



## Standards and Quality Report 2022 - 2023

Name of school

**KILCREGGAN PRIMARY AND EARLY LEARNING AND CHILDCARE CENTRE**

## Context of the school

*Including some or all of the following:*

- *basic school details (roll, class composition etc.)*
- *school vision, value and aims;*
- *local contextual issues;*
- *factors affecting progress (e.g. staffing changes/issues).*

Kilcreggan Primary School was built in 1971. It is considered by the Scottish Government to be a rural school. The school building consists of four good-sized attractive classrooms and an Early Learning and Childcare Centre (ELCC) which was added in 2017-18. School meals are cooked on the premises by 3 catering staff. The ELCC is able to accommodate 40 children each session. The ELC environment now offers more opportunities for children to explore early Literacy and Numeracy and benefits from an adjoining outdoor learning space. The ELCC provides the expected national requirement for engagement in outdoor learning activities.

During session 2022-2023, the school management structure is: a Head Teacher, two part-time permanent Principal Teachers and one temporary Principal Teacher. Two Principal Teachers share a PT post and one is a full time Principal Teacher. The school also has 1 full time class teacher and a part time teacher who mainly covers teacher non-contact time. The school has four classes and a teaching allocation of FTE 5.27. Pre-school education for children aged three and four is provided. The ELCC has staffing levels of 1:8 in place this session with two full time Childcare and Education workers, one permanent and one temporary, and one part time in place.

The ELCC role during session 2022-23 was 11 children through the year. The school role was 85. The school has a class structure of P1/2, P2/3, P4/5 and P6/7.

This school received PEF Funding of £13,475 which is referred to in this report.

Our Vision, Values and Aims reflect national and local priorities including “Our Children, Their Future,” Argyll and Bute Council’s Education Vision. This vision was created a few years ago by pupils who worked to gather thoughts from parents and the community and then to formulate these into our Vision, Values and Aims statement. This was then shared with the whole school community for comments and amended accordingly. Each session the Vision, Values and Aims statement and Children’s Rights are used to develop the Class Charter. The class charter uses the SHANARRI Wellbeing Indicator wheel for structure.

This session we have the accolade of receiving two national awards. In April we became the 5th school in Argyll and Bute to be awarded a Gold Award by UNICEF for our Rights Respecting School development and also a Digital Schools Award for our work in recognition of our progress in Digital Technologies.

## Review of SIP | Priority 1

**Progress and Impact:** *Improving Attainment In Numeracy Through Cognitive Guided Instruction Pedagogy*

All teaching staff attended Cognitive Guided Instruction (CGI) sessions delivered by Lio Moscardini and Authority Leads with other teachers in the HALCO Cluster. Cognitive Guided Instruction is a learner centred approach to teaching numeracy. It starts with what learners already know and builds on their natural number sense and intuitive approaches to problem solving. CGI is a way of listening to learners, asking smart questions, and engaging with their thinking—all with the goal of uncovering and expanding every student’s mathematical understanding. Sessions were delivered in school by Paul Malcolm PT, our school based Lead. In addition to the formal training, the School Lead requested a visit to Cardross Primary School to observe CGI in action across the school.

Baseline assessments were completed across the whole school. These were targeted at pupils who were identified, through professional dialogue involving all staff, as finding aspects of problem solving challenging. As well as whole staff sessions, the School Lead used some Principal Teacher time to model lessons for class teachers and supply staff to ensure understanding and consistency of approach. Concrete resources such as counters, containers and whiteboards were purchased from PEF to support the delivery of CGI.

During Term 3 and 4, CGI was implemented in all classes at least twice per week, embedded into normal lessons and daily practice. Staff worked collaboratively to undertake Lesson Study observations within classes to moderate and evaluate its impact. The term ‘Cognitive Guided Instruction’ was only referred to specifically in P6/7. P1/2, P2/3 and P4/5 classes implemented the approach as a ‘Problem of the Day’ or a ‘Starter’ for Numeracy lessons.

**Assessment Data from Targeted Children:**

Class	Baseline assessment % correct answers without using CGI strategies	Reassessment % of correct answers following CGI strategies being implemented
P7	43%	100%
P6	67%	100%
P5	0%	17%
P4	83%	67%
P3	86%	86%
P2	100%	100% (With range of larger numbers)
P1	50%	75% (With range of larger numbers)*

Note: \*There was also an improvement in one-to-one correspondence and sequencing of numbers from the target pupil in P1.

The results from assessments showed a general improvement in capacity for problem solving across the school with a slight dip in P4/5, the results showing correct responses to problems were as follows;

- Across the whole school, through observation there was a general improvement in varied approaches to problem solving, resilience in approach and adaptability in the use of different strategies such as the use of pictorial and concrete methodologies
- From the perspective of meta skills development, adaptability, focus, critical thinking and communication all improved, evidenced in the depth and justification used in responses when prompted to explain the process undertaken
- This approach was viewed as particularly impactful with pupils experiencing difficulty in focus and engagement with numeracy tasks, despite the less impactful results in P4-5 from the targeted pupils, the class as a whole demonstrated this increased focus and engagement more significantly than other classes with there being a number of pupils in this year group who experience challenge in their focus and numeracy work generally.

It is perceived that if embedded as a long term approach within day to day numeracy teaching that this approach would definitely continue to yield positive impact on pupil attainment and skills development.

#### **What Our Parents Said:**

In our evaluation of impact, 57% of parents stated that their child had discussed using new approaches to Numeracy in school with 51% commenting they had observed their child approach problem solving differently during homework tasks. 71% of parents also stated that they had observed their child use more than one approach to the same problem, for example trying an algorithm then possibly drawing a picture to further support understanding. This specifically evidences the impact of applying various approaches to support finding a solution. Some parents responded with the following;

- *'I have noticed more confidence and independence during homework, they're asking me less questions and seem more content to do it on their own'*
- *'...approached a problem by drawing a picture. He explained he had been using a CGI approach. This was a complicated fraction problem and clearly gave him a new strategy and way to find what ultimately was the correct answer'*
- *'...seen a difference in answers to maths homework'*

#### **What Our Learners Said:**

Pupil engagement in P4-7 has been high during CGI sessions, with visible engagement and enjoyment. More importantly, discussion between peers, pupils and teachers in regard to strategy and understanding has been rich and robust. A notable improvement was observed in both P6/7 and P4/5 over a series of lesson observations. This was particularly notable with pupils who have difficulty in sustaining focus on Numeracy tasks. During observations, these children were both engaged and also demonstrated improved success over time in their ability to solve word problems. Pupils have responded well and provided some of the following responses about CGI during discussion;

- *'CGI has helped me to solve problems. CGI has helped me solve harder problems with showing my working during CGI'*
- *'It has helped because we have found different ways to expand our answers during CGI'*
- *'... helped because it makes me explain my answer which then I realise the actual answer'*
- *'... helped me with solving problems with using counters and showing different ways of working it out on a white board'*
- *'I have used CGI with approaching lessons during maths, it has helped me figure out problems I find hard like fractions and decimal places.'*

In P6/7, observation during second assessment implementation also noted increase in pace, accuracy and ease of approach all having greatly improved. Pupils demonstrated more confidence in their approach and were also much more able to competently explain their process after each problem. In P4/5 there was less consistent improvement. Similar progression as above was evidenced in P4 but not as much in P5. Further reflection is needed amongst staff to discuss the reasons for lower impact on P5 pupils.

Across P1/2 and P2/3 there were also improvement. This improvement is more complex to attribute to CGI alone, but rather that CGI strategies were used as part of a broad spectrum of strategies such as SEAL and NUMICON and Play.

ELCC staff used verbal and written provocations in play based activities for children to engage with and think through. This built on their problem solving abilities using concrete materials to support their understanding and solution finding.

Evaluation of our experience deduced that implementation of CGI had been valuable and had more significant impact on P4-7 attainment. The value of peer to peer discussion, exploration of different approaches and opportunity to describe processes is noted by all staff across the school.

**Next Steps:**

- During staff discussion and collaborative evaluation it has been agreed that the CGI approach is of value and has had a positive impact, but only as an addition to the practice that is already established. We will continue to develop our use of the approach across themes and areas of Numeracy and embed it in daily/frequent practice across all stages
- We have robust Numeracy practice at KPS with an overall increase of 12% in attainment across P1/4/7 evidenced in our current attainment review. CGI will continue to feature as part of that robust delivery of Numeracy teaching and learning
- Continue to use problem solving approaches as provocations in the ELCC
- Create a Numeracy Position Statement to reflect CGI as part of our approach to the delivery of Numeracy alongside other approaches utilised such as SEAL, NUMICON, Play and Retrieval Practice
- Train new staff in the strategies behind CGI
- Reflect on the impact of the implementation and explore the reasons why the impact of the implementation wasn't as successful as in P4

## Review of SIP | Priority 2

### Progress and Impact: *Refreshing our Vision, Values and Aims*

At Parent's Evening in November 2022, we had a 92% turnout of parents. All those who attended were given an opportunity to suggest ideas for our refreshed Vision and Values.

During our Inservice day in November, all staff engaged with professional reading and research focused on the purpose of schools having a Vision, Values and Aims. They were given a co-operative learning task which was a creative and engaging practical activity designed to demonstrate the application of the professional reading they had discussed. Staff were then asked to look at our current Vision and Values which has been in place for the last 5 years, identify statements/values they felt were still pertinent to our school and make suggestions as to new Vision and Values.

A consultation group was set up involving children from all stages in the school. They were asked, 'What is our school Vision and Values just now?' 0% of the group could tell me, although one could describe what it looked like and where they had seen in.

Following this discussion, the children were asked what our school Vision and Values should be. All children in the group were able to suggest (or agree with) Values which were specifically linked to our school. This information was collated by the representative of the group chosen to be the scribe.

2 groups went out into our community to discuss with members of our community what would be important in their opinion for the school to be supporting young people to develop skills and values in. The community response was based on 2 aspects – the children becoming responsible members of their community and also what they would be looking for as employers.

Once we compiled all the information from the different groups, children were surprised to see key themes through each of the groups. P4/5 children narrowed down the suggestions to the top 10 then, through much debate and discussion we narrowed down even further to our 4 Values.

Our refreshed Values are:

- **Care**
- **Respect**
- **Co-operation**
- **Leadership**

P6 children were given the challenging task of looking at the suggestions for our refreshed Vision. They highlighted what was important to them and unique to our school and created 3 statements which went to staff, children and parents as a vote, the most popular becoming our Vision.

The most popular vision was:

**'Creativity Inspiring Learning.'**

This reflects our teaching and learning approaches across the school and ELCC, with curiosity and creativity featuring highly in the high quality provocations staff provide for ELCC children. The 3 Assets pedagogical approach has been developed this year. ELCC parents highly commend the experience their children have in the ELCC. Anna Ephgrave's Planning in the moment has supported quality questioning

and provocations for the children, as well as the children being involved in the planning process. Enquiry based play has supported the creativity of children's experiences this session.

### **Refreshed Aims:**

At Kilcreggan Primary School and ELCC, we believe that everyone is a learner whether they are children, staff or parents. The term 'learner' in our refreshed aims therefore relates to all in our school community.

### **Aims:**

- 1.** Prepare learners for positive destinations through innovative and creative approaches to learning and teaching based on research (**Skills Development, YSL, Digital Leaders, Play, SEAL, CGI, Outdoor learning**)
- 2.** Uphold the rights of all young people and provide opportunities for learner's actions to impact on issues affecting the rights and wellbeing of others globally (**RRS, Class Charter, Global Citizenship, Global Goals, Seasons for Growth, PThS, Citizenship Groups**)
- 3.** Encourage learners to be active citizens in their communities by being reflective and providing a coherent, relevant curriculum which promotes curiosity and problem solving (**Sustainability, 4 Capacities, Citizenship Groups, Eco, Wildlife Champions**)
- 4.** Use our data to support continuous improvement and provide equity of opportunity, ensuring we celebrate all learners' academic and wider achievements (**Outdoor Learning, Play, Wildlife Champions, Above and Beyonds, 4 Capacities Awards, RRS**)

### **Next Steps:**

- Align our Vision, Values and Aims with Children's Rights
- Communicate the refreshed Vision, Values and Aims to our wider community
- Unpick each of the Values and explain what they look like, sound like and feel like from child and adult perspective (Focus for whole school assemblies)



## Review of SIP | Priority 3

### **Progress and Impact:** *Developing A Consistent Learning And Teaching Approach To Science Activities For All Learners Through Participating In SSERC Primary Cluster Programme*

The SSERC Primary Cluster program has involved Paul Malcolm, Principal Teacher, leading a working party of five other Leads across HALCO in the development of resources, learning, teaching and assessment strategies in their associated schools and to be accessed by all other schools in HALCO.

This has involved a number of different CLPL events for Leads, individual establishments and across HALCO. Leads attended a number of 2 day residential sessions to develop knowledge and confidence across different thematic areas of Science and also importantly in assessment of Science outcomes. The group was challenged with using a £1000 Cluster grant to best effect and also a smaller grant of £400 for every individual establishment. Leads surveyed practitioners across the authority and the overwhelming response collated highlighted the need to focus on the areas of enquiry based learning and assessment in Science.

The decision was made to spend the Cluster grant on developing a shared resource focused on the identified themes. At Kilcreggan Primary School, the smaller grant was spent on outdoor science resources to enhance our provision of teaching in outdoor and also enquiry based learning. As a consequence 100% of teaching staff have used these resources with their pupils, citing the resources as appropriate, stimulating and effective. 57% found them very useful and 43% found them useful. ELCC staff also attended the training. Although staff haven't yet accessed the resources, they commented that they could envisage how they would be able to use the ideas, strategies and resources to enhance Early Level learning and support the 3 Assets Approach, with a particular focus on developing curiosity and providing stimulating provocations.

In addition to the funding all establishments also received a free workshop on materials, normally costing £300, all teaching staff attended this. 100% of teachers found this very useful and again 100% of teachers have used these resources and lessons with pupils in their classes. The resources are reusable and have provided a rich sustainable resource in this area of science.

Staff commented that;

- *'The workshops were very informative and useful, I have used many of the outdoor resources with my class, all the material workshops and I intend to utilise biodiversity resources'*
- *'Great resources to use in my everyday teaching'*
- *'As a new teacher I have found these workshops so valuable in giving me more confidence in teaching science'*

The PT Lead also delivered a comprehensive CLPL session to teaching staff which covered many of the resources and workshops delivered/supplied by SSERC. This included microscopy, micro bits, biodiversity, focussed assessment and skills development tools such as post it planning boards. In addition to this, the PT led modelled lessons in P4-7 classes to support professional development of colleagues.

The Post It planner approach to developing scientific language and questioning skills has had a significant impact on learners. Over a series of lessons in P4-7, skills progression has been evidenced and pupils' collaboration, prediction, enquiry skills and use of scientific language have also improved.

Teachers responded to this with the following;

- *'Allows educators to see how the resources can be used in cross-curricular ways for example in maths, creating graphs from materials'*
- *'... ideas have been extremely engaging for the children, the post it boards have been great at stimulating discussion and questioning skills'.*

Learners commented that the Post It planners;

- *'... could see and express other people's thinking and understanding and not just doing things my own way'*
- *'... helped us notice what can and can't change, and use the proper scientific vocabulary'*
- *'... useful for predictions and learning about variables'*
- *'... could write a more reasonable answer than just yes or no'*
- *'I expanded my thinking and interacted with other people's ideas'.*

The shared web based resource we have constructed as a working party will go live at the end of May 2023 and be shared to the whole Cluster for practitioners from Early through to Second Level to explore and utilise at their own pace. This has lesson resources to help develop a more focussed approach to science enquiry and the skills involved as well as assessment ideas and progression of/for pupils. This resource was recently presented to Education Officers Pauline Inglis and Rachel Binnie and is in discussion for further development across the Cluster/Authority.

The focus of skills development and targeted assessment of enquiry skills has been implemented in P4-7 and has already yielded positive results in pupil scientific skills development. This has been robustly evidenced in pupil work and clearly shows development in use of scientific language and understanding.

Some impactful pupil responses summarising the work on this project are noted below;

- *'I enjoy learning about biodiversity because I like outdoors and nature and I find it fun to categorise things and stuff we find outdoors'*
- *'I really liked categorising because it was interesting to see all the different similarities between objects such as colour shape and size'*
- *'It made my group want to know more, I loved looking at the stuff we found using microscopes'.*

100% of practitioners agreed that involvement in the PCP programme, inputs from SSERC and CLPL from the establishment lead improved confidence in the delivery of science in the classroom. 80% of practitioners had used strategies in their classes since undertaking the CLPL and 60% said approaches were very effective, 20% effective in developing pupils' enquiry and prediction skills. This was evidenced through observation and photographic evidence of pupil predictions and justifications of findings. There was also evidence, gathered in the same way, of improvement in accuracy in the recording and collecting of data with pupil work gaining more clarity over various lessons.

The use of scientific vocabulary across the school improved with pupils using language such as prediction, variables and fair testing with more frequency. Through using the post it note planners and scaffolding sentence construction, written responses of findings also improved. In P5-7 enquiries contributed as a source for scientific report writing and evidence collated in assessment folders showed improved structure, content and understanding of scientific themes explored.

We have begun to develop our outdoor space this session in the ELCC, however this has been challenging due to staffing continuity and a possible change to our decking area going ahead. We adhere to the outdoor entitlement of at least 50% of the time being outdoors. ELC are beginning to access the

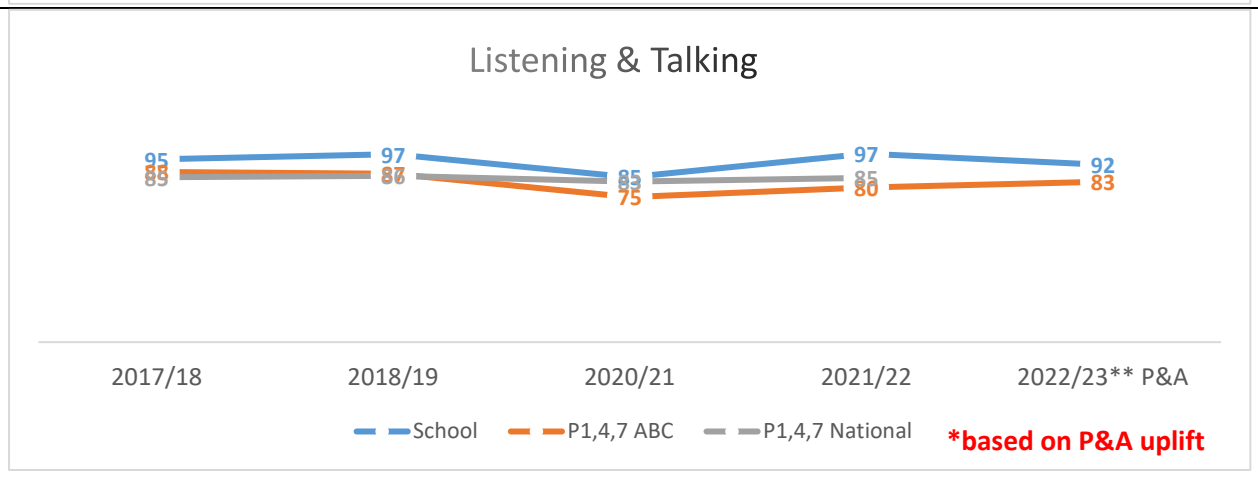
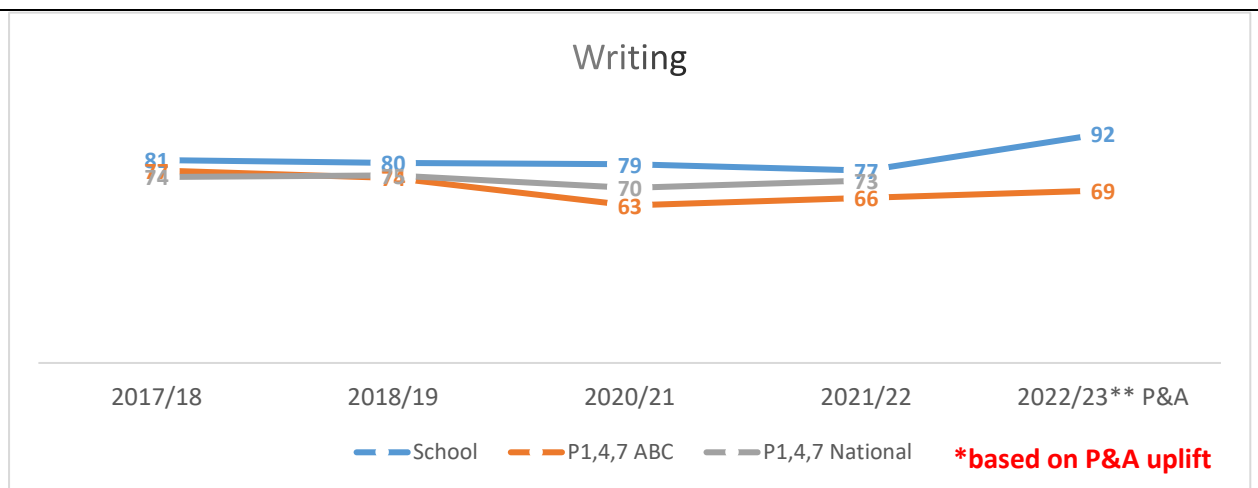
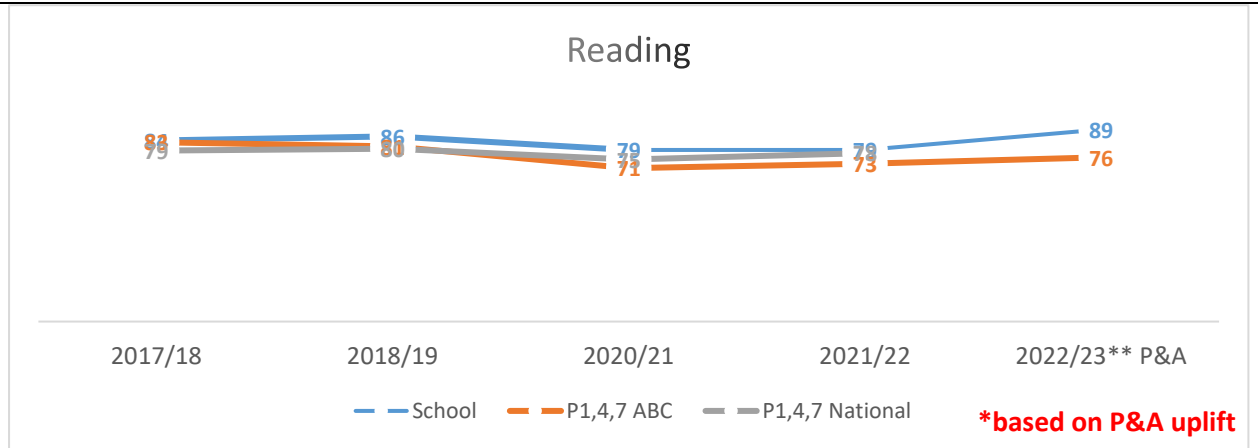
community more regularly. We aspire to being out of the ELCC at least once per week. Children enjoy accessing the outdoor space we have and new resources support exploratory play. Activities we have inside are now available outside e.g. a reading area has been erected in a tepee, mud kitchen has been re-established in the grassy area. All ELCC staff took part in the Learning Through Landscapes CLPL to support further development of application of skills in an outdoor context.

**Next Steps:**

- Next year as part of our SIP we aim to develop curricular planning and will further embed enquiry approaches, skills progression and targeted assessment in our planning and school policy
- A Position Statement will be developed in regard to the delivery of science teaching and learning in the school with regard to local and national policy
- The shared cluster resource will be further developed by the working party and further CLPL will be delivered to staff within individual establishments and across the Cluster.
- Further develop the outdoor curriculum opportunities particularly the beach and park could open up for ELCC children, as well as our grounds

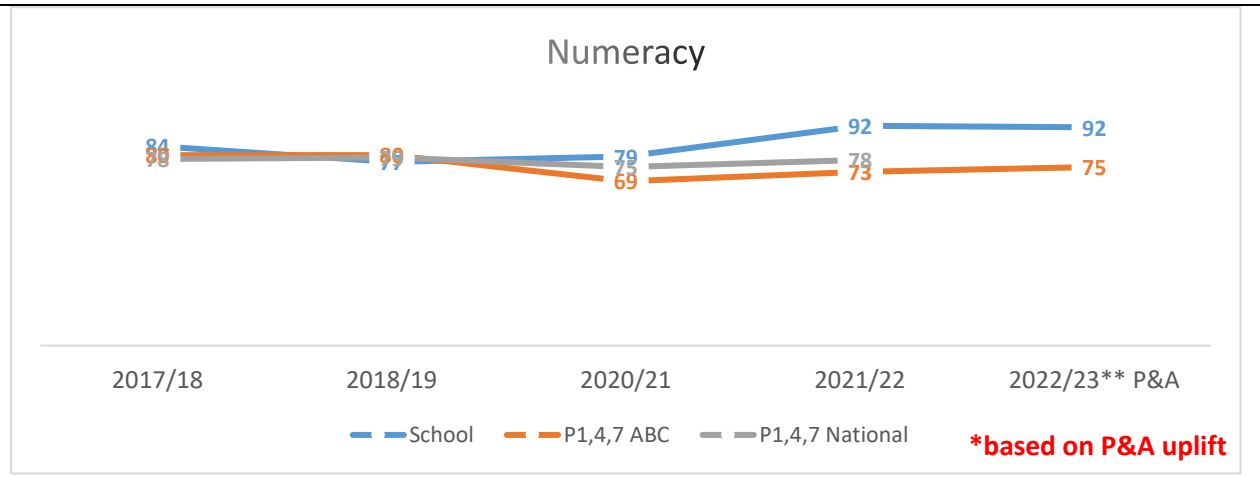
## 1.1 Attainment Data

Attainment of Literacy Curriculum for Excellence levels 2017/18, 2018/19, 2020/21, 2021/22 and 2022/23. (teacher judgement – confirmed levels – 5 year trend).



## 1.2 Attainment Data

Attainment of Numeracy Curriculum for Excellence levels 2017/18, 2018/19, 2020/21, 2021/22 and 2022/23. (teacher judgement – confirmed levels – 5 year trend).



Please Note:

The above data (1.1 and 1.2) reports achievement of a level – P1/P4/P7 combined.

Due to the Covid 19 pandemic, there was no collection of ACEL data by Scottish Government in 2020.

## Wider achievements

- What opportunities for wider achievement were offered?
- What systems are in place to track and monitor participation?
- How have you addressed any gaps in participation?

**Within this section, reference of Progress and Impact is made to developments which formed part of our Maintenance Plan as well as Wider Achievement Opportunities**

- **Embedding Play through Outdoor Learning**  
Lead – Helen McGuire, Principal Teacher

### **Proposal of Expectation for Session 2022-23:**

In August 2022, a proposal was discussed with all staff for developing the amount of time outdoor learning activities were being planned for learners in school. All staff committed to starting 1 x 15 minute session per week leading into break time increasing to 4 x 15 minute sessions per week by the end of session.

To sustain this increase in outdoor learning opportunities staff committed to collegiately working to create core lessons in Maths, Literacy, Expressive Arts, Science and technology. These could be adapted, depending on the level of progression or challenge required and the context the children had chosen for their learning each term.

As the session progressed, the original proposal was adjusted over the session to reflect developments and the needs of the school community.

### **What we did:**

- CLPL training was organised for all staff – teaching, support and ELCC in ‘Learning Through Landscapes’ to explore the benefits of learning outdoors and how to manage it within our environment.
- Following the advice from ‘Learning Through Landscapes’, classes took their classes outdoors to learn for a short period each day, just before a planned transition. We used 15 minutes before break time to do this
- Over the session, this increased to daily outdoor learning for some classes, while others preferred to go outdoors for longer periods of time
- All staff were involved in sourcing lessons for Early to Third Level, for a range of curricular areas. These lessons have created a bank of resources for staff to refer to
- To further support playful learning across the school, the school grounds have been divided into Learning Zones for free play during break and lunch times. The Pupil Council led this – see Pupil Council section below
- Practice Position Statements created: Outdoor Learning and Playful Learning. These were shared with the wider school community, their views sought and added to the statements.

**The overall feeling is that learning outdoors has been a significant success for learners, staff and parents of Kilcreggan Primary School and ELCC.**

**How do we know?**

- Class teachers conducted Leuven Observations on targeted pupils, comparing engagement and wellbeing during a class lesson and when learning outdoors. The target group lacked focus and engagement at the beginning of this approach being implemented. A maths focus was decided upon by all staff to further support Priority 1 in our SIP, Raising Attainment in Numeracy through Cognitive Guided Instruction Pedagogy
- Outdoor Learning: Raw Data

Class	Baseline Observation: Non Outdoor Maths Lesson						Observation 2: Term 2: Outdoor Learning						Observation 3: Term 3: Outdoor Learning					
	Wellbeing			Involvement			Wellbeing			Involvement			Wellbeing			Involvement		
P1/2	3	4	5	3	4	5	5	5	5	5	5	5	5	5	5	5	5	5
P1/2	3	4	4	3	4	4	5	5	5	5	5	5	5	5	5	5	5	5
P2/3	2	3	3	2	2	2	4	4	2	4	5	2	4	4	4	4	5	4
P4/5	4	4	2	4	3	1	5	5	3	5	4	2	5	5	5	5	5	5
P4/5	3	4	4	3	4	4	abs	abs	abs	abs	abs	abs	3	4	4	3	4	5

P6/7	4	2	4	4	2	4	5	3	4	4	3	4	5	4	4	4	4	4
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**Analysis of Raw Data**

**Impact on Wellbeing**

Our Leuven’s observations on targeted learners showed that outdoor learning had the following impact on the wellbeing of our learners:

- 83% of learners increased their scores by at least 1 point in wellbeing between Term 1’s baseline and Term 3’s observation
- 100% of learners who were ‘low’ – scoring 2 in wellbeing, scored ‘high’ in Term 3’s observations
- Outdoor learning impacted positively on 100% of learners wellbeing which was sustained through term 2 and term 3
- Outdoor learning impacted more significantly on the wellbeing of younger learners i.e. those in P1/2 and P2/3

**Impact on Engagement**

Our Leuven’s observations on targeted learners showed that outdoor learning had the following impact on the engagement of our learners:

- 100% of learners who were scoring ‘low’ or ‘extremely low’ – scoring 2 or 1 in engagement, scored ‘high’ or ‘very high’ in Term 3’s observations
- Outdoor learning impacted positively on 100% of learners engagement which was sustained through term 2 and term 3
- Outdoor learning impacted more significantly on engagement of younger learners i.e. those in P1/2 and P2/3

**What was the Impact of Outdoor Learning?**

• **What Our Learners Say:**

When learners go outside to learn:

- *‘It makes me feel happy. We learn better outside’* P3 learner
- *‘It is fun. It just gets better and better’* P2 learner
- *‘It is better outside. We do more stuff, not like in the classroom’* P6 learner
- *‘We enjoy it more so we learn more.’* P7 learner

• **What Our Parents Say:**

- *‘They think things through and solve problems themselves’*
- *‘Playful and outdoor learning are the best medicine!’*
- *‘Outdoor playing and learning is great!’*



- **What Our Staff Say:**

*'The focus on outdoor learning this year has impacted both pupils and some of my approach as a practitioner, particularly in numeracy. The addition of frequent outdoor numeracy activities has led me to think differently in my planning and develop unusual/new approaches to various tasks, leading to higher pupil engagement and understanding of various themes. It has been particularly beneficial in pupils' understanding of more complex/abstract themes such as fractions or percentages and has also led to improved engagement from some pupils who find occasional challenge in their focus during class based activities.'*

*'Outdoor learning has allowed pupils to apply their learning in a variety of ways in different curricular areas. Pupils are visibly more focused and eager to learn outdoors. As their engagement has increased, their wellbeing has improved too.'*

- **Impact On Teaching and Learning**

There is an expectation that staff and practitioners at Kilcreggan Primary School and ELCC:

- Include outdoor learning for learners every day
- Enable learners to experience a range of activities and curricular areas, outdoors
- Include learners in the planning of outdoor teaching and learning
- Plan for outdoor learning in all curricular areas

This is a consistent approach across all classes in the school, building on the 50% or more time in ELC being spent outdoors. The above expectations are the foundations on which our Position Statement for Outdoor Learning is built. Following our work this session, this practice is will continue to be embedded in our curriculum and planning.

### **What Does Playful Learning Currently Look Like at Kilcreggan Primary School and ELCC?**

Staff are highly committed to the use of playful learning to support skills development, progression and challenge. Playful learning has been part of our practice over the past 3 years and we are now at the point where it is fully embedded in Early Level and early stages of First Level. We continue to be committed to further provide opportunities for playful learning in other stages of the school as we can see that children are engaged and focused for longer on task, working with and learning from others.

Our Position Statement states that staff and practitioners at Kilcreggan Primary School and ELCC are committed to:

- Include outdoor playful learning for learners every day (ELCC – P7)
- Include playful learning in number (P4/5)
- Enable learners to experience a range of activities and curricular areas in a playful manner (ELCC – P3)
- Include learners in the planning of playful teaching and learning (ELCC – P3)
- Plan for playful learning in all curricular areas (ELCC – P3)

## What is the Impact of Playful Learning at Kilcreggan Primary School?

- **What Our Learners Say:**

At Kilcreggan Primary School, the Pupil Council have been developing the outdoor areas for play and playful learning. They have observed lots of learning and play (playful learning) taking place at break and lunch times.

- *'At the water table, there are people from every class working together'* P6 learner
- *'Where the instruments and stage are, lots of people are playing with them and are making shows'* P4 learner
- *'In the engineering area, I have seen older and younger children playing together'* P7 learner
- *'There is lots of building and enjoyment in the loose parts area. It is the most popular area'* P6 learner

In classrooms, playful learning is taking place:

- *'Numicon (playful learning), makes maths learning better because we can show it and we can help others when we sit in a circle and talk about it'* P5 learner

- **What Our Parents Say:**

- *'They are learning without even realising'* P1 parent
- *'Learning has no limits'* P6 parent
- *'You can use so much nature'*
- *'When they are playing they don't even know they are learning'* P3 parent.
- *'No screen' play is important'* P4/5 parent

- **What Our Staff Say:**

- *'Pupils have access to a variety of resources around the playground for pupils to develop and consolidate their learning at break times. Pupils can be seen using their meta-skills to play 'outdoors with a range of pupils in the school.'*

- **What and External Observer Commented:**

- After the play session, the class shared the learning they had done through play and the skills they had worked on. The atmosphere was calm and everyone had something valuable to contribute.

- **Citizenship Groups  
Lead by All Children**

This session we introduced Citizenship Groups into our core curriculum. 2 x 8 weeks blocks were identified in Terms 2 and 3 where children chose the order in which they would participate in the following groups: Rights Respecting Group, Pupil Council, Eco Group, and Digital Skills Group. A tracking overview created by our Head Teacher ensures that, over 2 years, the children will have participated in all groups. These groupings consist of learners from P1-P7, helping to rebuild our sense of school community and supporting/learning from others.

The clear aims of these groups were to:

- Provide equity of wider achievement. Some children were unable to stay at the end of the day for clubs due to transport
- Provide learners with opportunities in real life, meaningful contexts to develop and apply skills in the 4 capacities, supporting the skills agenda
- Enable learners to lead a project to improve their immediate, local and global communities, supporting our work on Rights Respecting Schools award
- Demonstrate that children's voices are heard and they can facilitate change, again supporting our work on Rights Respecting Schools award.

### **1. Rights Citizenship Groups:**

#### **Overview:**

The group started by completing activities to remind and revise what the Rights of the Child are. This included exploring the articles, talking about them together and choosing their favourite right and why. Additional activities explored further the language of rights using the P1/2 rights bag.

#### **What Did We Do?**

The group undertook two campaigns (improvement activities):

- School wide Anti bullying campaign to improve HWB (curriculum)
- Campaign for the rights of refugee children (community engagement).

The Anti-Bullying campaign sought to improve learners' engagement with the *HWB curriculum* and to ensure all learners access Article 19, the right to protection from violence. Interactive posters were displayed around the school and a school Assembly engaged the *school community* in learning and thinking about bullying; what it is and is not and how it makes others feel.

The campaign for the rights of refugee children, also deepened learning and understanding of the *HWB curriculum*. The group focused upon these rights: Article 10: children have the right to have contact with their parents across countries. Article 22: Refugee children have the same rights as all children. Article 9: Families should stay together if possible. The group defined 'campaigning' and 'refugee status'. Working in groups and through various activities, they then explored being a refugee and the rights of refugee children. They used this to engage with the *wider United Kingdom community* by writing to Suella Braverman to speak out for the rights of refugee children.

The group also organised World Book Day for the school. The pupils voted and decided to ask the school and ELCC to dress up as characters and donate money towards The Scottish Refugee Council. They organised a bookmark competition for all pupils, time to share a story with friends and for families to bring in unwanted books that were donated to the local Cove library.

In March 23, the school met the standard for UNICEF Rights Respecting Schools Gold Award.

#### **Strengths:**

- *Children understand how their rights are connected to their lives, within school, as well as to their local and global community*
- *Consistent messaging about rights and respect underpinning every dimension of the school's work*

- *A strong ethos of staff valuing and respecting children's views and contributions towards positive change within school, with a range of pupil led groups, linked to rights, for all children to participate*
- *Children have good knowledge of global issues affecting their rights and are empowered to campaign for rights of others.*

**What Was The Impact? : Curriculum, improvement activities, community involvement:****Skills:****Social intelligence: Feeling; social conscience**

Campaigning for the rights of refugee children and undertaking a school wide anti bullying campaign have both enabled the learners to develop their social conscience.

**Four Capacities:****Responsible Citizens:**

Working in vertical groupings throughout their learning, all learners demonstrated respect for others. There were numerous examples of older learners supporting younger learners to understand the sometimes difficult concepts under discussion.

**Effective contributors:**

The activities and range of learning that took place over the course of the sessions, allowed learners to communicate in different ways and in different settings. They have learned together in pairs, small groups and have communicated to the school (assembly), letters home to families and to the wider community when writing to the Home Secretary.

**Successful learners:**

All learners demonstrated openness to new thinking and ideas. Learning and thinking about refugees who are children, allowed the learners to compare their experiences to those of the refugees. As a result, many demonstrated deep empathy when discussing and reflecting. Discussing and learning about bullying behaviours and how to communicate this to the wider school community gave the learners the opportunity to use technology (power point). Making posters and displaying them throughout the school allowed the learners to think creatively and independently and use their literacy skills.

**Confident Individuals:**

The learners were able to demonstrate their commitment to ambition after discussing how they could campaign effectively for child refugees to be reunited with their parents at the earliest opportunity. Following a discussion about the use of technology and the internet, they started to understand how social media can be used for good and will use Twitter and the school website to advertise their campaigns.

The Right's Citizenship groups enabled us to complete our journey towards a gold award and submit our evidence for the RRS Gold Award. Following our verification visit in March 2023, we were delighted to hear that we had met and achieved the standard for UNICEF UK's Rights Respecting Schools Gold Award. We are immensely proud to know that Kilcreggan Primary School and ELCC are the 5<sup>th</sup> school in Argyll and Bute to have been awarded Gold.

- **Digital Citizenship Groups**

One of the most important areas identified for further development in our digital practice through pursuing the Digital Award was ensuring internet safety and knowledge for both parents and pupils. This has been the focus of the first session of the Digital Leaders Group.

The multi stage and age contingent of the group has provided opportunities for illuminating discussion and a better understanding of how our pupils engage with digital literacy and platforms both in and out of school. The sessions were merely facilitated by the teacher with both conversation and activity led and managed by the older pupils encouraging participation and contribution from younger pupils.

Pupils engaged in a number of activities to develop their knowledge of the dangers and potential issues surrounding internet use, digital learning, communicating online, responsible behaviour and also the children's rights involved.

The initial Digital Leaders group collaborated to create ICT Acceptable Use Policies for both P4-7 and P1-3 school stages. These are visible in each classroom and are frequently shared with pupils.

Pupils have undertaken a survey across the whole school which has revealed a detailed picture of how pupils of all ages engage with digital devices and the internet, the fears and concerns they have and also what they would like to know more about.

All the work of the Digital Leaders Group has been summarised in a Google site the pupils created and maintain. This has also provided the opportunity for younger pupils to establish their digital literacy and skills with the support of more knowledgeable and experienced older pupils.

<https://sites.google.com/ab.glow.scot/digitalleaders/home>

In further developing the digital journey of our school, the group decided they wanted to establish a Digital Safety Week for the whole school, based on the Five Pillars of Internet Safety outlined by Google Education. The group delivered presentations daily for a week in February with each day focussing on a different pillar.

Pupils also established the need for involving the wider community in the Digital Safety Week. In response to this the class teacher running this group contacted the local police who presented to both pupils and parents on issues surrounding internet safety. A comprehensive survey has also been created for parents which will allow us to target and inform parents in regard to their concerns.

### **What Was The Impact?**

This pupil group has been essential in driving forward our pursuit of getting the best out of interaction with digital mediums and learning and providing the safest environment and knowledge for our pupils to navigate the digital world. We have supported parents with online safety information, with all advice and guidance easily accessible on our school website. We were delighted to achieve the Digital Schools Scotland Award during this session as recognition of the work we have done with staff, children and parents and we will continue to pursue the next Digital Schools Scotland Digital Wellbeing Award.

- **Pupil Council**

**What Did We Do?**

Learners surveyed their classes to find out what they wanted to improve around the school. After feedback and discussions, the main topics were:

- To improve playing outside
- There was lots of litter in the playground
- Nowhere to sit outside
- Concern about a large gate being unlocked.

- **Playground**

Some pupils in the school raised the point that before the COVID pandemic, all children used to play together and that they wanted it to go back to how it was. The group surveyed their classes to find out the positives and negatives of playing as a whole school and whether the pupils wanted it. The Pupil Council also surveyed the adults who are outside supervising, as they felt it would impact on them too. The results showed that the majority of the school wanted to play together.

- **Litter**

The Pupil Council also discussed solutions to the concerns that were brought up through the class surveys. After a litter pick investigation into how much litter they could find outside, the group found that the only place with litter was the pitch and there were no bins provided in this area of the school. They felt the solution to this was to ask Mrs Smith for a bin in the pitch area.

- **Outdoor Seating**

They decided to ask the Parent Council to help in raising money for a picnic bench to sit outside during playtime and lunch. Some pupils also wrote letters to the local mechanic garage to ask for leftover tyres to play and make seats out of. The pupils were very excited to see the tyres in the school playground a week later.

The Pupil Council wrote a letter to Mrs Smith to organise a meeting. Older pupils partnered with younger pupils wrote letters to Mrs Smith, asking for a meeting and detailing their peers' concerns. Some pupils decided to type a letter on the laptop. The Head Teacher agreed to buy a couple of bins for the pitch. She said she would take the picnic table idea to the next Parent Council meeting to discuss the possibility of buying an outdoor table. The Head Teacher stated that she would look into ensuring that the gate was locked. The group were then invited by the Parent Council to choose the picnic table that they would want, while Mrs Smith asked them to choose the bins.

**What Was The Impact?**

Through surveying their classes and meeting with the Head Teacher, the pupils felt like their views and ideas were valued. The children were a little nervous at presenting to the school but after seeing the play equipment and the picnic benches arriving, this then gave the Pupil Council more confidence to present their Assembly to the school.

Through discussions and partnering up pupils from different classes, interesting discussions took place, with all pupils contributing well to whole class discussions and pupils being open to new ideas. All pupils

were respectful of each other's ideas and opinions, no matter what class they were from. They were also respectful of everyone's contributions, through writing, pictures or verbal discussions in pairs, groups or the whole class. All learners demonstrated openness to new thinking and ideas.

Play equipment was bought for the playground. The Pupil Council organised the stations outside, made posters to show the stations and presented an Assembly to inform pupils and staff about the play equipment and how to use it safely. The PowerPoint used during the Assembly was posted on to the school website and the schools Twitter page to inform parents and the wider community.

- **Eco Council:**

### **Summary of Learning in the Four Capacities**

#### **Successful Learners:**

- All pupils were open to new thinking and ideas and engaged in discussion, showed existing knowledge and made valuable contributions to the group discussions
- After carrying out an environmental audit, all pupils made reasoned evaluations when analysing the data.
- All pupils worked effectively as part of a group and took on responsibilities of carrying out the audits as a group and supported each other.

#### **Responsible Citizens:**

- All pupils demonstrated commitment to participate responsibly and took the issues discussed seriously.
- Most pupils successfully evaluated environmental food issues through WWF lesson plans which helped inform their ethical views about food waste. They could identify resources used in food production and effective ways to minimise food waste in their daily lives.

### **Skills Development**

#### **Feeling: social conscience**

- All pupils demonstrated their social conscience by showing their feelings towards issues of food waste and the environment through the environmental audit and WWF lesson plans.

**The work of the Citizenship groups was highlighted in our Right's Respecting Schools Gold Award accreditation feedback as good practice and a strength in our approaches. Our feedback is available in full on our school website.**

**The overall impact of the Citizenship Groups is that 80% of children feel that they are making more decisions about what is happening in our school compared to last year.**

### **Parental Engagement**

We have begun to try to engage our parents more by getting them to attend more in-school events. We introduced a calendar overview of events for parents this year. In August, dates for key events like Parents Evening, Showcase Events and Reporting periods were all identified well in advance. This was updated and sent out again on a termly basis by Mrs Smith. Further detail was given in newsletters which

are posted on the school website. 66% of our feedback responses found this useful and would like it to continue next session.

Parents Evening in March 2023 had a 99% in person attendance rate. This was an improvement from the November parents evening which had 92%. This is an improvement from the previous session where under 90% of parents attended Parents Evening in person.

Parental engagement at the beginning of term started very low. Our Book Festival in October had 25% of parents attending. We reflected that the low turnout of families may have been due to parents not knowing what the event was going to look like or celebrate but also that a Tuesday afternoon might not be a good afternoon for parent events due to parent's availability. In response to the low turnout, our Christmas Enterprise was held on a Friday afternoon and 73% of families attended to support the fundraising enterprise merchandise the children made. Amazingly, in May, our Whole school performance in May had 100% of families attend. Parents are reporting that they know much more what is going on in school and that they like to have advanced notice. The notice period had been a weakness in previous feedback. Our attendance rates certainly support the approach of giving as much notice of key events as possible leads to a better turnout.

Similarly, ELCC Stay and Plays were well received by parents. All sessions had a 100% turnout of parents coming to engage with their children and key workers. This is something we aim to improve next session and are seeking views from parents as to how we can improve the Stay and Play experience.

ELCC Xmas performance again had 100% turnout of parents and carers attending to support their child, as did ELCC Parents Evenings.



## Summarise progress and next steps in relation to pupil equity funding

### **1. Health and Wellbeing: Supporting Emotional Wellbeing**

#### **Seasons for Growth**

Seasons for Growth (SfG) was offered for the first time this session by two recently trained companions. Along with SfG guidance, the Kilcreggan Primary School Health and Wellbeing SHANARRI Wellbeing trackers and professional dialogue with colleagues, P4-7 children were invited to join a Seasons for Growth group.

**The overall feeling is that this was a successful group, meeting all learning outcomes for the work and supporting children's wellbeing, providing them with strategies to support themselves.**

#### **What We Did:**

Following all SfG guidance, parents and children were invited to information sessions and were subsequently invited to discuss together their attendance at the groups. There was an emphasis on family change. Two groups were established that ran for 8 sessions followed by a final celebratory session.

#### **How do we know the impact that was made?**

At the end of each session, companion's complete evaluations of the sessions and at the end of the complete set of sessions, an evaluation was completed by each of the participants. During the celebratory session, invited guests were asked to complete an evaluation of the sessions.

#### **What was the Impact?**

#### **Our Learners said:**

- *'I thought it was very helpful for my situation and it helped me get it off my chest'*
- *'It is very helpful for people who are going through a rough time.'*

#### **The Companions said:**

- *'It was an absolute delight seeing the children develop in confidence and self-esteem. This continued on when they were not in the SfG session. Some of the activities, at first glance, did not seem to be appealing to the children, but this always turned out to not be the case'*
- *'The children really enjoyed taking part in every session and were eager to participate as much as they could. Pupils early into the sessions identified how important trust was to them and valued working and supporting together in a trusted group. Each week the pupils opened up with each other as they learned how to cope and continue with their experiences.'*

#### **Our Parents said:**

- *'My children enjoyed Seasons for Growth and benefited a lot: their behaviour, their respect, their attitude have been noticed in many occasions'*
- *'I feel this programme really helped my son identify and talk about his feelings'*
- *'It was good for my child to think about their emotions and realise lots of other children would be feeling the same things.'*

**Considerations and Next Steps:**

- Level 1: Up to age 8 years; Level 2: Need to be a mature age 9 years
- Parent Information Session: Increased emphasis on session content and overall aim and emphasis on parental role
- Sessions need to be one hour long
- Seasons for Growth to be offered in future sessions with an additional Companion trained.

**2. Supporting Emotional Wellbeing – Targeted Yoga Sessions****What did We Do?**

Targeted Wellbeing support sessions in mindfulness and yoga were offered to a group of children whose mental, social or emotional wellbeing was poor. Professional dialogue with staff, analysis of children's SHANARRI wellbeing indicators (children scoring 4 or below in categories on the Wellbeing Trackers), referral information to the school counselling service, Young Carers, Child's Plan information and information from parents about the children helped inform who the target group members would be.

Targeted group took part in weekly 45mins mindfulness and yoga sessions on a Friday morning. Children were given time to 'be and think about me'.

**What Was the Impact?****Our Children Said:**

- *'I feel like I can clear my mind. It makes me feel good about myself. It helps me focus when I am stressed. I don't get upset as much as I used to. I use meditation games to help me cope'*
- *'I have become kinder and care more about myself'*
- *'Yoga has made me become more confident and concentrate more'*
- *'It has helped me with ways to control my anger and express my emotions. It has helped me stay calm and collected'*
- *'I check in with myself at home to calm down. It helps me not worry so much about things'*
- *'It gives me time to think about lots of things'*
- *'I do it at home with my mummy and it helps her too.'*

**Our Parents Said:**

- *'My child enjoys taking part in yoga as it makes her feel happy and calm'*
- *'She uses breathing exercises to help her fall asleep at night.'*
- *'The sessions have really helped my son take time and space to think about things. I have noticed he is more relaxed and I see him using some of the strategies when I see he is beginning to become anxious and angry. I have had less significant outbursts at home' (Discussion with parent)*
- *'It has really helped my daughter with her anxiety. I was really worried about her mental wellbeing at the beginning of the year but I have seen such a change in her for the best since she has had this support. She uses many of the strategies at home and we sometimes do them together.'*

**Our Staff Said:**

- *'I have noticed a significant decrease in the number of times I am directing Child A to take a break as he is much more able to self-regulate. I see him doing breathing exercises to help. Angry outbursts have reduced. At times they still happen but they last for less time and he recovers much more quickly from them.'*

Analysis of Term 2 and Term 4 SHANARRI Wellbeing assessments of the target group, the following results were noted:

- 86% of children who had scored themselves 4 or below out of 10 on an aspect of Safe, Healthy, Achieving, Nurtured, Active, Respected, Responsible and Included, increased their rating by at least 1 point. This was previously recorded as 'red' on the tracker, meaning there was cause for concern and intervention was necessary to support wellbeing
- 43% of the group rated themselves as 8 or above in Term 4, taking their wellbeing over all to 'green' on their tracker, meaning their wellbeing was 'on track' and their wellbeing was not causing concern
- 57% of the group rated themselves 5 or above in Term 4, taking their wellbeing into the 'amber' on their tracker, meaning they were 'working towards' and their wellbeing will need further support.

### **3. Numeracy: Post COVID Recovery - learners not on track to achieve expected levels**

Learners in this target group received targeted learning support and activities for parents to support at home to improve their numeracy skills. Learner's progress was reviewed and assessed against the SEAL planners. This formed the forward planning tool for teaching and learning activities. 10 learners across 2 classes were identified, one group who have not achieved or not on track at Early Level, and another who have not achieved or not on track at First Level. The following progress has been made:

- **At Early Level:**

- 100% of children who were 'amber', 'not on track' in September 2022, by May 2023, were assessed on their Numeracy tracker as 'green', 'on track'
- 100% of the group, by May 2023 have achieved Early Level
- 67% are more confident in their approach and application of skills in Numeracy activities.

- **At First Level:**

- 50% of the learners achieved First Level by May 2023
- 50% of learners moved from EB to EA between February and May 2023. Our prediction is that by September 2023, these children will have achieved First Level
- 100% of learners have grown in confidence in their approach and application of skills in Numeracy activities

#### **Longer-term Impact**

The gap in knowledge and understanding was identified as securing knowledge of word/ numeral sequences, counting on and back strategies, combining and partitioning numbers and multiplication and division facts. As these skills gaps have been taught in a progressive way through SEAL, we hope the impact will be a quicker pace of learning through First Level and for the target group to be 'on track' to achieve either First Level by the end of P4 or Second Level by the end of P7.

We will continue to monitor progress through our Numeracy attainment tracking.

**Our Children Say:**

- *I am best at maths in school. I know this is because I do it at my house sometimes and I always get them right (Early Level learner)*
- *I think I am proud of doing my times tables and subtraction but not division. I shall improve on this (First Level learner)*
- *I feel I did very, very well in my maths. I am proud of my fraction work, division work and taking away from hundreds (First Level learner)*

Quality Indicator	How are we doing?	How do we know? (Evidence)	School Self-Evaluation (1-6) *
<p><b>1.1</b></p> <p>Self-Evaluation for Self-improvement</p>	<ul style="list-style-type: none"> <li>• Staff self-evaluating more within planning and using this to inform next steps in plans. Evaluating ways we can improve and areas we may need to develop as well as identifying our strengths</li> <li>• Staff meetings allow coming together to self-evaluate as a team, discussing progress and areas for development. Planning together as whole school from ELC to P7</li> <li>• Quality assurance visits evaluate lessons to improve how lessons for learners are implemented/delivered both SLT and Peer</li> <li>• Leuven observations linked to CGI, Play and Outdoor learning practices</li> <li>• Staff involved in giving feedback for improvement plans. Many had aspects to take forward in the School Improvement Plan, including HT, PTs, class teachers and pupils</li> <li>• School and ELCC share same goals and a holistic approach to continuously improve our standards and strive for excellence.</li> <li>• A range of assessment used across the curriculum and pupils review their own work in daily situations, e.g. classwork - 2 stars and a wish, thumbs, teacher discussions, Learning Logs, Seesaw</li> <li>• Collaborative evaluation during CGI and SSERC priorities has led to moderation of practice and valuable consistent approaches being devised</li> <li>• Parent views sought in relation to what we have done well and what we need to improve for next session</li> <li>• Staff work effectively as a team. There is an ethos of sharing practice, and of peer support and challenge</li> <li>• Staff understand the need to be outward and forward-looking in their evaluation and improvement activities.</li> <li>• Staff make effective use of up-to-date research/data from Scotland and beyond to inform their learning and developments</li> <li>• There is evidence that children and young people are engaged in reviewing their own learning and the work of the school.</li> </ul>	<ul style="list-style-type: none"> <li>• Change in planning evaluation format this session</li> <li>• New Citizenship groups added to the curriculum to support wider achievement and make decisions</li> <li>• PRD/Professional Update</li> <li>• Classroom observations by SMT and teacher observation feedback</li> <li>• Termly evaluations by teachers</li> <li>• Planning documents</li> <li>• Emails to parents and their replies</li> <li>• Moderation paperwork, uploaded to Moderation platform</li> <li>• Assessment data</li> <li>• Jotter work, learning logs, displays, assessment folders</li> <li>• RRS achieved Gold award</li> <li>• Digital Skills Scotland award</li> <li>• Questionnaires to parents</li> <li>• Regular meetings as whole school and in smaller teams</li> <li>• Teacher Leadership courses undertaken by three staff members continues to lead more evaluation of practice and use research and data from Scotland to better practice</li> <li>• ELCC continuous evaluation of resources, environment and planned experiences.</li> <li>• Sharing of knowledge from courses</li> <li>• Regular discussions in ELCC to track children’s progress, and next steps</li> <li>• Regular attainment meetings to discuss progress and support</li> <li>• Parent views during events</li> <li>• Research based strategic change in SIP priorities</li> </ul>	<p>4</p>

<p><b>1.3</b></p> <p>Leadership of Change</p> <p>This QI also focusses on the following aspects of empowerment:</p> <ul style="list-style-type: none"> <li>● curriculum;</li> <li>● improvement activities;</li> <li>● parental and community engagement; and</li> <li>● pupil participation.</li> </ul>	<ul style="list-style-type: none"> <li>● We implement any changes that we feel are necessary. Staff given the leadership for these improvements, but also consult with our pupils to ensure their voices are heard</li> <li>● Head Teacher and all staff share vision of improving and changing practice in line with relevant up to date guidance and innovation and move as a whole team to improve outcomes for all children in our setting</li> <li>● We work together at all levels and have a shared vision for improvement and change.</li> <li>● Furthering our knowledge through training, courses and professional development. Working to develop ourselves, setting and the areas available within the community</li> <li>● Whole school and ELCC planning, working together to implement a planning structure that reflects the different stages throughout</li> <li>● Children empowered to make change in their immediate (school), local and global communities through the Citizenship group afternoons</li> <li>● Use of specialist services to support work of the school</li> <li>● Pupils, parents, partners and staff are all involved in the creation and ongoing review of the vision, aims and values of the school</li> <li>● The vision of the school is ambitious and focuses on improvements in outcomes for all</li> <li>● All staff are committed to change which results in improvements for learners</li> <li>● Staff are clear on the schools strengths and areas for development based on a range of evidence. This is used to create a clear rationale for future improvements</li> <li>● Senior leaders create conditions to support creativity, innovation and enquiry.</li> <li>● Opportunities for learners and staff to engage in critical and creative thinking are embedded.</li> <li>● Practitioner enquiry forms a regular feature of approaches to continuous improvement.</li> <li>● Practitioners have systematic opportunities to review and refresh their pedagogical practice.</li> </ul>	<ul style="list-style-type: none"> <li>● Rights Respecting Schools Gold Level application</li> <li>● All staff invited to self-evaluate and be part of future plans</li> <li>● Use of Bloom’s Taxonomy, new Listening and Talking strategies</li> <li>● Co-creating Success Criteria</li> <li>● Learning logs - digital logs in place</li> <li>● Completing relevant courses and relaying back to staff in order to implement and develop the children's learning</li> <li>● Evaluating outcomes within staff meeting and progression, then using the information to continue to develop our own and the children's knowledge and understanding</li> <li>● Implementing strategies for improvement</li> <li>● Termly meetings to discuss progression within planning documents</li> <li>● Use of Leuven Scale in ELCC to monitor engagement and plan for pupils and improve the learning environment</li> <li>● Involving the community in decision making, particularly in refreshing our Vision, Values and Aims.</li> <li>● Equity of wider achievement – all children part of a Citizenship group which previously was after school</li> <li>● Young Sports Leaders (Football Club), Grounds development (parents planting day, Navy services painting outdoor classroom)</li> <li>● Different staff led aspects of SIP and the maintenance agenda in relation to Digital Technologies, Impact of Play on Numeracy skills, CGI and STEM</li> </ul>	<p style="text-align: center;">4</p>
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<p><b>2.3</b></p> <p>Learning, teaching and assessment</p>	<ul style="list-style-type: none"> <li>• Whole school plan together for IDL, Numeracy and Literacy</li> <li>• Holistic assessment planning ensures progression in assessment tasks</li> <li>• Moderation activities support reliable assessment judgements</li> <li>• Staff are committed to their own professional development</li> <li>• We aim to support each individual child to achieve a positive learning experience and meet their educational needs.</li> <li>• Emergent Literacy tool used to assess children's development</li> <li>• Positive transition for Pre Schoolers</li> <li>• Planning with the whole school to ensure progression at all stages and evaluate together.</li> <li>• Ensuring high quality, rich learning environment, learning, wide range of high quality experiences to ensure the children learn through play.</li> <li>• Good understanding of child development</li> <li>• High quality observations used to inform future planning</li> <li>• Trackers are in place to ensure next steps planned for all pupils and accurate understanding of where each individual</li> <li>• Learning support is used to target areas children are identified as not being on track to achieve</li> <li>• Attainment meetings are held to discuss progress and achievement for all children individually</li> <li>• PEF supporting children's learning needs in literacy and numeracy</li> <li>• Learners play an active role in the school and wider community and regularly take on leadership roles, including leading learning</li> <li>• Learners receive high-quality feedback and have an accurate understanding of their progress in learning and what they need to do to improve</li> <li>• Learners are able to give effective feedback to peers on their learning and suggest ways in which they can improve</li> <li>• A quality body of evidence is used to support assessment judgements and decisions about next steps.</li> </ul>	<ul style="list-style-type: none"> <li>• Whole school and ELCC planning sessions</li> <li>• Whole school holistic assessment moderation</li> <li>• Use of moderation cycle in planning</li> <li>• Leuven's observation notes</li> <li>• Range of assessment strategies in place</li> <li>• Citizenship groups ensuring our children's voices are being heard.</li> <li>• Quality observations</li> <li>• Positive interactions</li> <li>• GIRFEC and SHANARRI approach</li> <li>• Sound knowledge of the children in our care</li> <li>• Experienced staff</li> <li>• Tracking, planning documentation</li> <li>• Using assessment data to track progress with XBRA</li> <li>• Emerging literacy tracking</li> <li>• Learning logs</li> <li>• Displays</li> <li>• Eco Flag</li> <li>• RRS Gold Award</li> <li>• Above and Beyond awards</li> <li>• Planning documents encompassing RRS, Digital Technologies and skills approach</li> <li>• Assessment folders</li> <li>• Digital learning logs and use of Google Classroom</li> <li>• Seesaw to show learning journey on a daily and termly basis</li> <li>• Knowing and assessing where our children are on their developmental milestones, using this to help progress development</li> <li>• Supported transitions</li> <li>• Digital Skills Scotland Award</li> <li>• Position statements being compiled to communicate expectations of Kilcreggan Primary School in teaching and learning.</li> </ul>	<p>4</p>
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<p><b>3.1</b></p> <p>Ensuring wellbeing, equality and inclusion</p>	<ul style="list-style-type: none"> <li>• Inclusive school that ensures all pupils are treated equally, with their wellbeing at the centre of everything that we do</li> <li>• Identified ways in which we can make improvements to fully ensure that we are maintaining this inclusivity throughout the school</li> <li>• Children are treated as individuals. Children are safe, happy and secure in our setting</li> <li>• Work closely in partnership with families to ensure positive experience for all children in our care</li> <li>• Health and Wellbeing is a core value. All classes use PATHS to support wellbeing and create a Class Charter at the beginning of the session</li> <li>• Children are involved and included in their learning</li> <li>• Open door to all parents and carers, encouraging them to be involved in their child's learning</li> <li>• Children's thoughts, ideas and feelings are included in the planning of developmental activities, encouraging them to engage and develop at their own pace and allowing them to extend their own learning</li> <li>• Policies and practice reflect current legislation</li> <li>• Child Plan Process is used to support families and children who require additional support</li> <li>• Referrals made to support services e.g. Educational Psychology, Young Carers, School Nurse Team and Counselling in schools Service</li> <li>• Staff, children and young people know, understand and use the wellbeing indicators as an integral feature of school life</li> <li>• Outdoor spaces are used effectively to promote positive relationships and wellbeing. Staff take account of research linking benefits of outdoor learning and green space with wellbeing.</li> </ul>	<ul style="list-style-type: none"> <li>• Vision, Values and Aims statement</li> <li>• Class charter</li> <li>• Rights Respecting School's work and feedback</li> <li>• We provide a safe, nurturing and inclusive where all children treated as individuals. Practitioners experienced and form positive and meaningful relationships with children</li> <li>• School is a calm and supportive environment</li> <li>• Parents are engaging more readily with digital learning and See-saw</li> <li>• Differentiation within lessons</li> <li>• Children are confident individuals that enjoy and thrive in the nursery environment that we provide</li> <li>• Awards for 4 capacities at the end of the year</li> <li>• Staff training log</li> <li>• ELCC staff communicate well with parents on a daily basis</li> <li>• Use of PEF to support wellbeing</li> <li>• Attendance tracking through year</li> <li>• Expectation that outdoor learning forms part of each day, across different curricular areas</li> </ul>	<p>4</p>
<p><b>3.2</b></p> <p>Raising attainment and achievement</p>	<ul style="list-style-type: none"> <li>• Regular review of attainment and interventions required</li> <li>• Using improvement plan and documents such as HGIOS 4, HGIOELCC, Realising the Ambition to refresh our thinking, evaluate our practice and continuously improve</li> <li>• Recognising gaps in attainment and working to improve</li> <li>• Clear understanding of learning and development and progression pathways</li> <li>• Observe, reflect and plan together as a team to help to close gaps and ensure progression</li> <li>• Provide a high-quality learning environment for children to explore, be creative and problem solve in their own way at their own pace.</li> </ul>	<ul style="list-style-type: none"> <li>• Track, observe and plan together as a team, evidence within tracking folders</li> <li>• HWB is a core value</li> <li>• Use differentiation</li> <li>• Intervention strategies</li> <li>• High expectations</li> <li>• Staff work as a team to observe, plan and track all children as individuals</li> <li>• Continuously strive to improve our practice and tracking to find out where gaps and then address them</li> </ul>	<p>4</p>



	<ul style="list-style-type: none"> <li>• Well qualified staff team who are continuously updating their skills and qualifications</li> <li>• Plan as a team and as a school to ensure a high quality learning environment.</li> <li>• Almost all children and young people are attaining appropriate levels and a few have exceeded these</li> <li>• Attainment levels in literacy and numeracy are a central feature of the school's priorities for improvement and are raising attainment</li> <li>• The school's data demonstrates our current learners are making good progress</li> </ul>	<ul style="list-style-type: none"> <li>• Work in conjunction with improvement plan and aims of whole school.</li> <li>• Working more collaboratively as a school – meeting notes</li> <li>• Use of PEF funding to support attainment</li> </ul>	
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\* Evaluation 6-point Scale:

- 6 Excellent
- 5 Very Good
- 4 Good
- 3 Satisfactory
- 2 Weak
- 1 Unsatisfactory