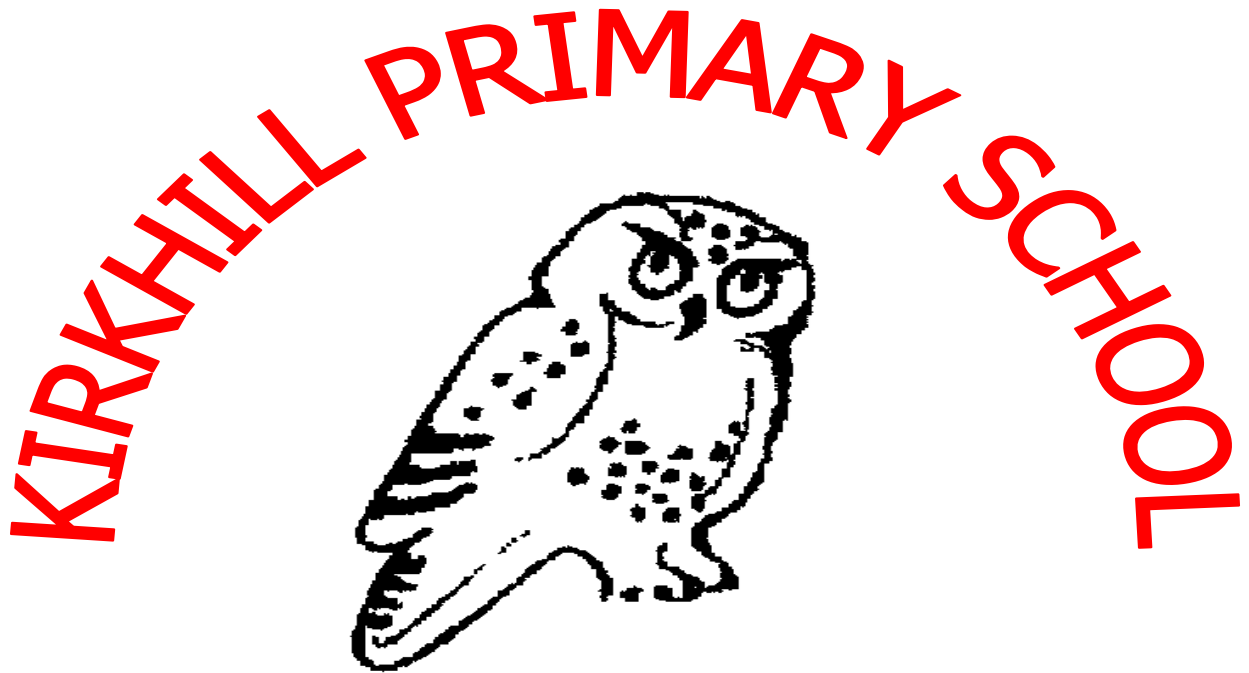




STANDARDS AND QUALITY REPORT AITHISG INBHEAN IS CÀILEACHD

2023-2024



Responsibility
Open-mindedness

Friendship & Kindness
Truth & Honesty

Respect
Perseverance

Introduction: Local and National Context

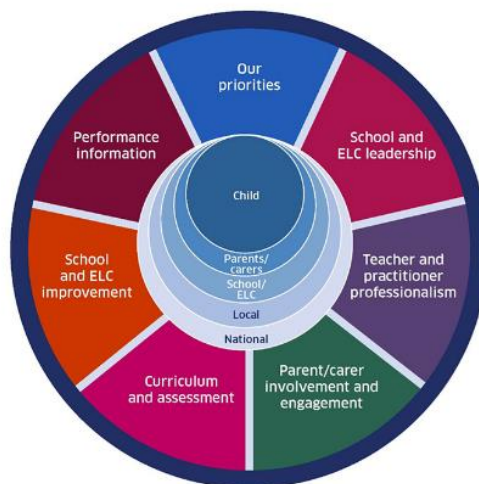
Ro-ràdh: Co-theacsa Ionadail agus Nàiseanta

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

Highland Priorities



National Improvement Framework Priorities



Entitlement, Excellence & Equity:

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

Empowerment & Leadership:

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

Relationships:

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

Opportunity:

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

The key priorities outlined in the National Improvement Framework are:

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

Self-evaluation

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

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

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

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

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

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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

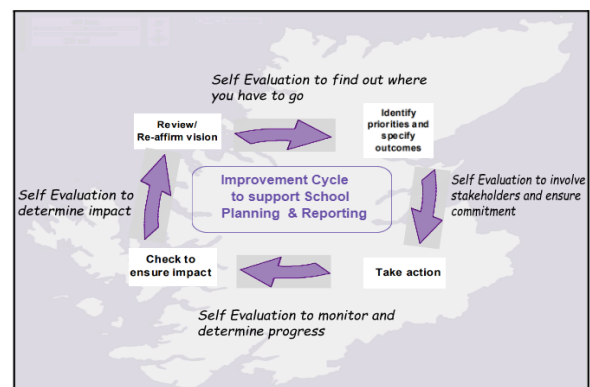
Looking to others for new ideas that challenge our practice and support continuous improvement allows us to learn from what works and what doesn't. This includes practice in other schools, learning communities and learning from educational research.

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.

Georgina Dunbar
Head Teacher
Kirkhill Primary School

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School Profile

Pròifil na Sgoile

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

Attendance 93.3%	Average Class Size 20.6	Meeting PE Target Target Met
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Pupil Numbers (inc nursery) 144 (+32 nursery)	Teacher Numbers 9	Pupil Teacher Ratio XX.X
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N3 XX%	N4 XX%	P1 11.1%	P2 17.4%	P3 12.5%	P4 11.1%	P5 17.4%	P6 16%	P7 14.6%
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SIMD Q1¹ 0-10%	SIMD Q2 0-10%	SIMD Q3 60-70%	SIMD Q4 20-30%	SIMD Q5 0-10%	Unknown 0-10%
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ASN² 40-50%	No ASN 50-60%	FSM³ 70-80%	No FSM20- 30%	EAL⁴ 0-10%	No EAL 90+%
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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	Majority	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

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Wonder Leads to Wisdom

To have a fun and engaging learning environment for all, inside and outside!

To feel safe, happy and healthy.

To work as a team and involve the wider community to enhance our learning.

To feel valued, included and respected in our learning.

PERSEVERANCE

TRUTH &
HONESTY

RESPECT



RESPONSIBILITY

OPEN-MINDEDNESS

FRIENDSHIP &
KINDNESS

To become confident and resilient learners.

To be creative in all our learning.

To develop life skills through stimulating learning experiences.

To have opportunities across all curricular areas to achieve success in our learning.

TO BE THE BEST I CAN BE

Reviewed and agreed with pupils, staff and families August 2018



Review of progress for session

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

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Purpose:

To increase engagement and attainment in numeracy and maths across all levels.

To ensure a consistent approach in planning and assessment across numeracy and maths.

To audit our maths resources.

To strengthen consistency of teacher judgement of CfE levels through sampling and moderating jotters.

To ensure there is a consistent approach to teaching and learning in problem solving and mental maths across the school.

To increase teacher confidence in delivering high quality numeracy and maths lessons.

To support pupils in being able to identify their next steps/learning targets for maths.

**Progress:**

- Through reviewing our school progression at all stages, we now have coverage of benchmarks and links to HNP.
- Revisited and agreed on what a good maths lesson looks like.
- Staff agreed on approaches to problem solving and mental maths across the school.
- Staff agreed on assessments across levels to support teacher judgement.
- Moderation activities have supported teacher judgement of where children are in their maths and benchmarks have been used to support judgements.

Impact:

- Consistent and progressive approach to numeracy and maths across all stages in the school.
- Pro-forma created for existing and new staff, shared within planning hyperlink.
- Plan developed across levels to ensure coverage and progression in mental maths linked to CfE and problem-solving resources.
- Moderation of jotters and discussions in progress meetings have ensured a consistent approach to assessing pupil's work.

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

Next steps:

- We will continue to focus on embedding the mental maths progressions across the school and using the outdoor learning problem solving packs.
- Collegiate sessions will be planned to further discuss and develop Kirkhill's approach to numeracy and maths.
- Moderation activities will be included in the collegiate calendar and pupil focus groups will continue so pupil voice is considered around the teaching and learning of maths and numeracy.

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Purpose:

Pupils across the ASG will have a consistent experience of learning and teaching within HWB which is supported by an early to third level progression.

To increase teacher confidence in teaching the HWB curriculum incorporating LGBT inclusive education.

To strengthen consistency of teacher judgement of CfE levels through moderating using the writing Benchmark Rubric.



Progress:

- Positive feedback from staff getting together and looking at levels. Staff felt confident in the use of Rubrics to assess achievement of a level.
- Rubric broken down into stages across First and Second Level.
- All teaching staff completed Level 1 and 2 of the TIE LGBT Inclusive Education training.
- Most upper classes completed the RISE assessment to assess, monitor and support mental health.
- PSAs trained by Active Schools in Playground Games.

Impact:

- All schools now familiar and making use of rubrics but this varies across schools. P1 would use rubric in Term 4.
- Moderation activities within own schools to ensure a consistent approach to achievement of a level.
- Teachers more confident in delivering HWB lessons and including LGBT education across curricular areas.
- Information gathered to inform discussions between pupils and staff and target some interventions.
- Difficult to measure impact as PSAs are primarily with 1:1 pupils so been unable to facilitate.

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

Next steps:

- Writing Rubric to be used twice a year from P2 to P7. Term 1 and Term 4. P1 will complete one in Term 4 to support achievement of a level for ACEL data.
- PSAs and EYPs will complete the TIE LGBT Level 1 online training.
- Continue to embed the use of RISE for P4 to P7 pupils and use the information more effectively to inform next steps in supporting mental health and resilience.
- Train pupils in playground games in Term 1 to deliver a series of lessons for infant pupils.

Purpose:

To ensure a consistent approach to planning numeracy and maths in Early Years, both indoors and outdoors.

To audit our numeracy resources in ELC.

To ensure their consistency in permeating counting routines in the spaces, interactions and experiences across Early Level.

**Progress:**

- Staff engaged in self-evaluation activities to determine where we were on our numeracy and maths journey.
- KPS Early Years Progression was reviewed and shared with ELC staff.
- All staff familiarised themselves with the Early Years Numeracy Progression.
- All staff reviewed numeracy across the setting, noting interactions, spaces and experiences.
- We completed an audit of all our numeracy resources.

Impact:

- We are able to gauge staff confidence in planning rich numeracy and maths experiences. Feedback was very positive and next steps implemented.
- EYPs were able to discuss and evidence numeracy experiences through planning board, floorbooks and pupil targets.
- Reflecting on core areas we found areas of strength and areas for development – resources were purchased and EYPs used progressions to plan richer experiences.

Very good progress was made with this improvement action plan.

Next steps:

- Discussion around the leadership roles of EYPs in the setting.
- Continue use of numicon across the setting.
- Continue to look at core areas and ensure rich numeracy and literacy experiences.

Progress and impact of Pupil Equity Fund

Adhartas agus buaidh Maoin Cothromas Sgoilearan

Class /Yr group / specific groups - Breakdown	Target group numbers	Interventions / actions linked to spend below (Please colour code to spend plan)	Measurement evidence	Progress/ Impact <i>To be completed ongoing/ end of session - (number now on track/ seen desired improvement) - this section can be copied into S&Q Report in May.</i>
P2 Numeracy	5	<ul style="list-style-type: none"> Designated PSA will have daily input with the group working on basic facts, backwards and forwards number sequence, number word sequence, grouping and face value and numeral identification 1.5 hours per week PSA time 	<ul style="list-style-type: none"> -HHP baseline assessment -HNP strategies and activities – ongoing regular check -Attainment meetings with HT, teacher judgement - complete -Sumdog diagnostics – no time to assess all in Term 4 	<p>Teacher judgement - 54% have achieved First* in numeracy. 100% scored 4 or above in SOFA assessments, targeted pupils scored bands 4 and 5.</p> <p>Due to long term absence not all intervention time was given – daily intervention of number formation and ordering – Term 4</p>
P2 Literacy	5	<ul style="list-style-type: none"> Designated PSA will have daily input with the group working on literacy tasks to develop phonic sense, rhyme, listening, talking and syllable work, reading groups, writing tasks 1.5 hour per week PSA time 	<ul style="list-style-type: none"> -Phonological Awareness screening assessment -observations in play experiences -recognition of phonic sounds – on-going regular check -Attainment meetings with HT, teacher judgement 	<p>89% of pupils have achieved 9 or more in their phonological awareness. Teacher judgement - 64% have achieved First* in reading. 39% have achieved First* in writing- target group from 2024/2025 PEF. 100% scored 4 or above in SOFA assessments, targeted pupils scored bands 4 and 5.</p> <p>Due to long term absence not all intervention time was given – daily intervention of letter formation, reading and sounding out words, phonics game – Term 4</p>
P5 Literacy	8	<ul style="list-style-type: none"> Designated PSA to work with individuals or groups on interventions Designated PSA to work 1:1 on letter formation, blending, fine motor skills 1.5 hours per week PSA time 	<ul style="list-style-type: none"> -Attainment meetings with HT, teacher judgement -PM benchmarks 	<p>Teacher judgement - 88% have achieved Second* in reading. 44% have achieved Second* in writing - due to staff absence we were unable to have the daily interventions for writing - target group from 2024/2025 PEF. 88% scored band 6 or above in reading SOFA assessments. 100% scored band 6 or above in writing SOFA assessments.</p>
P5 Numeracy	5	<ul style="list-style-type: none"> PSA to support group within the class focusing on the 4 operations. PSA to support with Dynamo Maths 1.5 hours per week PSA time 	<ul style="list-style-type: none"> -Sumdog diagnostic -TJ end of chapter assessments -HNP baseline assessments -Dynamo maths assessment -Leckie & Leckie assessments -Attainment meetings with HT, teacher judgement 	<p>68% are on track on the Sumdog diagnostics. Teacher judgement - 72% have achieved Second* in numeracy. 100% scored band 6 or above in numeracy SOFA assessments.</p>
P7 Numeracy	9	<ul style="list-style-type: none"> Designated PSA to support group within the class focusing on the 4 operations. PSA to support with Dynamo Maths 2 hours per week 	<ul style="list-style-type: none"> -Sumdog diagnostic -TJ end of chapter assessments -HNP baseline assessments -Dynamo maths assessment -Leckie & Leckie assessment 	<p>70% are on track on the Sumdog diagnostics. Teacher judgement - 84% have achieved Second Level in numeracy. 100% scored band 8 or above in numeracy NSA assessments.</p>

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Nurture	9	<ul style="list-style-type: none"> • PSA to be working with individuals and small groups on building self-esteem, support with emotions, friendships • Supporting pupils with cooking, gardening and Lego therapy Create Nurture boxes	-RISE assessment -HWB wheel completed as part of profiling	RISE assessment was completed with the P6 cohort and a Nurture group was created in Term 1, unfortunately we couldn't continue the group due to staff absence but we continued working with individuals through skills groups. We got weekly visits from Bruce the Therapy Dog, this had a really positive impact on individuals who were struggling with anxieties and coming into school.
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Wider achievements Coileanaidhean nas fharsainghe

We are extremely proud of our achievements this session and we have seen amazing teamwork and perseverance in a variety of sporting and other events. We have celebrated our achievements in assemblies and with the wider school community and reflected on them in relation to our School Values and the Wellbeing Indicators.



South Highland Schools Athletics

In May 2024 a selection of P5-P7 pupils represented the school at the inter-school sports championships in Inverness. We competed against 3 other schools and took part in a range of track events. We were delighted to celebrate winning the Grigor Cup on the day. Exceptional perseverance and teamwork shown.

Christmas Toe Tapping Tunes

The whole school performed for families and friends in our Toe Tapping Tunes concert. We performed 2 shows and were joined by very special guests! Julie Fowlis and Duncan Chisholm came along to sing and play in our joint P1 and P7 Touch the Sky song. The pupils were amazing and did us proud.



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McRobert Cup

So incredibly proud of our P4-6 runners who took part in the McRobert Cup Cross Country Competition. They were missing their P7 runners but were absolutely fantastic and rose to the occasion! Huge congratulations to the whole team! Lots of medals and trophies to be very proud of.

8th Eco Flag

We are so proud to have achieved our eighth Eco Flag, which means Kirkhill Primary School has flown an Eco Flag for fifteen consecutive years. That really is something amazing to celebrate. Our pupils and their parents/carers and staff have all pulled together to ensure we continue to learn about ways in which to live more sustainable, eco-conscious lives. The children are passionate about using their voices to drive change, both within and out with school.



ASQ Cross Country

A HUGE well done to the incredible runners in P4-7 who competed at the ASQ Cross Country Competition! Everyone ran their best race and we are so proud of each and every runner! We came home with three trophies, medals and a second place for one of our teams!!!

Open Afternoon

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



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Fairtrade Awareness

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

Celebrating Wider Achievements

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

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

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



School of the Year Finalist

We were delighted to have been nominated as a finalist for School of the Year. I believe this achievement is down to teamwork, both in the school and in the local community. We have good relationships between the staff and the pupils, but also with parents and the wider community. We really are a community-based school where everyone is involved.

We feel we work hard to ensure everyone is welcomed, included and celebrated. As a village school, we are the heart of the community and are heavily involved in many events for members of the village.



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Comments from learners, families, stakeholders and staff

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

Family Voice

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



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Family voice

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

Prioritising the well-being of pupils.

Leadership roles up the school have been a highlight. Lots of positive feedback coming home.

Supporting pupils with their individual needs and providing learning to challenge and develop.

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

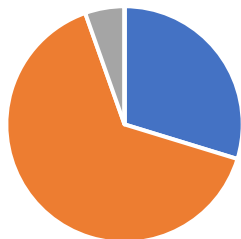
Brilliant school, opportunities. Great contact with kids schoolwork and parents.

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

Please extend from S1-S6!

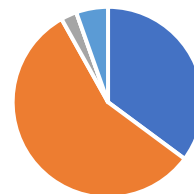
We gathered family views at the family appointments in September 2023. We have used this information to think about how we share learning and how we can increase our family learning opportunities.

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



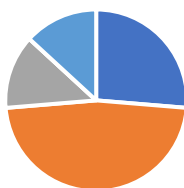
■ Strongly agree ■ Agree ■ Disagree ■ Strongly disagree ■ Don't know

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



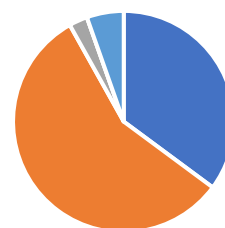
■ Strongly agree ■ Agree ■ Disagree ■ Strongly disagree ■ Don't know

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



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

I understand how my child's progress is assessed.



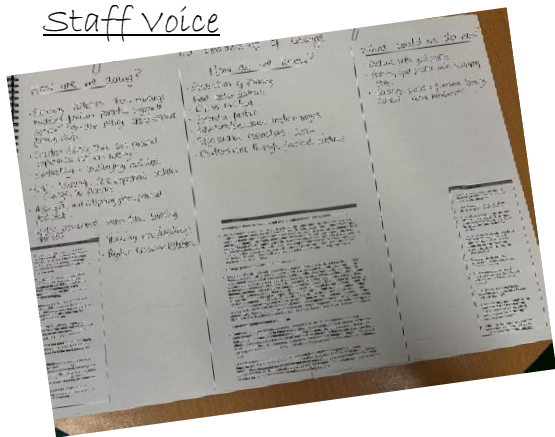
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Staff voice



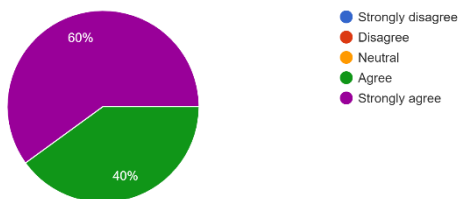
As a staff we regularly discuss school improvements and collegiately complete HGIOS QIs. We are lucky to have positive relationships and there is always opportunities for professional dialogue, discussing successes and areas for improvement.

Partners

There is an opportunity for partners to leave feedback through a QR code linked to a Google Form. We have had very positive feedback from outside agencies and have a good working relationship.

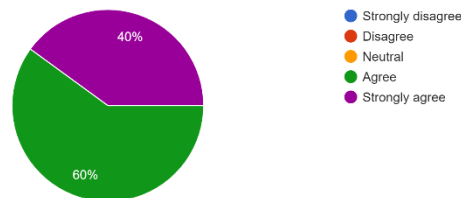
There are effective arrangements in place for jointly planning provision with the school.

5 responses



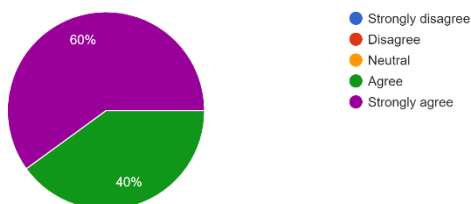
Effective arrangements are in place to evaluate the impact of our partnership working.

5 responses



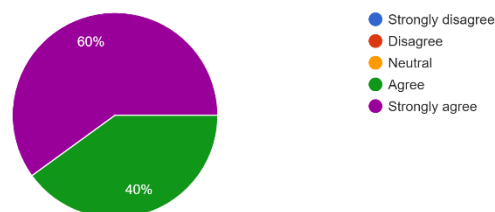
Arrangements are in place to support my service/organisation to share relevant information about the progress of children and young people with the school.

5 responses



Overall, partnership working with the school works well.

5 responses



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

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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	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

- Raising attainment in literacy with a focus on reading
- Refreshing the Kirkhill Curriculum
- Tracking across literacy, numeracy and HWB in ELC

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 <https://sites.google.com/highlandschools.net/kirkhillprimaryschool> or by contacting the school office.

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