

Context of the School

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 627, spread over 22 classes. Over the year, 11 pupils attended from out with the catchment area and approximately 10% of pupils were in receipt of free school meals. 16.8% of our pupils are from black and minority ethnic backgrounds and 8% 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, P5, P5, P5, P6, P6, P6, P7, P7, P7.

The overall school attendance is 94.8 % which, although higher than the Edinburgh average.

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 Officers Mrs Lee Marshall and Mrs Gillian Craik 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 £**108061** 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 two Senior Early Years Officers who are supported by 2 Early Years Officers, 7 Early Years Practitioners, 2 EYAs and 1 Domestic Assistant.

The school benefits from a very supportive and active Parent Council, (KPSA). 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) is now complete and our nursery and P1 pupils will move to the building in August.

Standard and Quality Report 2023-2024

What have we done?	How well are you doing? What's working well for your learners?	How do you know? What evidence do you have of positive impact on learners?	What are you going to do now? What are your improvement priorities in this area?	How would you evaluate this QI using the HGIOS?4/HGIOELC? six-point scale?
QI 1.3 Leadership of change (Developing a shared vision, values and aims relevant to the school and its community; Strategic planning for continuous improvement; Implementing improvement and change)				
• Our stakeholders are aware of our vision, values and aims, to ensure a firm commitment to equity, equalities and inclusion, for all learners. • Conditions have been created to ensure staff feel confident to initiate change and clearly see their role in bringing about improvements. Curriculum leads are given additional time out of class for whole school / learning community development. • Young people continue to collaborate on current priorities through SLT leading weekly pupil focus groups ('Lucky Duckies'). This session, parents were	• Almost all staff have demonstrated a clearer understanding of the socio-economic context of the school. • More focused tracking and monitoring meetings with class teachers evidence that almost all have an enhanced understanding of the need to identify attainment gaps for all learners and to plan appropriate interventions. • All teaching staff participated in The Edinburgh Learns Teachers Charter focusing on Differentiation. This has	• Positive feedback from staff, parents/carers, and learners regarding the vision, values, and aims and links made to children's rights. • Consultation with families and pupils has ensured that we have consistency in our approach to providing our children with equitable off-site learning opportunities through trips. Introduction of 'pay as you like' option has meant that all children are able to attend trips without financial burden or prejudice. • All classes provided parents with an opportunity to share their learning through a learning event of their choice. This has ensured	• Our vision, values and aims will be evaluated and refreshed next session in consultation with all stakeholders. They will be aligned alongside CEC equalities guidelines, Sustainability Goals and UNCRC. • We will introduce a SLWG to review ways in which we can build leadership capacity in our parent / carer body. This will be particularly through the lens of how we share feedback on children's learning and progress with our families with pupil voice being embedded more effectively. • Re-introduction of vertical staff curriculum groups aligned with improvement	Very good

invited to join these sessions. • The re-introduction of house meetings has built further capacity for staff and pupil leadership opportunities • 100% of teaching staff have engaged in Differentiation CLPL (and related moderation activities) led by the Edinburgh Learns Team and in-house CLPL related to the Teachers' Charter CLPL. • Staff at all levels demonstrate an increased commitment to implementing change which promotes equality, equity and social justice. All staff have completed the mandatory Equalities training. Anti-racism statements have been created in collaboration with stakeholders. • Regular opportunities are planned for, within the collegiate calendar, to ensure time for practitioners to reflect on their practice with colleagues both in school	had a positive impact on staff knowledge and understanding of how to tailor their teaching to meet the diverse needs of learners. • Staff regularly review data in tracking meetings to monitor the impact of interventions to narrow the poverty related attainment gap. • The involvement of young people and parents/carers in the school improvement process has resulted in increased engagement and ownership. • Staff collaboration and reflection sessions have led to the sharing of effective practices and professional growth.	equity in opportunities across all year group stages. • Pupil groups (such as Kindness Crew, Learning and Teaching Tribe, RRS Group, etc) 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. • Achievement of RRS Bronze Award. Significant progress made towards achieving Silver Award. • Qualitative parent / carer feedback regarding inclusion in Lucky Duckies and having opportunity to hear pupils' opinions on aspects of school improvement • Impact of CLPL and moderation sessions (both in school and within learning community) have shown an increase in staff understanding of approaches to differentiation. This is evidenced in the creation of our KPS 'Differentiation' WAGOLs and in qualitative	priorities. Time allocated into WTA for all staff to have ownership and autonomy with this. All groups to lead CAT session next academic year. • Time built into calendar next session for House Meetings to enable further opportunities for pupil groups to lead on priorities (e.g. Digital Leaders, JRSOs, etc) • Strengthen the process of monitoring and evaluating the impact of interventions and improvements on learners. • Continue to offer professional development opportunities for staff to further enhance their skills in addressing the diverse needs of learners.	
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and across our learning community. The profile of the UNCRC and Sustainable Development Goals have increased across the school as part of our Learning for Sustainability initiatives.	- Teaching staff are aware that LfS is an important component of CfE, an entitlement for all learners and a core part of teachers' professional standards. - Teaching staff have increased in confidence in their planning and teaching for LfS. - Teaching staff have facilitated class discussions about the UNCRC and SDGs using presentations focusing on specific days of the year e.g. International Women's Day, Earth Day and World Water Day. - Children around the school from p1- p7 use visual classroom trackers to link their learning to the UNCRC and SDGs. - Links are made to the articles and SDGs in assemblies.	and quantitative data gathered from peer and SLT observations. - Our school values are linked to relevant UNCRC articles. - Articles and goals now feature on our E&Os planning bundles. - A questionnaire showed an increase in teachers' confidence from 21% feeling confident/very confident in planning for LFs in September to 64% in May). 87% of our p7 cohort believe that it is important to learn about climate change (survey taken in February after participation in Climate Fresk workshops) - Class packs, highlighting the relevant LfS GTC Standards have been shared with every class teacher.		
QI 2.3 Learning, teaching and assessment (Learning and engagement; Quality of teaching; Effective use of assessment; Planning, tracking and monitoring)				
We have reviewed our Teaching and Learning guidelines to ensure the	Our reviewed Learning, Teaching and Assessment guidelines	Improved opportunities for staff to share practice through shared classroom experiences which	More robust baseline/summative assessments to support teacher judgement. This will	Good

consistency of our approaches. • We have updated our Assessment Guidelines and created an assessment calendar. This included resharing of our AiFL approaches. • WAGOLs across all levels along with input from Edinburgh Learns on effective Learning Intentions and Success Criteria are being embedded across the school. • Through PRDs we have gathered data about teachers' participation rates in the Edinburgh Learns "Teaching Charter." • Staff engagement in "Differentiation" CLPL with Edinburgh Learns and sharing good practice has led to improvements in pace and challenge in almost all lessons. • Cluster moderation in writing has led to improved outcomes for children's learning through sharing of good practice and developing teacher	create a consistency of pedagogical approaches. • Lessons are linked to prior learning and appropriately chunked to ensure that cognitive load is managed through the chunking of new learning. • Most learners feel that learning is appropriately challenging and shared classroom experience evidenced engagement in lessons. • Data obtained enabled us to identify barriers to engagement in learning. This enabled additional support to be directed to children from their class teacher/PSA. • Teaching staff engage with Benchmarks to ensure assessment opportunities are planned for as part of ongoing learning and teaching. • Almost all teaching staff report that they are clear about the range of assessment evidence which should be considered when	support self-evaluation of learner feedback and target setting. • Termly tracking and monitoring meetings with SLT and SFL team identify progress and targeted interventions. • Shared learning walks – SLT and peer, show WAGOLs are impacting learning and teaching. • PSAs trained in a wide range of intervention programmes – Concrete, Pictorial Abstract in numeracy, 6-minute SEAL, Code Cracker, Sensory Circuits, Deep Pressure, Song Signifiers, Teaching Children to Listen and Colourful Semantics. • Lucky duckies – sharing of pupil voice and celebrating achievements show children feel valued and included in decision making and learning and teaching in classes. • Individual PE trackers introduced to include pupil voice in progress and next steps in Health and Wellbeing.	help identify gaps and lead to more impactful teaching and learning. • Maths assessments – PUMA or MALT. • Grammar/punctuation assessments to identify targeted interventions • Review current writing assessments/checklists and ensure moderation of each level. (Moderation of writing x2 per year in stages/levels after writing assessments Sep/May). • Introduce Talk for Writing pedagogical approaches across the school. • Review pedagogical approaches for reading and refresh in Reflective Reading. • Embed continuous provision for play pedagogy into P2 learning and teaching.	
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confidence in assessment processes. • Termly tracking and monitoring meetings with SLT and SfL team identify progress and targeted interventions. • Shared learning walks – SLT and peer show WAGOLs are impacting learning and teaching. • PSAs trained in 6 minute SEAL, Code Cracker and Colourful Semantics. • Pupil groups ensure choice and leadership of learning. • Including pupil groups and individual ideas in assemblies promote leadership and enable transference of skills.	making judgements about pupils' attainment levels.	• Learning journey jotters for writing evidence progress, enabling staff and pupils to identify achievements and next steps.		
QI 3.1 Ensuring wellbeing, equality and inclusion (Wellbeing; Fulfilment of statutory duties; Inclusion and equality)				
• Through a whole school focus on daily emotional check-ins using the Zones of Regulation and weekly Circle Time we have created a safe space for all learners to feel valued, nurtured and listened to. • Where individual learners need/ want to share personal and more sensitive aspects of their	• Through the CPM process most parents/carers report high levels of satisfaction with health and wellbeing support provided by the school. • All members of SLT are aware of which of our children are care experienced.	• Feedback from Child Planning Meetings indicate that parents/ carers and pupils feel supported. • Attendance statistics show an improving picture for almost all targeted families • BOXALL data	• Reintroduce the use of Pupil Wellbeing Webs in class so they are completed termly. Pupils meet with class teachers to discuss and areas of concern will be passed on to SLT.	Very good

lives we have small cosy groups led by PSAs, PSOs and SfL Teachers and 1:1 check-ins with trusted adults. • We provide more focused interventions through Nurture Groups, Play Therapy sessions, access to the School Counsellor, Lets Introduce Anxiety Management programme and Therapet sessions to provide more targeted support for identified pupils. • All staff have undertaken training in Promoting Positive Relationships with our Educational Psychologist and Zones of Regulation Training with the ASL Service. • We ensure children and young people are active participants in discussions and decisions which may affect their lives through seeking their views ahead of each parent consultation and their participation in the final meeting. • Learners with additional support needs consistently	• A survey conducted evidenced that the majority of pupils report being more aware of their rights and the rights of equalities groups including those with protected characteristics. • Use of PEF has resulted in more targeted interventions which are closely tracked for impact by SLT. Evidence indicates that pupils attending our PEF funded nurture groups have met BOXALL set targets • This has improved the accuracy of our attendance data and ensured that all stakeholders understand the importance of every child going to school every day. Our attendance has improved from 93% in 2023-24 to 94.8 %in 2024-25			
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share their views ahead of and during child planning meeting. A Rights Respecting Pupil group has been created which involves pupils from p3 – p7.	- The RRS pupil group enjoy meeting regularly and have an ownership over the structure and content of the meeting. - Children are aware of, and can talk about their rights. - Teaching staff have an understanding of Children’s Rights and their pedagogy reflects this.	- We achieved our Bronze RRS award. - The RRS pupil group presented at a high school learning community event - A Right of the Month is established by the pupil group and shared at assemblies. - The Right of the Month is shared on the LfS display board along with the RRS pupil group’s achievements. - Rights-respecting class charters have been made across the school. - Learners have a greater say in what and how they are learning e.g. topics, resources, presentation of learning	To work towards our silver award.	
QI 3.2 Raising attainment and achievement (Attainment in literacy and numeracy; Attainment over time; Overall quality of learners’ achievement; Equity for all learners)				
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	Attainment in Literacy and Numeracy Comparative data and pupil / staff feedback has identified that as a school, we should be particularly focusing on	Increased staff confidence in using assessment data and benchmarks to inform their practice, as evidenced by feedback from tracking meetings and professional development sessions.	Introduction of new tracking system across LA will ensure more robust data is gathered and increase teacher confidence in inputting and exploring this	Good

data effectively to better understand children's individual progress, as well as making analysis of trends and predictions across year groups easier. - Tracking and monitoring / forward planning meetings are arranged termly (2 x as a stage, 2 x individual class). - We have improved our overall arrangements for tracking individual pupils' attainment over time with regular SLT/SfL led attainment meetings at key points throughout the year (as above). This is aimed at supporting staff in making effective use of assessments, and developing their shared understanding of standards, to make confident professional judgements about pupils' progress and attainment levels. - Regular Enhanced Support Meetings ensure that support has been targeted towards our most vulnerable learners, experiencing financial	strategically prioritising raising attainment in reading and in writing - Tracking meetings demonstrate that almost all Class Teachers are confident in using data to ensure that pupils' needs are met with appropriate interventions at an early stage. This is further supported by our 'Achievement of a Level Statement' agreed last session. - Some teachers are developing increased confidence in using a range of assessment data to support their judgements about pupil progress against the benchmarks. Attainment Over Time - Most pupils continue to make appropriate progress in both Literacy and Numeracy over time. - Attainment tracking meetings enabled teachers to identify 'cusp' pupils using data and to identify key	- Consistent progress for most pupils in both Literacy and Numeracy, as evidenced by EDICT and teacher assessment. - Increased staff confidence in planning, assessing, and making judgments about pupil progress, as reported in staff feedback and professional development sessions. - Identification of individual learners who require targeted support for wider achievement, enabling tailored interventions to be planned and implemented. - Enhanced staff understanding of the impact of poverty on pupil health, wellbeing, and attainment, leading to more responsive and creative planning of interventions. - Improved attainment levels for some learners requiring additional support, demonstrating the positive impact of targeted interventions and support strategies.	- Learning and Teaching QAMSOs across learning community to agree upon consistent approach to tracking attainment (adapted system from high school) - We will plan opportunities at school and learning community levels (at least 2 sessions), to engage in moderation activity focused on Literacy - Arrange system for the SfL team to share T&M meeting discussions / attainment meetings with PSAs on a regular basis to update information from ongoing targeted interventions. - Focused strategic improvement priority plan linked to raising attainment in literacy planned for next session. - Collegiate approach across learning community next session in the introduction of 'Talk for Writing' to raise attainment in pupils' writing - Approaches to tracking learners' HWB to be investigated and implemented. This will ensure there is a shared	
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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 spaces across the school to give a safe space for children to regulate throughout the week. • Teachers were involved in the creation of a Kirkliston assessment calendar which was trialled and evaluated this session and finalised ahead of next session • Predictions about pupils' attainment levels, submitted in November and March, have been used as a valid source of assessment information	benchmarks and strategies to target intervention towards. These approaches and impact were regularly reviewed • Some staff have reported increased confidence in planning and assessing Numeracy/Literacy using Experiences and Outcomes and the associated benchmarks. Almost all demonstrated a much higher degree of confidence in making judgements about pupils' attainment levels. • Our updated assessment calendar has ensured a consistent approach to tracking and monitoring, including practitioner engagement with data. Overall Quality of Learners' Achievement • Children, young people and families are more engaged with their learning experiences		understanding and consistency in our restorative approach. • QA calendar next session to include more robust opportunities for SLT to gather pupil voice in moderation.	
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to plan for all children and young people with gaps in literacy and numeracy skills. • Moderation activity has focused on Literacy across the Learning Community where colleagues have planned learning experiences, including assessment opportunities engaging with Benchmarks. • P1, P4 and P7 year group teachers and SLT encouraged to attend NSA data scrutiny CLPL • More autonomy and targeted use of P7 transition teacher • Our updated forward planning policy now allows teaching staff to track pupils' engagement in wider achievement opportunities on a termly basis • Pupil groups (House Captains, Pupil Council, Kindness Crew, Sports Ambassadors, JRSOs, Digi Leaders, Rights Respecting Schools Group, Book Bosses, Learning and Teaching Tribe, Skills	and have a say in the quality of their learning. Children and staff are beginning to be more familiar with the language of UNCRC. • 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. • Children who are vulnerable due to lack of attendance are targeted by SFL, Nurture and the family learning team. Partnerships also with ASL services to help our most vulnerable learners has also led to increased attendance.			
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Group and Eco Group, etc) 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. • SfL PSAs have been identified to deliver programmes across the school to ensure high quality literacy and numeracy support continues to take place across the school. • The language of UNCRC is more effectively embedded across our school which has had a significant impact on pupil voice and pupils being aware of the importance of equity and equality in their education.	Equity for all Learners • Staff now have a much deeper understanding of the impact of poverty on pupil health, wellbeing and attainment, through engagement with data. They have more confidence in being able to identify the impact of individual pupil barriers to attainment and plan interventions in a more responsive and creative way. • Most pupils met predicted levels of attainment. Learners who require additional support with their learning are making good progress due to the targeted interventions which are in place. • Transition teacher timetabled across all schools in the Learning Community. The teacher worked closely with our most vulnerable learners in P7 to make the			
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	transition to S1 as positive as it could be. • 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. • 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. • With the SFL teachers and PSOs being used to work on nurturing/pastoral support, the SFL PSAs			
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	have been integral to ensuring high quality literacy and numeracy support continues to take place across the school.			
QI 2.1 Safeguarding and Child Protection (Arrangements for safeguarding, including child protection; Arrangements to ensure wellbeing; National guidance and legislation)				
• All staff participated in their annual CP update in August. • We have reviewed our sign in procedures for all visitors. There is now a QR Code in place taking visitors to information on the child protection coordinator for the school. • We have reviewed our wellbeing being concerns for patterns and where relevant made adjustments in our curriculum. • We have updated our procedures for reporting incidents of bullying and discrimination and staff have been shown how to record these on SEEMiS.	• All staff are aware of safeguarding policies and procedures. They understand how to escalate any concerns. • We regularly review wellbeing concerns and address any common issues through our HWB curriculum. • We have clear systems in place for the reporting of bullying and instances of discrimination. • Our record keeping for all safeguarding issues follows CEC guidance.	• Checklist of all staff with up to date CP training. • Email from FM to confirm all FM staff trained in CP. • List of volunteers with PVGs checked.	• We will review our safeguarding procedures in line with CEC updated guidance and update all staff on any changes. • We will review our safeguarding record keeping systems to ensure they follow the updated CEC guidance. • We will review our healthcare procedures in line with the new NHS guidance. • Reintroduce the use of Pupil Wellbeing Webs in class so they are completed termly. Pupils meet with class teachers to discuss and areas of concern will be passed on to SLT.	Very good

QI 2.2 Curriculum: Theme 3 Learning pathways

LITERACY

- Continued to embed Read Write Inc Literacy and Language P4 upwards.
- Read Write Inc in P3.
- Responsive planning in Early years.
- Literacy Rich Primary 1 and 2.
- Reading in early years.
- Professional development for digital resources across school but particularly for second level.
- Planning and moderating writing at specific CAT Sessions with stage partners from schools across our cluster.
- Implementing and embedding updated handwriting programme.
- Writing learning journey journals for two assess pieces of writing at the beginning and end of school session.

NUMERACY

- White Rose Maths overview planner for the

- Consistent approach across Second Level of using the resource as part of a wider implementation of the curriculum, using opportunities such as topic and IDL lessons to inspire writing outside of the programme.
- A variety of differentiation approaches to ensure that learning time is used effectively, such as mixing year group classes up.
- In Early Years, areas set up to encourage mark making, letter formation, physical resources such as sand, loose parts play and a variety of appealing writing materials.
- Small group drawing club where children are encouraged to mark make and form letters and numbers.
- Consistent, weekly Literacy Rich, blending and dictation lessons.

- Adapting the Read Write Inc programmes to allow breadth, depth and engagement as well as suiting the context of our class to increase opportunities for differentiation, relevance, coherence, challenge and enjoyment of the curriculum. By observing the instant feedback of enjoyment and success it allows us to continue to be responsive and imaginative in our approaches.
- Learner enjoyment in producing pieces of writing, engaging with reading. Measured by peer, self, instant verbal feedback and summative assessment as well as celebrating success.
- The wide variety of writing opportunities in the play based imaginative setting through provocations and child led curiosity allowing to put their transferrable skills and learning into different contexts.

- Provide ongoing professional development opportunities for staff, supporting them in delivering high-quality learning experiences across all learning pathways.
- Further enhance and diversify the learning pathways available to learners, ensuring that they remain relevant and responsive to learners' needs and interests.
- Strengthen the monitoring and evaluation of the curriculum, using data and feedback to inform ongoing improvements.
- Children to be more able in fluency and have a better conceptual understanding of concepts.
- To improve consistency in high quality learning.
- To invest in concrete resources
- To re-share the numeracy maths WAGOLL
- To continue with shared class experience and give teachers a choice who they observe

Satisfactory

year. Used whole school for consistency. • Concrete, Pictorial, Abstract approach. Programs such as SEAL, White Rose Maths and Sumdog to support this. • Imbedded a maths culture across the school eg displays, maths ambassadors, National Numeracy Day • Numeracy rich play environments • Outdoor learning • Digital technology • Greater depth maths grid to aid differentiation. • PSA SEAL training to upskill PSAs to run the 6-minute SEAL intervention. • Problem Solving resources. • Maths Lead regularly shares up to date resources that will benefit each stage. • Maths Lead is developing relationships with University of Edinburgh maths dept (reasoning and problem solving) Nrich Maths, I See Maths,	This is done through direct teacher input in small groups as well as independently through the play provisions set up where gross motor skill development takes place. • Beginning with Bedtime Stories and progress to alternative weeks on Songbirds and then on to ORT. • Implementation of Empowered Learning in P6 and P7. • Mark Moran delivering whole staff training as well as engaging with individual teachers looking to upskill. • This allowed to plan a specific pieces of writing with consistent parameters. Discussing approaches other schools take to writing allows us to expand our depth and breadth of understanding of how we are delivering to our own classes. • White Rose inputs make the language and skills	• iPads allow more engaging resources for writing inspirations, accessibility for ASN learners to engage with reading and writing, allow a variety of approaches for the specific writing task. • The sharing of final pieces was particularly effective for understanding where our learners sit in the wider cluster context. Learners found it motivating to know they were working on similar pieces as other schools. • Evidence weekly play learning observations. • Evidence of children choosing to challenge themselves more within lessons and are more positive about their abilities. • P7 NSAs show good basic understanding • SEAL assessment results demonstrate progress • Class teachers records of Shared Classroom Experience. Children can discuss and use a variety of the Greater Depth tasks independently	• To see improvement in attainment and staff confidence to deliver interventions and high quality L&T.	
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• Linked to Learning for Sustainability and the World of Work • Shared Classroom Experiences and Observations • Primary 1 targeted numeracy groups for those requiring more support. • Maths Lead led CAT session to share Greater Depth grids	consistent for all learners across stages. • Children are familiar with this format and due to our CPA approach children are more engaged and have a better conceptual understanding of numeracy/maths. • Greater metacognition and articulation from the children from their learning.			
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QI 2.7 Partnerships: Theme 3 Impact on learners (parental engagement only)

• This session we introduced a 3rd Parent Consultation to discuss the end of session pupil report and support families to engage with their child's learning and progress. • We have continued to build our partnership work with the KPSA to foster a mutually collaborative and supportive relationship including attendance at pupil council meetings and support for class trips. • We have built partnerships with community groups such as the Men's Shed, Guides and individuals to offer pupil activities such as gardening DJ skills, knitting. • Provided opportunities for parents/carers to volunteer and contribute to school events, activities, and projects. • We provided opportunities for parents/carers to	• We have established various channels of communication for parents/carers, such as weekly HT Blog, termly newsletters, social media, and TEAMS to keep them informed and involved in school activities and decision-making processes. • This session we have increased parental engagement and involvement, leading to stronger home-school partnerships and enhanced support for learners. • The KPSA is representative of our school community and effectively represents the views and interests of parents/carers, playing a key role in school decision-making and improvement planning. • Learners benefit from a supportive and collaborative community, with parents/carers actively	• High levels of parental engagement and satisfaction, as evidenced by attendance at school events, participation in workshops and information sessions, and feedback. • Improved learner outcomes, with a particular focus on attendance, can be attributed in part to enhanced parental support and engagement. • Positive feedback from learners, parents/carers, and staff regarding the impact of parental engagement on learners' experiences and success. • Demonstrable examples of school improvement initiatives and decisions informed by parental feedback and involvement e.g home learning and trips & excursions.	• Consult parents/ carers on and trial the use of the school app with a view to it replacing the school website • Invite parents/ carers to join the Kindness Crew to revise our Anti-bullying and Anti-racism policies and procedures. • Widen the membership of the KPSA to include parents/ carers from a wider range of diverse backgrounds • Introduce an exit from to evaluate visits from parents/ carers, visitors and partners. QR code at sign out. • Regularly review and evaluate the effectiveness of parental engagement initiatives and strategies, using feedback and data to inform ongoing improvements.	Good
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volunteer and contribute to school events, activities, and projects such as H&W week, Lucky Duckies, Kindness Crew, Run Club and excursions. • We actively seek parent/carer feedback on subjects such as home learning, trips and excursions, Rights Respecting Schools, School website/ app. • We invite parent/carers into school to share learning experiences such as Art fortnight (whole School), history topics, enterprise activities, performances such as Nativity, P6 Music Mash-up, Scots afternoon, our P7 leavers assembly and these are always well attended.	contributing to school events, activities, and projects.			
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