

Standards and Quality Report 2022/23 and Improvement Plan 2023/24



Ready

Respectful

Responsible

At Kirkliston Primary School we work together to create a safe, nurturing and inclusive environment where we provide leadership opportunities for all and encourage learning for life. Our values of Ready, Respectful and Responsible underpin all that we do at Kirkliston Primary School. We strive to ensure all members of the Kirkliston Primary School Community are:

- Ready to engage, learn and inspire
- Responsible for developing positive relationships, making good decisions and empowering others
- Respectful for self-others and the environment

Kirkliston Primary School serves the village of Kirkliston and the surrounding rural area and has a wide social mix. The school is part of the Queensferry cluster of schools. The roll is 631, spread over 22 classes. Over the year, 12 pupils attended from out with the catchment area and approximately 10% of pupils were in receipt of free school meals. 17.1% of our pupils are from black and minority ethnic backgrounds and 7.6% of our pupils speak English as an additional language. Class organisation was as follows: -

P1, P1, P1, P1, P2, P2, P3/2, P3, P3, P3, P4, P4, P4, P5, P5, P5, P6, P6, P6, P7, P7, P7.

The overall school attendance is 93 % which, although higher than the Edinburgh average, is lower than pre-pandemic and something that we will continue to address next session.

The management team consists of Head Teacher, Mrs Lucy Henderson, Depute Head Teachers, Mrs Linda Hughes and Mrs Emily Govan, Principal Teachers Mrs Fiona Kay and Mrs Helen Bartholomew, Senior Early Years Officer Urszula Lach-Mikrut and Business Manager Miss Stacey Webster. The support for learning team consists of two teachers and two Pupil Support Assistants (PSAs). We have a part-time family support teacher and two Pupil Support Officers (PSOs) which are funded by PEF. The school also benefits from a full-time PE specialist and as well as instructors of violin and brass. There are 20 Pupil Support Assistants (PSAs) working throughout the school to support learning, teaching and inclusion. Teaching staff includes 2 probationer teachers.

This year we were allocated approximately **£13270** Pupil Equity Funding which was used in three areas – family support and learning, inclusion and attendance and play therapy.

The nursery is an integral part of the whole school establishment with 70 children accessing 1140 hrs. The team is led by a Senior Early Years Officer who is supported by an Early Years Officer, 7 Early Years Practitioners, 2 PSAs, 1 EYA, 1 Domestic Assistant and 1 trainee.

The school benefits from a very supportive and active Parent Council, (KPSA). This session has again seen us begin to return to our usual in-person events. Parents are encouraged to be involved in the school through a wide range of activities: helping in classrooms, accompanying classes on excursions, self-evaluation meetings, attendance at curricular meetings, KPSA events, assemblies, etc. Community links include involvement of the police liaison officer, the local ministers, regular use of the local library, as well as linking with the local Rotary club and businesses such as Edinburgh Airport and Carlowrie Castle.

The school benefitted from a Temporary Unit providing 4 additional classroom spaces again this session. The construction of a purpose-built Nursery to meet the requirements of 1140 hours and an annex to provide additional learning space for our P1 pupils (and P2 in the future if required) has begun with a completion date of late 2023.

1.3 Leadership of Change

- Developing a shared vision, values & aims relevant to the school and its community
- Strategic planning for continuous improvement
- Implementing improvement and change

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

What we have done:

- As we welcomed families back into the school building, we had increased opportunities to share our Vision, Values and Aims during events like parent consultations, Kirkliston Art Exhibition, performances and the KPSA AGM. This is also done regularly through communications including the weekly HT blog.
- We created a whole school digital strategy and shared this with families to ensure there was a good understanding of the Empowered Learning programme.

The impact:

- All stakeholders have a shared understanding of and have opportunities engage with the school's Vision, Values and Aims. This allows us to communicate with a shared language when discussing meeting learners' needs.

Strategic planning for continuous improvement

What we have done:

- We have had a strong focus on restorative practice this session. We allocated protected collegiate time to discuss, review and improve our procedures. These changes were based on research, practice and collegiate discussions looking out-with our setting.
- We have created a Pupil Group Improvement Plan to record the progress made this year and to inform next steps. Each plan is linked to How Good is OUR School and Edinburgh's Teachers' Charter: Leadership of Learning.

The impact

- Staff understand the rationale behind restorative practice and have a voice in any changes/improvements.
- Pupils have ownership of school improvements and changes. They are empowered to have a say in the direction of their school.

Implementing Improvement and Change

What we have done:

- The successful roll out of the Empowered Learning programme across the school involving pupils, staff and families at each stage of the process.
- The kindness crew have raised awareness of equalities through meetings, feeding back to classes and presenting at assemblies. This work has also been shared with families through the weekly HT Blog.

The Impact:

- An enriched learning experience for all pupils with increased independence for those in P6/7.

- Parents had the opportunity to ask questions at the parent information evenings allowing them to have a full understanding of their role and the expectations of the programme.
- Increased understanding of equalities and how to make classrooms inclusive for all.

Next Steps

- To create a Kirkliston Equalities Statement to sit alongside our V, V and Aims.
- To extend the use of the iPads particularly at P6/7 to enhance the pupil learning experience.
- Implement the new digital system for self-improvement.
- To ensure all pupils experience success in their learning.

2.3 Learning, Teaching and Assessment

- Learning and Engagement
- Quality of teaching
- Effective use of assessment
- Planning, tracking and monitoring

Learning and Engagement

What we have done

a) P1 staff attended "Drawing Club" CLPL and are implementing approaches to improve creativity and learners' experiences within writing in the early stages. Play pedagogy is fully embedded in our early years, supported by our PT and EYP. Professional enquiry in handwriting approaches are being implemented. Empowered learning in P6&7 has motivated and challenged pupils through giving more opportunities for choice across literacy. Our P7 pupils have taken the lead in "Kirky Catch Up" at our weekly assemblies, using digital technologies to recognise and record achievements across the school.

b) Developed an overview of the Numeracy and Maths curriculum for the school, highlighting best practice for the time that should be spent on teaching Numeracy and Maths and breaking down how much time should be spent on the core curriculum, fluency and retrieval practice. Alongside this we have developed an overview of the practical and digital programmes available for staff to utilise and broken these down into the stages they are appropriate for.

The Impact

a) P1 staff are empowered and confident in pedagogy which centres around children's choice, engagement and experiences. Their confidence in planning, teaching approaches and interactions is relevant and appropriate to the individual children which leads to improved outcomes for all. The roll out of individual iPads in the upper stages has led to increased motivation and engagement in learning as well as a more pupil led approach where everyone's views are valued.

b) This has provided clarity for staff on expectations for the teaching of numeracy across the school in relation to time spent on core teaching, retrieval practise and fluency. This will contribute to a cohesive approach on the teaching of Numeracy and Maths across the school and support our learners to have clear expectations and understanding of how these different areas of Numeracy teaching support their learning and understanding.

Quality of teaching

What we have done

a) Continued to use the Read Write Inc programme as an intervention to raise attainment in reading and writing in P3 and P4. Our Literacy Coordinator provided regular modelling and support to upskill P3 and P4 staff in delivery of Read Write Inc. In P4-7, teachers used RWI Literacy and Language to support planning and teaching reading and writing skills which linked with other areas of the curriculum as well as using digital technologies to enhance the process. We have identified and timetabled 2 Support for Learning PSAs to deliver timely interventions to increase attainment of identified children. A whole school focus on differentiation linking to our inclusive practice and school values provided staff with an opportunity to engage with colleagues across our cluster to share good practice and moderate children's progress in writing.

b) Continued to implement the Concrete, Pictorial, Abstract approach to teaching numeracy with curriculum group members for each stage taking the lead to ensure opportunities for taking advantage of this approach. Ensuring training opportunities on the CPA approach are available and

that these are signposted appropriately to new members of staff. Classroom visits by Numeracy Coordinator to support staff in their delivery of their approach.

c) Key ingredients for high quality learning and teaching were identified by staff during INSET day reflection tasks. These informed the criteria for shared practice visits in May.

The Impact

a) P2/3, P3 and P4 staff are confident and proficient with teaching approaches using the RWInc programme to teach phonic awareness for reading, writing and spelling. Through observations and feedback given, staff are able to identify specific gaps in learning and provide interventions for support, ensuring all pupils are making progress in their literacy. Access to individual iPads in P6-7 promotes greater opportunity for creativity to enrich learning experiences as well as relevant support to enable progress to continue in writing.

b) Clarity for the teaching staff on the approach for teaching Numeracy across the school as well as having a variety of resources to implement it. For our learners this has the strong impact of developing a progressive approach to ensure a depth of understanding of the core principles of the curriculum at each stage.

c) Shared practice visits highlighted key areas for development and will be used as a rationale for our focused developments next session.

Effective use of assessment

What we have done

a) Robust analysis of RWInc assessments used for all P2/3, P3 and P4 pupils identifies progress and areas where additional support/interventions are needed. Teachers have had the opportunity to moderate pupils' learning both in school and across the cluster, sharing good practice in differentiation and increasing confidence when assessing progress. We continue to use SWST for all pupils in P3-7 in June along with SWRT for all pupils with identified needs to provide evidence of where they are in learning and to ensure relevant interventions are in place.

b) Continue to highlight the assessments available from the variety of different Numeracy resources we have available to us. We have digital assessment systems through Sumdog as well as end of block assessments available from White Rose Maths to summatively assess each learner's progress.

The Impact

a) Clear progress and next steps identified and reported for each pupil. There is evidence to show all pupils are making progress at their level, with some making excellent progress. The majority of P4 pupils are following RWInc Literacy and Language programme. SWST allows tracking of progress in spelling and identifies pupils who require support.

b) Teachers have a variety of tools to understand where their learners are at on their journey which informs them how to best support their learners at specific points of their learning journey.

Planning, tracking and monitoring

What we have done

a) Our P1 staff are using observations of children playing to identify what is to be learned, responsive planning and to share next steps and achievements. All P4-7 staff use new writing progression (linked to RWInc resource) to plan and assess writing. All P3-7 using the new spelling progression to plan and assess spelling. We have engaged in cluster moderation of writing across all levels. Tracking

and monitoring meetings identify children's progress. We use staff knowledge of children and families along with SIMD data to ensure our children facing challenges have access to appropriate interventions and opportunities to succeed. Staff are developing confidence to use a variety of approaches to differentiate learning experiences which are relevant to each individual pupil.

b) We made use of digital assessments through Sumdog at the beginning of the session to ensure all teachers have a broad understanding of where their pupils are at. Ensuring place value and the four operations lessons are at the start of the session to ensure teachers have clear understanding of learners' progress in key areas of the curriculum. Collegiate planning allows for moderation within stages to allow teaching staff to share best practice and assess learners progress.

The Impact

a) Teachers' planning is streamlined and progressive in reading, writing and spelling. Progression throughout stages is clearer for both teachers and pupils. There is an increased understanding of the moderation cycle when planning, tracking and assessing progress in writing. Using digital technologies, pupils in P6-7 are taking more responsibility for leading learning.

b) Teachers are utilising the variety methods of assessment throughout the school year to continually assess learners progress and best plan their next steps. A focus on place value and four operations at the beginning of the session allow teachers to plan and support their pupils in the most impactful way, strengthening their understanding. Collegiate planning ensures that there is weekly moderation on progress across a stage.

Next Steps

- Continuous provision of play pedagogy to continue into P2.
- Handwriting progression to be agreed upon and rolled out in August 2023.
- Review and develop writing assessments across all levels.
- Continue to develop staff knowledge and skills in whole school differentiation.
- Home learning review to include reading and spelling.
- Reading audit to ensure staff are embedding Reflective Reading approaches and pedagogy.
- Introduce and embed 'One Note' on empowered learning devices.
- Assessment and moderation calendar to be created to ensure that our assessment procedures are as robust and reliable as possible.
- Numeracy Coordinator to share new maths tracker to be trialled.
- Kirkliston Assessment Guidance to be shared with whole staff team and implemented.
- The focus for the Numeracy group next session will be drawing together the variety of assessment tools we have available and streamlining these. This objective will allow the group to advise on best practice for assessment as well as highlighting appropriate resources and how they can be best utilised, providing a cohesive and responsive policy towards assessment.
- Teachers' Charter focus on differentiation.

3.1 Ensuring Wellbeing, Equity and Inclusion

- Wellbeing
- Fulfilment of statutory duties
- Inclusion and equality

Wellbeing

What we have done

- We are committed to creating inclusive classrooms for all at Kirkliston. All staff are trained in restorative practices and pupils created their own class charters at the start of the session. We have high expectations of all pupils and positive relationships are at the heart of all we do.
- We promote UNCRC in individual classes, through assemblies and with families in the weekly HT blog.
- Our H&W leads have been committed to increasing staff wellbeing this session and we extended our work on neurodiversity to include neurodiverse staff to ensure they felt valued and included.
- SHANARRI Spotlight leadership roles were introduced to some of our P7 learners. Each week, they capture the voice of a cross-section of classes to gather examples of different indicators in practice. These are shared and celebrated each week alongside the relevant focus indicator.

The Impact

- Pupils are achieving and feel safe in school, they are aware of their rights and know where to go to get help if they need it.
- Staff feel empowered and included which has a positive effect on the ethos within their classrooms and therefore the children.

Fulfilment of Statutory Duties

What we have done:

We comply and actively engage with statutory requirements and codes of practice. Our staff, learners, parents and partners know what is expected in these areas and are involved in fulfilling statutory duties to improve outcomes for children and young people. We have prioritised work on inclusion, including anti-racism and anti-bullying, to ensure understanding and compliance of the Equalities Act 2010.

The Impact

We have raised awareness of the Equalities Act and through the Kindness Crew assemblies almost all staff and pupils have a good understanding of the 9 protected characteristics. Staff know how to deal with incidents racism and bullying, including how to record them appropriately.

Inclusion and Equality

What we have done:

- We assigned two PSAs to the support for learning team this session who delivered literacy and numeracy interventions to identified learners.
- Our family learning teacher delivered LIAM (Let's introduce anxiety management) to identified learners.
- We employed a play therapist for a day per week to work with identified learners.

- We appointed two PSOs, one to support attendance and one to support outdoor learning and both support the nurture provision in school.
- The Kindness Crew continued to promote diversity across the school and supported inclusion in the school playground.

The Impact:

- We have been able to meet the needs of almost all of our most vulnerable learners. We have supported the attendance of learners from our most deprived areas where coming to school was a challenge.
- All pupils feel welcome at Kirkliston where difference and individuality is acknowledged and celebrated.

Next Steps

- Undertake *Relationships, Learning and Behaviour Training*
- Continue working towards the Rights Respecting Schools award
- Attainment of *LGBTeducation.scot Implementation and Evaluation Toolkit*.
- Audit of school policies and materials to ensure that all documents are inclusive of different identities

3.2 Securing Children's Progress

- Attainment in literacy and numeracy
- Attainment over time
- Overall quality of learners' achievement
- Equity for all learners

Attainment in Literacy and Numeracy

What we have done:

- (a) Robust attainment tracking meetings take place at key points throughout the year, with Literacy and Numeracy at the centre of our focus. EDICT allows us to use data effectively to better understand children's individual progress, as well as making analysis of trends and predictions across year groups easier.
- (b) Curriculum groups have been maintained this year in Literacy, Numeracy and Health and Wellbeing, allowing teaching, learning and assessment to be regularly re-visited throughout the year. Each Curriculum group has a representative from every year group to allow key messages and perspectives to be effectively communicated and understood across the whole school and cluster. This has helped us develop the curriculum effectively in Literacy and Numeracy at all stages.
- (c) Regular Enhanced Support Meetings ensure that support has been targeted towards our most vulnerable learners, experiencing financial deprivation or with a high level of additional support need. Our SFL team coordinate individual support plans where required, and these are carried out by our highly skilled PSA and PSO team and SFL teachers accordingly. Children requiring more support are identified at the termly Tracking and Monitoring meetings and appropriate interventions have been put in place. Our PSA and PSO team continue to support in additional nurture bases across the school to give a safe space for children to regulate throughout the week.
- (d) Extensive moderation work has taken place this year with key stakeholders from across the school. Literacy and Numeracy Coordinators, SFL teachers, SLT and class teachers met to moderate our understanding of Teacher Judgement, which resulted in a document being created to be more explicit about on track/Not on track statements. Moderation sessions across our cluster have allowed opportunities for staff to look outwards and gain understanding of achievement of a level evidence across different contexts.

The Impact:

- (a) Tracking and monitoring meetings, along with planned data discussions at extended CAT sessions have shown an increased shared understanding of achievement of a level. The moderation work that has taken place this year has also removed doubt and ambiguity around what achievement of a level looks like. There is now a detailed and shared understanding of on track statements which has made our data in literacy and numeracy more robust and reliable.
- (b) Self-evaluation processes suggest that what we now need to invest more time in is our assessment calendar and this will form a key part of our plan for literacy and numeracy moving forward.
- (c) All class teachers are clear about the closing the gap strategies for pupils who are receipt of free school meals, as we do not have any learners in SIMD deciles 1 or 2. Our SFL teachers have really focussed the conversation on strategies that work to improve the attainment of these learners.

- (d) Almost all learners in P1 and P4 are achieving expected levels in Listening and Talking. In P7, most learners are achieving expected levels in Listening and Talking. In P1, P4 and P7, most learners are achieving expected levels in Reading, Writing and Numeracy.

Attainment Over Time

What we have done:

- (a) Continued focus on tracking and monitoring systems across the school have allowed us to become increasingly more data literate as a staff. This has allowed us to analyse and interrogate the data over time and create a shared understanding of data. Using EDICT's new 'prediction' features have allowed our team to consider stretch aims when interrogating data.
- (b) Our tracking and monitoring systems allow for effective interventions at key points throughout and between years. This allowed us to effectively implement the required interventions throughout the year to ensure that children continued to make progress over time.

The Impact:

- (a) Increased confidence in the reliability of the data over time has allowed us to feel much more confident analysing the data moving forward. Almost all classes reported increased confidence with the shared understanding.
- (b) Our tracking and monitoring shows that attainment has increased over time for our learners. When tracking groups and cohorts over time there are significant differences year to year. There is an upwards trend for every year group and cohort, with the exception of our current P5s. However, this is explained by the cohort changing and the level of additional support needs increasing in that year group. SfL systems are allocated proportionately to target identified individuals in this year group to ensure continued progress.

Overall Quality of Learners' Achievement

What we have done:

- (a) Pupil groups such as House Captains, Pupil Council, Kindness Crew, Sports Ambassadors, Digi Leaders, Rights Respecting Schools Group, Book Bosses, Charity Champions and Eco Group ensure that children are meaningfully engaged in the running of the school. These allow our learners to exercise their responsibility and independence as effective contributors to the wider life of the school. There are several examples of how this has had an observable impact on the running of the school.
- (b) Relational/Restorative practice continue to be used across the school. Training and dialogue is a regular feature of practice with reading groups and self-directed professional learning taking place across the year to ensure consistently high levels of practice in this area. A large part of our WTA this year was allocated to this to continue to develop and embed this in our ethos.
- (c) Attendance is high and improving. We have established good relationships and have worked in partnership with our family learning team. Continued work with ASL and external agencies have allowed for positive outcomes for all children.

The Impact:

(a) Children, young people and families are more engaged with their learning experiences and have a say in the quality of their learning. Children and staff are beginning to become more familiar with the language of UNCRC.

(b) School values contribute to a nurturing ethos across the school. All of our practice is rooted in relationships and this permeates through every aspect of the school. Children are included and wellbeing is valued highly. This is integral to the running of the school and impacts every decision made.

(c) Children who are vulnerable due to lack of attendance are targeted by SFL, Nurture and the family learning team. Partnerships also with ASL services and Edinburgh Together to help our most vulnerable learners has also led to increased attendance.

*Equity for all Learners***What we have done:**

- (a) Using PEF funding we appointed 2 PSOs to continue to add capacity to our Nurture and SFL teams and work with the most vulnerable learners in our community supporting attendance. Outdoor learning groups, nurture interventions, 1:1 support with children and extended support for families have been our biggest achievements in this area.
- (b) A shift in the working patterns of the SFL department has led to more equity for all learners across the school. SFL team used their expertise of nurture and pastoral support has been timetabled to create alternative and desirable curricular experiences. Enhanced Support Meetings ensure these interventions are reviewed regularly.
- (c) EYP appointed to develop play-based pedagogies and to support our most vulnerable younger learners.
- (d) Transition teacher appointed and timetabled across all schools in the Learning Community. The teacher worked closely with our most vulnerable learners in P7 to make the transition to S1 as positive as it could be.
- (e) SFL PSAs were identified to deliver programmes across the school to ensure high quality literacy and numeracy support continued to take place across the school.

The Impact:

(a) Increased support for learning capacity allowed for more children to be supported, promoting equity of success for more children, in particular our most disadvantaged and with the most complex ASN.

(b) Timetabled support, and desirable alternative curricular experiences allowed us to engage children in need of a different approach to increase attendance and engagement. This also supported class teachers and PSAs as we provided breaks from the classroom environment for these learners who needed space and time to regulate and engage in a differentiated way.

(c) EYP has built great relationships with the children and families. The additional capacity and expertise in this area has been invaluable and allows us to plan strategically moving forward for how to continue to promote equity for all learners in the early years.

(d) The transition teacher has allowed us to build a robust and impactful transition programme for our current P7 learners. This has made the process much more equitable through enhanced transition procedures for our most vulnerable and disadvantaged learners.

(e) With the SFL teachers and PSOs being used to work on nurturing/pastoral support, the SFL PSAs have been integral to ensuring high quality literacy and numeracy support continues to take place across the school.

Next Steps

- Zones of Regulation to be introduced and approaches to tracking learners' HWB to be investigated and implemented. This will ensure there is a shared understanding and consistency in our restorative approach.
- UNCRC will be embedded across our school which will have a significant impact on pupil voice and pupils being aware of the importance of equity and equality in their education.
- Assessment and moderation calendar to be created to ensure that our assessment procedures are as robust and reliable as possible. Numeracy Coordinator to introduce new maths tracker. These opportunities will give increased reliability and confidence for teacher judgement.
- Kirkliston Assessment Guidance to be shared with whole staff team and implemented to increase consistency and expectations of effective gathering of evidence of children's progress.
- QA calendar next session to include more robust opportunities for SLT to gather pupil voice in moderation.
- SFL timetable approach to be continued to provide an equitable experience for our most vulnerable and disadvantaged learners.
- Approach to curriculum leadership roles and groups to be adapted next session to focus on identified attainment areas for improvement.
- Transition teacher to continue work with P7 throughout the year. This will increase our SFL and Nurture capacity and will allow us to make the transition process equitable.

Evaluative Statements

Rationale and design of the curriculum

- a) Designated CT and team across stages evaluated current literacy programmes and identified next steps to support positive outcomes for all pupils. Staff looked outwards to investigate a variety of high-quality teaching resources which would impact our children's progress. There was a lack of consistency of basic phonological awareness, pedagogies and approaches to teaching and skill level across the school. Resources, modelling of good practice and identified CLPL aimed to develop and improve consistency of staff knowledge, approach, pedagogy, planning and teaching and learning across the school.
- b) Designed two curriculum overview documents to bring structure, cohesiveness and clarity to the teaching of Numeracy and Maths within the school. The first document clearly lays out expectations of best practice for progressing through the curriculum, with a focus on best practice for developing fluency and retrieval practice. The second document details the different resources we have for Numeracy at each stage, where they can be accessed and the levels that they are appropriate for.

Development of the curriculum

- a) Literacy coordinator created Literacy Packs with all new plans/overviews, progressions and support materials. These along with consistent approaches to teaching spelling, reading and writing supported staff in the delivery of the curriculum. Literacy coordinator had protected time weekly to establish RWI programme in P3. This included regular modelling of L&T and evaluations of approach to support children's literacy development.
- b) We have continued to ensure that the Concrete, Abstract and Pictorial approach to learning and teaching Numeracy is being implemented across stages. Training on the approach is available to new members of staff to be accessed at their convenience. Members of the curriculum group support the rest of their stage in utilising the resources for this approach as well as coordinator visits to colleagues who wish support to deliver the CPA approach. We have also developed a format for Retrieval practise of 'last lesson, last week, last term and last year' to support the retention of knowledge in our learners.

Learning Pathways

Staff began to embed new learning pathways created using stage literacy overviews, literacy calendar and spelling progression. Out of this World spelling challenge from P3-7 improved tricky word spelling. RWI and RWI Literacy and Language provided consistency of approaches to L&T across the school.

IDL bundles have recently been reviewed to ensure there is opportunity for pupil choice and desirability to learn. There was also emphasis on ensuring clear progression across levels, opportunities to build on prior learning and links to the community whenever possible. Outdoor learning takes place across all areas of the curriculum as well as part of our interventions for vulnerable pupils.

We have a variety of different resources to support the delivery of the curriculum to learners of all levels, including TJs textbooks, the White Rose Maths curriculum programme which provides structure and a variety of teaching input resources as well as Sumdog to provide an engaging and digital option to build fluency. Additional support staff have been trained in the Six Minute SEAL intervention to support learners. Support for Learning teachers have been developing their understanding of how to support dyscalculia via CLPL.

Skills for Learning, Life and Work

a) Our pupils in P6-7 have benefitted from the roll out of individual iPads. There is evidence of improvement in digital literacy skills with pupils using apps from Office 365 such as OneNote, KeyNote and Word. Constant access to iPads provides predictability, structure and routine for our pupils learning and progress in their literacy and achieve to a high standard. Our engagement with Home Learning has increased with empowered learning too.

Staff built in opportunity for creativity, centred around pupil leadership of learning, sustainability and awareness of UNCRC Rights of the Child. Links with high school and Skills Development Scotland continue to provide awareness of the world of work and skills needed for a wide range of careers.

b) Throughout the teaching of the Numeracy and Maths curriculum, the practical skills being developed are made explicit through learning intentions as well as discussions on how these can be applied in our daily lives as the curriculum progresses. We participate in Maths Week Scotland as a whole school to provide additional opportunities to show the value of Numeracy and Maths to our daily lives and the contexts in which the problem-solving skills being learned can be applied.

Teachers' Charter

We value empowerment at all levels of school. There is an increased awareness of all 4 aspects of the Teachers' Charter with staff able to identify key elements of the learning and teaching process, incorporating this into their lessons. The Teachers' Charter was used as part of our self-evaluation week and formed the basis for discussion during our PRD process. Our next step is to focus more on differentiation in line meeting all our children's needs and also as the next step in our restorative practice journey. We recognise high levels of engagement appropriate to children's needs and interests leads to better outcomes for all.

Leadership for Equity

- Staff discuss SIMD data and hidden poverty at their termly attainment and tracking meetings and have a good knowledge of the PRAG within their class/ stage.
- Through interventions, further opportunities for success and progress within individual milestones make a difference for our most vulnerable children.
- Our family learning team put supports in place to promote attendance.
- Our school values demonstrate our commitment to inclusion.
- The Kindness Crew raise awareness of the 9 protected characteristics through assembly and class sharing.

Parent/Carer Involvement & Engagement

What has gone well and increased engagement & involvement?

Weekly Parent Group

- Focus - friendship, support, how to support and communicate with our children
- We have also focussed on the HWB of our parents and carers. This includes weekly time to talk sessions at the group.
- Examples of activities we have covered this year - yoga, badminton, walks, engagement in art fortnight, 20 things to do with your children during holiday periods, how to support your child with ICT.

Monthly ASN Support Group

- Focus - Support, friendship, chance to share experiences and advice.
- Visit from Nicola Tonner from the Library Service to consider how the library can support ASN families.
- We also had a visit from ASL services to share how 'Zones of Regulation' could be used in the home environment to support both parents and children.
- A WhatsApp group is set up and managed by a PSA to cascade information, share ideas, ask questions etc.

Other Supports

- Thriving family breakfast club run by PSOs supporting families with early morning routines, reluctant attenders and financial worries. Parents and carers are encouraged to stay and support the running of the breakfast club.
- Parents are encouraged to become parent helpers within school. Necessary support is offered to allow parents and carers to do this.
- Internet Safety evening for parents and carers
- The school has an active and supportive parent body in the form of our KPSA. The KPSA have a positive relationship with the school and support initiatives and the development of the school.

Next Steps

- Continue with all provision from 2022/23
- Consider how we support and engage parents and carers with our new home learning approach and how we support their literacy and numeracy if necessary
- Offer targeted parenting programmes such as Triple P and RCWC
- Support parents and carers from lower SIMD and parents and carers with ASN children to be part of the KPSA to ensure our parent body represents our full school community

Quality Indicator	Quality Indicator Value
Leadership of Change	5
Teaching, Learning & Assessment	3
Wellbeing, Equality & Inclusion	5
Raising Attainment & Achievement	4

Section 1: School Information	
School/Establishment	Kirkliston Primary School
Head Teacher	Lucy Henderson
Link QIEO	Tony Currie

School Statement
At Kirkliston Primary School we work together to create a safe, nurturing and inclusive environment where we provide leadership opportunities for all and encourage learning for life. Our values of Ready, Respectful and Responsible underpin all that we do at Kirkliston Primary School. We strive to ensure all members of the Kirkliston Primary School Community are: • Ready to engage, learn and inspire • Responsible for developing positive relationships, making good decisions and empowering others • Respectful for self-others and the environment

Improvement Priority 1	
Improvement Priority 1	Differentiation
Person(s) Responsible	<i>Linda Hughes and Emily Govan</i>
Next Steps from Standard and Quality Report	<i>Insert next steps identified in S & Q Report</i> • Continue to develop staff knowledge and skills in whole school differentiation. • Consistency in creative approaches to Learning & Teaching to meet learners needs more effectively. • Assessment and moderation calendar to be created to ensure that our assessment procedures are as robust and reliable as possible. • Kirkliston Assessment Guidance to be shared with whole staff team and implemented. • Review and develop writing assessments across all levels. • Digital literacy skills will promote greater independence in our learners. Introduce and embed 'Notebook' and 'One Note' on empowered learning devices. • Numeracy Coordinator to share new maths tracker to be trialled.

HGIOS 4 QIs	NIF Priority
1.2 Children and young people leading learning	NIF 1: Improvement in attainment, particularly in literacy and numeracy NIF 2: Closing the attainment gap

1.3 Implementing improvement and change 2.2 Development of the curriculum 2.7 Collaborative learning and improvement 2.3 Learning, teaching and assessment 2.4 Personalised support	between the most and least disadvantaged children.
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Outcomes/ What are you going to improve?	Tasks/Interventions	How Will You Measure Impact?	Timescale(s)	Progress 1 (Jan)	Progress 2 (May)
Outcomes for learners; targets; % change	Activities in Working Time Agreement, Professional Learning Learning and Teaching interventions	What ongoing information will demonstrate progress? Identify qualitative, quantitative, evaluative pre and post measures	What are the key dates for implementation? When will outcomes be measured?		
2.3 Learning and Teaching Differentiation – our team will be upskilled to differentiate more effectively to meet the needs of our diverse classes. This includes challenging our most able learners and supporting our less able children.	- Targeted curriculum CAT sessions 3x CAT – Inclusive writing pedagogy and approaches (Differentiation focus related to Edinburgh Teachers’ Charter) 3 x CAT – Differentiation through the lens of AifL / Digital / Leadership of learning/ UNCRC - Creation of a ‘KPS Differentiation Toolkit’ 6 x follow up differentiation related self-evaluation / review progress across the year.	Evidence of children’s progress in writing shared at the start of new session (jotters passed from one stage to the next.) Individual progress jotters track learning from P1-7 and from the start of session to end of session. CTs to use pre-covid writing assessments to measure progress 3x year. Shared practice visits.	August/September 2023 August 2023 May 2024 September 2023 February 2024 May 2024 Termly		
High-quality Learning & Teaching	CLPL focusing on creative,	QA processes such as	See QA calendar for		

based around children's needs and interests. Creative approaches to Learning & Teaching to meet learners needs more effectively. Shared practice and feedback to highlight progress in children's learning and identify next steps.	open-ended approaches to learning and teaching. • Shared classroom practice x 2 focusing on differentiation to effectively meet the needs of all • Self-evaluation weeks x 4 focusing on Edinburgh Learns Differentiation imperative • Moderation sessions (2 x within school; 2 x within Cluster) focusing on inclusive pedagogies and practices • Revise School Teaching and Learning Policy in line with authority guidance to ensure consistency in approaches. • Curriculum lead and working party remit and responsibilities to focus on ensuring differentiation across core curricular areas. Input into CAT sessions.	Forward Plan moderation and jotter moderation will evidence more planned differentiation. Qualitative evidence gathered through observation of collaborative stage planning meetings (looking at learners' prior learning, needs and next steps) 2x Moderation cluster and 2x school level.	details. Ongoing October 2023 January 2024 March 2024 May 2024 September 2023 Ongoing		
A wider and more varied approach to ongoing assessment in each stage and analysis of data to inform next steps for all	• Revise School Assessment Policy and QA Calendar in line with authority guidance	Single Word Reading and Spelling tests at the start of each session tracked on CEC Literacy Tracker.	September 2023 / June 2024		

children's learning.		Qualitative pupil feedback gathered through QA procedures will highlight an increase in feeling that learning opportunities are meeting learners' needs	See QA calendar (ongoing)		
Play pedagogy to progress into P2 (see below for more information.)					
Digital literacy skills to promote greater independence in our learners	4 hours CLPL allocation to digital learning. Focus on introduction of Notebook and digital CPA approaches to better meet needs of all. EL 14 Managing your class using Class Notebook My Learning Hub Using Class Notebook on your iPad	Teacher and pupil survey (pre and post roll out)	September 2023 / June 2024		
2.4 / 3.2 Targeted interventions from our Sfl team will be in place which will ensure we are implementing a whole school team approach to differentiation to raise attainment of all children.	- DHTs / PTs to lead year group Maths Challenge interventions for identified learners - Support for Learning PSAs to use RWInc / Fresh Start / 6 Minute SEAL / 1 Plus 2 interventions to support learners.	PUMA scores Single Word Reading and Spelling tests at the start of each session tracked on CEC Literacy Tracker. Read Write Inc intervention for identified children.	March 2024 August 2023 Ongoing		
Tracking and monitoring systems to be updated to ensure more robust attainment	Tracking and monitoring systems to be updated in line	Qualitative feedback and tracking on Cluster Tracker	August 2023 June 2024		

	with cluster initiatives.	Implement new maths tracker to measure progress across each year. Cluster Tracker Attainment Data. Comparative Data analysis across cluster. NSA data & PUMA/PULA assessment data across session.	January 2024 See QA Calendar for details across each stage		
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Improvement Priority 2	
Improvement Priority 1	Play
Person(s) Responsible	<i>Fiona Kay</i>
Next Steps from Standard and Quality Report	<i>Insert next steps identified in S & Q Report</i> • Continuous provision of play pedagogy to continue into P2. • Review current forward planning approach – create new format that balances intentional and responsive planning • Staff to undertake training to support use of observations to inform planning, assessment and continuous provision. • Develop leadership of learning and children’s voice in planning for intentional/responsive planning of play. • Use the moderation cycle and play toolkit for Education Scotland to evaluate learning.

HGIOS 4 QIs	NIF Priority
2.3 Learning, teaching and assessment	NIF 1: Improvement in attainment, particularly in literacy and numeracy NIF 2: Closing the attainment gap between the most and least disadvantaged children.

Outcomes/ What are you going to improve?	Tasks/Interventions	How Will You Measure Impact?	Timescale(s)	Progress 1 (Jan)	Progress 2 (May)
Outcomes for learners; targets; % change	Activities in Working Time Agreement, Professional Learning Learning and Teaching interventions	What ongoing information will demonstrate progress? Identify qualitative, quantitative, evaluative pre and post measures	What are the key dates for implementation? When will outcomes be measured?		

Embed free-flow play pedagogy and learning zones in P1 year group.	Staff training to develop responsive and intentional planning based on observations, interpretation and documentation of learning. Develop interactions, experiences and spaces, indoors and outdoors. Support staff to develop knowledge and understanding of play – professional dialogue, EYP expertise, CEC TEAM group and guidance training see below etc.	QA processes such as Forward Plan/Floorbook moderation. Opportunities to look outwards at different settings. Shared practice visits Teacher surveys pre and post training.	Ongoing See QA calendar January 2024		
Continued development of child-centred play pedagogy in P2 year group.	Develop learning areas outside P2 and P3 classrooms that children can flow between. Resources – audit of what we have and then look at areas to develop Review current forward planning approach – create new format that balances intentional and responsive planning Use observations more to inform planning, assessment, continuous provision staff to undertake training.	Tracking and monitoring meetings and analysis of NSA data & PUMA/PULA assessment data across session.	Termly		
Opportunity for greater leadership of learning/child's voice promoted and valued.	Develop children's voice - Use of Floorbook to track learning experiences and inform next steps.	Track children's engagement – surveys to collate data on learning experiences on offer.	Termly		

Review current 'soft start' and 'play and learn' approaches across whole school to ensure consistency and appropriate challenge.	Look at moderation cycle and play toolkit Outdoor Learning – current and new P2 staff have mentioned developing this at their PRD – areas outside each classroom Whole staff training on Education Scotland's 'Schemas of Play'. Agree age-appropriate approaches.	QA procedures including learning walks, shared classroom practice, etc. Staff feedback. Track children's engagement – surveys to collate data on learning experiences on offer.	Termly Ongoing Termly		
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Improvement Priority 3	
Improvement Priority 1	Inclusion and Sustainability
Person(s) Responsible	<i>Lucy Henderson, Georgie Chisholm (RRS Award)</i>
Next Steps from Standard and Quality Report	• To create a Kirkliston Equalities Statement to sit alongside our V, V and Aims. • Undertake <i>Relationships, Learning and Behaviour Training</i> • Continue working towards the Rights Respecting Schools award • Attainment of <i>LGBTeducation.scot Implementation and Evaluation Toolkit</i>. • Audit of school policies and materials to ensure that all documents are inclusive of different identities • UNCRC will be embedded across our school which will have a significant impact on pupil voice and pupils being aware of the importance of equity and equality in their education.

HGIOS 4 QIs	NIF Priority
2.2 Curriculum 3.1 Ensuring wellbeing, equality and inclusion	NIF 3: Improvement in children's health and wellbeing NIF 5: We will place the human rights of every child at the centre of education

Outcomes/ What are you going to improve?	Tasks/Interventions	How Will You Measure Impact?	Timescale(s)	Progress 1 (Jan)	Progress 2 (May)
Outcomes for learners; targets; % change	Activities in Working Time Agreement, Professional Learning Learning and Teaching interventions	What ongoing information will demonstrate progress? Identify qualitative, quantitative, evaluative pre and post measures	What are the key dates for implementation? When will outcomes be measured?		

Improved reporting, recording and monitoring of incidents of bullying and prejudice.	Embed Tackling Racist Incidents guidance. Revise School Anti-bullying policy inline with Respect Me guidance.	All staff are confident in responding effectively to bullying and prejudice, following school policy. Track recorded incidents termly, look for patterns.	Staff meeting in term 1 Oct, Dec, March, May		
There is increased awareness amongst all staff of Equality and Diversity All pupils will feel included, particularly children with protected characteristics.	Kindness Crew will raise awareness of the protected characteristics through assemblies. Calendar of important dates shared through assemblies.	Use of equity data. Survey pupil experience at start and end of session.	Ongoing		
We will revise our curriculum so that it is suitable for and representative of all. Staff have a shared understanding of an inclusive, diverse and decolonised curriculum and what this looks like in practice	Complete our work on decolonising the curriculum Provide opportunities for staff to develop their knowledge of an inclusive, diverse and decolonised curriculum what this looks like in practice. 1 x CAT session is stage groups	There will be opportunities to celebrate age and stage appropriate protected characteristics across the curriculum. Pupils will see people like them in teaching materials and resources around the school	Oct		
Achieve Silver Rights Respecting Schools award.	Undertake actions outlined in RRSA School Action plan to support Silver accreditation. -Work collaboratively with other schools locally who are striving for Silver to share and support practice.	-Action plan evidence submitted for Silver application. -Views gained and shared by all stakeholders to evidence work undertaken and impact.	-Ongoing collaboration with other schools between August 2023 and March 2024. -Application to be submitted to		

	Attend Cluster RRS event in term 3.		UNICEF March 2024 March 2024		
We will ensure all staff are aware of the processes in place to meet the needs of all learners	Revise GIRFEC policy Share assessment of needs flowchart Revise Relationships, Learning and Behaviour Policy including whole school training.	Staff will follow the flowchart when identifying a new or changing need/ presentation in pupils.	Dec		

Section 1: Learning Community Information	
Learning Community	Queensferry
Head Teachers	Craig Downie, Rhian Chapman, Lucy Henderson, Karen MacGregor, Jude Moir
Link QJEO	Tony Currie

Improvement Priority	Develop shared approaches to tracking, assessment and moderation to improve outcomes for learners
Person(s) Responsible	<i>Learning Community Headteachers, QUAMSOs or LTA leads in each school.</i>
Next Steps Identified from Learning Community's self-evaluation	• <i>Following consultation, implement the agreed tracking system across all schools in the Learning Community</i> • <i>Continue to work to develop our shared understanding of standards and expectations in writing (including planning and assessing)</i> • <i>Bring together these agreed shared approaches as a Learning Community statement to provide consistency and ensure the appropriate supports and interventions.</i>

HGIOS 4 QIs	NIF Priority
1.3 2.3 3.2	• Improvement in attainment, particularly in literacy and numeracy • Closing the attainment gap between the most and least disadvantaged children and young people

Outcomes/ What are you going to improve?	Tasks/Interventions	How Will You Measure Impact?	Timescale(s)	Progress 1 (Jan)	Progress 2 (May)
Shared understanding of tracking system across the learning community.	To finalise the agreed tracking system to implement session 23/23 All schools will implement the system and use this as part of attainment/tracking meetings. WTA – 2 hours	A consistent approach will provide robust data analysis for prediction, confirming attainment and planning interventions for both primary and secondary. Reviewed as part of LC HT Meetings and in feedback from tracking meetings.	From August 2023		

Shared understanding of achievement of a level for writing	Engage in learning community planning and moderation sessions with a focus on writing. WTA – 4 hours	Feedback from staff regarding confidence levels of teacher judgement of achievement of a level	2 x CAT sessions February and April 2/3/24 and 26/4/24 (at Kirkliston)		
A shared learning community assessment statement will confirm our agreed approaches.					
Building staff capacity and relationships through a CLPL event	Attending the Queensferry Learning Festival	Staff evaluations and, as appropriate, in PRD and Looking Back conversations	23/10/23 (at Queensferry High School)		