



Falkirk Council
Children's Services

Standards and Quality Report **2022-23**



'Learn to Live, Live to Learn'

Kindness



Honesty



Respect



SQR 2022/23

The purpose of the annual Standards and Quality Report (SQR) is to record the successes and achievements in delivering improvement relating to the identified priorities in the improvement plan 2022/23.

Staff at all levels continue to undertake and participate in a range of professional learning and development to support both the identified priorities of the improvement plan and, all our children and young people.

This report provides a helpful summary for parents/carers and other stakeholders, of successes and achievements in academic session from August 2022 - June 2023, and outlines priorities for session 2023/24.

Section 1

Context of the School

Kinnaird Primary School is a non-denominational school situated in Kinnaird Village, Larbert. The percentage of children entitled to free school meals is around 8% which is well below the local authority and national average.

Kinnaird is the largest primary school in Falkirk Council and includes 25 mainstream classes and 10 classes in our Thistle Wing/Thistle Wing Annexe for children with severe and complex additional support needs. The school has a total pupil roll of 725 children.

The roll of the school has grown significantly since the school formally opened in 2008 but should remain the same in 2023. The school building has undergone construction to support the increasing roll with the P1 area opening in August 2019 providing space for four additional classrooms. The new Early Years Campus also opened in August 2019 and from August 2020 operated independently from the school as 'Kinnaird Waters Early Learning and Childcare Centre'. Further development has taken place this year with the construction of a 4 classroom extension which will house our Primary 1 cohort with the Primary 2 pupils moving into the current P1 space.

Across the school we benefit from high levels of parental support in children's learning. We have an active and supportive Parent Partnership. Kinnaird Parent Partnership plays an important role in helping us improve the school and increase parental engagement in the life of our school. Our Parent Partnership contributes at the School Improvement Planning stage each year and are active participants in a number of sub-groups such as Playground, Fundraising and Extension which change annually to match the priorities of the SIP.

Although we are the largest primary school in Falkirk Council it is not the size of our school which defines us, but our school ethos and the commitment of our whole school community to working in partnership to ensure the best possible outcomes for all our children.

We inspire all to live by our motto

‘Learn to Live, Live to Learn’

and our values of

Honesty, Kindness and Respect

Most of our children attain at high levels in all curricular areas, as shown by the Teacher Judgement Survey 2023, however, this year we have seen a significant dip in writing and numeracy within our P4 cohort. This will be addressed within our SIP priorities.

Teacher Judgement Curriculum for Excellence 2022/23 (Mainstream only)					
	Reading	Writing	Talking/ Listening	Numeracy	
Early Level					
Primary 1	92%	90%	94%	93%	
First Level					
Primary 4	85%	77%	91%	85%	
Second Level					
Primary 7	96%	87%	91%	95%	

We are grateful to all our supporters, whether in a professional capacity or volunteers; the school would be a lesser environment without their support and we hope that this continues into session 2023/24 and beyond.

Review of progress for 2022 - 23	
Priority: Literacy Reading for Enjoyment	
NIF Priority - Improvement in attainment, particularly in literacy and numeracy - Closing the attainment gap between the most and least disadvantaged children and young people NIF Driver - Parental engagement - Assessment of children's progress - School Improvement	FC Service and School Improvement Priority - Raising attainment and achievement - Skills and attributes development
HG10S?4/HG10ELC? QIs (if appropriate HG10OURS themes 1- 5) 1.2 Leadership of learning 1.3 Leadership of change 1.5 Management of resources and environment for learning 2.3 Learning, teaching and assessment 2.7 Collaborative learning and improvement, impact on learners 3.2 Achievement and attainment	PEF - Has this work been supported by PEF? yes/no (If yes , make sure this is explicit in your text) No
Progress and Impact (based on outcomes for learners) - How well are you doing? Evidence - How do you know?	
Progress - Book Swap events have allowed all children the opportunity to bring in a book they no longer use and swap this for a new one. - Book Café events have allowed pupils to share reading with their parents/families and has provided them an opportunity to visit our school library and be involved in school life. These are held fortnightly on a Tuesday from 4-6pm. - Reading Buddies were set up between oldest and youngest pupils in the school. They work with them regularly on reading in class, attending the school library and assisting with book projects in the classroom. - Staff have taken part in book swap events that coincide with the pupil book swap events. - Parents were invited for a 'Gifting Event' held for P1/2/3 Book Bug and Read Write Count bags.	

- Staff participated in a CAT session on the promotion of “Reading for Enjoyment”. This session was led by Falkirk Library Resource Service’s senior librarian. As a result, the staff had the opportunity to learn about new ways to encourage reading.
- All classes have been given ‘we are currently reading’ posters to display outside their classrooms.
- The Scholastic Book Fair was delivered to the school and available during Parents’ Evenings.
- Reading Reps conducted a questionnaire for pupils regarding current engagement with reading.
- Each class has a weekly slot to use the new school library. Parent helpers are timetabled to assist younger classes in the library.
- Each class has visited Larbert Library once in the school year.
- The school has gathered evidence throughout the year to submit for Silver Level Reading Schools Accreditation.
- Upper school classes have taken part in Authors Live events. Primary 1-3 received a visit from author Colin Stevenson.

Impact

- Our monthly Book Swap has allowed children to experience new books/genres/authors they maybe wouldn’t ordinarily buy, increasing their awareness of different types of text and opening opportunities for them.
- Pupils have been excited to bring their parents into the school Book Café and share the reading experience with them. This has been set up as a cosy, inviting event with snacks and drinks on offer which encourages parents to stay longer and read with their child.
- Older pupils acting as reading buddies (P6 and P7 pupils) have an improved sense of responsibility and self-esteem knowing they are working with the younger pupils to help them with their reading. We have found this has increased children’s confidence particularly for those pupils who do find reading quite tricky/are dyslexic. Younger pupils are benefitting from having the input of older pupils on a one-to-one basis to assist with their daily reading in class as well as help them choose books in the library and read these with pupils.
- Following the Staff Book Club, pupils have seen that their teachers are excited about reading and it has led to discussions in the classroom around reading habits and reading for enjoyment.
- Pupils from P4-7 created iMovies before handing out the Book Bug and Read Write Count bags to P1-3. Over a series of lessons, P4-7 pupils took pictures and videos of the book to create a trailer that acted as a ‘sneak peek’ of what is in the bags to engage the younger pupils.
- Parents were then invited into the classroom for pupils to receive the Book Bug and Read Write Count bags. Pupils were excited to share the book and the contents with their parents and spend time reading together within the classroom environment. Class teachers read to pupils while parents were present to model good reading habits.
- Following on from recent CAT sessions, pupils have completed “Books Trust” quizzes to see what type of book they would enjoy.
- Pupils in primary 3 and 4 took part in a mystery reader exercise. The children had the opportunity to listen to members of staff read aloud and were excited about working out the mystery readers.
- Reading posters have allowed pupils to see what other classes are reading, which exposes them to a wider variety of authors and genres.
- Each class had the opportunity to visit the book fair before Parents’ Evening and browse the books.
- Reading Reps in each class conducted a questionnaire to gather information on engagement with reading in school and at home. It asked about questions regarding reading habits and where they get their books from (library, book shop, gifted etc.). Reading Reps reported this information back to staff.
- Children are actively excited about exploring the different books available in the school library to borrow. The use of parent helpers helps build on the parent-partnership and reinforces the school reading culture.
- Pupils thoroughly enjoyed visiting Larbert Library, learning how it works and browsing the books. They were excited to take books out so they could read them at home or in class.

- The Silver Level Reading School Accreditation application process has allowed for an overall evaluation of the school reading culture. This has furthered the promotion of reading for enjoyment.
- Following author visits in P1-3 and Author Live Events for P4-7, pupils have a greater understanding of the process behind writing a book.

Evidence

- As Book Swaps have progressed monthly, there have been more and more children taking part from each class each time. This shows children are getting excited about swapping books and being able to select new texts, ultimately increasing engagement with reading.
- Parental feedback from Book Café events has been overwhelmingly positive and it is clear parents would like more opportunities like this out with school time to share reading/learning with their child. Children were excited to have the opportunity to share some of their favourite books from the school library collection with their parents. See snapshot of parental feedback below:

21	anonymous	Time spend together reading, lovely calm atmosphere, friendly staff
22	anonymous	Seeing such a lovely environment for my daughter to read in and explore
23	anonymous	I enjoyed looking through the non fiction books with my daughter.
24	anonymous	Time to relax and choose some books
25	anonymous	Calm, relaxed & welcoming environment. Nice to see the space & selection of books available. Shared reading experience with my child & the discussion it promoted.
26	anonymous	It was lovely to see the school library and I enjoyed having a look around in the library and spend some time reading with my daughter. What a lovely thing to be part of, reading is for all! Thanks again.

17 respondents (47%) answered **books** for this question.



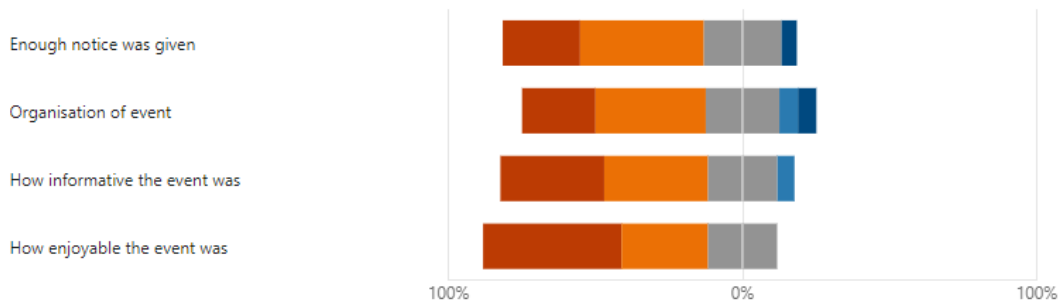
- Both groups of teachers for each of the stages involved in the Reading Buddies scheme have reported that their pupils have enjoyed acting as/having Reading Buddies and that their confidence in and enjoyment of reading has improved because of this.
- Seeing their teachers excited about taking part in their own Book Swap events made pupils more excited to take part and discussions around reading habits and encouraged more pupils to talk about reading.
- P4-7 were excited to create and share iMovie trailers based on the books they had read to younger pupils.
- After watching the book trailers from P4-7, younger pupils anticipated the gifting of a book bag.

- Pupils were enthusiastic to share the book bag with parents and engage in conversations about what they had read. This encouraged discussions about class novels and different genres of books they enjoy. Feedback from parents was positive as they enjoyed engaging with their children in the classroom environment. See snapshot of feedback from parents below:

3. Thinking about the Primary 1 Bookbug event, how would you rate the following? (0 point)

[More Details](#)

Excellent Very Good Good Fair Poor



1	anonymous	It was nice to go into the school and see what our child has been learning and reading to our child in his school learning area
2	anonymous	Seeing my child in class with friends & getting excited about books
3	anonymous	Spending time in the classroom and exploring learnings
4	anonymous	Being involved in the event so we can support at home. Seeing what the teachers focused on so we can replicate at home and seeing them in school was nice too.
5	anonymous	Getting to spend time with my child looking through the bag and it's contents.
6	anonymous	Spending time with my child reading and doing some activities.
7	anonymous	Sharing the book bag activities with my child.
8	anonymous	Hearing about what the kids had been doing.
9	anonymous	Another chance to come inside my sons class and share his learning

6 respondents (26%) answered **book** for this question.

book pack child's classroom book bag kids very excited child's happiness
 bag was ideal story books schoolbook class time lovely
 new books working able daughter parents wonderful books
 books and activities time on the classroom

10	anonymous	Sharing the books and activities from the book bag.
11	anonymous	Book show
12	anonymous	My child's happiness at being able to show me her gifting bag, talking to me about it and show me pictures she had made in relation the the story books. She seemed to be well prepped on exactly what she was to show me and speak to me about and I found that most enjoyable to see how delighted and proud she was to be showing off her work and new books.
13	anonymous	Have the chance to see the story my daughter had written as she was very proud of her work.
14	anonymous	Getting to spend time in the class environment with my daughter
15	anonymous	Lovely to be allowed to attend events inside the school now
16	anonymous	Grandparents attended on my behalf, they just really enjoyed being a part of the school day as up until now covid hasn't allowed anything in class.
17	anonymous	Bring able to come to school and visit my child in class. It means a great deal to them & me.
- Following input from the Falkirk Learning Resource Service at a staff CAT session, pupils have enjoyed taking part in a book quiz to discover which type of reader they are. This has also helped the pupils find what type of book genres they would enjoy based on the questions. The mystery reader exercise allowed the pupils to discuss and think about who the mystery reader could be. When listening to the mystery reader, the children's attention was captured, and it got them excited about the book. Pupils were discussing the book and what teacher would have been most likely to be reading them that book. - Following on from the Reading Reps delivering 'We are currently reading' posters to all classes for display, pupils have been discussing books that other classes have read and giving recommendations. - Pupils were excited during the visit to the Book Fair and enjoyed looking at the different books. The school got over £1,000 of vouchers to buy new books from Scholastic due to money raised at Parents' Evenings from books bought. - Pupils were eager to feedback about their reading culture. Larbert Library cards were issued to children who did not already have one at home. - Over 200 pupils took out a library membership at Larbert Library following class visits. - Pupils take books out from the school library weekly. Pupils actively remind/ask teachers about when their library slot is, as they are excited to go. - The Silver Level Reading School Accreditation application has evidence in all sections and will be ready to be submitted by the end of the school year. - Many pupils bought copies of Colin Stevenson's book after he visited the school. - Pupils have been inspired to create their own books.		
Next Steps: What are you going to do now? Reading Schools evidence file will be submitted to Scottish Book Trust over the next week (by the end of May) with the hope of gaining our Silver accreditation. If this is the case, pupils and staff will build upon this and aim for Gold accreditation next year.		

- Continue with links to Larbert Library and ensure all classes have opportunities for timetabled visits next year.
- Reading Reps will consult with their class/through Smart School Council to find out books/genres to buy with our Scholastic Book Fair money. These will be added to our school library stock.
- Continue to build upon the success of the school library, ensuring this is maintained and stock updated regularly to reflect children's interests.
- Book Cafes to continue as a link between school and community to encourage developing a reading culture.
- Establish more connections with local community to come in and read to classes etc.
- Have opportunities for more author visits into school.

Review of progress for 2022 - 23	
Priority: Literacy - Spelling	
NIF Priority - to improve attainment for all, particularly in literacy and numeracy - to improve attainment for all, particularly in literacy and numeracy NIF Driver - School Improvement - Teacher Professionalism - Assessment of Children's Progress	FC Service and School Improvement Priority - Raising attainment and achievement - Meeting the needs of all learners
HGIOS4/HGIOELC? QIs (if appropriate HGIOURS themes 1- 5) 1.2 Leadership of learning 1.3 Leadership of change 2.2 Curriculum 2.3 Learning, teaching and assessment 3.2 Raising attainment and achievement HGIOURS - Theme 2 – Our learning and teaching	PEF - Has this work been supported by PEF? yes/no (If yes, make sure this is explicit in your text) Yes
Progress and Impact (based on outcomes for learners) - How well are you doing? Evidence - How do you know?	
Progress - Staff completed a literacy questionnaire to gauge staff confidence in teaching spelling, discover which spelling resources were currently being used and how consistent the approach was across the school. These results were analysed, and the group identified that the main concerns were lack of consistency in learning, teaching, assessment, and the resources being used. - RACI members researched and investigated a variety of resources by consulting colleagues within the school and across the authority to identify the best resource. - As Wraparound had already been introduced to P4 and P5 previously to address an issue around spelling attainment, PEF funding was used to support the further development of this through targeted support for groups and individuals, team teaching and assessment. The sustainable impact of this is that a number of teaching staff are taking a lead in extending the use of this resource to P6 and P7. One of the key issues further down the school was the lack of phonological skills-based reading books and resources to reinforce the development of those skills which led to an inability to apply these skills to their learning. Read, Write, Inc. was identified as a solution and would follow a similar approach to Wraparound. - Two members of staff were identified as lead teachers and attended a two day Read, Write, Inc. training course in Edinburgh. - A test of change in Wraparound was implemented in P7 to gauge if this approach to spelling would work in upper primary and had positive results. - Consultation with Pace and Challenge team – Nessy and Spellzone.	

- Spelling Framework created and shared with all staff during the April in-set day. Staff were given the opportunity to develop their own test of change to implement with their class before August.
- Resources and guidance are located on both staff share and Teams.

Impact

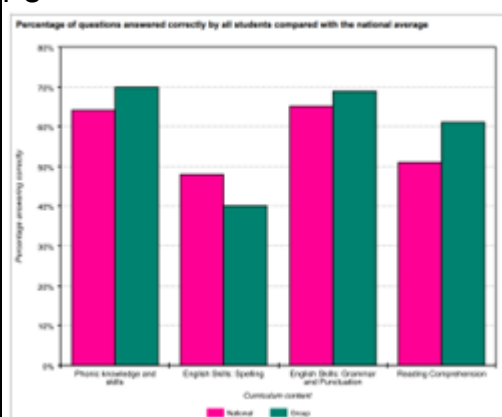
The impact at this point is:

- All staff are aware of the expectations around the approach to spelling and are developing their knowledge and understanding of both the Read, Write, Inc. programme and Highland Literacy Wraparound Spelling.
- The Spelling Framework with clear guidance will facilitate a more consistent approach to spelling across the school.
- The progression contained within the framework should also support transition from one year to the next.
- Staff are engaged in ongoing professional development to improve their practice.
- In the lower school, two newly trained lead teachers in Read, Write, Inc. are planning the development of this within P1 and P2.
- Following implementation, impact on learners will be reviewed and evaluated throughout next session.

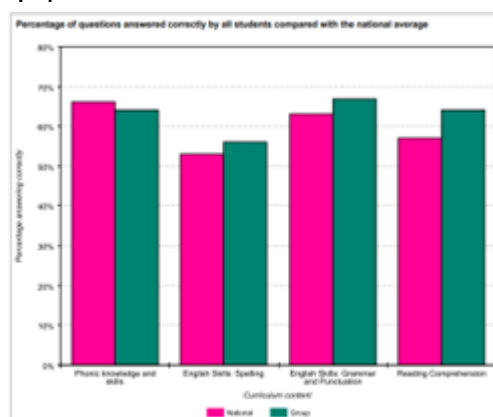
Evidence

From examining evidence from the GL Literacy assessments undertaken in September (P3-7), a weakness was identified in both spelling (particularly in P3) and phonological knowledge and skills (particularly in P4).

P3



P4

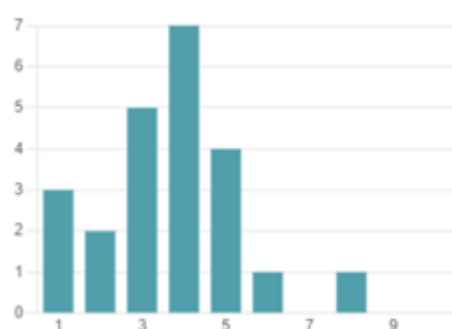


It was also recognised that where pupils had an overall lower than average standardised score in the Literacy assessment, the main factor in decreasing their score was their performance in the spelling section of the assessment.

The weakness in spelling, particularly in the middle of the school, was also highlighted by the Single Word Spelling Test results. Stronger results were evident in the upper school, particularly where pupils had experienced the Highland Literacy Wraparound Approach to spelling. This is why the group decided that this would be the spelling programme for the middle and upper school moving forward.

Through consultation with teaching staff a main concern identified was the lack of consistency across the school in learning, teaching and assessment of phonological skills and spelling (see the graph below)

How would you rate consistency and progression in learning, teaching and assessment in Spelling across the school?



The combination of this and the identified areas of weakness in spelling across the school has led to the creation of a Spelling Framework which provides clear guidance on the spelling approaches, resources, and assessment of spelling. This will be evaluated and reviewed throughout 2023-24 as the first session of full implementation.

Next Steps: What are you going to do now?

- Implement spelling progression across the school.
- Support new staff and refresh for staff that are new to a stage.
- Staff questionnaire to evaluate progression and make any changes as necessary at the end of Term 1.
- Monitor attainment and spelling at all stages.
- Regular review and evaluation of impact.

Review of progress for 2022 - 23	
Priority: Literacy - Talk for Writing	
NIF Priority - Improvement in attainment, particularly in literacy and numeracy NIF Driver - Assessment of children's progress - School improvement - Performance information	FC Service and School Improvement Priority - Raising attainment and achievement. - Meeting the needs of all learners. - Skills and attributes development.
HGIOS?4/HGIOELC? QIs (if appropriate HGIOURS themes 1- 5) 1.3 leadership of change 2.3 learning, teaching and assessment 3.2 achievement and attainment	PEF - Has this work been supported by PEF? yes/no (If yes , make sure this is explicit in your text) No
Progress and Impact (based on outcomes for learners) - How well are you doing? Evidence - How do you know?	
Progress - Created a Microsoft Form for gathering teachers' views of T4W progress - Conducted and analysed pupil focus groups and gathered information from a school-wide survey of pupils' views - Analysed responses from anonymous staff Microsoft Forms survey - Reviewed attainment data from OTB to compare with next year's as frame of reference - Reviewed and redrafted school's Writing Framework - Developed CLPL for staff for session '23- '24 Impact By gathering staff views and then using the information to make changes to the school's Writing Framework, staff should feel they have had a greater confidence in the resources they use to teach writing. Improved confidence in teaching using the T4W approach should positively impact learners' experiences and therefore attainment. At the start of session '23-'24, an initial CLPL session will introduce the T4W process to new or existing members of staff. A couple of follow- up sessions will involve staff working through the implementation of a T4W unit, one aimed at Early/ First Level and one at Second Level. Longer term evidence of improvements in staff confidence, learners' experiences and attainment in writing can be gathered and analysed next session.	

Evidence

A priority identified in staff and pupil surveys was the desire for fewer units and greater flexibility across school to cover writing outwith T4W. Staff with limited or no prior experience in the Talk for Writing approach expressed a need for planned units for each stage to provide consistency and progression of skills covered.

By gathering staff opinions about how we currently use T4W in the school, we found evidence that T4W was being inconsistently used. This inconsistency has led the same resources being employed at different stages e.g. 'The Manor House' as a model text in Primary 3 and in Primary 5. This means that pupils' exposure to high quality, new and exciting model texts is narrowed.

New members of staff shared that they felt unprepared to teach writing using the T4W process after only one CLPL twilight session. This leads to pupils receiving different experiences of learning writing if they are being taught by a teacher who is not confident e.g., of specific teaching points/ next steps etc.

Pupil focus groups eloquently shared that they enjoyed T4W, however, they found the process long and repetitive. Although they recognised the benefits of the process, they wanted more opportunities for 'one-off' pieces of writing. All stages shared positive opinions of the T4W process except, it should be noted, the P7 pupils, who expressed that they didn't enjoy writing, story- mapping or following a rigid structure. They wanted to write what they wanted!

Attitudinal Survey results:

Class surveys seemed to validate the views of the focus groups:

On a scale of 1-5, how much do you enjoy writing?

66% of pupils scored either a 4 or 5

How much do you enjoy the Imitation Phase?

55% of pupils scored either a 4 or 5

How much do you enjoy the Innovation Phase?

59% of pupils scored either a 4 or 5

How much do you enjoy the Independent Application Phase?

76% of pupils scored either a 4 or 5

Yes/ No- who likes T4W approach?

yes- 52% no- 48%

The **P7 survey results** were considerably more negative than earlier stages:

On a scale of 1-5, how much do you enjoy writing?

Of the 87 pupils surveyed, only 17% scored either a 4 or 5

How much do you enjoy the Imitation Phase of writing?

20% scored either a 4 or 5

How much do you enjoy the Innovation Phase?

23% scored either a 4 or 5

How much do you enjoy the Independent Application Phase?

48% scored either a 4 or 5

Based on the P7 results indicating a greater desire for more opportunities for independent writing, after consulting with members of SLT, we made changes to the Writing Framework. This addresses how T4W could be approached in P7.

Attainment results (from Feb '23 to use as baseline when comparing results in Feb '24):

	Below expected	On track	Above expected
P1	12%	71%	17%
P2	7%	87%	6%
P3	31%	60%	9%
P4	23%	58%	19%
P5	20%	62%	18%
P6	23%	61%	17%
P7	13%	71%	16%

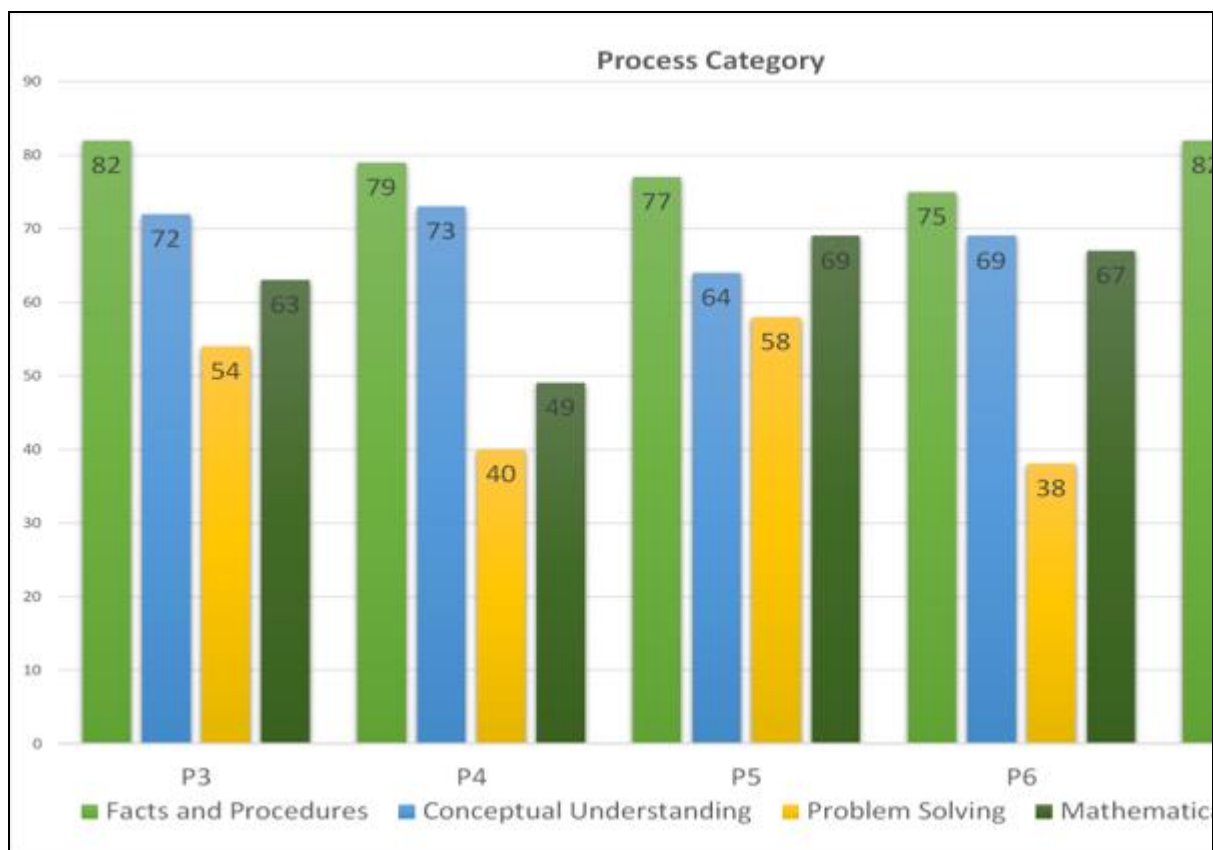
Next Steps: What are you going to do now?

Next session, repeat focus groups and class surveys to examine any positive changes of opinion.

Continue to examine OTB for teacher judgements on writing to monitor longer term trends in writing attainment.

After customising how T4W approach can be modified to better reflect P7 need/ desire to have more opportunities for greater breadth of writing, need to monitor attainment data to analyse if changes have positive impact on attainment.

Review of progress for 2022 - 23	
Priority: Numeracy	
NIF Priority - Improvement in attainment, particularly in literacy and numeracy - Closing the attainment gap between the most and least disadvantaged children and young people NIF Driver - Assessment of children's progress - School improvement - Performance information - Teacher professionalism	FC Service and School Improvement Priority - Meeting the needs of all learners - Leadership and workforce development
HGIOS?4/HGIOELC? QIs (if appropriate HGIOURS themes 1- 5) 1.2 Leadership of learning 1.3 Leadership of change 1.5 Management of resources and environment for learning 2.3 Learning, teaching and assessment 2.7 Collaborative learning and improvement, impact on learners 3.2 Achievement and attainment	PEF - Has this work been supported by PEF? yes/no (If yes , make sure this is explicit in your text) No
Progress and Impact (based on outcomes for learners) - How well are you doing? Evidence - How do you know?	
Progress GL Assessment Data was analysed at the start of the year and trends were identified for P3-7.	



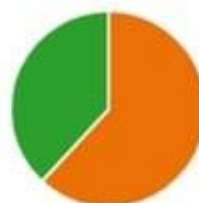
- A Microsoft Form was created to gather information about staff confidence and knowledge & understanding of numeracy, problem solving and maths recovery.

7. How often do you incorporate problem solving into your numeracy and maths lessons?

[More Details](#)

[Insights](#)

Daily	0
Weekly	13
Less than weekly	8



8. How often do you use the problem solving strategies and resources grid?

[More Details](#)

Daily	0
Weekly	7
Less than weekly	14



- Support and Challenge In-service Day input to upskill staff on Maths Recovery and challenging pupils.
- Initial CPD input from Complete Maths introduced the Numeracy RACI group to the software and allowed them to trial this in their own classes.

- Following on from the initial input, we had an in-school session led by the RACI group to introduce Complete Maths to P6 and P7 teachers. As a result, this has been rolled out across P6 & P7 classes.
- First and Second level outcomes have been mapped out on Complete Maths to support staff as they deliver the programme.

Impact

- Teachers are making use of trends identified to differentiate lessons appropriately to suit the needs of their learners.
- Following feedback from Microsoft Form, Complete Maths has been purchased and will be implemented over the next two years. P6 and P7 staff are trialling this in class during term 3 to help teachers plan lessons including support/challenge/problem solving strategies.
- In Service Day input to support teachers' delivery of identified areas in numeracy, e.g., problem solving, challenging pupils, Maths Recovery strategies, support/challenge resources.
- Impact will be measured once complete roll out has happened next year.

Evidence

- It is too early to gather substantive data on the impact of Complete Maths, however the initial feedback from staff has been positive.
- Staff now using resources shared on in-service day - evidenced through forward planning meetings and learning walks.
- P6 and P7 staff have now started using Complete Maths in class and are using assessment data to inform planning and target gaps in learning.

Next Steps: What are you going to do now?

- Continue with roll out of Complete Maths across all stages. RACI group to support colleagues with the implementation.
- Further Complete Maths CLPL sessions to take place in school.
- Collect and organise Maths Recovery resources to help address gaps in learning.
- Provide activities and games to support the use of Maths Recovery resources.
- Once Complete Maths has been rolled out across all stages, we will revisit the use and structure of maths and numeracy posters.

Review of progress for 2022 – 23	
Priority: Technologies	
NIF Priority - Improvement in attainment, particularly in literacy and numeracy - Improvement in employability skills and sustained, positive school-leaver destinations for all young people NIF Driver - Teacher professionalism - School improvement - Assessment of children's progress	FC Service and School Improvement Priority Participation and engagement
HGIOS?4/HGIOELC? QIs (if appropriate HGIOURS themes 1- 5) 1.2 Leadership of learning 1.3 Leadership of change 2.3 Learning, teaching and assessment 3.3 Increasing creativity and employability HGIOURS - THEME 2- Our learning and Teaching	PEF - Has this work been supported by PEF? yes/no (If yes, make sure this is explicit in your text) No
Progress and Impact (based on outcomes for learners) - How well are you doing? Evidence - How do you know?	
Progress - Home files have been created and sent home in December, March and June. - CAT Session delivered to all staff in March. - Digital Leaders and Mini Digi's selected and meeting on a regular basis. - Screen protectors, iPad protective cases and keyboards have been distributed to all classes. - Planning of Digital Learning Week. - Sleuth IT to be delivered in Term 3 to P3-7 with the support of the Digital Leaders. - In Service Day sharing training on accessibility features to all staff including SfLA's. - P6/7 ICT Plan completed and being implemented. - Stage Expectations have been created and linked to the Progression Pathways. - Digital Technologies embedded in Learning and Teaching across the whole school.	

Impact

Home files

- Pupils gained new skills from creating the Home Files alongside the digital leaders.
- Pupils have been given a chance to reflect on their work and think about what makes a good piece of work.
- Home Files have created a home school link which initiated conversations about learning at home.

CAT Session

- Staff were given time to explore the Digital Learning progression pathways in their stage and plan digital learning effectively. This then fed into the “I can...” statements that were created. Increased staff confidence and enhanced learning and teaching.
- Staff were introduced to Sleuth IT – the digital scheme to enhance reading.

Digi Leaders and new Mini Digi Leaders

- New pupils chosen to learn new digital skills to then teach their class.
- Pupils within every stage in the school have gained confidence in working with the Digi leaders and younger pupils are now also part of pupil group, leading learning throughout the school.

Sharing at In-Service Day

- Accessibility features and Seeing AI (artificial intelligence) shared at in-service day with all Kinnaird staff/ TW staff.
- Barriers to learning are broken down with the use of accessibility features on ALL iPads.
- Staff gained confidence in using accessibility features in order to improve quality teaching.
- Increased independence during learning tasks.

P6/7 ICT Plan

- More consistent approach to teaching at both stages.
- This gives pupils an opportunity to develop their ICT skills in accordance with where they are in their ICT learning journey.

Evidence

Digital Leaders and New Mini Digi Leaders

Pupils have shared their knowledge/skills with the class and at assembly. This has resulted in new skills being developed by the leader and the school pupils, taking on board and trialling their hints and tips.

P6/7 ICT Plan

Pupils have one-to-one devices and using devices to support learning and teaching.

CAT Session

More consistency in planning within technologies evident throughout the school.

"I can ..." statements created and to be used next term at all stages.

Pupils have increased engagement in reading comprehension, particularly reluctant readers, through the use of Sleuth IT.

Digital Technologies

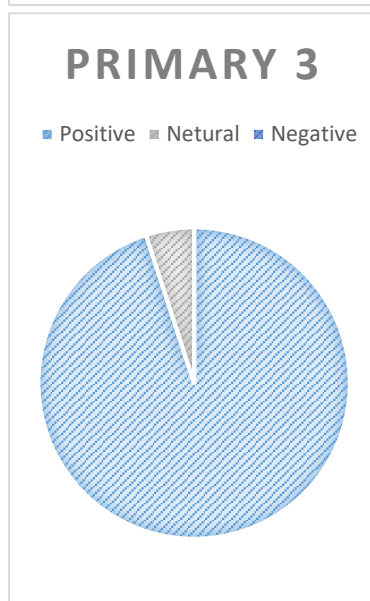
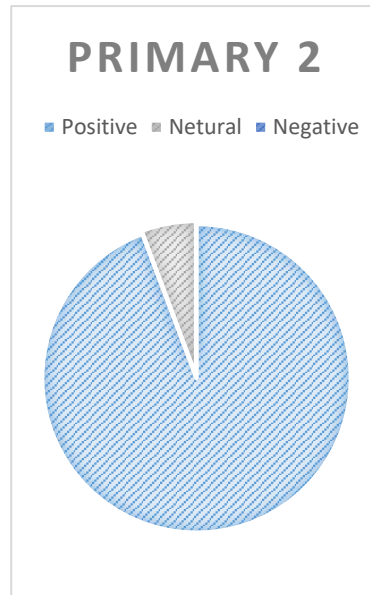
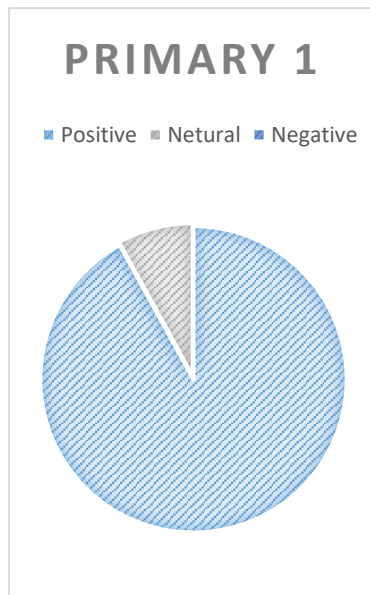
Digital learning is evident in planning throughout the school.

Barriers to learning are broken down as technology is available to support those pupils that require it through accessibility features.

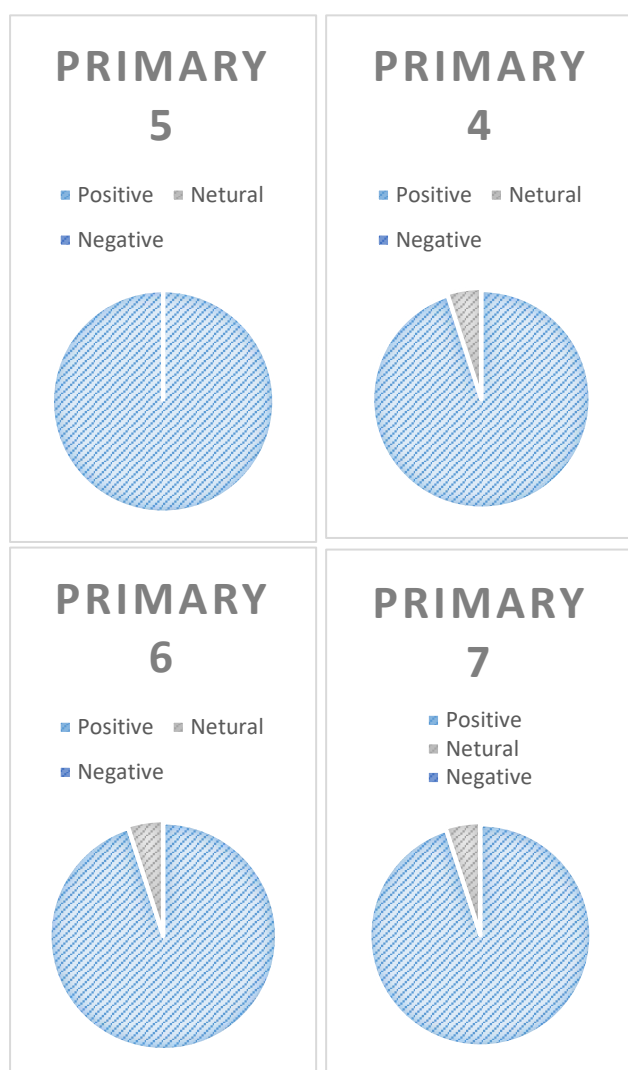
Early Level pupils have become familiar with digital technology.

Home Files

Home File Results – Feedback from P1-3 Parents.



Home File Results – Feedback from P4-7 Parents



Next Steps: What are you going to do now?

- Our new skills progression should be embedded in session 23/34.
- Continue the development of our Digi leaders and 'mini-Digi's' to positively impact upon pupils and staff.
- Develop further the use of iPads in P6&7 to support high quality learning and teaching.
- Evaluate the effectiveness of Sleuth IT to enhance reading skills and consider purchase of this as necessary.
- Continue to use Digital sharing the learning formats throughout session 23/24.

Review of progress for 2022 - 23	
Priority: H&WB – Pupil Voice	
NIF Priority - Improvement in children and young people's health and wellbeing NIF Driver - School leadership - Parental engagement	FC Service and School Improvement Priority - To maximise the voice and decision making of all P1-7 pupils in school - To use pupil ideas to improve different areas of our school
HGIOS?4/HGIOELC? QIs (if appropriate HGIOURS themes 1- 5) - Self-evaluation for self-improvement 2.4 Personalised Support 3.1 Ensuring Wellbeing, Equality and Inclusion HGIOURS - Theme 1 Our Relationships - Theme 4 Our Health & Wellbeing	PEF - Has this work been supported by PEF? yes/no (If yes , make sure this is explicit in your text) No
Progress and Impact (based on outcomes for learners) - How well are you doing? Evidence - How do you know?	
Progress - SSC Communication Team of 13 pupils already set up and organised before the summer holiday 2022. - RACI Team undertook training from Smart Schools Council 13.9.22 and a video call on 2.2.23 with SSC Team concerning the running of SSC in our large school. - Weekly Wednesday morning meetings commenced 28.9.22. - Pupils chose different roles and given training in these roles – Question Finder, Progress Board Updater, Action Team Developers, Class Meeting Tool Leader and Staff Liaison. - SSC Communication Twitter page set up and promoted in School Newsletter to share information. - Communication Team introduced themselves and shared information at school assemblies 3.11.22 and 10.11.22 regarding the purpose of the Smart Schools Council and expectations. - Pupils attended assemblies again 27.4.23 and 4.5.23 to introduce opportunity for pupils to send questions through a suggestion box located beside notice board. - Creation of a staff information sheet in November reminding staff the procedure for running a class meeting and a reminder that it is part of the school's Always Toolkit. - Display Board created with photos of Communication Team, questions set and sent to classes and the response options. - Following a slight decrease in participation a reminder was put into the staff comms. - Communication Team visited staff with personal reminders to participate and produced timetable cards for the weekly session. - Decision to set questions monthly rather than weekly following discussion about the running of SSC in a large school with the SSC Community Creators. - Decision to reduce the number of responses allowed per class to 4.	

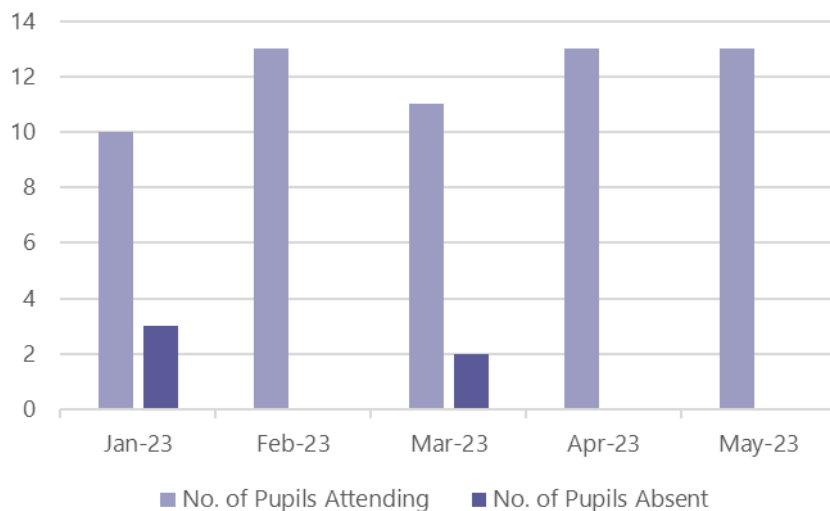
- Recruitment of P3 pupils for Communication Team.
- Regular display of the monthly question and responses at assemblies.

Impact

- Having the Communications Team already set up prior to the summer holiday enabled meetings to commence purposefully as the team knew the expectations of the meeting.
- Increased confidence in RACI Staff Team following SSC CPD.
- Pupils became more familiar with roles within the Communication Team and more engaged with the whole process as a result of the regular weekly meetings.
- Pupils and teaching staff across the school became more familiar again with the SSC through presentations at assemblies.
- Pupils became more independent after the training in the various roles.
- Whole school became more aware of the Smart Schools Council and in particular the Communications Team and their role in the school.
- The use of twitter has increased the awareness of the importance of pupil voice.
- The notice board presented a visual reminder in the school corridor for all pupils.
- An increase in class participation and relevance of responses following the reminder in staff comms, the personal visits and timetable cards.
- An increase again in the number of responses from classes but with more manageable and appropriate suggestions.
- The regular slides at assemblies will increase awareness and understanding of how pupil voice is important and how pupils can help to make improvements around the school.

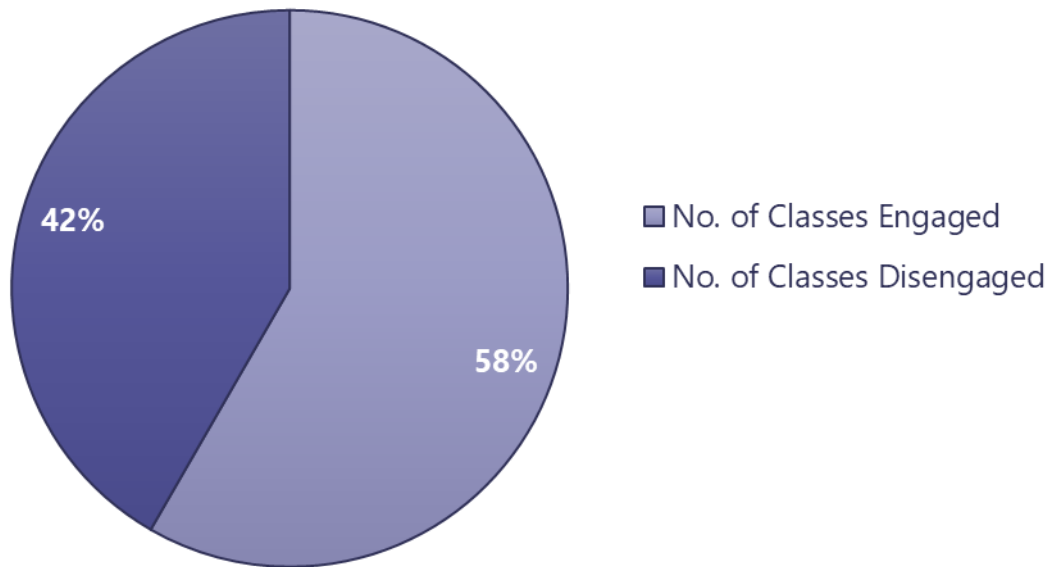
Evidence

- Attendance at weekly meetings improved to 100%



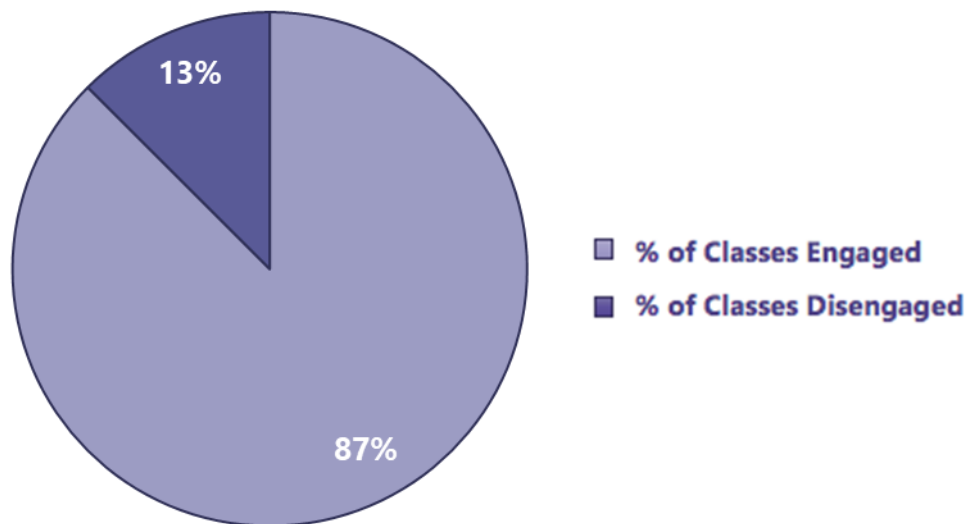
- Pupils confident in carrying out their chosen role and taking the weekly meetings.
- Following the assemblies and the staff information sheet there was an increase in the number of classes taking part in the weekly questions from 14 to 17.

Class Engagement - October 2022

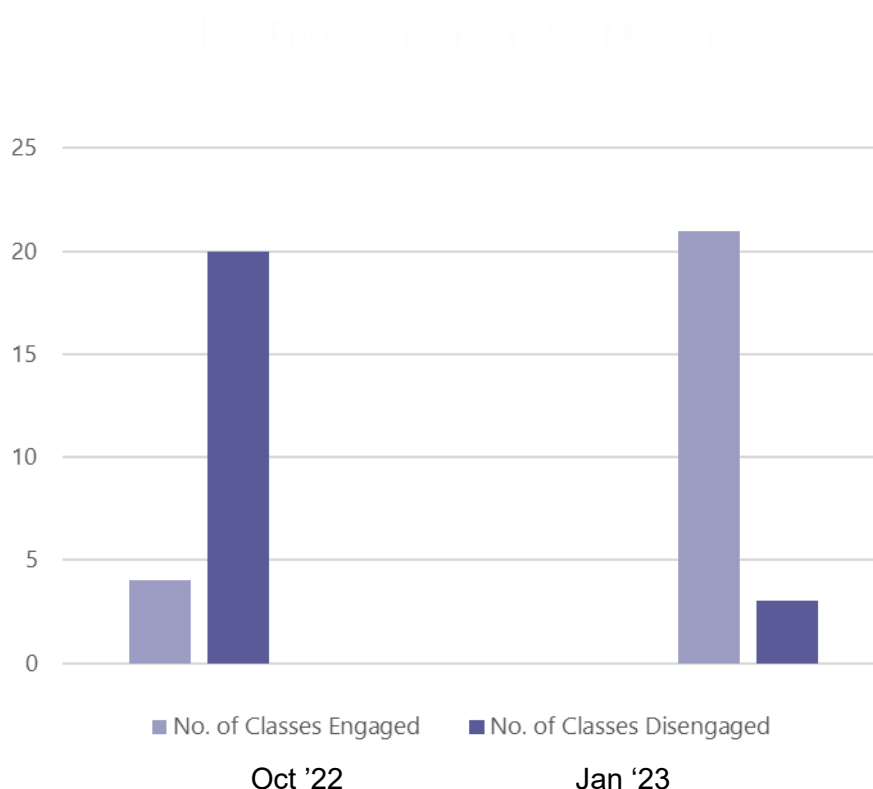


- An increase from 11 to 21 in class participation following the staff reminder, personal visits and timetable cards.

Class Engagement – January 2023



Class Engagement Comparison Oct 22 vs January 23



- RACI Team shared new information with school staff at INSET Day in February concerning setting monthly questions rather than weekly ones.
- More time to action responses or suggestions by the Communication Team i.e., House Captains setting up games in the playgrounds, question for another RACI Team regarding improvements in the playgrounds, whole school Easter Hunt.
- Communication Team visiting P3 classes to promote interest in joining the team and subsequent election by each class.
- Suggestions from pupils will be more appropriate to our school setting and pupils will be encouraged by seeing their suggestions actioned.

Next Steps: What are you going to do now?

- Input at every assembly with question, suggestions and actions.
- Notice Board to display monthly question, suggestions and any resulting actions – include photos.
- Increase use of twitter to share monthly question, class meetings, suggestions and actions to enhance pupil and parental engagement.
- Continue to promote this opportunity for pupil voice to pupils and staff to ensure regular engagement.

Review of progress for 2022 - 23	
Priority: H&WB - Playground Redevelopment	
NIF Priority - Improvement in children and young people's health and wellbeing - Placing the human rights and needs of every child and young person at the centre of education NIF Driver - School improvement - Parental involvement and engagement - Curriculum	FC Service and School Improvement Priority Wellbeing, Inclusion and Equality
HGIOS?4/HGIOELC? QIs (if appropriate HGIOURS themes 1- 5) 2.1 Safeguarding and Child Protection 2.3 Learning, Teaching and Assessment 3.1 Wellbeing, Inclusion and Equality HGIOURS - Theme 1: Our Relationships - Theme 4: Our Health & Wellbeing	PEF - Has this work been supported by PEF? yes/no (If yes , make sure this is explicit in your text) No
Progress and Impact (based on outcomes for learners) - How well are you doing? Evidence - How do you know?	
Progress	
<u>Playground</u> - Staff surveyed via Microsoft forms survey to gather data on how they feel about the playground and Outdoor Learning – this was completed at the start of this session and again following our CAT session 10th May. - Worked alongside the Smart Schools Communication Team to gather data from pupils on how they feel in the playground and ways we could improve the playground. - Data from pupil and parent survey about plans for the playground redevelopment were analysed. - Playground Sub-group of the Kinnaird Parent Partnership met to discuss the next steps in the playground redevelopment – this group involved parents and staff, pupils' views were sought via the survey. - Caledonia Play were selected to complete the next stage of the redevelopment. The second Agility Cube with linking elements has been installed. Caledonia Play are currently working on plans for the Garden Area including a Reading Shed (linked to the Reading For Enjoyment RACI task brief).	
<u>Playground Leaders</u> - P6 pupils received training to become Play Leaders by Andrew Thomson (Active Schools). - P6 pupils signed up to playground leader role and put forward their proposals for clubs they would run. - Playground Leaders Teams page set up to manage communication with them and Mrs McNairney.	

- 9 clubs held this year so far. 9 planned for the summer term.

Peer Mediators

- Peer Mediator recruitment process completed including training day for P6 pupils.
- Peer Mediators Teams page created to manage communication with mediators, Mrs Farquhar and Mrs Ford.
- Peer Mediator baskets with all resources needed for peer mediation (vests, script and recording sheets) created.
- Peer Mediators are on duty in the P2/3 and P4/5 Playgrounds at lunchtime each day.
- Survey shared with pupils and Peer Mediators via Microsoft form to gather information about their experiences and feelings in the playground as Peer Mediators has been reintroduced.

Resources and Training for Staff

- Cleared out and re-organised existing storage of Outdoor Learning Resources
- Data gathered via Microsoft Form from staff about their views on Sensory Play, Loose Parts and Outdoor Learning.
- CLPL opportunities shared with staff via weekly comms.
- Team building/ice breaker activity delivered to all staff (mainstream, Thistle Wing and Annexe) – Scavenger Hunt.
- Staff involved in Outdoor Learning CAT session where staff were asked to take part in Outdoor Learning Activities – making use of the resources we have in school.
- TWA staff received a CAT session at Larbert Woods site with Under The Trees (UTT).
- UTT staff have visited TWA Playgrounds and offered support and advice to TWA staff to develop their playground spaces.
- Mainstream liaised UTT to organise Loose Parts play sessions during our Health and Outdoor Learning Week (Week beginning 25th May).
- Connections built with team working on school extension to discuss and collect resources from building site that are appropriate to add to our loose parts collection.
- Loose parts introductory sessions delivered to Primary 1-4 classes and teachers by UTT using their trailer and resources during Health Week.

Impact

Playground

The playground will be fit for purpose for all pupils. They will be safe, happy and engaged. There will be less conflict in the playground.

Pupils will experience more sensory/loose parts play and outdoor learning embedded within the curriculum.

Playground Leaders

Children will be more engaged. There will be less conflict and they will have strategies to solve their own problems. Learning time won't be disrupted as problems arising in the playground will no longer be continued into the classroom.

Peer Mediators

Children will be more engaged. There will be less conflict and they will have strategies to solve their own problems. Learning time won't be disrupted as problems arising in the playground will no longer be continued into the classroom.

Resources and Training

Resources are more accessible to pupils/staff and safe from vandalism. Staff know what resources are available.

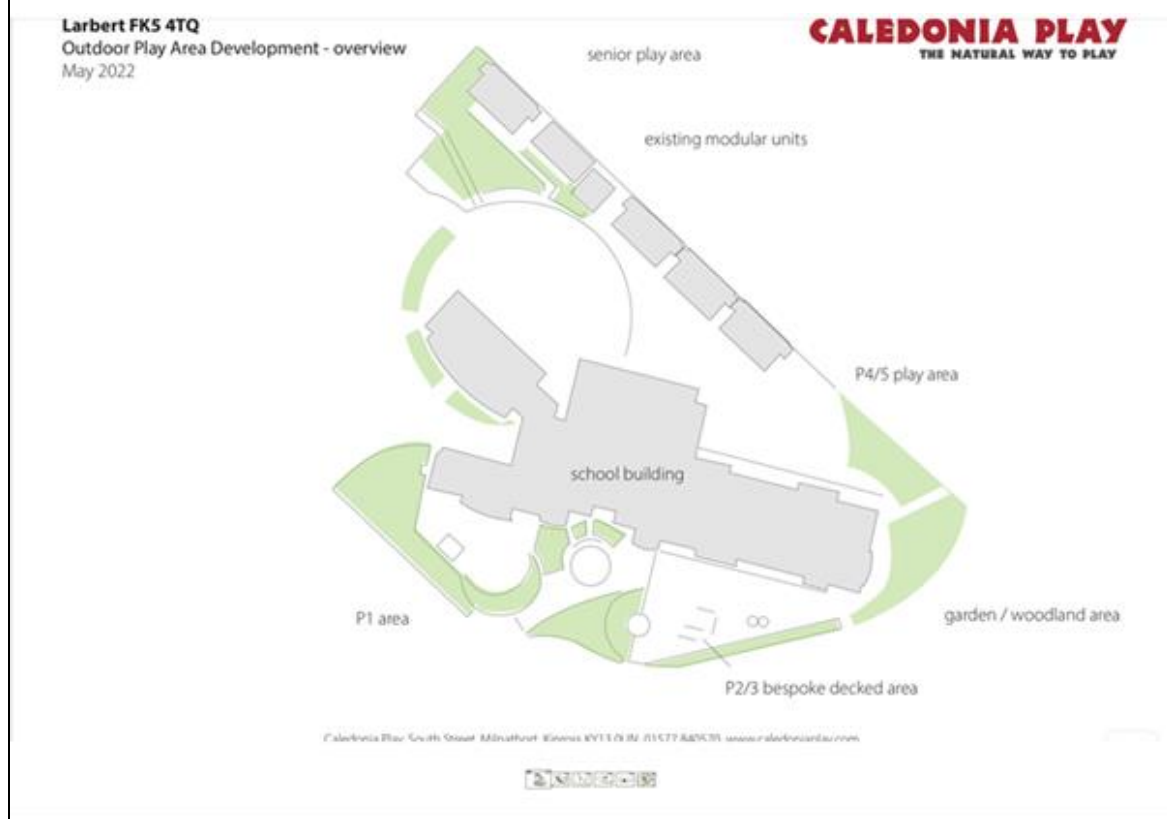
Staff confidence has increased. Staff know where to access CPD and resources to support outdoor learning, sensory and loose parts play. Staff have all been involved in Outdoor Learning activities in school.

Evidence

Playground Consultation

Following the first phase of our playground development (P6&7 trim trail) we have plans from 2 different companies for further re-design. We are seeking the views of families for these future developments. Please take time to chat as a family and choose your preferred design. Additional comments will also help us to pick out the most popular aspects of each design.

Question 1



1. This is the design from Caledonia Play. Please comment on the overall design. (0 point)
The following questions are about each part of the design.

[More Details](#)

[Insights](#)

18

Responses

Latest Responses

"Design looks good"

[Update](#)

7 respondents (39%) answered **area** for this question.

benches in the garden greenery would be good climbing equipment
number of pupils green areas hard details Hard to tell
slight decrease play area area good new extension area
mud kitchens equipment good idea design is good
planned equipment details are from this picture

(Below is feedback from the parent consultation in their own words)

1. This is the design from Caledonia Play. Please comment on the overall design.
 - The plan will need to be updated to show extension, slight decrease P1 play area and if there is any play areas around new extension area.
 - It's ok
 - Looks fine. Missing the new P2 area getting built though
 - Play areas look very small compared to the number of pupils in each age group
 - The extra greenery would be good
 - Like scotplay better as more choice
 - Difficult to see where the areas are meant to be but overall doesn't seem different and doesn't seem to take into account the extension works
 - I like the addition of green areas and breaking up the concrete that is there at the moment
 - It looks well spaced out and if it includes all of the planned equipment it will be superb.
 - Looks uninspiring and only shows a bespoke decked area.
 - P2/3 decking, that can get very slippery when wet
 - I don't think a decked area is a good idea. Who will deal with up keep of it.
 - It is hard to get what the details are from this picture
 - The design is good I like the mud kitchens and climbing equipment. The benches in the garden are not great.
 - Hard to tell the changes ...
 - Not enough detail to make a decision
 - Design looks good

Question 2

Kinnaird Primary School
P 4/5 Play Area

CALEDONIA PLAY
THE NATURAL WAY TO PLAY



1 Agility Cube

Final configuration may differ - for illustrative purposes only



2. Question

(0 point)

Would you like to see an agility cube (similar to the one in the P6&7 playground) in the P4&5 playground?

[More Details](#)

Yes	49
No	2



Question 3



3. Question

(0 point)

For the Garden Area of the playground - behind the library near the Sainsburys gate - the design shows some interactive play equipment. Is this the sort of thing that would be good for this area to keep it as a quiet zone?

79% of respondents (41 of 52) answered this question correctly.

[More Details](#)

[Insights](#)

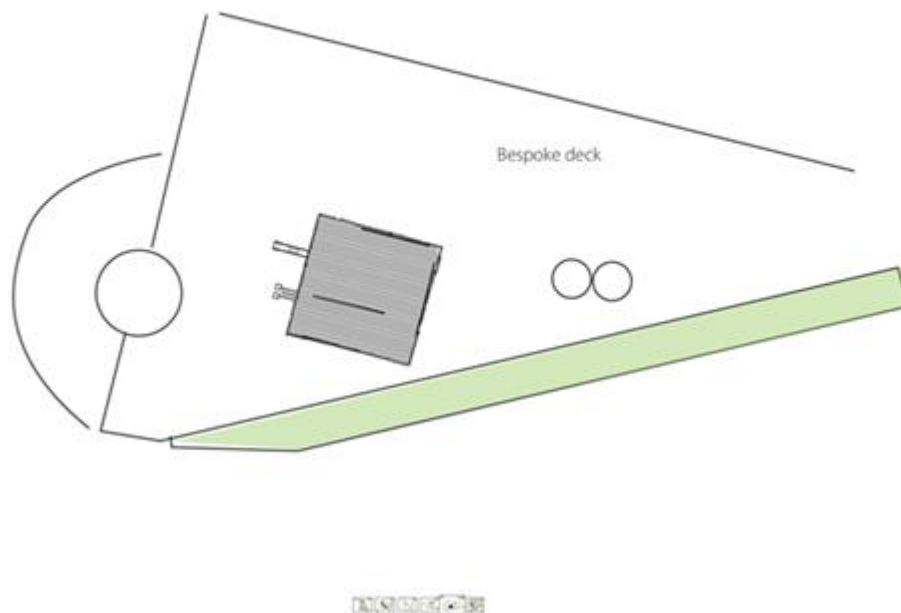
Yes	41 ✓
No	11



Question 4

Kinnaird Primary School
P2/3 Play Area

CALEDONIA PLAY
THE NATURAL WAY TO PLAY



4. Question

(0
point)

In the P2 and 3 playground the plan is to make the concrete walls into a raised deck area providing play space above and underneath and removing the starkness of the concrete blocks. Would you like to see something creative done with this area?

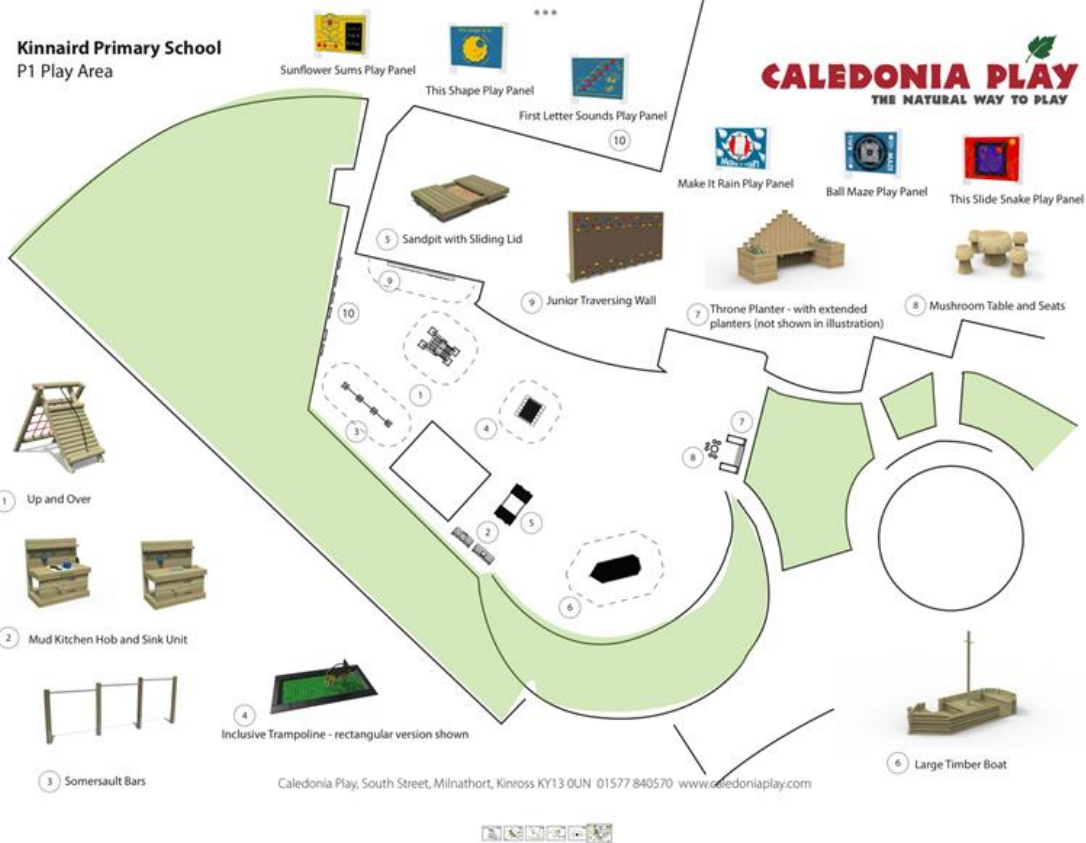
[More Details](#)

[Insights](#)

Yes	44
No	7



Question 5



5. Question:

(0 point)

The design shows a range of play equipment for the P1 playground. Please comment on the ideas shown.

[More Details](#)

[Insights](#)

40

Responses

Latest Responses

"More climbing things would be good and a soft rubber AstroTurf under so if..."

[Update](#)

11 respondents (28%) answered **play** for this question.

Word cloud showing responses:

- play opportunities
- play equipment
- play ground
- play areas
- free play
- Best with things
- Looks good
- Looks fantastic
- play
- P1 area
- area
- great
- school play
- Mud kitchen
- Timber boat
- kids without kids
- lots of play
- mushroom area
- interactive play

5. The design shows a range of play equipment for the P1 playground. Please comment on the ideas shown.

- Timber boat and mushroom area looks fantastic. Further seated areas would be great for outdoor learning experiences
- Great ideas
- It's great but would like the same type of thing for the p5 upwards
- Best with things many can play on at once. Can many play together on the shape and letter panels?
- This looks ideal
- Love them all
- Mud kitchen/sandpit might get uniforms and then classrooms very dirty.
- Looks good
- These look great. The P1 would love this.
- Looks good - lots of interactivity
- I like most of it, especially the planter throne and climbing but mud kitchens in p1 might not be practical
- Like the variety of play opportunities
- Grass
- Seems good but need more for the other age groups too
- I love the up and over and climbing wall
- Seem fine, any water play they could add?
- It would be nice to see some of these options in the other playgrounds such as somersault bars, planters, mushroom table and chairs. A high decked area over the concrete would concern me for kids falling off at a height.
- The more interactive equipment the better
- Excellent
- All good ideas
- It's a good mix. Lots of play to encourage the development of physical skills whilst taking small risks and also play that builds upon learning in literacy and numeracy. Could there perhaps be something that allows children to develop their knowledge of Spanish/French etc too? Perhaps with numbers or colours? It looks fantastic.
- Yes
- I'm not sure how much the panel part would be played with. I think they might be used at first and then forgotten about also worried about supervision as its hard enough just now watching out for all the kids without kids using all the climbing equipment .
- Timber boat would encourage interactive play
- Excellent and more exposure to P1 students.
- The rest of the school play areas should have similar to encourage health and fitness.
- Looks good
- It looks good. My only question is are p1s still interested in a mud kitchen and sand pit?
- The interactive ones at top left are best, trampoline looks too dangerous for a playground for P1
- This is great as the pupils need play equipment. that is fun and durable.
- Like all the ideas
- Welcome all ideas here
- Looks fantastic
- All look good
- Is there enough area for free play
- Look fun for physical and imaginative play

- ### Question 6



6. Question

(0 point)

This is the design from ScotPlay. Please comment on the overall design.
The following questions are about each part of the design.

[More Details](#)
[Insights](#)

35

Responses

Latest Responses

[Update](#)

6 respondents (17%) answered **Looks good** for this question.

Looks excellent Phase E Goals p4/5 play area for the children
better play playground **Looks good** equipment
Good range climbing children Interactive play
play equipment play area Interactive great Looks fab play ground
choice for all kids

6. This is the design from ScotPlay. Please comment on the overall design. The following questions are about each part of the design.

- Plans need updated to reflex extension and change to P1 playground area and potential space around extension
- Brilliant!
- Love this
- Looks good. As long as equipment is kept in good& clean condition.
- Interactive play looks ideal
- I think it looks great. It will be well used
- Looks good
- Looks good. Hopefully. It too much room taken up by these as no room to play as is.
- Looks good - the P6/P7 pupils need a better play area than they have so this looks good although sadly my children will have left before this is in place
- This looks nice but might be too much equipment for a playground, some of it looks gimmicky
- Looks so much more interactive and more choice so it won't be so overcrowded as there are different things to do.
- More grass should be allowed in the playground if not children of all classes should have access to the muga pitch now and again
- Limited items for those in p4/5 playground and worry about the fall risks of some of the equipment
- Goals would be great and I love the climbing activity frame
- Looks more active and colourful
- Much prefer this. More choice for all kids of all ages. Looks bright and inviting for the kids.
- Looks like this may have more for the children and goals on Astro are long overdue
- Love it
- All looks good
- This will be a wonderfully stimulating play area for the children.

- Much more engaging and fun with much better equipment
- Some of the play equipment does look amazing but yet again I'd be worried about the supervision of it all. Apart from the goals and climbing thing I'm not sure how much of F to H would be used
- Good range of activities
- This one is more challenges to those big boys and girls. And I found the unit in Phase E would not be too crowded during the break time.
- Preferred design
- Looks really good overall - more interactive, fun and interesting for the children
- Bright and colourful
- Prefer this one a lot more details and variety
- Love the slide & climbing set and the log climbing frame
- Easier to visualise because of imagery used. Like the ideas.
- Looks great and very interactive may need more than one slide
- Looks fab!
- 1st I've seen the design, not enough detail to give an opinion
- A wide range. Phase E looks brilliant for 2 & 3 area.
- Looks excellent

Question 7

7. Question

(0 point)

Phase C shows an idea for the P4 & 5 playground. Is this equipment something you would like to see there?

[More Details](#)

[Insights](#)



Question 8

8. Question

(0 point)

Phase D shows the Garden Area and the types of interactive equipment we could have here. Are these resources suitable for this area?

[More Details](#)

[Insights](#)



Question 9

9. Question

(0 point)

Phase E has a large piece of play equipment for the P2&3 playground. Do you think this would be a good piece of play equipment for this area?

[More Details](#)

[Insights](#)



Question 10

10. Question:

(0 point)

The design shows a range of play equipment for the P1 playground. Please comment on the ideas shown.

[More Details](#)

[Insights](#)

30

Responses

Latest Responses

[Update](#)

6 respondents (20%) answered **look good** for this question.



10. The design shows a range of play equipment for the P1 playground. Please comment on the ideas shown.

- The climbing frame/chute does look good, however, this would take up a lot of “movement” space and could cause more congestion for large cohorts. Greater supervision would be required due to slips, trips and falls
- Brilliant
- Great for them
- Looks good
- Love them all
- Good
- It looks a good variety. My only concern is will it be maintained? This type of equipment seems to be broken or mouldy I’m other places.

- Looks good, again, plenty of interactivity for them
- These look like good ideas for the p1 area, some interactive things without it being too much
- Looks great. Not something my children would make use of but if they did this looks more engaging.
- Could be considered too simple and could lose interest
- I love the climbing equipment
- Look fun but need a bit more variety?
- Possibly like the first design for the p1 playground. My child would have lived the trampoline and a safer sand pit.
- Great ideas
- I would like to see equipment that also ties in with academic learning (Numeracy /Literacy/Spanish)
- Looks fun
- I'm unsure of where the p1 design is in this photo
- Good.
- More interactive and preferred over previous design
- Nice
- Looks good
- Looks a lot more suitable than the other one
- Rather than lots of little things could P1 have a slide and climbing frame too? Sand pit and mud kitchens would be fab too
- Like all ideas. However I feel that Caledonia Play is suggesting more than Scot Play. I think because they've used images people will resonate more with Scot Play but if you do a like for like equipment- Caledonia is offering larger/more items in that space than Scot Play.
- I think they are diverse and look like the children would enjoy them
- No opinion
- Climbing wall looks good
- P1 at the moment is too small and with the extension will it be shared with p2. Equipment suggested such as the large frame would need adult supervision which possibly can't be provided given the demands of such small kids.
- Excellent ideas

Question 11

11. Question

(0 point)

Which of the designs do you prefer?

[More Details](#)

[Insights](#)

● Caledonia Play	4
● Scot Play	22
● Elements of both	24
● Neither	1



Question 12

12. Question

(0 point)

If you answered 'Elements of both' or 'Neither' to Question 11 please add your reasons below:

[More Details](#)

[Insights](#)

18

Responses

Latest Responses

"I prefer the climbing frames as well as the interactive boards"

[Update](#)



12. If you answered 'Elements of both' or 'neither' to Question 11 please add your reasons below:

- I like both as they cover all areas of play and I like the thought of the concrete being changed
- There looks to be more activities on the Scotsplay plan
- Both sets of designs and equipment look good - I have no strong preference for both but feel that the older children in the school need a better play facility than they have now
- I liked the scotplay design for p1 but Caledonia for the overall. Scotland introduced too many elements and wouldn't leave much space for running etc
- I also think children should have the freedom to just play and develop their own ideas and games
- I feel there need to more of interest for the older ages to keep them entertained which Scot Play seems to do but the Caledonia Play design seems to consider risks better (with the exception of deck area)
- I like 1,4 & 9 of Caledonia play and B, C & E of Scot play
- See above (Possibly like the first design for the p1 playground. My child would have lived the trampoline and a safer sand pit.)
- Some of the interactive equipment from Caledonia looked better but Scotplay are looking at the Astroturf upgrade as well as playground
- As per question 11. (Elements of both)
- What is the durability and longevity of the play equipment? I think it's great to add stuff to the playground but I don't think go over board.
- Elements that look great are Large slide and climbing frames are great, trampoline, climbing log frame and climbing wall, sand pit with sliding lid and mud kitchens (p1 only). Since the children have set playgrounds and can't play on on the equipment it would be a shame if only 1 playground got a big climbing frame and slide.
- I prefer the scotplay but like the inclusive trampoline.
- Not enough detail given

- I like how caledonia play has the sandpit, mud kitchen, travelling wall and up and over but i like phases B, C and E from the scot play.
- Safety, escape routes during evacuation and the large large numbers accessing all need to be considered. Garden and planting things we know don't get maintained so need to be avoided. We need to ensure this will be durable and look good. I feel the raised deck with play above and below could be dangerous. Ratio of child to adult in the playgroup means as much as possible we need to avoid children misusing equipment e. G climbing too high and jumping off. The playground space is small and the devision is poor. P1 is tiny while a very large section is for those who require additional supervision. I also feel the plans need to be future proof through the extensions planned. Greater thought needs to be taken into sheltered spaces where children can get shade or stay dry from the rain and eat snack. It is difficult to choose who to go with as the quality of equipment is a big factor but Caledonian appear to have put more into the plans.
- I prefer the climbing frames as well as the interactive boards

Initial Survey of staff:

1. At the beginning of session 22/23, how often did you find yourself dealing with issues arising from the playground during breaks and lunchtimes.

[More Details](#)

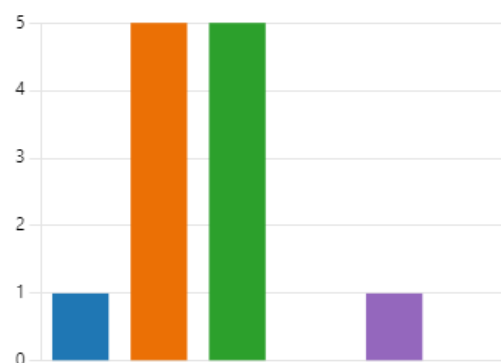
● Every break and lunch time	1
● At least once a day	6
● 3-4 times a week	2
● 1-2 times a week	2
● Once a month	1



3. Approximately, each week, how many minutes of teaching time was lost as a result of you being required to resolve issues arising from the playground?

[More Details](#)

● up to 5 minutes	1
● up to 15 minutes	5
● up to 30 minutes	5
● up to 45 minutes	0
● up to 60 minutes	1
● more than 60 minutes	0

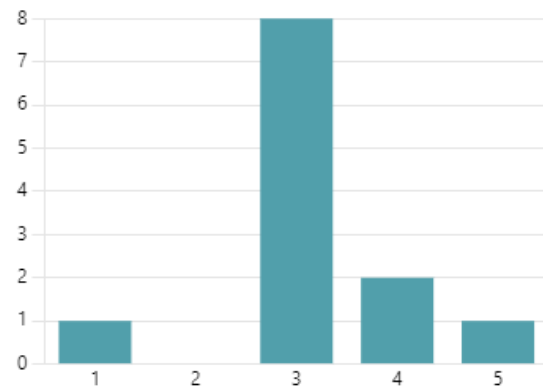


5. How confident do you feel about incorporating outdoor learning opportunities in your lessons?

[More Details](#)

[Insights](#)

3.17
Average Rating

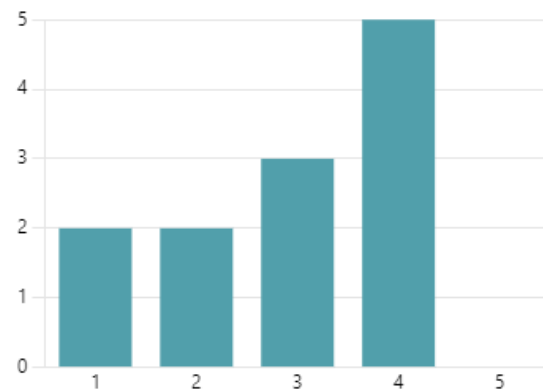


9. How would you rate your level of understanding in the use of loose parts?

[More Details](#)

[Insights](#)

2.92
Average Rating

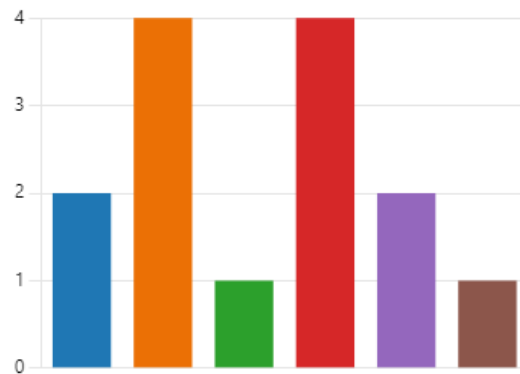
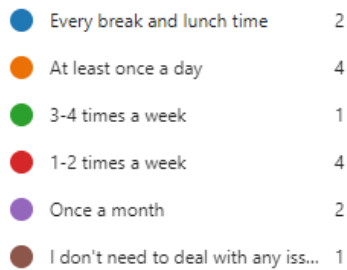


Follow on Survey for staff:

1. How often do you now find yourself dealing with issues arising from the playground during breaks and lunchtimes.

[More Details](#)

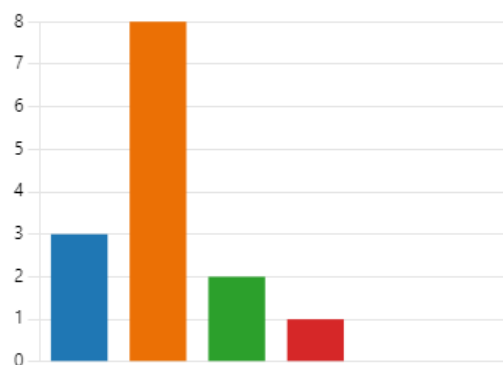
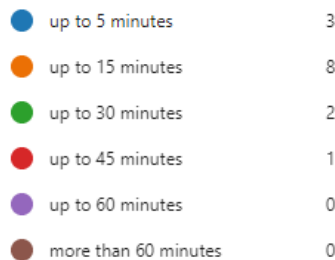
[Insights](#)



3. Approximately, each week, how many minutes of teaching time is now lost as a result of you being required to resolve issues arising from the playground?

[More Details](#)

[Insights](#)

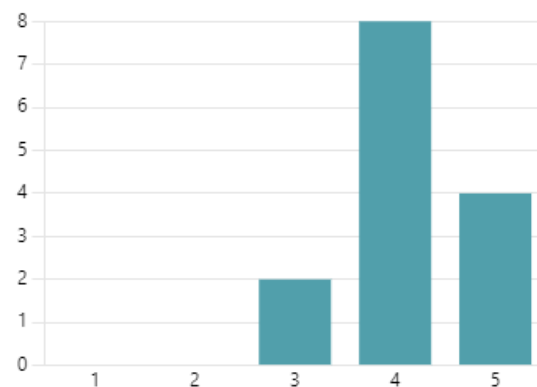


4. Following on from the CAT, how confident do you now feel about incorporating outdoor learning opportunities in your lessons?

[More Details](#)

[Insights](#)

4.14
Average Rating

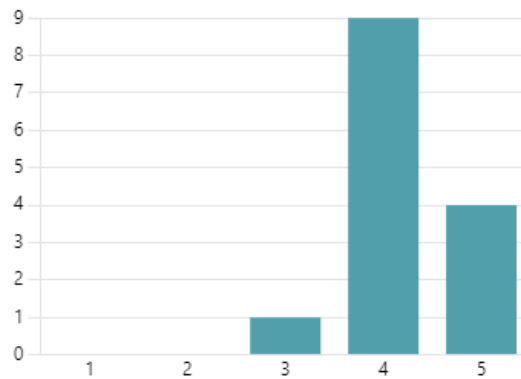


5. Following on from the CAT, how confident do you now feel about using loose parts to enhance your outdoor learning lessons?

[More Details](#)

[Insights](#)

4.21
Average Rating



Pupil Survey:

QUESTION

How do you feel in the playground?

Show:

[Table only](#)

[Chart only](#)

[Table + Chart](#)

[Download results as CSV](#)

[Share](#)

QUESTION OPTIONS

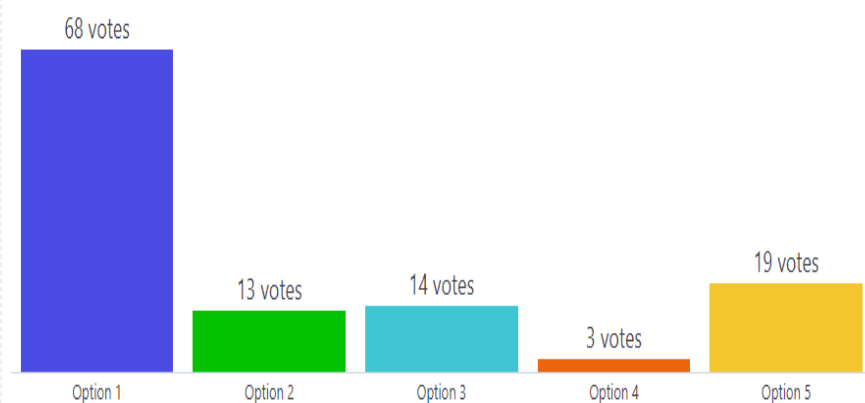
1. 😄 Happy, playful, excited.
2. 😌 Calm, relaxed.
3. 😞 Bored, tired, grumpy.
4. 😞 Sad, annoyed, scared.
5. 🗨️ Other.

SUBMITTED CLASSES

21 of 24

SESSION DATE

30 Nov 2022



Next Steps: What are you going to do now?

Playground Redevelopment

- Continued consultation with Caledonia Play and ScotPlay until the redevelopment is completed
- Playground Leaders and Peer Mediators to continue
- Training of new Playground Leaders and Peer Mediators, each year
- Continue to encourage Outdoor Learning, including taking part in Outdoor Learning Day

Review of progress for 2022 - 23	
Priority: H&WB - Inclusion	
NIF Priority - Placing human rights and needs of every child and young person at the centre of education - Improvement in children and young people's health and wellbeing NIF Driver - School Improvement	FC Service and School Improvement Priority Wellbeing, Inclusion and Equality
HGIOS?4/HGIOELC? QIs (if appropriate HGIOURS themes 1- 5) - Self-evaluation for self-improvement 1.2 Leadership of learning 1.3 Leadership of change 3.1 Ensuring wellbeing, equality and inclusion HGIOURS - Theme 1 Our Relationships	PEF - Has this work been supported by PEF? yes/no (If yes , make sure this is explicit in your text) No
Progress and Impact (based on outcomes for learners) - How well are you doing? Evidence - How do you know?	
Progress The RACI group for Inclusion within Kinnauld Primary in 2022-23 was made up of 8 members of teaching staff – 6 TWA and 2 mainstream. It was widely accepted within the group that a major step in terms of further improvement would be for a better balance of staff between both provisions. At times, discussions would lean more towards the TWA whereas the consensus was that the theme should have a whole school focus. The group sought to establish a standardised definition of “inclusion” within the unique context at Kinnauld – a mainstream and wing across two sites. Another aim was to monitor and evaluate current opportunities for inclusion within KPS. In order to gauge attitudes and awareness of inclusion, the whole staff team were consulted. Evaluations of inclusion were scored against national legislation and guidelines.	
Impact A working definition would provide all staff with a vision of how we aim to support inclusion at KPS. Staff were consulted via various Microsoft Forms questionnaires and Self Evaluation tasks, reflecting not just on their own practice but also the knowledge of school-wide policy and practice. The results of these helped to form next steps for the RACI group and to create our working definition of inclusion:	

"Inclusion means that every pupil has the opportunity to be their best in the way and place that suits them most"

This secure and future-proof definition will provide KPS with an ongoing vision to support inclusion.

Opportunities for inclusion such as the AAA Programme, open invitations to assemblies, TWA House Captains, involvement in whole school activities and joint events will help to make KPS a welcoming, nurturing and safe place for all pupils.

The statements provided by the AAA group provided an insight into mainstream pupils' interpretations of what inclusion meant to them and the opportunities made available to them. This was seen as a hugely positive experience for the mainstream pupils. The level of engagement demonstrated by a number of TW pupils supported the view that this programme should be continued and an accepted matter of course at KPS.

Staff's graded responses to Inclusion in May 2023 will provide the school with an opportunity to reflect back on opinions when we wish to review our progress in the future.

Overall, there has been a very positive response to the interventions designed to support opportunities for inclusion. Staff responses in the initial November survey demonstrated, at times, a mixed understanding of what "inclusion" is but there was a clear willingness to support whatever positivity could come of it. Providing staff with the firm definition, listed above, should help to provide consistency of approaches.

The parent survey (Appendix 7) demonstrated an appreciation of the efforts by the school to provide more opportunities for inclusion, as well as indicating that any proposed effort was well communicated to parents.

Evidence

See appendices for evidence

Appendix 1 – KPS Staff Survey on Inclusion

Appendix 2 – Inset focus group self-evaluation (3.1 HGiOS 4)

Appendix 3 – RACI Group responses to Challenge Questions (3.1 HGiOS 4)

Appendix 4 – RACI Group responses to Challenge Questions (2.1 NIH)

Appendix 5 – Graded Inclusion Survey May 2023 (Staff Opinions)

Appendix 6 – Collation of quotes from AAA Project Participants 2022-23

Appendix 7 – Parent Inclusion Survey May 2023

Next Steps: What are you going to do now?

- School community wide circulation of agreed Inclusion definition.
- Logistical issues due to split site – making use of alternative FC provisions, pool cars etc.
- Continuation of existing opportunities – should be an expectation as of August.
- Explore further opportunities for inclusion – Reading Reps, reverse inclusion – soft play, educational outings.
- Sharing of sensory/communication profile resources which would be suitable for mainstream pupils.
- Sharing of resources – opportunity for a resource amnesty and evaluation.
- Inclusion of staff – finding opportunities to get to know staff over TWA and mainstream.
- Identification of mainstream pupils who would benefit from reverse inclusion.

- Enhanced communication about potential opportunities for inclusion – which specialists are visiting, and when? Can TWA participate? Vice-versa.
- Find opportunities for staff and pupils from TW and TWA to be seen as the same provision.

Appendix 1 – KPG Staff Survey on Inclusion

How would you define "inclusion" for the pupils at KPS?	What does inclusion mean to you, as a member of staff?	What would you consider to be a good example of inclusion at KPS?	How do you, as a member of staff, support the inclusion of pupils?	What opportunities for inclusion would you like to see happen?	Any other comments?
There is 'room' for everyone - all abilities catered for.	Everyone has the right to learn, to be included. For some this will mean extra help.	Children with additional needs being included in the class but provided with additional support as required.	Help make individuals feel able to express themselves, build confidence so they feel more able to communicate in class and with peers.	More education in class on differences and abilities being discussed with a view to making differences seem less of a 'problem' so there is more acceptance towards those with additional needs.	No
Involving pupils from mainstream and wing	To mix with everyone	Assembly together/ P5 playing in the wing with children. Support staff being included with teaching staff	Giving medical care, giving one to one help, so they understand better	Using money and allowing children to have the experience at a shop.	
Participation in relevant learning experiences that will enhance pupils' learning opportunities - whether that be within their own class, across other classes or across sectors i.e. infants/seniors/TWA	Being aware of opportunities throughout all sectors and allowed opportunities to consider their value in terms of own practice or needs of pupils.	Focus groups within TWA, opportunities for m/s pupils to spend some time with TWA pupils within their own classroom environment where they feel most at ease and comfortable - recent opportunities for Larbert high pupils have proved to be successful	Look for opportunities for inclusion across classes, consider wider opportunities and their relevance to my class	Opportunities for pupils to spend time together across sectors without necessarily a planned event, allowing pupils from TWA to feel more regulated and at ease	Think we're making a good start!
Being comfortable and happy in school. Feeling included by people responding to their needs, offering them choices and listening to their views. Being included by getting to know other children and staff in their school, in a way that meets their needs and doesn't heighten their stress.	Feeling part of a team. Having supportive colleagues who can support me with advice and problem solving some of the issues in my class. Feeling part of a team who all have the best interests of our students at the centre of all they do. Having colleagues who I can have a wee chuckle with.	Key children joining other groups at soft play or for music, activities where appropriate. Focus groups within TWA.	Identifying their sensory and communication needs to make sure inclusion keeps in mind their well-being. Encouraging them to make choices about their life in the school community. Identifying careful opportunities to experience purposeful inclusion with other parts of the school which will contribute towards their overall well-being.	More structured opportunities for children in Wing and annexe to learn and play together. Regular opportunities for Wing and annexe staff to meet, including staffs .	
children often miss out due to logistics. Inclusion is improving.	accepted for who you are not what you can or can't do.	classes where applicable. Having one campus.	different forms of communication such as Makaton.		
Making sure that every child is included in all areas of the curriculum and playground. Embracing individual pupils' strengths and weaknesses.	Being included in all aspects of my job. Communication and being briefed on specific issues on a need to know basis.	Staff meetings. Great communication system. Being briefed on a need to know basis on TAC meetings of the child/children that I work with. All school in-service days and social gatherings.	Talk to the members of staff who are involved with the pupils that I support and make sure I am following advice and explore ways to help them and make them feel included. Speak to pupils and listen to them. In the playground, I approach every child who might be on their own and ask if there are any issues. If they're happy and I feel assured I will leave it at that but still check in with them now and again. If they have no one to play with I discuss the problem and go with them to encourage playing in a group.	Class mix up days always encourage pupils who may otherwise never meet. Clubs that involve pupils with similar interests.	
Inclusion is everybody feeling included and valued within the KPS Community.	Ensuring everyone is included and valued in the KPS community	Smart Schools Council	Differentiation, Pupil Voice	More opportunities for all pupils and staff to work together (e.g. Triple A)	
	enjoyable, engaging and meaningful opportunities	work staff from TW to share knowledge			
Where all children are included within the whole school community and ethos in a meaningful way.	To be included in as many opportunities as possible in a meaningful and appropriate way.	Smart Schools Council - opportunities to join assemblies where appropriate - P7 sharing breaks/lunches with children in thistle wing	Ensure I am knowledgeable on the individual needs of each pupil. Keeping up to date and sharing Support Plan with relevant members of staff. Use of differentiation within tasks. Use of tools on iPad such as immersive reader and speak screen.	Shadow other teachers.	N/A
Equal access to opportunities for pupils - full school coming to assembly inputs.	Equal access to opportunities and fair treatment.	Primary 5 pupils visiting TW as AAA. I feel this could be developed further and training could be put in place. There could also be a 'buddy' system.	With resources in class - all skin coloured pens/pencils, books about different cultures and disabilities.	Training for AAA - could start at the end of p4.	N/A
Everyone feeling included and having the same opportunities as each other if it is appropriate.	Children being treated equally throughout the school.	Children with ASN supported in class, P5 AAAs.	Ensure that individual's needs are met and that others are aware of the difficulties other children may face. Adapt lessons to suit needs as appropriate.	Focus on specific needs to make children more aware of different needs.	
Inclusion is built in to everyday life due to children with ASN being within every class. Children are not always aware of this "inclusion" however they strive (mostly) to include others, support their peers and to find alternative ways to get on with each other.	When children are supported effectively to have their own needs met through equity. They may join mainstream activities when this suits their needs, they may have additional services involved to reach personal goals such as OT, SALT etc.	AAA - having older children supporting their TW peers to enjoy a social time. Discussions of implementing classroom visits for children. Discussion of a Makaton sing song , to spread awareness of Makaton and its benefits.	Explaining equity to children each term, in a way that is age and stage appropriate. Inviting TW children to events, learning Makaton and discussing differences and how they are to be celebrated. In class, I would offer children different support and resources, time and safe spaces if required.	Children within mainstream being able to understand each other better, being accepting of each other and using Makaton to communicate more widely. Where appropriate for all children, chances to play together inside and outside from an earlier age would be lovely to see.	
Inclusion for pupils involves the children getting a wide range of opportunities with a variety of different children, adults etc. For example working with children in TW and TWA or working with other classes/teachers. Making	Feeling supported and valued within a staff community. Being able to see the mainstream children interacting and engaging with TW and TWA pupils. Being able to work alongside staff from	Involving children in the TW and TWA in assemblies is a great way of showing children that we are all part of the same school	We have recently as a stage asked to come and sing to TW pupils and I also asked for TW and TWA to be invited to my class assembly. We have also offered for some children to come up during discovery time	If possible, more opportunities for children from mainstream to come and see children in TW as I don't think children in younger years are fully aware it is there. Might be nice for TW children to see some of mainstream children coming to them to play etc. More makaton throughout the school as my class are loving learning this and learning this is how we can	

member of the school community.	more often to hear about the work they are				
	understanding that a "one size fits all" perception of education is not inclusive and that we must consider equity to support and challenge all learners.				
Including all children regardless of their needs.	Including everyone and accepting people have different requirements.	AAA, pupils in classes with different behavioural/learning needs, shared assemblies.	Adapt lessons to suit the requirements of my class, make sure everyone feels welcome and able to learn.	Increased awareness of different needs of pupils in school. Also increased partnership with Thistle Wing and Annex to understand more complex needs.	No.
"Inclusion" for the pupils at KPS is honouring diversity. We celebrate differences and engage in meaningful conversations about diversity.	As a member of staff, inclusion to me means including everyone in the classroom to the best of my ability.	The use of makaton throughout the school is a good example of inclusion at KPS. It is a tool that can be used to support better communication between mainstream pupils and the Thistle Wing/Annexe.	I use makaton daily in the classroom. Celebrate successes of all pupils. Targeted positive reinforcement when pupils meets a behavioural or academic goal.	More opportunities for Mainstream/Thistle Wing/Annexe to get together.	N/A
to the learning and life of the school.	community of the class and school. Inclusion involves viewing all children of all abilities and backgrounds as worthy of high-quality education. It involves working collegiately and gaining knowledge to help support and meet the needs of all pupils. It involves having an	posters showing makaton for the most useful	activities such as the ginger production.	I would like to see more opportunities for thistle wing and mainstream school to join. For example music or craft activities together.	
To have the opportunity to learn and grow with their peers, to the benefit of all. Feeling valued, respected and heard.		The Awareness and Acceptance Ambassadors	I ensure to recognise and celebrate the personal achievements of all pupils. I teach in a way that enables all students to fulfil their potentials, where their needs and preferences are met, regardless of their backgrounds, abilities or learning styles.	Increased interaction between mainstream school and the enhanced provision unit.	No :)

Appendix 2 – Staff Self-evaluation – Inset Feb '23					
QI – 3.1 Ensuring Wellbeing, Equality and Inclusion			Name/Group:		
RAG Self-Evaluation	Date	What is going well?	What could be better?	RAG	What do we need to do to improve?
Wellbeing	14.2.23	All staff have a very clear and shared understanding of learners' wellbeing which is at the heart of planning and teaching within the classroom. Regular TAC meetings ensures that everyone that supports the learner is involved in those discussions.	Context of GIRFEC or UN Conventions of Rights of the Child could be more visible around the school environment and more discussions around how these indicators are	A/G	There is a feeling that we can always do better in terms of allowing our learners the opportunity to have a voice and that voice being heard

		Learners' wellbeing is always at the forefront of what we do in terms of planning, school improvement and general day to day life of the school. Staff strive to ensure learners are regulated, nurtured, respected and healthy using a variety of resources, strategies, teaching and learning methods. Learners have individual risk assessments to allow them to participate fully in school life. Learners have communication and sensory profiles on display in classrooms to ensure all those working with our learners have a true understanding of their needs. The staff as a team have a strong sense of fairness, equality and respect when it comes to our learners and this is clearly visible throughout the ethos of the school environment.	used to ensure learners have a voice and feel listened to (more scope for making choices at whole school level i.e lunch choices?) Our learners in general don't often have a lot of opportunity to have choice or make their own decisions so it's really important we as a school take time to make sure we offer these opportunities as much as possible		
Fulfilment of statutory duties		In line with local and national guidance, statutory requirements and codes of practice are adhered to and evident in policies and planning. Child protection and data protection undertaken by all staff annually.	Further sharing with families	G	Unsure of what else may be required (possibly discussion at SLT level)
Inclusion and equality		Staff continually look for opportunities to promote inclusion for our learners. The focus is	Difficulties arise from the Thistle Wing Annexe being	A	Our pupils are unaware of their differences and are therefore unable to

		often inclusion at class level ensuring all learners within the classroom are participating and learning appropriate to their level and interests. There are planned opportunities for inclusion (Thistle Movers, Soft play sessions, rebound and hydro, playtimes) as well as informal opportunities particularly when classes are reconfigured to accommodate absences or when the bus is available to us. Consideration is given to appropriate grouping of children. Over this academic session we've become a bit better at looking for opportunities for inclusion across the wider school community – visit to library, assemblies, performances/workshops Targeted use of PEF funding, e.g. 1:1 sessions with visiting specialists. Increasing opportunities to celebrate diversity e.g. attending assembly and participating in whole school events.	across two sites and so opportunities for school community carefully planned for. Continue to look for valuable inclusion opportunities that are meaningful to all across the wider school community. Continue to ensure that planned inclusion opportunities for individual learners to visit their mainstream peer classrooms continue on from last year. Would be nice for some pupils (particularly from M/S) to have opportunities to visit classrooms in Thistle Wing to just “be” with our learners and spend time, perhaps grow in confidence in how to interact with our learners. Often the learners from the Thistle		challenge or report any discrimination.
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			Wing and Annexe can be perceived to be hidden from society and so it would be a really important opportunity for the larger school community to feel comfortable and familiar being around our learners in their own environment where they feel safe and respected. Consideration given to location of class groups within the TWA to allow for better inclusion opportunities (e.g class group more likely to engage in mainstream classroom inclusion based in the wing rather than annexe)		
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Overall Evaluation (please circle)

1. Unsatisfactory

2. Weak

3. Satisfactory

4. Good

5. V Good

6. Excellent

Appendix 3 – RACI Gp Challenge questions 3.1

How well do all staff know and understand GIRFEC, the wellbeing indicators, and the United Nations Convention on the Rights of the Child?	- Mainstream staff have used wellbeing indicators to assess child's wellbeing at certain points throughout the year. Staff used wellbeing indicators during March parents' evening to report on progress of each child. Staff gather evidence using the wellbeing indicators when making referrals to outside agencies. Reflect on this with mainstream staff. - Last session mainstream staff were trained on how staged intervention supports GIRFEC in Kinnaird. - Some members of staff have a good understanding of how UNCRC underpins legislation, policy and practice. Highlight UNCRC legislation. - In the past some staff have explored aspects of Rights Respecting School (e.g. class charter). - Next step: how can we evidence UNCRC in our school? SfLAs – investigating GIRFEC indicators Your rights, but also your responsibilities.
How well do all staff understand their role and responsibility in supporting learners' health and wellbeing?	- Safeguarding folder - ensuring that this is consistent for TWA - Making appropriate referrals - Communication with parents - Additional support in class/playground, if needed - Individual profiles to support children created in partnership with parents and children - Staff encouraged to make use of outside agencies to support learning in class
How well do we know and take account of local and national documents and guidance?	- Staff feel SLT have a very good knowledge of policy documents which are shared with staff when appropriate (e.g. staff comms, meetings) - Next step: identify which policy documents staff should be aware of?
How well do we ensure that all children feel safe, healthy, achieving, nurtured, active, respected, responsible and included?	- Safe: building relationships with children is valued as a teacher as a priority. This is evidenced in our planning. This creates a feeling of safety within the class environment. We don't have high incidents of bullying, as far as we are aware. - Nurtured: listening to children and acted their questions/concern. Clear and consistent expectations of our school values. - Healthy: children are given a wide variety of opportunities (e.g. clubs)

	- Achieving: pupil progress monitored closely, appropriate opportunities for support and challenge - Respected: children's views are beginning to be evidenced in Form 4s. Some children are attending TAC meetings. Smart Schools Council, House Captains. Some pupils had input on focus groups for RACI tasks - Responsible: Digital leaders, mini-digis, reading reps - Included: see above
How well do children and young people show consideration for others and demonstrate positive behaviour and relationships?	- Few incidences of bullying, P6 buddies, peer mediation, play leaders, AAA, feedback from visiting teachers/NCCT teacher is that classes are generally kind and considerate, relationships within peer groups are generally positive
How well do we listen to and involve children and young people in making decisions about their wellbeing, their lives and their future?	- There is evidence that we are beginning to do this but it's not consistent and we need to get better at it

Appendix 4 – RACI Gp Challenge Questions 2.1

How well do we ensure a strong ethos of access and inclusion is embedded in our organisational culture at all levels?

- Know the children and their families, open door policy with prompt communication. We always tell the truth with love and understanding.
- There is always someone to offer guidance DHT, PT or a more experienced colleague.
- “Our children” can have a positive and negative slant – beware of this.
- ‘Can do’ attitude to get round the challenges and obstacles many of our children face.
- Involving our children in mainstream activities e.g. YMI, Choosing time, assembly, musicals, P7 events, pantomime and workshop.

How well do we ensure all our participants are respected, treated fairly, know their rights and are valued by us?

- Give children the choice to opt out of an activity or an inclusion opportunity e.g. ask if they actually want to attend assembly and take them back as soon as they request to leave. Inclusion is not a box-ticking exercise.
- Specific CP training required. We are their voice - give choices wherever possible.
- Verbal praise, star awards, physical affection.

How successfully do we remove barriers to access and participation and monitor our approaches to ensure they are effective in reducing barriers to participation?

- Rights of the child at the forefront of everything we do. Empower our children to have a voice even if they are non-verbal.

- Challenge ourselves not to make the easy choice/decision. Encourage children out of their comfort zone too.
- Communication lines are now more open between TWA and mainstream e.g. TWA staff in mainstream staffroom, Joined up CPD at in-service days. Joined up RACI groups.

How well do we listen, learn from and act on the lived experiences of, and impact of identity, on learners, communities and other stakeholders to inform our approaches?

- Shared teaching experiences are a huge help as they give insight into others' practice. Mainstream teachers coming to the TWA to visit us – input/ideas.
- As a group we are constantly reflecting “what could I do better. Did I get it right?” informal chats with colleagues who have more/different experience.
- We take the opinions and likes/dislikes and abilities of our children into account prior to involving them in any activity. We consider advice and guidance given to us by third parties e.g. SaLT, GP, physio etc., as well as parents who know their children best.

How effective are we in taking positive steps to overcome structural and systemic barriers to learning, achievement and progression for all learners and communities?

- Plan, action, reflect, adapt – constantly asking ‘why’ and ‘can this change?’
- Regular update of targets to ensure that like skills and formal learning are appropriate at that time for that specific child.

To what extent can we evidence increased life chances for learners?

- Opportunities to experience a wider range of activities where appropriate.
- Videos of achievements.
- Behaviour tracking chart – important that we can evidence why a child is acting that way and perhaps notice patterns. Helps us to help the child.
- Life skills for increased independence and becoming more confident in using their voice.

How successfully do we use Equality Impact Assessments, and where relevant Island Communities Impact Assessments, with key partners to support work to reduce persistent inequalities?

- Never used...

How well do we plan, work, evaluate and share our resources and intelligence with partners to reach those most affected by persistent inequalities?

- Diagnosis issue.
- Often we have visitors e.g. TAC but info sharing not at optimal level – it is not always a 2 way street.
- We are not as strong here and could definitely use more collaboration to share knowledge and experience with similar schools e.g. Timezone, CGH, Ladeside etc.
- Could we also use our expertise to help other mainstream schools become more accepting of neurodiversity?

How do we know and then ensure that we systematically promote and value fairness, equality and diversity and challenge prejudice and discrimination?

- Acceptance not awareness.
- We see our children for who they are. Prioritise connection with our children and reflect and understand this it is difficult and that we do not always get it right.

How well do our strategic, business and operational plans embed fairness, equality and diversity in all aspects of our work?

How well do we ensure that decision making groups and structures are fully representative of people who are affected by persistent and systemic inequalities including those with protected characteristics?

- Adult/child level?
- Choice of groups
- Asked because of expertise

How well do we meet our requirements to be proactive in working towards the elimination of discrimination and prejudice, to ensure participants are clear about their rights and entitlements, and to advance equality of opportunity?

Appendix 5 - Inclusion Survey May 2023 (Staff Opinions)

Graded Survey 1-6 stars

15

Responses

1.

How well do we provide opportunities for inclusion at KPS?

4.40/6

2.

How well do you support inclusion within your class? (think about pupils with identified needs)

4.67/6

3.

How well does the school offer opportunities for inclusion in the wider school community? (concert, sharing resources with other schools)

4.13/6

4.

How well does the school access opportunities for inclusion in the local community? (accessing shops, local amenities etc).

4.20/6

Appendix 6 - Quotes from AAAs – 10th May 2023

- It's been really fun – a unique opportunity.
- Very different compared to what I thought it would be – I got to meet and play with lots of people and other kids.
- Really fun – the kids at the Thistle Wing LOVE playing tig!!!
- A new experience, and we feel lucky and grateful for it.
- I was worried that I wouldn't be able to commit to it every week, which would let people down. But everyone was really nice and uncertain.
- The first time I visited the Wing, I was really nervous but I loved it from day one!
- It was amazing to have K join us for our PE lessons, not just us seeing him in the Thistle Wing.
- I loved meeting everyone for the first time.
- If you are thinking about being an AAA next year, then you should try and practice some Makaton because I found that really helpful.
- This isn't just a one-off thing, this experience is important for life.
- I enjoyed learning about different ways to communicate – Makaton, body language.
- I've learned that everyone is different – be proud of who you are and learn about other people.
- I feel so grateful that I was picked for this.
- Don't be mean to someone just because they're different.

Appendix 7 – Parent Inclusion Survey May 2023

1. How aware were you of the opportunities for inclusion between the TWA and the mainstream at Kinnaird before this year? Had you had any previous experience of this with your child?

- I had a couple of visits to the school with my son just before the transition.
- Yes she done this last year also
- Before this year and the new staff team, inclusion was non-existent. Emily attended a mainstream nursery and so was included in activities.
- Opportunities were mentioned at the TAC meeting before end of last academic year

2. How well did we communicate with you about your child's engagement with one of these inclusive opportunities? Is there anything we can do to improve on this?

- Communication was absolutely great.
- Every day when she was there
- Staff are get with communicating
- More information
- I think the inclusion has improved greatly. There are opportunities for children to go to assembly, TWA house captain, hoodies, lots of positive changes that you should be proud of as a staff team.
- Good

3. One of our aims this year was to try and define "inclusion" within the context of Kinnaird Primary School.

We are considering using, "Inclusion means that every pupil has the opportunity to be their best in the way and place that suits them most".

How would you define inclusion, thinking about your child?

- I love she is getting to experience mainstream
- Mainstream is a great idea but I'm not sure
- The opportunity to have mainstream peers who are accepting of differences. Inclusion can mean many things to different children. Emily appears happy to go to assembly and pantos which is great as these are experiences she should have in her school life.
- Understanding and catering to the child's need by providing and sharing equal learning opportunities.

4. What would you consider to be the main positives and negatives of us providing your child with opportunities for inclusion within the mainstream environment?

- My son was very limited on his words but almost a year into starting P1 he has been amazing with his words and coming on absolutely great.
- Move confidence to be around other children that don't have disabilities
- Would be good S spending time even though she gets upset easily would be good for her to see all the other children with support
- Positives for mainstream peers as well as good role models.
- The positives would be good stimulation for the individual learning and development from their peer models and promoting more social aspects and interaction. The negatives would be concerns of more distractions for the child's learning with less one-to-one attention and care. For the child, it may become too much and overwhelming.

Review of progress for 2022 - 23	
Priority: SCERTS/Communication	
NIF Priority: - Improvement in children and young people's health and wellbeing NIF Driver: - School Improvement - Assessment of children's progress	FC Service and School Improvement Priority Participation and Engagement
HGIOS?4/HGIOELC? QIs (if appropriate HGIOURS themes 1- 5) 2.4 Personalised support 2.7 Partnerships 3.1 Ensuring wellbeing, equity and inclusion	PEF - Has this work been supported by PEF? yes/no (If yes , make sure this is explicit in your text) No
Progress and Impact (based on outcomes for learners) - How well are you doing? Evidence - How do you know?	
Progress - Staff refresher on SCERTS training (Nov Inset day). - Online questionnaire created and shared with teaching staff to assess where children fit within the SCERTS framework. - Follow up collegiate discussion with speech and language (SALT) to moderate across classes and both provisions. - Collegiate activity with SALT discussing assessment techniques for communication – follow up to assessment within classes via video recordings. - Working group was created to attend further collegiate working across the authority and at national level – subsequent attendance at events held throughout the year. - Staff (class teams including support for learning assistants) created and evaluated a profile for one child per class using the SAP – Report form. - RACI group discussions and analysis of profiles in relation to current curriculum framework – TWA Personal Learning Framework. - Incorporated SCERTS in Action (NAIT priorities) into existing framework and identified further development work required. - Update of “Supporting the Environment” policy to incorporate SCERTS language and methodologies. - Environmental audit carried out with focus on communication. - CAT session delivered by Communication advisor on communication rich environment. - Developed an observation feedback template in line with SCERTS and HGIOS frameworks for use in peer observations. Impact - Shared understanding of SCERTS across entire staff team in order to carry out further assessment and evaluation. - The shared questionnaire to identify each pupil's SCERTS communication stage allowed focussed development work on where the majority of our pupils lie within the framework. Staff now have a clearer understanding of where teaching, learning and	

assessment should be focused. The results also fostered further discussion around the relevance of the SCERTS framework for some pupils – highlighted the need for an alternative pathway to be developed.

- The questionnaire facilitated collegiate discussion around the moderation of pupil assessment, further developing staff's knowledge, understanding and skills of the concepts within the SCERTS framework.
- The creation of the working group allowed a consistent approach to using SCERTS as an initial assessment tool across the wider ASN community. The working group allowed wider collegiate discussions with a variety of professionals e.g., Educational Psychologist, SALT.
- The in-service day provided an opportunity for staff teams to meet individually with discussions around one particular pupil allowing all members to have a greater input into planning for the child. This gave a greater insight into the child due to the varied perspectives that were given through discussion. All staff members felt valued and the impact from this was greater fluidity when supporting the individual within the classroom.
- The current Personal Learning Framework has been further enhanced to include SCERTS outcomes for those where this will be relevant. In addition to this; progressive, emotional regulation targets from the SCERTS framework and milestones have been added to include our learners from our initial online audit.
- In depth analysis and discussion of the current framework and SCERTS has identified a clear vision of how our current curriculum can be further developed and enhanced to ensure it is inclusive of all our learners with the Thistle Wing and Annexe.
- The environmental audit carried out highlighted some inconsistencies across classrooms and provisions in relation to aids to support communication and so further work is required to bring this in line to ensure our learners have access to appropriate resources.
- The observation feedback template is now available to allow consistency across staff observations in the next academic session.

Child Placement within SCERTS

3. Have you selected ALL the options above? (0 point)

[More Details](#)

- NO: Use Social Partner Stage Fo... 37
- YES: Go to Question 4 15



Evidence

Feedback from staff in determining the communication stage for individual pupils.

Example of questionnaire completed by staff to determine each child's stage of communication.

Observation of Classroom Learning and Teaching Kinnaird Primary School

HGIOS: 2.1,2.3, 3.2, 3.1, 2.2, 1.3
SCERTS TRANSACTIONAL SUPPORT IMPLEMENTATION

Teacher: Class: Date: Focus:

Learning and Engagement: Coaching questions: How do you think your lesson went? Why did you choose this activity? What are you most pleased with and why? What were you trying to achieve?	
Things we should achieve: I. Classroom Climate: • H2.1. Learning is well paced and matches learners' needs so that they are engaged and on-task by: IS1.1-Follows child's focus of attention IS1.2-Attunes to child's emotions and pace IS1.3-Responds appropriately to child's signals to foster a sense of communicative competence IS1.4 Recognises and supports child's behavioural strategies to regulate arousal level IS1.6 Uses Intensive Interaction strategies to engage child in learning where appropriate IS4.1 Get down to child's level when communicating IS4.2Secures child's attention before communicating IS4.3 Uses appropriate proximity and non- verbal behaviour to encourage interaction IS4.4 Uses appropriate language and intonation to support optimal arousal level and engagement • H3.1 Ensuring wellbeing, equality and inclusion by: IS3.1 Allows movement breaks IS3.2 Allows thinking time for child to solve problems, complete activities at own pace IS3.3 Interprets behaviour as communicative/regulatory IS3.4 Honours protests, rejections or refusals when appropriate	How we are achieving this:

Example of SCERTS targets added into the Learning Framework (highlighted in red)

Communication/Literacy			
	Stage 1	Stage 2	Stage 3
Responding and Receptive Skills	I can respond when my basic needs are met (e.g. stops crying when comforted). MR2	I can respond to my own name by stilling/turning. JA1	I can respond to a communication which carries a single piece of information, e.g. come, sit, finished. This may be given verbally, supported by signs and/or symbol media, or a combination of these.
	I can turn my eyes/head towards a stimulus. JA2	I can respond to interactions from an adult with my own repertoire of sounds. JA1	I can point using hand/eye to a small selection of common objects when they are named.
	I can respond to sudden noises (e.g. startle or cry).	I can recognise natural gestures such as waving, beckoning, patting the chair.	I can show understanding of the connection between a picture symbol or photo and the event or object to which it refers.
	I can indicate a like or dislike by accepting or rejecting a single stimulus, such as an adult singing, presentation of food, sensory stimuli, e.g. turning head away or reaching out.	I can respond to greetings e.g. by smiling, looking, vocalising. JA5	I can understand the functions of many objects, e.g. a cup is for drinking, brush is for your hair.
	Through a variety of sensory stimuli, e.g. seeing, smelling, hearing and touching, I can show an awareness of the people around me by reacting differently to people I know well versus people I don't know e.g. head turning, smiling, reaching out.	I can respond to a range of routine and repetitive phrases being used in a familiar context or environment, supported by gestures, intonation of AAC.	I can intentionally make a choice from several photos or symbols to indicate a need or preference. (JA4.1)
	I can anticipate what will happen in response to environmental cues, e.g. coming to the snack table when I see it being set up, showing excitement when jackets are brought in at the end of the day.	I can show understanding of the link between an object of reference and the event or object to which it refers.	I can respond appropriately to language containing 2 key words e.g. put the <u>cup</u> in the <u>sink</u> . This may be given verbally, supported by signs, symbol media or a combination of these.
	I can make sounds/movements in response to things going on around	I can look for the source of a sound (e.g. doorbell, aeroplane flying by). SR1	I am developing early and relevant concept knowledge that relate to
		I can experiment with new sounds including speech words.	

	me that an adult can interpret meaning from.		everyday needs such as dirty, clean, hot, cold etc. I can respond appropriately to language containing 3 key words e.g. put the <u>dirty</u> cup in the <u>sink</u>. This may be given verbally, supported by signs, symbol media or a combination of these. I can understand and answer simple questions such as who, what and where, e.g. what is going on around me and who can I see?
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Newly created self- regulation and emotional regulation outcomes for children which have been added to our current Learning Framework to support evaluation of these areas with additional SCERTS links where appropriate.

Health and Wellbeing		Life and Independence Skills	
	Stage 1 (Social Partner)	Stage 2 (Language Partner)	Stage 3 (Conversation Partner)
Self and Emotions (awareness) HWB-01a	I can express happiness (MR1.1) I can express sadness (MR1.2) I can express anger (MR1.3) I can express fear (MR 1.4) I am starting to be aware of the difference between happy and sad and symbols, pictures and sounds associated with this. I can react in some way to the emotions of others. (SU2.7) I can demonstrate a consistent emotional response to indicate displeasure to a range of sensory stimuli, objects, people and/or activities and seek comfort. (MR3.1)) I can demonstrate a consistent emotional response to indicate pleasure to a range of sensory stimuli, objects, people and/or activities and seek interaction. (MR3.2) I can respond to changes in partner's expression of emotion. (MR2.4)	I can share negative and positive emotion (MR1.1) I understand and use symbols/photos to express a range of emotions. (MR1.2) I can change emotional expression in familiar activities based on partner's feedback (MR1.3) I can show a range of emotional responses to different sensory stimuli, objects, people and/or activities. (e.g. surprise, disgust, anger) (MR3.1) I can copy the emotional responses of others in their facial expressions and body gestures. (MR2.4) I can demonstrate a sense of achievement through behavioural, physical, facial and/or vocal expression.	I can understand and use emotion words (may be symbolic) (MR1.1) I can understand and use graded emotions. (MR1.3) I can change my emotional expression based on my partner's feedback. (MR1.4) I can respond to feedback regarding the appropriateness of emotional display. (MR3.1) I can respond to information or strategies offered by partners about my emotions. (MR2.6) I can praise the achievement of others. (MR4.4.)
Self and Emotions (regulation) HWB-02a	I can soothe when comforted by partners (MR2.1) I can make choices of sensory stimuli, objects, and/or activities to help me self soothe when offered by partners (MR2.6) I can express negative emotions to seek comfort and tolerate an adult's attempt to intervene. (MR3.1)	When soothed by a partner, I can recover more quickly. (MR2.1) I can make choices of sensory stimuli, objects, and/or activities to help me self soothe. (MR2.6) I can share negative emotions to seek comfort (e.g. symbols, photos etc) (MR3.1)	I can use behavioural strategies to regulate my arousal levels in solitary and social activities. (SR2.1) I can begin to regulate emotional response by using a range of sensory stimuli, objects, and/or activities to help me self soothe. (MR2.6) I can respond to feedback regarding the appropriateness of regulatory strategies. (MR 3.2)

	I can use behaviours modelled by partners (may be unconventional) to self soothe or focus myself. (SR2.3) I can use behavioural strategies, supported by partners, to make an independent transition. (SR 3.4)	I can use language (may be symbolic) to ask for calming or focusing activities. (MR3.6) I can make an independent transition in a familiar setting.(SR3.4)	I can use behavioural strategies to engage productively in an extended activity. (SR 2.3) I can make an independent transition in an unfamiliar setting. (SR3.4)
Next Steps: What are you going to do now? • Continue to use the SCERTS Framework in partnership with the Learning and Teaching Framework. • Additional time is required to align the outcomes in the Framework to ensure that the document allows staff to have a visibly clear progression through the targets to use with the children for planning. • Framework will be evaluated in line with the needs of our most complex learners to ensure a clear learning and teaching pathway is available.			

Key priorities for School Improvement Planning 2023 - 2024

Literacy:

Reading – Build upon previous work and continue to promote a positive reading culture within the school.

Spelling - Implement new spelling progression across the school through use of Read, Write, Inc. and Wraparound Spelling.

Writing – Implement revised Writing Framework – Talk 4 Writing.

Numeracy:

Embedding of a Maths Mastery approach. Consistency of learning, teaching and assessment using pre and post topic assessments.

Technologies:

Sharing of pupil learning digitally.

Consistency in use of devices to support learning.

Implementation of Progress

Health and Wellbeing

Planning - shared approach to structure of the school day, particularly meaningful use of a Friday afternoon. Shared understanding of school's approach to Health and Wellbeing.

Inclusion – Learner participation – self-evaluation of current practice and development of further opportunities.

UNCRC - Raise awareness of the UNCRC and embed within Health and Wellbeing teaching through whole staff collegiate sessions and whole school activities.

Progress

Development and implementation of a new management information system to track pupil progress in attainment and health and wellbeing.

Curriculum Refresh

Continue the use of SCERTS – embedding it within the Learner Pathways

Develop alternative pathways/frameworks to meet the diverse needs of our learners in TWA.

What is our capacity for continuous improvement?

A brief statement that reflects your current evaluation of your school's capacity for continuous improvement.

We took the opportunity this session to carry out a whole school audit using HGIOS4 and compare our self-evaluation to the outcomes in 2021. The self-evaluation this year was much more reflective and showed how we now have a better understanding of self-evaluation. This will give us much more capacity for improvement as we progress with our priorities this year.

Our SIP priorities were led by staff members who completed the Middle Leadership Programme the previous year. Staff leadership capacity is continuing to grow and our S&QR this year is reflective of how much staff leaders of learning understand the importance of measuring impact and having evidence to substantiate their findings and

recommendations. We will continue to build capacity in this way by running our Middle Leadership Programme again next session and also having Leaders of Learning at each stage for Literacy, Numeracy and Technology. As a whole staff group we will work together on our H&WB targets.

Our Induction Programme ran once again supporting both new probationer teachers and those new to the school with a focus on key learning and teaching programmes, planning, recording and reporting.

Once again staff, pupils and parents have embraced the opportunity to be included in the School Improvement Planning Cycle and recognise the strength of their input in driving forward change.

As we move into next session, we will be able to build on the stability 22/23 has brought to Kinnaird with the appointment of permanent DHT's in both the Thistle Wing and Mainstream. Staff changes are still minimal which allows us to focus on our improvement journey within a growing positive ethos.

Primary / Secondary Self-Evaluation of the Core HGIOS?4	
	Self-Evaluation Grading
1.3 Leadership of change	5
2.3 Learning, Teaching & Assessment	4
3.1 Ensuring Equality, Inclusion & Wellbeing	4
3.2 Raising Attainment & Achievement	4