Standards and Quality Report 2023 - 2024

Name of School
Kilcreggan Primary School 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.

The school and ELCC has embedded their refreshed Vision and Values during session 2023-24. Our Vision: Creativity Inspiring Leaning, and Values: Care, Co-operation, Respect and Leadership are the themes for our assemblies and our monthly Above and Beeyond awards.

During Session 2023-2024 our school role is 81. The school leadership structure is: a Head Teacher and 1 Principal Teacher. The school has four classes and a teaching allocation of FTE 5.55. This session the school has a probationer teacher and a long term temporary teacher covering a staff member on secondment. The school has a Support for Learning teacher for 1 day per week.

Pre-school education for children aged three and four is provided. This session the ELCC role is 6. 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. An ASN assistant was appointed in January 2024 to support children with additional support needs during term 3 and term 4.

Review of SIP | Priority 1

Progress and Impact:

Raising Attainment in Literacy:

What we Did

All staff scrutinised their range of assessment data to identify commonalities to target improvement in writing. The Head teacher then canvased the children and parent body to find out their views on areas for improvement in writing. All staff engaged in professional reading and discussion to research effective writing teaching and learning strategies and implemented a test of change. In November almost all staff took part in Moderation event in November to build consistency of Early, First and Second level achievement journey's look like across HALCO.

The Impact of Staff Professional Development in Learning, Teaching and Assessment Pedagogy

1. **Individual Staff CLPL Impact**

Staff Member 1:

I engaged with the Talk 4 Writing across the Curriculum resources and incorporated talk in the planning stages of writing activities to scaffold children's ideas and provide targeted feedback in relation to the success criteria. This resulted in an increase in pupil engagement and enjoyment within writing.

I also attended the Northern Alliance: Approaches to Writing Twilight. This provided practical approaches to use in the classroom to support/challenge all pupils and interesting ways to hook their interest to improve engagement. The impact of using this approach has been that I have observed that pupils are less reluctant to write. This professional development links to the Quality Assurance visit from our Education Manager who identified skills based learning intentions and success criteria as well as differentiation as areas for improvement across the school.

Staff Member 2:

Revisiting the Argyll and Bute Strategies for Effective Writing Guidance proved to be highly beneficial. It emphasised the importance of keeping talk central to the writing process, a concept also highlighted in the Talk for Writing approach. Inspired by this, I incorporated more discussions before, during, and after writing sessions in my classroom. This led to noticeable improvements in pupils' vocabulary and provided more opportunities for developing social skills like turn-taking and making eye contact. As a result, even students who were less confident or imaginative began to rely on peer support, gradually gaining confidence in their writing ideas. The improvement in vocabulary was reflected in their writing, and the prior discussions made them more assured when writing.

Additionally, Bruce Robertson's book, 'The Teaching Delusion,' introduced a lesson evaluation toolkit outlining the key features of high-quality lessons. This resource prompted me to reflect on the quality of my teaching and assess my lessons using the toolkit. Consequently, I enhanced my questioning techniques, posing a wider range of questions that encourage deeper thinking. This shift has led my pupils to pay greater attention to the quality of vocabulary used in their writing. This improvement also linked to the commonalities for improvement identified by staff at the beginning of the session. At Early Level, opportunities to invent own stories was identified as a development need. Through this approach, children have been supported to enact our vision of creativity inspiring learning (our school vision) through quality conversations and stimulating ideas for high quality vocabulary.

Staff Member 3:

I attended Argyll and Bute: Supporting Improvements in Writing online CLPL session. This emphasised the importance of equality of access for all learners when it comes to writing and the fact that children's frames of references can be vastly different. It reinforced the need to ensure learners have access to a wide range of text types and model texts which contain the key features of the focus genre. This range is now reflected in my termly planning.

I have also reflected on the key concepts discussed in the Pie Corbett Talk for Writing books. I have reflected on my own writing lessons and ensure that the following key features are reflected in the planning and implementation of my writing lessons: A clear structure for learning in writing (imitation, innovation, invention). This familiar structure enables pupils to predict the pattern of lessons and learning. They can see how the progression of knowledge and the learner's techniques link together. They are happier to 'magpie' each other's ideas, as well as borrow more ideas from the books they are reading. Learners sometimes view writing as 'boring or a chore' and this approach helps them to see that it can allow them to be as creative as they would like, supporting our school vision of Creativity Inspiring Learning. The impact in my class has been that some children have really challenged themselves with the structure and form of their writing (e.g. mixing diary and narrative etc). Pupil engagement in the more reluctant writers in the class has risen as this approach supports the importance of joy and playfulness when writing and playing with language. At Second Level, we had identified as a staff that we needed to provide opportunities to develop more complex sentence types and structures in Second Level writing. Parents also identified a need for a range of writing experiences and writing that reflected depth of learning as a key objective for improvement. Through my professional reading and implementation of strategies I have read about, attainment in P7 has improved and 100% are predicted to achieve Second Level by the end of Primary 7 which is an increase of 27% from August 2023.

Staff Member 4:

I have engaged with The Teaching Delusion by Bruce Robertson. One of the key features which I implemented in my practice was to ensure that I planned opportunities to enable all learners to recall previous learning and discuss existing knowledge to enable them to successfully apply their learning in a new context. The impact of this was that it provided assessment information which then informed individual pupil's next steps and learning experiences for forward planning re: the areas of writing pupils need support/consolidation with. This enabled me to make reliable assessment and achievement decisions when deciding which stage of the XBRA journey children had achieved. It also enabled me to have a clear focus for high quality assessment opportunities in writing.

I have also engaged with Learning to Read: A Teachers Toolkit and Approaches To Phonics through Argyll & Bute Literacy Experience (ABLE 2) CLPL. This linked to our analysis of our commonalities in writing skills developments at First Level, namely spelling: applying sounds / spelling rules and common words. Theory, structure and lesson ideas have been put into practice in the classroom. Pupils have experienced phonics lessons from the suggested activities and gained phonemic awareness through play. Activities maximised their tactile/play learning experiences. Added value to this approach has been that pupil confidence in attempting recognition of sounds, writing sounds, peer learning/feedback and independent reading and writing skills has increased. Strategies have been discussed and shared with our Support for Learning teacher and are also used by my job share partner who also plans opportunities for personal writing and reflection of learning each week.

Staff Member 5:

Through reading and reflecting on Bruce Robertson's The Teaching Delusion, I have been challenged on my understanding of the structure of a high quality lesson. Consistent reflection by the practitioner is an essential part of effective learning, teaching and assessment approaches, which, as a teacher who is new to the profession, has meant that I have learned to know the skills and development needs of all learners in depth. The impact of considering what went well in that lesson, was there enough challenge for the learners, did I use appropriate learning intentions and success criteria and did I refer to this enough in the lesson has been that I have planned to better engage the learners and focus on the skills that they are learning in a targeted and progressive way.

I have also engaged with Pie Corbett's research and resources. As a result of this I have found that the learners are more engaged, excited and interested in the writing process. There has also been a positive impact on the quality and variety of connectives and openers in the children's writing, which was identified as an improvement need in our scrutiny of writing commonalities at First Level.

I attended the Argyll and Bute CLPL session for Improving Writing. As a result, I have broken down writing tasks to smaller more manageable chunks. Incorporating time for talk into writing lessons has improved learners' planning and ability to communicate their ideas clearly and this has been seen in the outcome of their writing. By giving learners experience led opportunities for writing and relatable scenarios has also benefited lessons and engagement.

2. **Authority Literacy Working Party Representative**

One class teacher took part in creating First Level Writing Progression Framework Working Party, working with Claire Bryden and other class teachers across the authority to develop a progressive framework which all staff will be able to use as a teaching, learning and assessment tool. This session, she will deliver an information session to all teaching staff as a prelude to next session's CLPL activities and collegiate sessions.

3. **Participation in Cluster Moderation Sessions**

Almost all staff attended the HALCO moderation event during the Inservice day in November 2023 the focus of which was moderating planning, teaching and assessment in the high quality assessment in writing.

Of the staff who attended, 100% of them reported that the process gave them confidence in their ability to make reliable assessment decisions about the progress of a learner based on the benchmarks and Literacy progression pathways. Some staff feel that there is still further upskilling of staff needed in relation to making robust assessment decisions according to the XBRA progress measure recording.

What our Attainment Data Showed

Through a range of approaches including moderation, scrutiny of the benchmarks and progression frameworks and teachers implementing strategies from their professional reading over this session, the following data shows the improvements made in **writing** across the year groups in relation to June 2023-June 2024 Progress and Achievement levels.

	Number of Progress Measures Increased			
Year Groups	0	1	2	3
P1	0%	22%	44%	33%
P2	10%	80%	10%	0%
P3	16%	68%	8%	8%
P4	20%	20%	60%	0%
P5	6%	24%	69%	0%
P6	22%	63%	13%	0%
P7	0%	0%	45%	55%

ELCC Specific

ELCC Provocations- Literacy Focus

Staff have planned provocations which have been thoughtfully designed and targeted activities or setups to inspire children to explore, ask questions, and engage with materials with a literacy focus. In the context of writing skills, activities have included a variety of materials, questions, or scenarios, involve visual stimuli, storytelling prompts, interactive materials that prompt children to think creatively and critically.

Provocations have been tailored to children's interests and developmental stage and have been devised from involving children in the planning of their learning. They play a crucial role in developing writing skills in our nursery by making writing activities more engaging, meaningful, and fun. By fostering creativity, enhancing fine motor skills, expanding vocabulary, and encouraging collaboration, provocations help build a strong foundation for writing abilities.

Quality Assurance visits identified opportunities for writing and pre writing activities in all areas of the playroom and displays of children's drawings, mark making and writing. During observations, the following opportunities for literacy awareness, development and progression were evidenced:

a. **Thematic Provocations:** themes based on the children's interests e.g. Owl related props, pictures, and books and puppets to stimulate imagination and prompt mark making.

b. **Sensory Experiences:** sensory materials like sand trays, textured paper and water trays are used with letters made of different materials (shiny, hard, soft, smooth, rough).

c. **Storytelling Prompts:** a library cosy corner is set up storytelling with puppet spoons and story cards to encourage recounting narratives and developing coherent storylines. A puppet theatre is also used to develop listening and talking skills.

d. **Interactive Displays:** There is a display area for learners to add their written pieces (e.g. characters they have invented or copied from a book or film they have seen, encouraging learners to contribute regularly and see progress over time.

e. **Role-Playing Scenarios:** The home corner encourages ole-playing activities where learners can write menus, tickets, or signs helps learners understand the practical uses of writing and increases awareness of his functional writing.

Such activities have led to:

3 Year Olds:

- Enhanced Engagement and Motivation
- Development of Creativity and Imagination

In addition to the above, our 4 Year Olds :

- Improved Fine Motor Skills
- Enhanced Vocabulary and Language Skills
- Development of Critical Thinking

Next Steps:

- Collaboratively agree what features high quality writing lessons would look like and develop a quality assurance framework for writing (See SIP 2024-25 Priority 2)
- Plan and carry out a Professional Enquiry Project to improve targeted areas. (See SIP Priority 1 2024-25)
- Create a Writing Position Statement: our approach to the teaching of writing as part of our Learning, Teaching and Assessment Policy (See SIP Priority 2)

Review of SIP | Priority 2

Progress and Impact:

Refreshing our Curriculum Rationale

The Head Teacher has been part of a Head Teacher's group working with Education Scotland to refresh our curriculum rationale. Parents have been consulted about key characteristics of our school and its community and what is important for our curriculum to reflect. Staff have also completed this exercise. The following information details what the top 5 suggestions were from the consultation from each group.

1. **Parents:**
   - Adept technology skills
   - Basic skills to equip them in life
   - Be aware of the culture and language of the wider world
   - Social and communication skills
   - Creativity and curiosity for learning

2. **Staff**
   - Pupil Lead learning
   - Rights respecting base
   - School community all seen as learners
   - Positive relationships
   - Supporting local communities and the groups within it

Staff have begun to engage with the 4 capacities, reflecting on learners in their classrooms to identify what our learners are communicating is their need. They have completed a persona template provided by our Education Scotland colleagues reflecting on how they would describe 2 learners – one learner who is disengaged from their learning/school experience, and one at the other end of the spectrum. Staff reflected on what we want them to say about their experience in school and what they actually say, what their needs are and what is important to them. Following this exercise, we have begun conversations about the profiles of the chosen children and identify which themes from the 4 capacities are being highlighted as areas of development within our curriculum.

Next Steps:

- See Priority 3 in Session 2024-25 School Improvement Plan for a detailed outline of next steps

Review of SIP | Priority 3

Progress and Impact:

Supporting children to feel Safe, Respected, Included and Nurtured through developing a Positive Relationships Policy

What we Did

Training in the PACE approach has superseded the training in restorative conversations which was planned in the SIP. Almost all teaching, ELCC and Support Staff have undertaken PACE training from our Educational Psychology team in February 2024. The PACE approach to resolving conflict is an acronym for Playfulness, Acceptance, Curiosity and Empathy and underpins our Rights Respecting Schools journey and 2 of our new school values of Care and Respect. Overall, the PACE approach enhances conflict resolution by creating a supportive and understanding environment. It helps individuals feel seen, heard, and respected, which is essential for building and maintaining positive, trusting relationships.

The Impact of Staff Professional Development in PACE Methodology

1. **Individual Staff Impact**

Staff Member 1:

I have being using PACE with a few younger children in the playground who are struggling with their emotions around peer conflict which is impacting their own behaviour. They are beginning to understand that their behaviour links to the actions of others.

Staff Member 2:

I have begun to use the PACE approach with a child to resolve conflict. The conversation has helped the child to understand the reasons behind the conflict with another child. It has helped them understand the situation and come to a resolution between the two children. It has enabled the child to understand the impact of their behaviour with others.

Staff Member 3:

I have used the PACE approach with a learner who struggles to resolve conflict in the playground. Since using the PACE approach, I have been able to use playfulness in my conversations with this learner when they are struggling to rejoin the class after being dysregulated. Then, by using acceptance, and the curiosity of 'I wonder if you are feeling' approach along with the feeling faces visual aids, we have been able to name emotions we are feeling when dysregulated and have a conversation about why they are feeling that way. As a result of this, the learner is able to recognise what has happened to make them feel that way and how their choices have impacted them. Furthermore, I am now seeing them make more positive choices when they are feeling dysregulated and they can now remove themselves from a situation where they feel uncomfortable and ask for help.

Staff Member 4:

Using playfulness I have been able to communicate with a learner with significant ASN and enter their world, communicating in a positive way with them. Through this I have been able to communicate successfully with the learner using points of reference which they understand and can apply feelings to. Using curiosity, PACE has promoted a positive relationship with the learner and then when needing to use PACE when they show they are upset, I am able to be more empathetic toward them and create a pathway for them to share how they are feeling through playfulness and curiosity.

Staff Member 5:

I have used the PACE approach with one child in particular. Since using PACE with this child, I have been able to take the ownership of the behaviour away from them and now have meaningful conversations to find out the reason why they are acting in a particular way. Using the PACE approach and having these conversations has allowed me to get to know this child better, build a more positive relationship with them and I'm now able to react sooner/be more aware of a situation arising. When using the PACE approach, this child is less inclined to make an outburst when being spoken to about their behaviour or an incident that has happened.

I have also used the PACE approach with most of the children in my class. I have a better understanding about the window of tolerance, which has impacted on my practice when dealing with behaviours. Having had PACE training, I have a better understanding of different types of behaviour and how all behaviour is communication. In my practice, I display more empathy and acceptance of behaviours. I feel this approach has made the children in my class more able to talk about their feelings and actions with myself and I have started to see them talking more about it with their peers. This has resulted in building more positive relationships, better communication and acceptance of all behaviours.

Staff Member 6:

The PACE approach has helped me greatly to understand the window of tolerance which children operate within, specifically with two pupils who have very small windows of tolerance. It has helped me to prioritise empathy and acceptance in my practice when dealing with the behaviours shown by these pupils which, when they are back in their comfort zone, has enabled me to build more positive relationships with them. Children with significant needs have been more able to move on after these events due to the accepting and empathetic approach adopted.
Almost all pupils who have engaged with me using the PACE approach are able to calmly engage with me and understand the difference between their behaviour and themselves. I have seen this, and the curiosity reflected in smaller issues between peers when children talk about the reasons behind each other's behaviours ('maybe you thought….was happening') which has enabled them to resolve their disputes more quickly.

Staff Member 7:

I have used the PACE approach with a child in the playground. After witnessing poor behaviour, I spoke to the child in a playful manner. This allowed them to then speak to myself and they opened up more. The child then told me what the problem was. In the past this child wouldn't normally speak to me about their problems. I feel using the PACE approach has allowed me to build a more positive relationship with this child and now have better communication with this child. This has been evident with further problems this child has had where they have come to me and asked for support in conflict resolution.

Staff Member 8:

I have used a playfulness approach and empathy approach with an ASN pupil. Training has enabled me to apply and explore a more empathetic approach effectively. Acknowledging how the pupil feels has given the pupil the ability to move on from a problem/challenge effectively. This has impacted the pupil's behaviour in a positive way and reduced disruption in various aspects of school life. I have also been able to apply PACE strategies with other pupil during playtime, which has made supervision easier.

Staff Member 9:

Applying the playful/curious approach has, at times, enabled pupils to respond in a more positive way. I have found that some younger children find it difficult to articulate the problem, but explaining that "I can see you are maybe finding this difficult/bored etc. …." has allowed the child to respond and communicate the problem with one word answers or a nod of the head. This has allowed me to ask 'How can we solve the problem? Then provide suggested solutions. This de- escalates the situation effectively. Understanding 'the window of tolerance' has enabled me to impart this information to parents to support their child at home. They were seeking support and advice and they responded positively when they tried it out at home.

2. **Impact on Pupils**

Analysis of our Wellbeing Indicators from Term 2 and Term 4 has warranted further investigation and discussion with learners. Although there was an increase in learners feeling **included**, now 92% of all learners feel included from a starting point of 81% at the beginning of the session, there has need a reduction in the number of learners feeling **safe** (down 8%), **respected** (down 11%) and **nurtured** (down 13%). When exploring these results with a group of children who had scored these lower, they explained that they felt:

- Conflict involving football in mixed stages
- Increased bullying behaviour (supported by an increase in recorded incidents this session)

Conclusion

Even although we have only been implementing PACE since February 2024, it is clear from the feedback and experiences of staff that in their experience this approach has demonstrated and supports the key aspects of the PACE approach. They have identified at least 1 of the 4 main aspects in their anecdotal recounts:

1. **Playfulness Reduces Tension and Builds Rapport:**
Using a playful attitude can diffuse tension and make interactions less confrontational. Humour and light-heartedness help create a relaxed atmosphere, making it easier to address difficult topics. Playfulness strengthens connections, which is essential in building trust and positive relationships.

2. **Acceptance Encourages Open Communication and Promotes Safety:**
Learners feel accepted without judgment and are more likely to express their true feelings and thoughts. This openness is crucial for understanding causes of conflicts. Acceptance fosters a safe environment where learners feel valued and respected.

3. Curiosity Facilitates Understanding and Encourages Engagement:

By approaching conflicts with curiosity, learners are more likely to explore underlying issues and motivations. This leads to deeper insights including various points of view and more effective resolutions. Curiosity demonstrates a willingness of staff to listen and understand, which helps engage everyone involved in the problem-solving process.

4. Empathy Builds Trust and Fosters Connections:

Demonstrating empathy shows that staff care about feelings and perspectives, which builds trust and strengthens relationships. Empathy helps to foster a sense of connection and shared understanding that is essential for resolving conflicts.
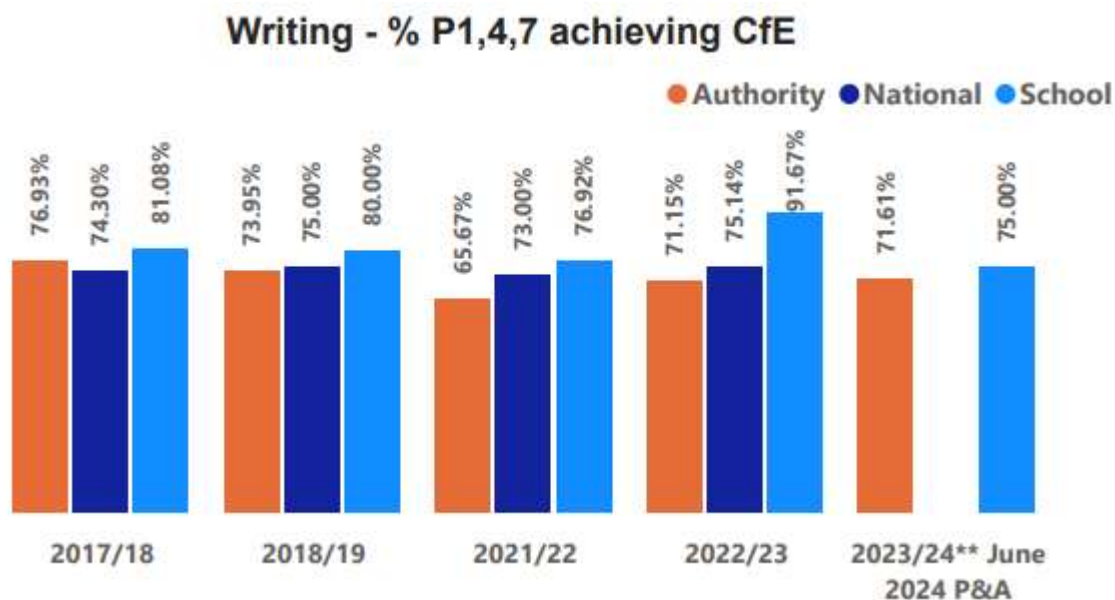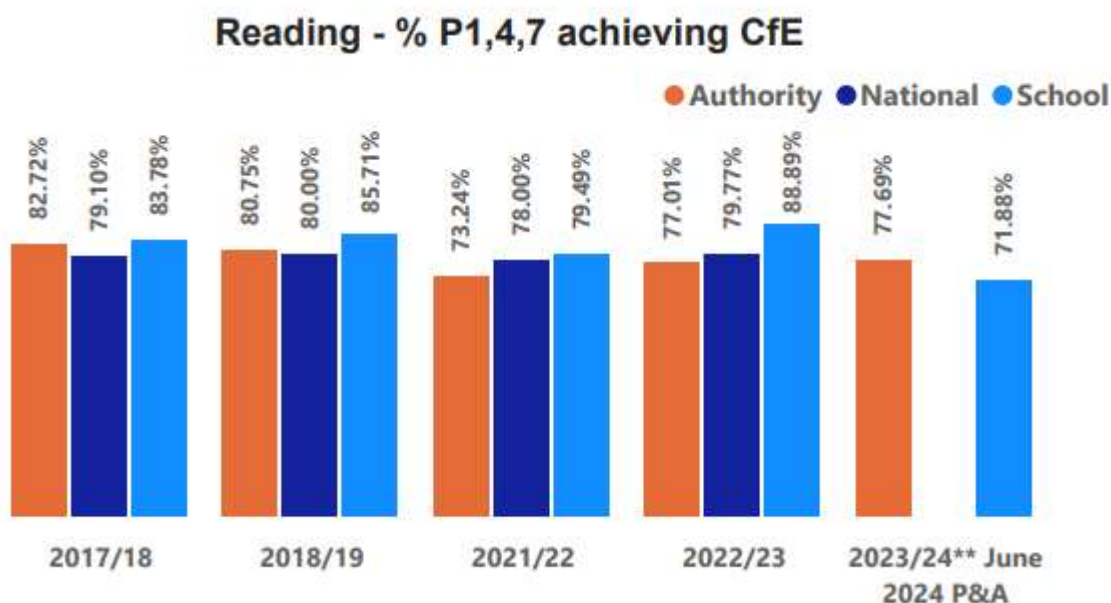
At the moment though, the learners are not yet seeing the impact of this approach in their day to day interactions with their peers or staff as our Wellbeing analysis shown. Further work needs to be carried forward into next session to ensure this practice is embedded and positive outcomes are achieved for all.
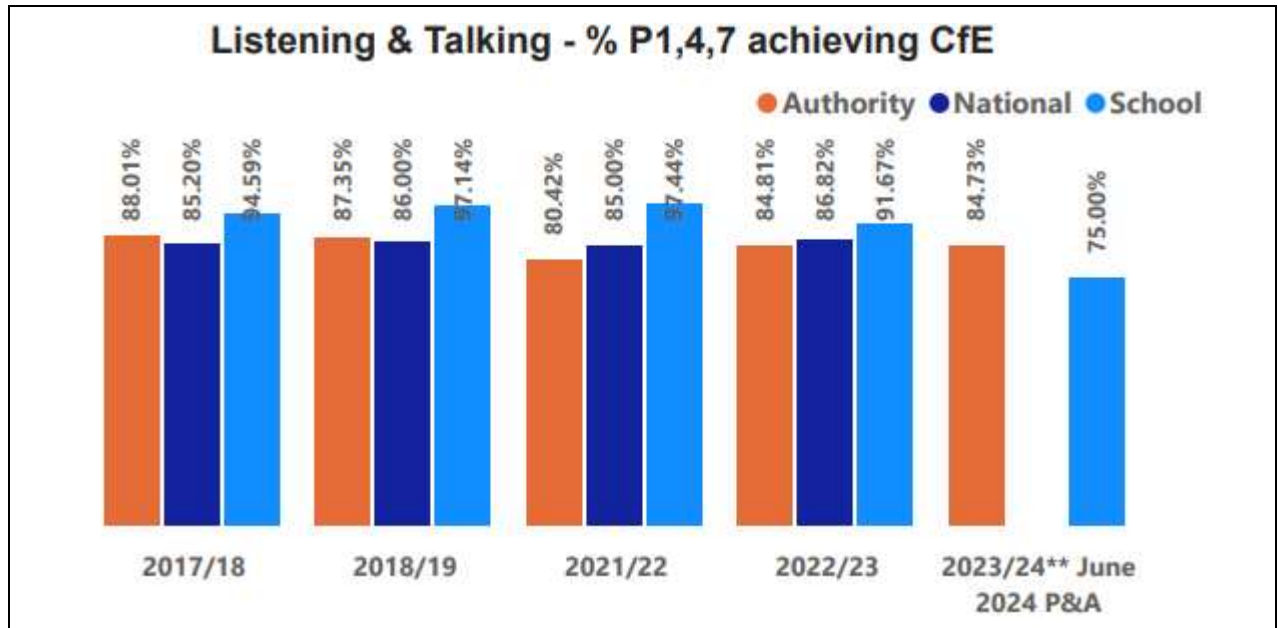
Next Steps:

1. Continue to implement this approach across the school and ELCC
2. Hold a parental information session
3. Include this approach in our Positive Relationships Policy
4. Complete the Units of staff development planned
5. Continue to monitor Wellbeing Indicator reporting by learners
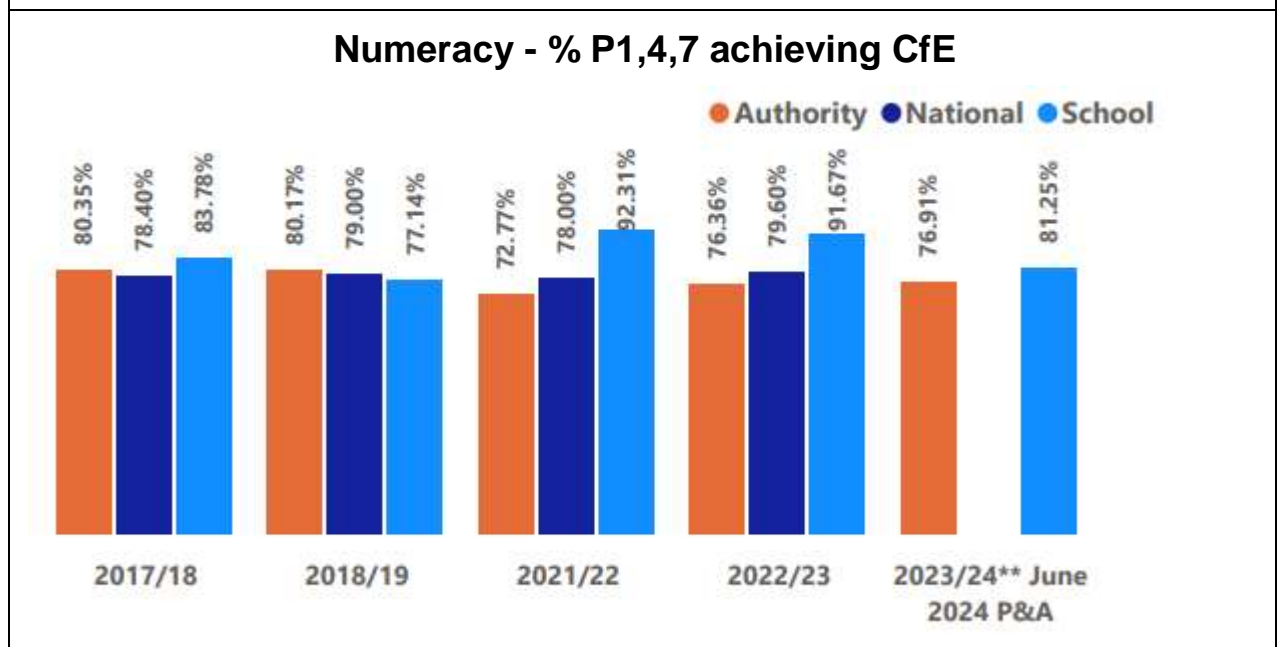
1.1 Attainment Data

Attainment of Literacy Curriculum for Excellence levels 2018/19, 2020/21, 2021/22, 2022/23 and 2023/24. (teacher judgement – confirmed levels – 5 year trend).

Reading - % P1,4,7 achieving CfE

Legend: ● Authority ● National ● School

Year	Authority	National	School
2017/18	82.72%	79.10%	83.78%
2018/19	80.75%	80.00%	85.71%
2021/22	73.24%	78.00%	79.49%
2022/23	77.01%	79.77%	88.89%
2023/24** June 2024 P&A	77.69%		71.88%

Writing - % P1,4,7 achieving CfE

Legend: ● Authority ● National ● School

Year	Authority	National	School
2017/18	76.93%	74.30%	81.08%
2018/19	73.95%	75.00%	80.00%
2021/22	65.67%	73.00%	76.92%
2022/23	71.15%	75.14%	91.67%
2023/24** June 2024 P&A	71.61%		75.00%

Listening & Talking - % P1,4,7 achieving CfE

Year	Authority	National	School
2017/18	88.01%	85.20%	94.59%
2018/19	87.35%	86.00%	97.14%
2021/22	80.42%	85.00%	97.44%
2022/23	84.81%	86.82%	91.67%
2023/24** June 2024 P&A	84.73%		75.00%

1.2 Attainment Data

Attainment of Numeracy Curriculum for Excellence levels 2018/19, 2020/21, 2021/22, 2022/23 and 2023/24. (teacher judgement – confirmed levels – 5 year trend).

Numeracy - % P1,4,7 achieving CfE

Year	Authority	National	School
2017/18	80.35%	78.40%	83.78%
2018/19	80.17%	79.00%	77.14%
2021/22	72.77%	78.00%	92.31%
2022/23	76.36%	79.60%	91.67%
2023/24** June 2024 P&A	76.91%		81.25%

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?

1. Impact of Citizenship Groups

Last session we introduced Citizenship Groups formally into the curriculum to facilitate children leading meaningful change, children's voice being enacted (linked to children's right to think freely and their views to be heard) and to provide real life and meaningful contexts for children to develop skills in the 4 capacities. The children chose in order of preference each of the following groups: Eco Group, Pupil Council, Rights Respecting Steering Group and Digital Skills Group. All groups contained P1-P7 learners.

Twice in the year for a 6 week block, children led the planning, implementation and review of a project of change either in school, local to their community or in a global context. This session they attended the groups which they had not experienced.

Each of the sections below explains the projects the children led and implemented as well as the impact they had.

- **Digital Skills Group**

Learning within the 4 Capacities and Leading Change:

Successful Learners
The Term 2 group decided, after reviewing where the previous group had reached last session, they decided to:
- Organised a school wide survey to find out about technology use in all classes
- Write a letter to the HT to ask for an evaluation to be completed
- Ask our ELCC to go and see how technology is used in this setting
- Organised powerpoints to upload to the website to inform parents about what they are doing.

The Term 3 group decided to lead change and educate the rest of the school about digital safety. They decided this would take the form of a film they would script and produce. As a result they:
- Independently organised groups and the purpose for each group
- Wrote scripts for what their group was in charge of conveying
- Used chrome books to film the plays
- Most learners were able to reflect and explain how they were making a positive change in the school

Effective Contributors
- Most learners were self-motivated to contribute and work as part of a group
- Most learners were resilient and showed their ability to work in groups and problem solve either individually or as a collective
- Some learners naturally took on leadership roles and were able to support the younger people in their groups
- Most learners were able to communicate in different ways, showing their use of creativity through art, technology and language. As well as non-verbal communication in group conversations

Confident Individuals

- Most learners have been able to show that they understand and have an opinion about what they think is acceptable for digital technology and what is appropriate for different ages within the school
- Most showed they understood how digital technology might impact our wellbeing and then were able to relate this to real life experiences which they have had
- All were able to achieve some form of success in digital leaders and this was celebrated in the classroom

Responsible Citizens

- All learners showed respect for others, through conversation, sharing of ideas and being respectful and inclusive of ASN in the classroom.
- All learners understand why there are age limits on social media and why it is important to respect these to keep themselves safe and others
- Most learners were able to use the information given to make informed decisions
- Some learners have developed and informed view of social media and its place and have been able to share with others.

- **Eco Schools Group**

Learning within the 4 Capacities and Leading Change:

Term 2

Successful Learners

- All learners effectively used technology for learning e.g. Online recycling game, online research, creating Google slides and listening to information from online videos.
- Real life contexts were used to support the learning and application of a range of literacy skills.
- All learners demonstrated ability to make reasoned evaluations through discussions/reflective questions during presentations.
- P4-7 also demonstrated evaluative skills throughout the presentation and brainstorming session with an invited speaker. This allowed them to create presentation slides.
- All pupils demonstrated communication skills and openness to new thinking and ideas through learning about eco-schools, impact of waste in the environment and the Teracycle scheme.
- Effective note taking skills for meeting minutes and to record research were practiced by learners as well as applying letter writing skills to create an email to a parent to ask for her help in the running of the Terracycle scheme.
- Many pupils understood how to create information that would inspire and motivate others to recycle using Terracycle team.

Term 3:

Successful Learners:

Most pupils successfully applied learning in new situation:

- Collaboratively creating an eco website

- Recording and collecting a range of data
- Collecting pictures and publishing them on the school website
- Collaboratively creating and presenting a terracyle presentation for assembly
- Developing their communication/presentation skills.
- Most pupils made valuable contributions to class discussions and made reasoned evaluations posing relevant questions and making insightful comments and great suggestions.

Responsible Citizens

- Most pupils demonstrated a sense of social consciousness through discussions of impact on their and others environmental actions.
- All pupils were engaged motivated to inspire others to reduce food waste, recycle and find approaches to communicate their learning/message
- All pupils collaborated with each other through varying activities.

- **RRS Group**

Learning within the 4 Capacities and Leading Change:

Successful Learners

All learners worked well as a team to plan a celebration event following the achievement of our Gold Rights Respecting Schools Award: our Gold Party. They used their numeracy skills in a real life context to think carefully about the price of food and party props, ensuring it wasn't going to be too expensive for the school. Using a budget, older learners worked well with younger learners to create a shopping list for the party which came in on budget. Most learners were Successful Learners by learning about the meaning of climate change. Some became familiar with basic climate change concepts and terminology and made the connection between climate and change and rights.

Confident Individuals

Learners worked well independently, making posters to advertise our Gold Party. They also supported each other well, ensuring they had all achieved the poster Success Criteria they had been involved in creating. Most learners were Confident Individuals when they compared their daily lifestyles with children from other countries who were greatly affected by climate change. They also compared their access to rights compared to these children too.

Effective Contributors

All learners contributed well to whole class and group discussions. Everyone understood that their ideas were valued. We also had a good discussion about how our ideas may be heard but consideration needs to be given to time, money and safety when planning events or leading change. All learners were enthusiastic and knowledgeable when presenting their ideas to our Head Teacher. They had also prepared ways to persuade our Head Teacher, e.g. children will learn from the party after taking part in the Gold Quiz about rights. All learners were respectful of children's stories from around the world. Some were able to evaluate how adaptions and actions can help protect these children's rights against climate change. All learners thought of how they could contribute and teach others in the school and their families about climate change. The older learners involved younger learners well and

encompassed younger learner's ideas in the proposal to our Head Teacher. Most learners were Effective Contributors whilst working in groups to make a new school that they designed. Their new school had been adapted to fit climate change, e.g. a school that could stand flooding, a school that could stand a drought. Some pupils were able to problem solve and use the information they had learnt to then design a new school.

Responsible Citizens

When planning the party, the group wanted everyone to wear gold. They discussed that some children might not like dressing up. They reflected on this and decided that everyone would be made aware that wearing gold wasn't a necessity. They also chose a range of fruit that some children would usually eat and other fruit they wouldn't normally eat to encourage variety and trying new things.

There were a lot of collaborative discussions and work done with planning the party. The P1/2s showed the older children how to work the iPads and the older children helped the younger children work the laptops to research for information. All pupils thought of creative ways they could contribute to making the newsletter. A group wrote articles, another made a Rights quiz to test people's knowledge, another group made word searches based on climate change and rights. They were enthusiastic to share what they had learnt with others and tell them other children's stories from around the world.

- **Pupil Council**

Learning within the 4 Capacities and Leading Change:

Through pupil council's work this session the pupils have lead a range of projects for change across the school.

During Term 2 the Pupil Council:
- Assessed and analysed class and school libraries, suggesting areas they liked and areas for improvement
- Canvassed opinions using surveys of other pupils regarding the above
- Researched furniture options available and worked within a given budget (P6/7s created spreadsheets to keep track of their proposed spending)
- Finalised choices democratically as a group and passed our proposal on to our Head Teacher

During Term 3 the Pupil Council:
- Planned and ran World Book Day events
- Researched charities to give the donations to and held a vote to identify which we would support
- Used their creative skills to make posters to advertise World Book Day
- Planned and made certificates for the competitions to be run on the day
- Wrote an assembly to share the World Book Day plan with the rest of the school
- Pupils planned the activities for the day and wrote a survey to choose the most popular:
  - o **Dressing Up:** learners were Responsible Citizens during this as they had in depth conversations around the affordability of dressing up and decided to give two certificates out: one for shop bought and one for home-made costumes.
  - o **Lanyard and Book Cover Hunt:** learners ensured they reflected a range of age groups and interests when choosing characters and covers for these events.

- o **Book Covers Display:** Learners shared their enthusiasm for including this event and were supportive of other learners when they shared theirs.

Most children demonstrated a strong desire for leading change across the school, as well as communicating this through assemblies/posters. Some P6/7s shown an aptitude for leading small groups as well.

Almost all were effective contributors throughout both terms of Pupil Council sessions as they communicated in a range of ways, with a range of other pupils from all year groups. They were keen to take the initiative and lead on these projects, while also adapting and reflecting given constraints.

Parental Engagement

Parental Engagement has been high across the school and ELCC this year, improving as we went through the year.

In the ELCC, based on feedback from last session, Stay and Play sessions were held on a different day each month to try to enable families to come along to sessions on a day that suited them. Throughout the year we had 73% attendance from families at the sessions.

Our Meet the Teacher event held during the day in September had 78% attendance from families in September 2023.

For our October Creativity Inspiring Showcase and Parent Council AGM, we had 58% of families attending.

Parents' Evening in the school in November 2023 had 100% attendance through face to face meetings or phone calls and in March in the school and ELCC combined we had 98% attendance.

The P1-3 Bookbug Gifting Session had 34% of parents attending. We reflected that a Thursday afternoon might not be a good time for parents who work. A survey was sent out to all parents asking them to indicate which timeslots would enable more parents to attend. The majority voted that 6pm-7pm would be better and we will endeavour to trial those timings next session.

In January, the P6/7 Residential Trip Evening Information meeting for parents had 80% of families attending.

Our Cove and Kilcreggan Community: Shaping Cove and Kilcreggan Showcase had 53 parents, community members and a local councillors attend.

Attendance

Our attendance target set by the authority for this session has been 94.5%. Our current percentage is 94.27% which is 0.23% down on the target figure set. Since January 2024, we have implemented the revised Argyll and Bute Maximising Attendance Policy. In Term 3, 15% of our families were sent letters as their child/children's attendance had fallen below the authority target of at least 90%. In term 4 this decreased to 7% of families being sent letters. However, our number of late recordings remains significantly high with 24% of children marked as late on at least 1 occasion during term 4. Reducing late coming continues to be a focus for session 24-25.

Counselling Services

10% of our children aged 10 years and above have been referred to the Exchange Counselling Service to support their wellbeing.

Young Carers

4% of our children are identified as Young Carers. They have been supported by the Young Carers Service this session. Monthly sessions with Young Carers staff on a Monday have helped them to create their statements and support their wellbeing needs.

After School Clubs

Teaching and non-teaching staff ran after school clubs this session including Football, Crafting, Board Games, Origami, Rounders, Sewing, Netball and Rugby, which was supported by Live Argyll.

In Term 2, 80% of families attended an After School Club and in Term 3 and 4, 85% of families attended. Mrs Smith was supported by a parent for the Football Club.

For the first time, Bikeability was also offered to children in P7, which was delivered by a Class Teacher and supported by a parent.

The P4/5s were also invited to sessions of lawn bowling at Cove and Kilcreggan Bowling Club in Term 4, for eight sessions.

The school is in the process of applying for the Bronze Sports Award following their efforts this session and we hope to hear if we have been successful in achieving the award by the end of June.

Armed Forces Families

Out of the 8 Armed Forces families we have in the school, we have 8 pupils who regularly attend the Forces and Me Group run by a Class/ Learning Support Teacher and Emer Flett, Service Pupil Advisor during a Thursday lunch time. The pupils have engaged well with the club, with the numbers of children growing from 3 in the first week to 8 regular attenders. They have reported that they enjoy having a safe space to discuss their feelings around deployment and the impact on their rights, where they feel well supported, valued and listened to.

Competition Entries

We have taken part in various authority competitions this session. One learner was awarded a Highly Commended certificate for the Internet Safety Poster Competition. We have also attended the Interschools Cross Country Competition for P6 and 7.

Community Partnership Working
Cove and Kilcreggan Community: Shaping Cove and Kilcreggan 2033 Showcase

What We Did

In December 2023, the children hosted a Creativity Inspiring Learning Showcase, a collaborative effort with consultants from SKS Scotland, inviting parents, community members, local stakeholders, and local councillors to hear about pupils' imaginative visions for the community's evolution by 2033.

Under the theme "Shaping Cove and Kilcreggan's Future," during Term 2, all children crafted models aimed at sustainability, recreation, employment generation, and modern energy solutions within their local community. From P1/2's enhancements for Craigrownie Park to P3/4's proposals for improved beach access, each class contributed unique ideas. The showcase not only showcased students' creativity but also their commitment to crafting a sustainable and adaptable community.

A local artist taught art workshops to P4-7 pupils, which empowered students to express their visions through art. The children demonstrated and presented the importance and value of young voices for sustainable community development, fostering collaboration and teamwork.

The Impact

A Community Council member put us in touch with the Network and Standards Manager from Argyll and Bute Council, regarding funding for Kilcreggan's Park. Following a meeting between Hugh O'Neill and the children, and as a result of this community collaborative partnership, some of the children's ideas have been taken forward by the Council for the play park development.

Personal communication via the Chair of the Play Park Development Group was sent to the children to let them know that, due to their views being put forward, being repaired were: the roundabout, trampoline, zip line, rope swing, basket swing and seesaw. Their views were considered and new to the play park will be: a fence to close off the equipment in the play park in order to prevent dogs entering and using it as a toilet

The impact of this project on all learners in the school has been significant. The children have been able to share their thoughts and feelings freely Article 13 and have their views respected, Article 12 all of which tie in to the UNCRC rights of the child, of which we have our Gold Award. Children have also had the opportunity to be active citizens and develop their skills in the Four Capacities within their local community and been able to see that they can influence decisions within their community, even at a young age. There are further plans for expanding the children's relationships and actions to influence, support and awareness of issues in their local community next session.

Photographs of P1-7 work that supported out Kilcreggan 2033 Community Engagement Project

Maintenance Agenda Items from Session 2023-24

1. **Embedding Refreshed Vision and Values**

What We Did

The Head Teacher identified each Value as a theme of the month for Assembly. All children in multi stage groups used Jamboard to unpick what each value looked, felt and sounded like and Learning Intentions and Success Criteria were created and displayed. They are regularly referred to during assemblies and regular get together events in the hall. All 'Above and Beeyond' nominations must be linked to one of the 4 values or one of the 4 capacities.

All parent events are introduced as Creativity Inspiring Learning Showcases. Examples of these have been photographed and are on display in the hall along with our Vision statement.

Values are referred to by all staff when discussing expectations, children's rights and resolving conflict.

Impact

Some children in P3/4 worked collaboratively to create something that *'showed our creativity inspiring learning' – see photograph below (how children describe what they had made for me)*. On several occasions they have created models and other items which they have been inspired to produce to demonstrate how creative they have been, applying the skills they have learned.

In June 2024, there is still more work to be done to continue to embed our Vision and Values with all within the school, particularly in our younger classes, however, after a year, we have the following results:

Group	% can recite our Vision	% that can list our 4 Values
Learners	63%	58%
Parents	55%	60%
Staff	100%	100%

2. **Implementation of Rights Respecting Schools Award Recommendations**

Following our Gold Rights Respecting Schools award last session, we have continued to build on and strengthen our Rights approaches across the school.

a. We have created further opportunities for learners and staff to learn about rights in greater depth, including the origins and wider context of children's rights. Through the RRS Citizenship Club, learners have begun to learn about the origins of children's rights and children accessing rights in a wider context. They have evaluated and compared themselves accessing rights to children in other countries. In addition to this, all new staff have included rights in their everyday practice and use rights to plan and evaluate children's learning.

b. We have ensured rights are explicitly linked to the curriculum, activities and events throughout the school year. This includes events such as Health Week, Month of the Military Child, Lots of Socks Day, World Book Day, Maths Week Scotland, Anti-Bullying Week and Gold Day. Rights are linked with our refreshed Vision, Values and Aims assemblies.

c. We have also ensured that children are clear that we support their mental, emotional and social health and wellbeing and how this relates to their rights through the Seasons for Growth programme being implemented, SHANARRI Indicator Wellbeing wheels being used to enable learners to communicate how they are feeling throughout the year, consulting with children and families about referrals to The Exchange, a counselling service to support children over the age of 10 in many different areas of situations that may affect wellbeing, Health Week events and through support from our Community Police Officers in relation to social media and Internet safety.

d. We have also strengthened pupils' voices by visually representing how the voice of pupils has brought about meaningful change through displays of Eco Group and RRS Group. We are currently developing the school website to which will then add information on Citizenship Clubs. Our term 2 topic also demonstrated this to our wider community through our interactive in-person event and with photos in the local newspaper and posts on X.

Summarise progress and next steps in relation to pupil equity funding

1. **Music: Group Sessions**

The Benefits of Music Group Sessions on Learners

A music therapy group was trialled this session by our music teacher for a targeted group of children who all had various needs including emotional, cognitive, and social needs. Session took place every Friday for 30mins. Some of the key aspects we aimed for the sessions to support were:

1. Cognitive Development

*   **Enhanced Memory:** Music therapy can improve both short-term and long-term memory. Songs, rhythms, and melodies help reinforce information, making it easier to recall.
*   **Improved Concentration:** Engaging with music requires focus and attention, which can transfer to better concentration skills in academic tasks.
*   **Language Skills:** Music therapy promotes language development, including vocabulary, grammar, and pronunciation, through singing and musical activities.

2. Emotional and Psychological Well-being

*   **Stress Reduction:** Music has a calming effect, helping to reduce anxiety and stress, creating a more conducive learning environment.
*   **Emotional Expression:** Music provides a non-verbal outlet for expressing feelings, which is especially beneficial for learners who struggle with traditional communication.
*   **Self-Esteem and Confidence:** Successfully participating in musical activities can boost self-esteem and confidence in learners.

3. Social Skills

*   **Teamwork and Cooperation:** Group music activities require coordination and cooperation, fostering teamwork and social interaction.
*   **Improved Communication:** Music therapy can enhance social communication skills, including listening, turn-taking, and empathy.

5. Academic Performance

*   **Motivation and Engagement:** Music therapy can make learning more enjoyable and engaging, increasing motivation and participation in academic tasks.

6. Behavioural Improvements

*   **Positive Behaviour:** Engaging in music therapy can lead to improvements in behaviour, including reduced aggression and better self-regulation.
*   **Routine and Structure:** Regular music therapy sessions provide routine and structure, which can be beneficial for learners who thrive on consistency.

Impact of our Trial

Whilst it is difficult to equate improvements in social, emotional and cognitive skills solely to this trial, the trial has supported opportunities for some impactful experiences which staff, learners and parents have noted.

What the Staff Said

'Using applications such as Chrome Music Lab, Isle of Tune, Drumbit, Groove Pizza, Online Sequencer and Beepbox, all learners have created original music, remixes, ringtones and recently generated song lyrics to be used for a Rap with accompaniment. Through these projects the pupils have developed their knowledge of pitch, rhythm, harmony, structure, tempo, dynamics and timbre. We have also tried the virtual online piano, learning to play simple pieces of music.

Throughout this academic year, I have witnessed the children's confidence develop. Initially they would be quiet and reluctant to offer ideas and suggestions. As their knowledge and understanding has grown, all learners are keen to discuss ideas, help and encourage each other and are very good at giving feedback and encouragement. Learners have become more confident and keen to explain to others the tasks they have been working on and lead their learning to develop skills in others. Their motivation and engagement has also increased with almost all the learners engaged in their task for the full 30 minute session.

Learners have responded to the routine and predictability of the structure of the small group sessions, supporting each other if anyone had missed previous sessions. There has been a decrease in arguments and challenging each other and an increase in positive, encouraging language between the group members.'

What Learners Said

When asked 'What has the music group sessions helped you to do better?' the children gave the following responses:

- *'It helps me to concentrate more.'*
- *'It makes learning enjoyable.'*
- *'It gave me confidence to try new things.'*
- *'It's helped me work with other people.'*
- *'It has helped me share with other people.'*
- *'I have a guitar at home now and I play it to help me concentrate other things when I need to.'*
- *'I like that I can be creative. It is a calm time. I enjoy good feelings and it has good effects on me like yoga had. I talk to my mum about music.'*

What Parents Said

Parent questionnaires highlighted that parents had noticed that their children's interest in music has increased and that they have enjoyed the sessions. Evidence about using music at home to self-regulate or help concentrate was inconclusive during this timeframe.

Conclusion

Our evidence has shown that the Music sessions has offered a holistic approach to enhancing the learning experience. By addressing cognitive, emotional, social, and physical needs, it supports the overall development of learners, contributing to a more enjoyable and engaging educational journey. It is very early in its implementation to be a significant support for children, however there are indications from both staff and children that there has been a benefit to focus, concentration and positive relationships building during the implementation of these sessions.

2. **Seasons for Growth**

The Seasons for Growth programme was offered this year for one targeted group of pupils in P2 to P4. PEF funded 8 1/2 days to enable the Principal Teacher to be released from class to plan, prepare and implement the programme.

What We Did:

A group of children were identified using the Seasons for Growth guidance, parental requests, professional dialogue with staff and the children's voice through the leadership team scrutinising wellbeing data of all learners including scoring of Wellbeing Indicators.
Parents and children were invited to information sessions about Seasons for Growth. One group of six children were established, which ran for eight sessions and a celebratory session. This year we had our Principal Teacher and an Educational Psychologist Trainee, as the Companions.

At the end of each session, Companions 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?

What Our Learners Said:

- *The most important thing I learned from Seasons for Growth was:*
- *'Feelings come and go.'*
- *'How people feel'*
- *'I have friends to talk to.'*
- *'I like talking to friends about it. I look forward to Seasons for Growth.'*

What The Companions Said

- *'The children were eager each week to attend the sessions and engaged well in all discussions. Having another Companion is really beneficial to reflect on the sessions and how well the participants are doing.'*
- *'As the weeks progressed, the pupils became more confident with each other and you could see the trust between each other grow. They all understood the Seasons for Growth metaphor well, that no season lasts forever, each season is unique and seasons change.'*

What Our Parents Said

- *'It's a very important program. My daughter can talk about her feelings with the other children. She talks to us about how she feels but I think it is good she feels comfortable talking to others as well.'*
- *'He has a better understanding of emotions and can share/talk about his feelings.'*

3. Improving Writing Attainment

What We Did

PEF was used to enable the Head Teacher to use her teaching time to work in a learning support role to improve attainment in writing. Learners who were 'not on track' to achieve their expected targets in XBRA levels in P3 to P7 were targeted to receive 4 x 45min sessions each week to improve their skills in writing. The aim being to either close the attainment gap between where their current attainment was and where it was expected to be or to enable the children to achieve the expected level by the end of the session.

Impact and Progress in Writing Attainment Through Session 2023-24

By End of Term 1

Following learning support input in Term 1 for writing, 17% of the P4/5 target group achieved First Level in their writing. Although the other targeted children continued at the XBRA Level they had recorded in June, 80% of this group achieved 3 out of the 4 targets set for them for this term.
In the P6/7 target group, 60% moved from having achieved 1X (Exploring at Second Level), to achieving 1B (Building at Second Level) in their writing. Although the other targeted children continued at the XBRA Level they had recorded in June, 50% had either achieved or partially achieved 2 out of the 3 targets set.

By End of Term 3

During term 2 and 3, 67% of the P4/5 target group progressed one attainment measure in XBRA. Although the other targeted children continued at the same level, all children achieved at least 1 writing target.

In the P6/7 group, 75% of the group increased 1 progress measure. Not only had their academic progress increased, but their confidence and motivation also increased with 75% of the group moving from an 'working towards' progress measure grading to an 'on track to achieve' progress measure.

By End of Term 4

75% of the P4 learners in the target group achieved First Level as expected nationally.

100% of the P7 learners in the target group achieved Second Level as expected nationally.

What the Learners Say

- *'I didn't know what a paragraph was now I use them in my writing.'*

- *'I can use connectives and adjectives.'*
- *'I can use connectives and don't put capital letters in the middle of words anymore.'*
- *'I have asked my mum for a typewriter to make my own stories.'*

What the Parents Say

- *'My child has started writing his own story books and wants notebooks to put his ideas into. I haven't seen him as keen to write stories'*
- *'Imagination was something my child struggled to access. I see a big difference in him engaging with writing tasks at home.'*
- *'She is always writing notes and plays for her friends when they come to play.'*

Next Steps:

- Continue to target learners not on track to achieve expected levels in writing
- Scrutinise reading attainment to move focus to increasing attainment in reading

Quality Indicator	How are we doing?	How do we know? (Evidence)	School Self-Evaluation (1-6) *
1.1 Self-Evaluation for Self-improvement	• Self-evaluation is integral to how we work within our community and is an ongoing feature of school life. • Across the year, there is focused attention on monitoring and evaluating learning and teaching and children's achievements, and to taking improvements forward. • Staff work effectively as a team. There is a strong ethos of sharing practice, and of peer support and challenge. • Professional learning activities for all staff are clearly linked to the results of self-evaluation and identified areas for improvement. • All staff understand the need to be outward and forward-looking in their evaluation and improvement activities. • Staff make effective use of up-to-date research/data from Scotland and beyond to inform their learning and developments.	• Citizenship groups added to the curriculum to support wider achievement and make decisions • PRD/Professional Update • Classroom/Playroom observations by HT and teacher observation feedback • Termly evaluations by teachers • Planning documents • Emails to parents and their replies • Moderation paperwork, uploaded to Moderation platform • Assessment data • Jotter work, learning logs, displays, assessment folders • RRS achieved Gold award • Questionnaires to parents • Regular meeting notes as whole school and in smaller teams • ELCC continuous evaluation of resources, environment and planned experiences. • Sharing of knowledge from courses • Regular discussions in ELCC to track children's progress, and next steps • Regular attainment meetings to discuss progress and support • Parent views during events	3

		• Research based strategic change in SIP priorities	
1.3 Leadership of Change This QI also focusses on the following aspects of empowerment: • curriculum; • improvement activities; • parental and community engagement; and • pupil participation.	• Pupils, parents, partners and staff are all involved in the creation and ongoing review of the vision, aims and values of the school. • All staff have a very clear understanding of the social, economic and cultural context of the local community of current educational policy. They use this knowledge well to shape the vision for the school. • The vision of the school is ambitious and focuses on improvements in outcomes for all. • Learners are supported to understand the vision aims and values through the four contexts for learning. • Leaders at all levels motivate and inspire others to sustain collective commitment to the shared vision through daily actions • All staff are committed to change which results in improvements for learners. • All 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. • All staff are involved in the process of change and in evaluating the impact of improvements. This is supported by carefully planned individual and collective career-long professional learning. • Senior leaders create conditions to support creativity, innovation and enquiry. • Opportunities for learners and staff to regularly engage in critical and creative thinking are embedded. • Practitioner enquiry forms a regular feature of approaches to continuous improvement.	• Rights Respecting Schools Gold Award • All staff self-evaluate and be part of future plans • Staff engage in consultations • Pupils engage in consultations • Pupils evaluated the school values during Assemblies on Jamboard • Use of Bloom's Taxonomy, new Listening and Talking strategies • Co-creating success criteria • Learning logs - digital logs in place • Completing relevant courses and relaying back to staff in order to implement and develop the children's learning • Evaluating outcomes within staff meeting and progression, then using the information to continue to develop our own and the children's knowledge and understanding • Implementing strategies for improvement • Termly meetings to discuss progression within planning documents • Use of Leuven Scale in ELCC to monitor engagement and plan for pupils and improve the learning environment • Involving the community in decision making • Equity of wider achievement – all children part of a Citizenship group which previously was after school • Young Sports Leaders (Football Club), Grounds development (parents planting day) • Different staff led aspects of SIP and the maintenance agenda in relation to Rights • Creativity Inspiring Learning termly showcases	4

	• Practitioners have systematic opportunities to review and refresh their pedagogical practice.	• Kilcreggan 2033 – consultation about young people's views on how our community can be sustained • Staff professional learning logs	
2.3 Learning, teaching and assessment	• The learning environment is built on positive, nurturing and appropriately challenging relationships which lead to high-quality learning outcomes. • Learners' achievements in and out of school are recorded and recognised. They understand how these achievements help them develop knowledge and skills for life, learning and work. • Learners play an active role in the school and wider community and regularly take on leadership roles, including leading learning. • The learning environment is built on positive, nurturing and appropriately challenging relationships which lead to high-quality learning outcomes. • Learners' achievements in and out of school are recorded and recognised. They understand how these achievements help them develop knowledge and skills for life, learning and work. • Learners play an active role in the school and wider community and regularly take on leadership roles, including leading learning • A quality body of evidence is used to support assessment judgements and decisions about next steps. • Processes for assessment and reporting are manageable and very effective in informing improvements in learning and teaching. • Tracking and monitoring are well-understood and used effectively to secure improved outcomes for all	• Whole school and ELCC planning sessions • Involvement in cluster High Quality assessment moderation • Use of moderation cycle in planning • Leuven's observation notes • Range of assessment strategies in place • Citizenship groups ensuring our children's voices are being heard. • Quality observations • Positive interactions • GIRFEC and SHANARRI approach • Sound knowledge of the children • Experienced staff • Tracking, planning documentation • Using assessment data to track progress with XBRA • Emerging literacy tracking • Learning logs • Displays • Eco Flag application • RRS Gold Award • Above and Beeyond awards • 4 Capacity Awards • Wildlife Champion Certificates • Leading their learning – IDL plans on displays of what children want to learn • Planning documents encompassing RRS, Digital Technologies and skills approach • Assessment folders	4

	learners, including the most deprived children and young people and those who are looked after. • All teachers have well-developed skills of data analysis which are focused on improvement.	• Digital learning logs and use of Google Classroom • Seesaw to show learning journey on a daily and termly basis • Knowing and assessing where our children are on their developmental milestones, using this to help progress development • Enhanced transitions • Position statements being compiled to communicate expectations of Kilcreggan Primary School in teaching and learning • NSA , AR, Sumdog assessments • PEF used to raise attainment in literacy • Creativity Inspiring Learning termly showcases	
3.1 Ensuring wellbeing, equality and inclusion	• The whole learning community has a shared understanding of wellbeing and the children's rights. • All stakeholders promote a climate where children and young people feel safe and secure • All staff and partners model behaviour which promotes and supports the wellbeing of all. • All staff and partners are sensitive and responsive to the wellbeing of each individual child and colleague. • Staff, children and young people know, understand and use the wellbeing indicators as an integral feature of school life. • Staff and partners have created an environment where children and young people feel listened to and are secure in their ability to discuss personal and sensitive aspects of their lives because they feel cared about • Outdoor spaces are used effectively to promote positive relationships and wellbeing. Staff take	• Vision, Values and Aims statement • Class charter • Rights Respecting School's Gold Award and feedback • We provide a safe, nurturing and inclusive where all children treated as individuals. • Practitioners experienced and form positive and meaningful relationships with children • School is a calm and supportive environment • Parents engage with digital learning and See-saw • Differentiation within lessons • Children are confident individuals that enjoy and thrive in the nursery environment that we provide • Awards for 4 capacities at the end of the year • ELCC staff communicate well with parents on a daily basis • Good attendance for ELCC Stay and Play • Use of PEF to support wellbeing – Music group sessions • Attendance tracking through year	4

	account of research linking benefits of outdoor learning and green space with wellbeing	• Success criteria for our Values generated by the children at assembly, referred to and on display • Expectation that outdoor learning forms part of each week, across different curricular areas • Referrals to The Exchange and facilitating space for meetings • Working with Young Carers staff • SHANARRI Tracking in school and recognition in the ELCC • Above and Beeyond awards • Pupils feedback from recent survey-a high amount of children ticked that they felt safe • We offered Seasons for Growth and had good feedback from pupils and parents • Child Planning Meetings to ensure inclusion, equality and support wellbeing • Very strong relationships with NHS colleagues and Educational psychologist team • PACE training for all staff • Liaison meetings with Virtual Head Teacher about the attainment, achievement and interventions for Care Experienced learners	
3.2 Raising attainment and achievement	• Almost all children and young people are attaining appropriate levels and a few have exceeded these. • Attainment levels in literacy and numeracy are a central feature of the school's priorities for improvement and are raising attainment. • Very good progress is demonstrated through robust tracking of attainment over time in all curriculum areas and at all stages. • The school's data demonstrates our current learners are making very good progress.	• Track, observe and plan together as a team, evidence within tracking folders • Use differentiation • Intervention strategies with PEF and Support for Learning Teacher • High expectations • Staff work as a team to observe, plan and track all children as individuals • Continuously strive to improve our practice and tracking to find out where gaps and then address them	4

	• Confident teacher judgements together with benchmarking and an appropriate range of assessments are leading to improvements in attainment • Children and young people are fully engaged in their learning and participate in decision-making about their learning pathways and future career aspirations. • There is evidence that children and young people are applying and increasing their achievements through active participation in their local community.	• Work in conjunction with improvement plan and aims of whole school • Working more collaboratively – teaching, support and ELCC staff • Creativity Inspiring Learning termly showcases

*   Evaluation 6-point Scale:

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