



Falkirk Council
Children's Services

Standards and Quality Report **2023-2024**



'Learn to Live, Live to Learn'

Kindness



Honesty



Respect



SQR 2023/2024

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 2023/2024.

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 2023 - June 2024, and outlines priorities for session 2024/2025.

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 24 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 690 children.

The roll of the school has grown significantly since the school formally opened in 2008. 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 took place last year with the construction of an extension consisting of 4 classrooms which now houses our Primary 1 cohort with the Primary 2 pupils moving into the previous 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 a key 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 is an active participant in several sub-groups such as Playground, Fundraising and Inclusion 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 2024, with a dip in writing within our P4 cohort. This will be addressed through targeted support from our Support and Challenge Team.

Teacher Judgement Curriculum for Excellence 2023/24 (Mainstream only)			
	Reading	Writing	Talking/ Listening Numeracy
Early Level			
Primary 1	90%	90%	93%
First Level			

Primary 4	84%	78%	93%	87%	
Second Level					
Primary 7	88%	85%	92%	90%	

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 2024/25 and beyond.

Review of progress for 2023 - 24	
Priority: Literacy	
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
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 Read Write Inc./Wraparound Spelling - An Early Level progression plan has been created for RWI to support the learning, teaching and assessment of spelling and phonics. - RWI and Wraparound have been taught consistently throughout the year to develop spelling and phonics at Early and First Level. - Read Write Inc. assessments have been carried out each term. - Staff have been given the opportunity to observe good practice throughout the year. This is to support staff in building confidence to teach spelling and phonics effectively.	

- Staff have been directed to a bank of helpful video guides to support them with the planning, teaching and assessing of RWI.
- Staff have been asked to provide feedback with regards to their confidence in teaching RWI and Wraparound spelling throughout the year.
- The resources to support effective teaching and learning have been organised and labelled to ensure efficiency when planning and resourcing lessons.

Writing Framework

- The Early Level writing framework is in progress.
- Moderation is planned each term, using the current writing framework for P2-7.

Reading for Enjoyment

- Links were made with Glenbervie Care Home. All classes P2-P7 were given a timetabled day to attend, to read with the residents.
- Reading for Enjoyment activities have continued this year – Book Cafe fortnightly, Book Swap once a month, Reading Rep meetings weekly, links with Larbert Library with all classes attending on a weekly rotation.
- Falkirk Staff Book Group – a group of 5-6 teachers from our school attend these sessions with Maggie from LRS as CLPL.
- A Book Bug parent/family gifting event was held in school for P1 pupils and their families.
- A Read Write Count parent/family gifting event was held in school for P2/3 pupils and their families.
- Literacy Parent Workshop – a parent workshop was held at the end of February. This was put out to all parents/families across the school and was delivered as input in the hall, then splitting off into different rooms (one for reading, one for writing and one for spelling/phonics.)
- Children in P6 on FC literacy pathway have been trialling Spellzone to support their spelling.

Impact

RWI Phonics/Wraparound Spelling

- By creating a progression plan for Early and First Level RWI, staff developed in confidence to plan, teach and assess pupils effectively. The creation of the progression planner ensures that pupils are challenged and supported appropriately.
- Consistently teaching RWI and Wraparound spelling in P1-3 has improved attainment in phonics and spelling.
- The consistent teaching of RWI and Wraparound spelling in P1-3 has ensured that pupils are familiar with the organisation of lessons and recognise the terminology used to support their learning.
- Assessing each term has enabled teachers to identify gaps and create appropriate next steps for pupils regularly. It has allowed parents to have a clear understanding of how to support their child at home with reading, phonics, and spelling.
- By offering staff the opportunity to observe good practice of teaching spelling and phonics, their confidence increased and therefore, learning and teaching was of better quality. The ability to observe throughout the year, and access a bank of helpful videos, has also ensured consistency between classes and year groups.
- Resources have been organised and labelled clearly which allows staff to access flashcards, games, and books efficiently. This makes planning and resourcing easier and less time consuming. It also allows for fluidity when challenging and supporting learners to reach their full potential.
- Children using Spellzone have ownership of learning, progress is tracked by the pupil and staff, data is readily available and there is increased student confidence and motivation.

Writing

- The Early Level Writing Framework is currently ongoing. So far, the Early Level 'Always Toolkit' has been adapted to ensure consistency between classes and encourages the use of 'Fred Talk' to link with Read Write Inc skills. By incorporating a visual of 'Fred,' pupils

recognise the expectation to sound out unfamiliar words, using their spelling and phonics skills.

- Staff are confident to plan and assess writing, using the writing framework with regular moderation.

Reading for Enjoyment

- Of the classes that attended Glenbervie Care Home, teachers reported that pupils engaged well with the residents, and they enjoyed hearing stories. Upon reflection, and from staff feedback, we decided this was most suited to older classes, so all P5-7 classes attended. Pupil confidence in reading with others increased. Positive links were established with the local community.
- Pupils continue to engage well with reading for enjoyment and are keen to suggest ideas for how this could develop. They know to approach their Reading Rep who will then share ideas with staff.
- Attending Falkirk Staff Book Group has broadened staff awareness of current children's literature, including those by local authors and books that celebrate diversity. Staff confidence has grown in using more diverse texts with their class and recommending these to others.
- Attending P1 Book Bug gifting event allowed parents and families to visit their child in P1 and see our school library. It also meant that parents/families were aware of what was included within their child's P1 Book Bug bag, and teachers recommended how to use the texts and resources to support their child at home.
- Attending P2/3 Read Write Count gifting event allowed parents and families to visit their child in P2/3 in their classroom environment. It also meant that parents/families were aware of what was included within their child's P2/3 Read Write Count bag, and teachers recommended how to use the texts and resources to support their child at home.
- Parents/families who attended the Literacy parent workshop seemed to feel more confident in knowing what their child was learning and how they could best support them with aspects of literacy at home after attending.

Evidence

- We gained our silver Reading Schools Accreditation last year and are hoping to gain our Gold within the next few months once more community links have been established.
- Staff who attend the Book Group have used some of the texts with their class and feel more confident in exploring the diverse themes within these.
- The P1 Book Bug gifting event was well-received, with feedback from a Forms survey positive (see below):

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

[More Details](#)

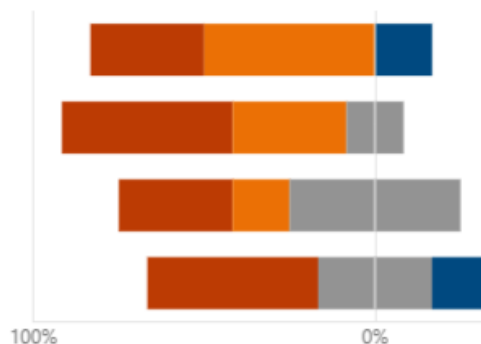
■ Excellent ■ Very Good ■ Good ■ Fair ■ Poor

Communication about the event was clear:

Organisation of event:

How informative the event was:

The event gave us ideas of how to use the bag at home:



2. What did you enjoy most about the event?

5 Responses

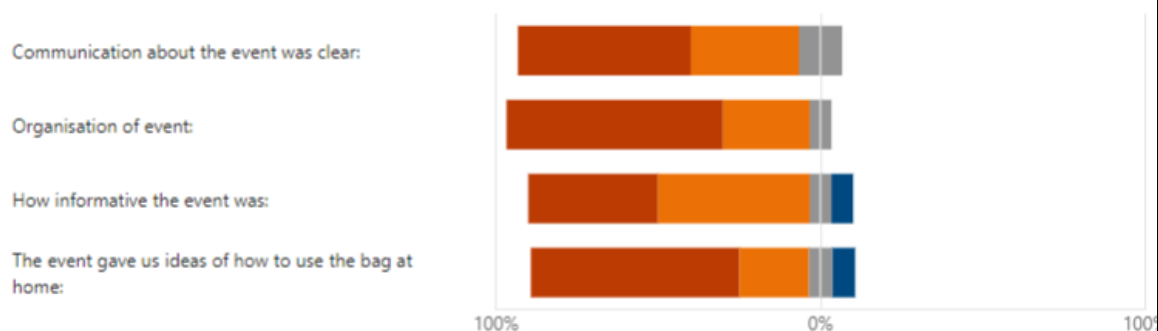
ID ↑	Name	Responses
1	anonymous	Exploring the bag with my child.
2	anonymous	The chance to be in school with our child.
3	anonymous	Interacting with my child in school
4	anonymous	Seeing my child get excited about the books and hearing their story
5	anonymous	It was great to be able to come into the school and see the library for the first time, our child was so excited for us to be there with him, which was lovely.

The P2/3 Read Write Count was well-received, with feedback from a Forms survey positive (see below):

2. Thinking about the Primary 2/3 Read Write Count event, how would you rate the following? (0 point)

[More Details](#)

■ Excellent ■ Very Good ■ Good ■ Fair ■ Poor



3. What did you enjoy most about the event?

15 Responses

ID ↑	Name	Responses
1	anonymous	Time in class with my child
2	anonymous	Looking at/ reading the new books given to the children
3	anonymous	My child liked the bag of books and I liked being with my child
4	anonymous	Storytelling by the teacher and reactions of the children
5	anonymous	Lovely to see my child in their class setting
6	anonymous	The excitement on the children's faces as the teacher showed them what was in the bag and also getting to spend some time with my own child exploring the contents of the bag.
7	anonymous	Being able to go into my child's class to share the bag
8	anonymous	Interacting with kids in their school environment

9	anonymous	Seeing my child get excited about me being in his class
10	anonymous	The teacher sharing a story with the children.
11	anonymous	Nice to see the kids in class
12	anonymous	Being involved in our sons learning
13	anonymous	Being with my child in their environment as they were so excited to have us in their space and show us their learning
14	anonymous	Seeing the classroom environment and our daughter interacting with all her friends.
15	anonymous	Seeing Jamie in her school environment

5. Are there any other comments you wish to make about the event?

8 Responses

ID ↑	Name	Responses
1	anonymous	It was fun. Lovely to see my child comfortable and happy in the class
2	anonymous	N/a
3	anonymous	I really enjoyed it and appreciate the teacher having all the parents in. It was also lovely to see inside the classroom again. Thank you for the invite.
4	anonymous	No
5	anonymous	No
6	anonymous	No
7	anonymous	Thank you
8	anonymous	Great to be involved in any way with our daughter's education and would welcome all events like this

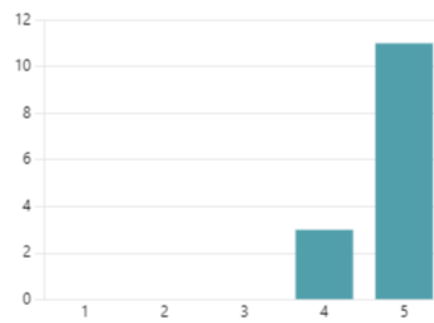
A survey was issued to all those who attended the Literacy parent workshop and feedback was very positive. Parents/families stated they felt more confident in supporting their child at home. See evidence below:

2. On a scale of 1-5, how informative did you find tonight's Literacy Parent Workshop overall?

[More Details](#)

[Insights](#)

4.79
Average Rating

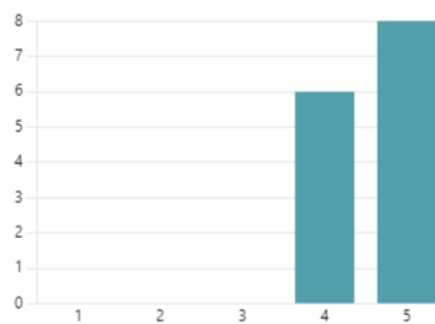


3. I now feel I have a better understanding of how to support my child at home with their literacy.

[More Details](#)

[Insights](#)

4.57
Average Rating



4. What do you feel were the most beneficial parts of tonight's workshop?

14 Responses

ID ↑	Name	Responses
1	anonymous	Finding out how to support with homework
2	anonymous	Great to see examples of how each area is taught
3	anonymous	All great, handout with the info. Presentations in each workshop looked good but hard to watch with everyone coming and going
4	anonymous	Getting an overview of what they learn at each stage
5	anonymous	It was all brilliant
6	anonymous	Talking to the teachers to understand better how spelling is assessed in an ongoing way throughout the year and tips to get back from audio books to physical books
7	anonymous	All

7	anonymous	All
8	anonymous	Ideas from the teachers.
9	anonymous	Some of the tips to support our child
10	anonymous	Talk for writing
11	anonymous	Being able to visit all three areas and ask questions.
12	anonymous	I liked being able to move around the rooms as needed. There were lots of teachers available which meant I never had long to wait to ask a question.
13	anonymous	Learning about the spelling aspect
14	anonymous	Spelling and phonics (please note I attended all workshops but was only able to click one above)

Read Write Inc/Wraparound Spelling/Writing Framework

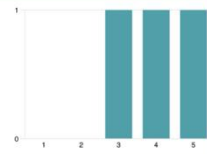
Feedback from staff surveys throughout the year indicate that staff confidence has developed greatly because of a clear progression plan being created, resources being accessible and opportunities to observe good practice throughout the year. This has also ensured consistency between classes which is evident through observations and pupil work.

READ, WRITE, INC

Question 1

Following our Literacy RACI CAT night on Wednesday 29th November 2023, how confident do you now feel teaching spelling through 'Read, Write, Inc'?

4.00
Average Rating

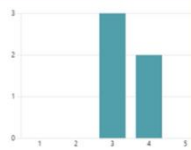


READ, WRITE, INC

Question 1

How confident do you feel teaching spelling through 'Read Write Inc' as a new spelling scheme? (5 being most confident)

3.40
Average Rating

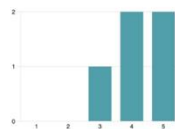


READ, WRITE, INC

Question 1

How confident do you now feel teaching spelling through 'Read, Write, Inc'?

4.20
Average Rating

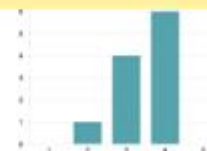


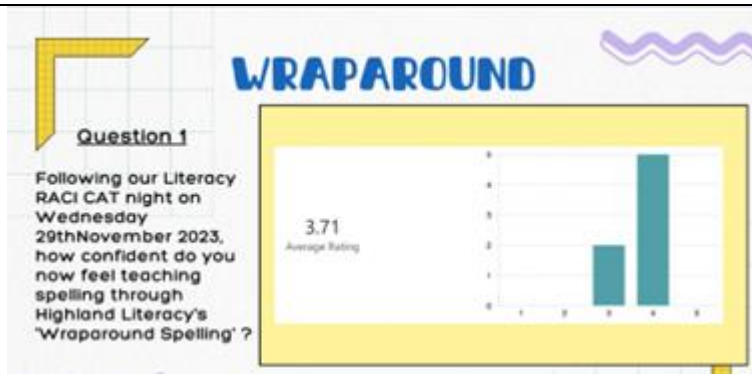
WRAPAROUND

Question 1

How confident do you feel teaching spelling through Highland Literacy's 'Wraparound Spelling' as a new spelling scheme? (5 being most confident)

3.45
Average Rating





Of the actions taken/support given by the Literacy RACI group this year, which have you found most useful?

4. Of the actions taken/support given by the Literacy RACI group this year, which have you found most useful?

[More Details](#)

- Opportunities to Observe Practice 3
- Organisation of Read, Write, Inc ... 2
- CAT Night Carousel Activity 3



4. Of the actions taken/support given by the Literacy RACI group this year, which have you found most useful?

[More Details](#)

[Insights](#)

- Opportunities to Observe Practice 3
- CAT Night Carousel Activity 7



Staff found the CAT night carousel particularly useful in supporting teaching RWI and Wraparound. These were the responses from one of our surveys:

Responses
Seeing other teachers' practise and getting ideas.
Good opportunity to share practice.
When we went to the classrooms to learn about both Wraparound and Read, Write, Inc
The live examples/modelling of lessons. This was a great opportunity to ask questions and see examples of good practice.
As a presenter, I didn't hear anyone else but I liked hearing how Wraparound is taught at Second Level.
Practical examples and time to ask questions
The stations
Responses
Being able to observe how a lesson should be taught rather than just talking through it
I wasn't able to attend the full session but I liked that I got to see a live lesson as it gave me ideas to implement in my own class room.
The stations

Through observations it is clear pupils are competent in applying these skills to other areas of the curriculum. The assessment data from both primary 1 and primary 2 show huge progress in how well pupils can recognise initial sounds and special friend sounds.

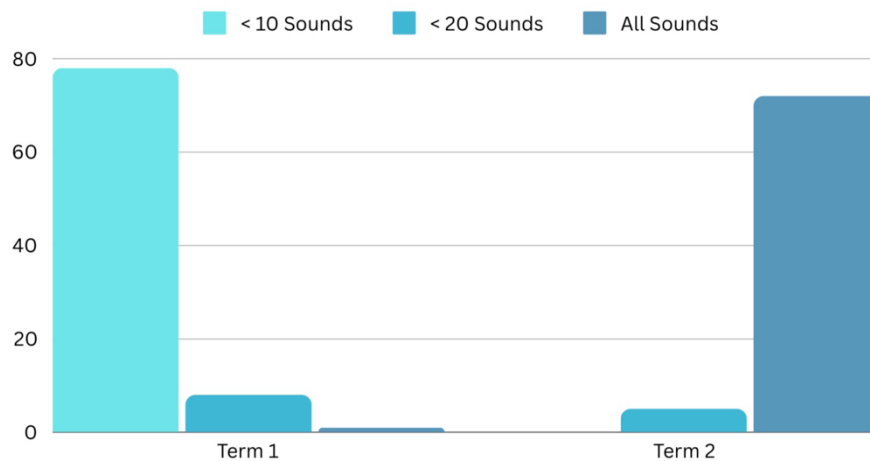
RWI P1 Data

In term 1, approximately 89% of pupils knew less than 10 initial sounds.

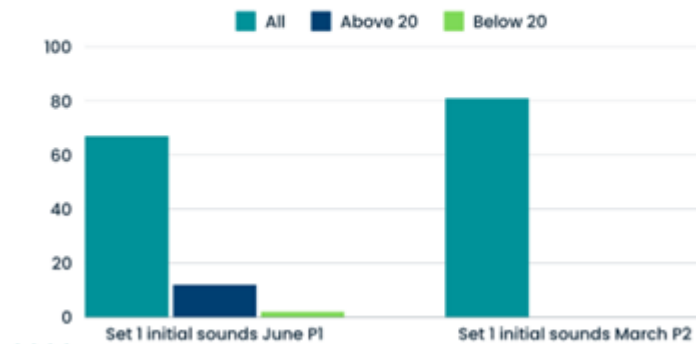
In term 2, 0% of pupils knew less than 10 initial sounds.

In term 1, approximately 1% of pupils knew all sounds.

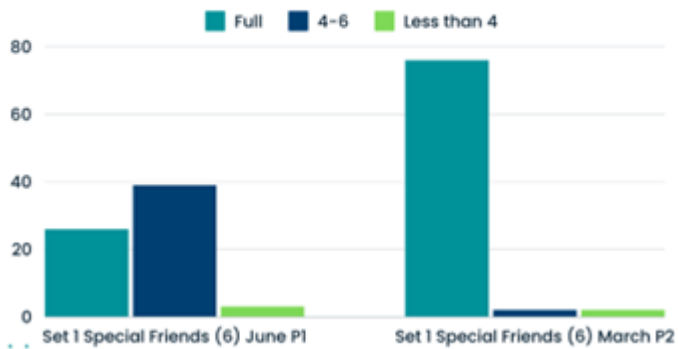
In term 2, 83% of pupils knew all sounds.



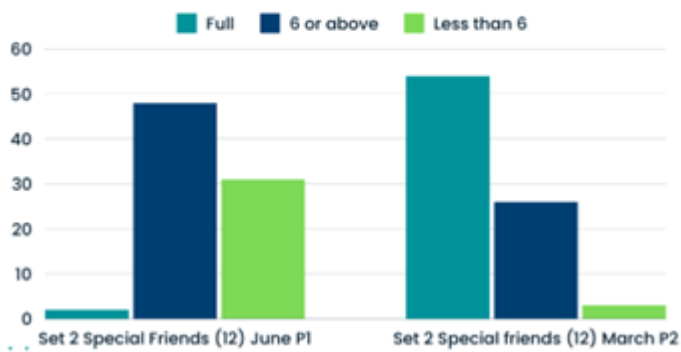
READ WRITE INC PRIMARY 2 DATA



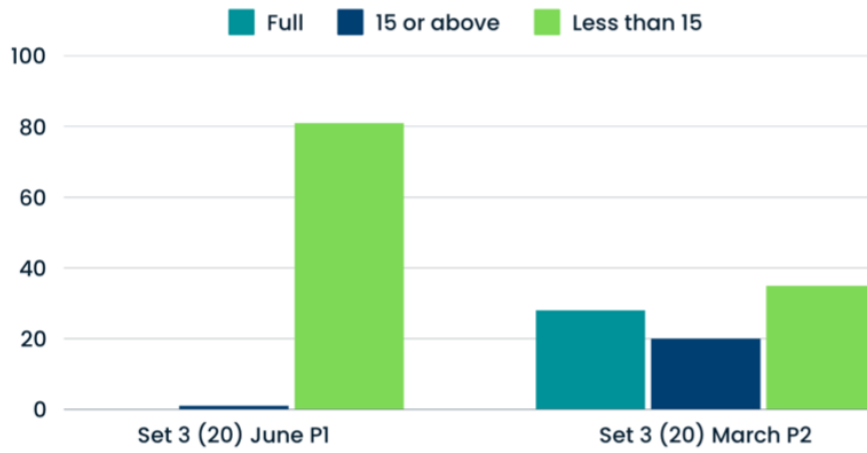
READ WRITE INC PRIMARY 2 DATA



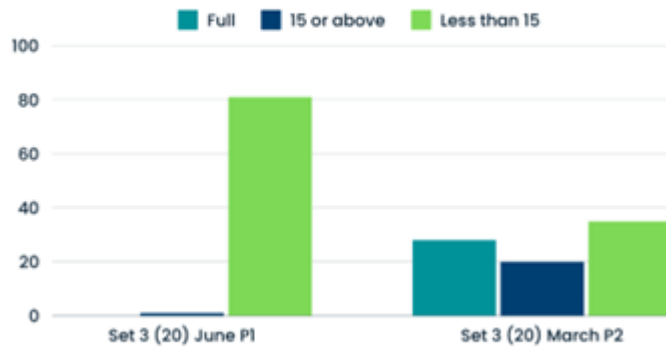
READ WRITE INC P2 DATA

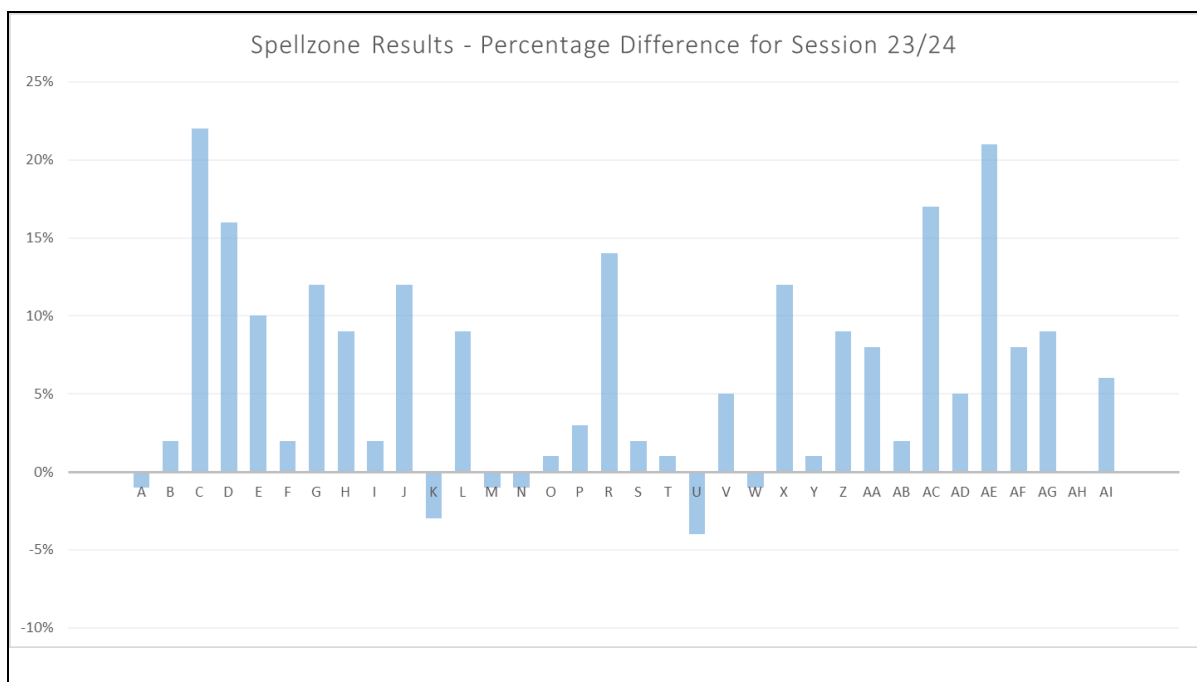


READ WRITE INC P2 DATA



READ WRITE INC P2 DATA





Next Steps: What are you going to do now?

- Continue to offer staff opportunities to observe good practice regularly.
- The current Early Level Writing Framework focuses on sentence structure and highlights the need for more storytelling and non-fiction opportunities. It should be developed to ensure consistency amongst teachers, to ensure that early level pupils are experiencing similar writing experiences and faced with consistent expectations.
- Finalise and embed each spelling scheme for P1-3 and develop further the use of the Literacy progression pathways.
- Continue to consistently upload a breadth and depth of relevant resources to challenge appropriately.
- Discuss use of assessments (termly) at each stage to encourage consistency.
- Provide the new cohort of parents/carers with a detailed home learning booklet, outlining the aims of RWI and a list of sounds and words that will be covered throughout each term.
- Develop a home learning framework that links with RWI reading and spelling.
- Establish and maintain sound links with the community, with the aim to achieve our Gold Reading Accreditation Award.

Review of progress for 2023 - 24	
Priority: Numeracy	
NIF Priority - To improve attainment for all, particularly in literacy and numeracy - Closing the attainment gap between the most and least disadvantaged children and young people NIF Driver - Teacher and Practitioner Professionalism - Curriculum and Assessment - Performance Information	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) 1.3 Leadership and Management 2.3 Learning Provision 3.2 Successes and Achievements - 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 - CPD videos uploaded to teams, demonstrating how to navigate the Complete Maths platform. - Schemes have been updated as academic year has progressed, with objectives assigned and resources uploaded in Second level. - First level has updated schemes as academic year has progressed, with objectives assigned and resources uploaded as well as documents on teams to show resources and E's&O's that are not on CM schemes. - Early Level Numeracy Progression Pathways (Numbers and Number Processes Curriculum Organiser) has been linked to pre-existing Maths Recovery Emergent and Perceptive Planners. - Pre and post topic assessments have been consistently utilised within upper stages of school. - Numeracy leads in P3&4 are utilising assessments on CM where suitable. - Maths and Numeracy Workshop took place on Tuesday 27th February. - CAT Night-to show case what numeracy and maths looks like at each stage. Exploring how to plan, deliver and evaluate. - A flowchart has been created to demonstrate how to support and challenge pupils Impact - Staff have increased knowledge and confidence of how to access the platform and use the unique features. - Access to high quality and differentiated resources. These are easily available so learners can access their own level of challenge.	

- Strong foundations of number which ensures learners make good progress and can apply their understanding to other areas within maths and numeracy. Resources used are stage appropriate as they are more practical.
- Support and challenge can be targeted to individuals.
- Pupils can identify their own targets.
- Teachers can identify areas of strength and necessary improvement to improve attainment.
- Parents informed of current strategies for teaching numeracy and maths in school to encourage consistency.
- Support and challenge steps clear for all staff which allows targeted support and challenge for all pupils. This is consistent across stages.

Evidence

- Use of Complete Maths at each stage (except P1 who use Maths Recovery), demonstrating a knowledge of the platform and its' various features, as evidenced by pupil focus groups.
- Supporting resources evident in Microsoft Teams and continue to be uploaded.
- Early Level Numeracy Progression Pathways have been created and continue to be modified to reflect progression of teaching within academic year. Further resources are required to supplement Early and First level.
- Differentiated assessments evident within upper school Complete Maths classes. Subsequent teaching and assessments conducted to reflect areas necessary improvement.

<u>Pre - Fractions, decimals and percentages</u>	<u>Pentagon + Hexagon - Post FDP</u>	<u>Octagon - Post FDP</u>	Difference
65%	-	81%	16%
85%	-	96%	11%
67%	-	96%	29%
68%	-	89%	21%
56%	-	89%	33%
64%	-	89%	25%
52%	-	89%	37%
63%	-	74%	11%
48%	-	74%	26%
57%	73%	-	16%
48%	73%	-	25%
42%	53%	-	11%
58%	73%	-	15%
42%	47%	-	5%
28%	47%	-	19%
32%	47%	-	15%
12%	60%	-	48%
12%	40%	-	28%
23%	20%	-	-3%

- Pupil focus groups evidenced use of assessments from P4- P7. (Example of attainment evidence shown above)

- Evidence of attainment gathered in regular assessments; however further resources have been identified as necessary to supplement Complete Maths. Furthermore, resolving timetabling issues will support use of Complete Maths.
- Pupils involved in focus groups confirmed there are assessments being utilised in classes.
- Evidence of P4 assessments through pupil focus group but lack of supporting evidence for P3.
- Parents acknowledged the benefit of attending the workshop and commented enthusiastically on their enhanced ability to support pupils at home.
- Teaching staff commented positively on opportunities to see how different stages are planning, delivering and assessing maths.
- *“Allowed for greater awareness as to what other stages are using and how they are using it to help plan/ teach numeracy.”*
- *“Opportunities to see how different stages are planning and using resources to support learning and teaching.”*
- *“I like working in smaller groups to find out more information at each level and the way they are making use of Complete Maths.”*
- *“I like the variety of content and getting to understand how Complete Maths is used within different stages.”*
- Assessment for support is used consistently to identify targeted support.

Next Steps: What are you going to do now?

- The current Early Level progression pathway planner focuses on number and number processes and highlights the need for resources (planning and manipulatives) to supplement the other areas of mathematics including practical materials and assessments.
- It has been identified that additional resources (planning and manipulatives) are required to supplement the existing resources on Complete Maths to support teaching at First Level.
- Due to identifying the need for additional assessment material, to support early and first level, research is required to source an appropriate scheme/resource.
- Finalise and embed each scheme for all stages and develop further the use of modified progression pathways.
- Continue to consistently upload a breadth and depth of relevant resources to challenge appropriately.
- Discuss use of assessments (pre and post) at each stage to encourage consistency.
- Create initial baseline assessments for upper school to replace current GL assessments.

Review of progress for 2023-24	
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 - School Improvement - Teacher Professionalism - 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	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 November, March and May. - Home File guidance updated to reflect the new method of sharing and editing Home Files. - Home Files survey sent to parents to evaluate accessibility. - CAT Session delivered to all staff in January (focus on Canva to increase engagement). - P6 Digital Leaders selected. - Digital Leaders meeting on a regular basis and have taught lessons in P1-5 classes on digital art, green screen, and coding. They have also created videos on accessing different school related apps and have created posters on internet assembly. They will be sharing during assembly about this too. - Mini Digi's roles continued from last year and have met to create and support with Home Files from Primary 1-4. - Screen protectors have been distributed to all classes. - Sleuth IT survey sent to all classes and feedback evaluated by SIP group. Decision was made to not continue with Sleuth IT as seen as not effective for Learning and Teaching. - P6/7 Expectations Toolkit created and to be shared at the start of next session. - Stage Expectations (I Can Statements) have been created and linked to the Progression Pathways. This will be shared at the start of next session with the plan that it will be in all class teacher's Planning Folders. - Technologies Framework created in line with Falkirk Progression Pathways and E's and O's. - 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 and Mini-Digi's.
- 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.
- Changes made in P5 so that learners could confidently share home files with family.
- With support from mini digi's, pupils gained more experience using Book Creator to allow them to do home files with greater independence next session.

Sleuth IT

- Gained understanding of effectiveness of programme for learners and teachers.

CAT Session

- Staff were shown how to use Canva to enhance teaching and learning.
- They were then given time to explore Canva with support from SIP group.
- Some staff have commented on using this and finding it beneficial for learning and teaching.

Digi Leaders and new Mini Digi Leaders

- Pupils upskilling themselves at weekly sessions.
- P6/7 Digi Leaders have been sharing their learning with other classes by creating lessons on areas such as green screens, coding and digital art.
- creating posters and presentations to share at assembly on internet safety.
- creating videos on how to access different school related apps (Teams, OneNote, accessibility features etc)
- P7 Digital Leaders and Mini Digi's have progressed their own skills through continuation of their role.

I Can Statements

- RACI group has been using the 'I Can' statements to ensure that there is clear progression – this has positively impacted learners as there are clear next steps.
- All teachers will start following the same guidance at the beginning of next session to ensure continuity.

P6/7 Toolkit

- Expected impact – pupils from next session will be aware of expectation with 1-2-1 devices.

Technologies Framework

- SIP group feel that they have confidently created a framework which is clear and concise and aligns with Falkirk Progression Pathways and CfE E&O's.

EVIDENCE

Home files

- Teachers were confidently able to adapt existing templates ready for pupil editing.
- Increased Mini-Digi confidence and less technical issues between November and March home files.
- Home files were successfully created with support from Mini-Digi's
- Feedback from staff indicates pupils are ready to complete home files independently.

Home Files – Parent Evaluation

- First round of the survey identified issues with accessing P5 Home Files as it required downloading multiple apps. SIP group found another way to access these which was used in March Home Files.

- Second round of the survey was more positive about P5's access.
- Pupils felt more confident showing home files.
- In the recent survey, only 26 out of 201 parents surveyed had issues accessing and some of these were addressed and solved.

Sleuth IT

- Through looking at survey data it was decided that Sleuth IT would not continue as staff felt it did not positively impact teaching. Pupils felt that it was confusing and would often glitch.

CAT Session

- Feedback from staff was positive as more staff are using Canva more often in lessons to enhance teaching and learning.
- Staff have shown pupils how to use Canva which they have shown more engagement with than PowerPoint.

Digi Leaders

- Pupil confidence in using technology increased – shown through survey data.
- Increased usage of i-Pad skills shown in Digital Leader led lessons.
- Teacher feedback from Digital Leader lessons positive – classes learned new skills to support them in meeting Technologies E&O's.

Mini-Digi's

- Due to varying technological skills and abilities, meeting all P2-5's at the one time did not work – going forward, 2 separate groups may be more beneficial
- Taking P1 pupils would not be purposeful. They do not have enough basic iPad skills.

I Can Statements

- Teachers feel more confident with pupil progression through use of the document.
- Pupil feedback indicates that quality of lessons has improved as they have clear SC, LI and are linked to the E&O's so that they have clear next steps to work towards.

P6/7 Toolkit

- By June 2025 teachers and pupils will have an increased understanding of roles and responsibilities with their 1-2-1 device.

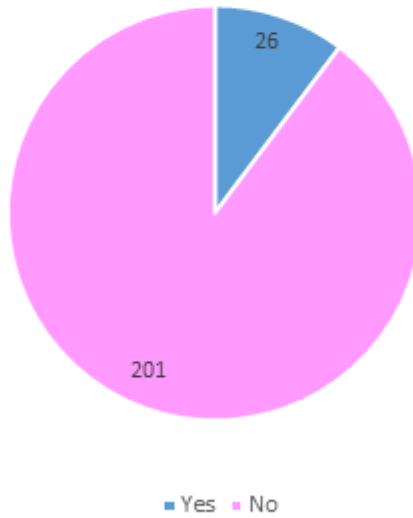
Technologies Framework

- Assessed framework against national and local guidance.
- This will be shared with staff at the start of next session.

RESULTS

Home File Results – Feedback from P4-7 Parents about accessibility.

Issues Accessing



Insights of what parents enjoyed

description of his work work as the photos variety of work
 examples of work Hearing their voices pictures of his work
 work in class **work** learning class work
 topic work school work piece of work art work
 talk us through her work seeing her progress actual work
 Lovely to see his work proud of about her work
 good work

Next Steps: What are you going to do now?

- Continue to embed digital learning using Digital Framework and 'I Can' Statements.
- Home Files to be completed independently (with support from Digital Leaders and Mini-Digi's when needed).
- Book Creator continued to be used throughout the school for Home Files.
- Digital Leaders and Mini Digi's to continue to meet weekly and share learning with classes and/or at assemblies.
- P6/7 toolkit to be shared with classes and referred to consistently throughout the year.

Review of progress for 2023 - 24	
Priority: Health and Wellbeing	
NIF Priority - Improvement in children and young people's health and wellbeing NIF Driver - Teacher and practitioner professionalism (2) - Parental/carer involvement and engagement (3) - School and ELC improvement (5)	FC Service and School Improvement Priority - Participation and Engagement - Wellbeing, Equality and Inclusion - Skills and attributes development
HGIOS?4/HGIOELC? QIs (if appropriate HGIOURS themes 1- 5) 1.1 Self-evaluation for self-improvement 1.5 Management of resources to promote equity 2.2 Curriculum 2.3 Learning, teaching and assessment 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 <u>UNCRC and Pupil Participation</u> - Staff were surveyed to establish a UNCRC baseline. - A shared approach has been developed towards integrating UNCRC Articles throughout whole school – all information shared regarding UNCRC Articles was shared with all teaching staff during CAT sessions, staff meetings or Inset days to ensure a common understanding of this shared approach. - An audit on Pupil Participation was conducted and highlighted a high level of opportunity across all four arenas of Pupil Participation. - The Pupil Participation audit will be updated each year. - The responses from the UNCRC Baseline survey and the audit on Pupil Participation were collate and share with staff. - Articles are beginning to be displayed across the school e.g. visual wall display, classroom posters, labelling of corridor displays - A review of Falkirk Council H&WB Progression Pathway was conducted to ensure our H&WB Overviews align with these. This did show up that on some stages planner learning in regards to Substance Misuse was overlooked. This will be altered and shared with staff in August 2024. - Relevant article icons are displayed in our weekly assembly PowerPoint presentation - The Collaborative Middle Leadership group have conducted professional dialogue regarding a new school vision of learning . - This year our Parents' Evening were conducted making use of an agreed format. In November teachers shared information in regards to each individual Pupil's June Report and GL Summary from baseline assessments conducted at the start of session 2023/24. In March all teachers used a new format based on the SHANARRI Indicators and information from a Wellbeing Web each child completed in class. This allowed for a consistent approach to the information shared during Parents' Evenings.	

- This year Wellbeing Web were completed prior to the March Parents' Evening. However, going forward they will be completed in August and March to help inform information shared at both Parents' Evenings.

Playground Redevelopment

- Consultation with Caledonia Play, ScotPlay and UniPlay has continued. Redevelopment in the P7 Playground is completed with 2 Agility Cubes with interlinking features. The P4-6 Playground now has a variety of playground markings including target games, Mirror Me dance games, and activity trail and a combined football pitch & basketball court. The garden area has also being completed with the support of numerous local businesses. It has been converted into a Reading Garden which can be accessed by pupils during break and lunchtime, who require a quiet area to spend time. It has also been timetabled throughout the week to allow classes to access the reading garden and shed during the school day. This has allowed for increased enjoyment for staff and pupils. This has helped to ensure pupils have access to Article 31 (Rest, Play, Culture, Arts) specifically.
- Playground Leaders and Peer Mediators continue to work well in the playground to support restorative conversations when required and engagement in fun games and activities. Training of new Playground Leaders and Peer Mediators will continue each year
- The whole school took part in Outdoor Learning Day, which we extend to a week due to our size, both in November and May.

Pupil Voice

- Kinnaird Schools Council have confidently shared information at Assemblies roughly once a month in regard to the questions they wish to ask all pupils or to share the results and actions from previous questions. Questions set by the Kinnaird School Council were related to themed weeks in school, to allow all children in school to share their views on activities delivered and ideas for future weeks. Pupil Voice has been key in the evaluation of themed weeks in school and used to inform future developments.
- Kinnaird School Council Representatives have also reported there results and next steps to management at management meeting and to parents at a Kinnaird Parent Partnership Meeting. This was greatly received by parents and will continue to happen next session.
- The Kinnaird Schools Council notice board has been kept up-to-date with the monthly question, suggestions and resulting actions. It also details pupils' views from across the school.

Inclusion

- Staff have worked collaboratively to create opportunities for inclusion and reverse inclusion across mainstream and TWA for staff and pupils. A timetable was set up in January 2024 to allow Thistle Wing pupils to joint Primary 2 and 3. Primary 6 and 7 pupils have supported the Thistle Wing Annexe to redevelop their garden area from May – present day. The Primary 7 Yearbook includes pupils from mainstream, Thistle Wing and Thistle Wing Annexe. Pupils from the Wing and Annexe took part in the Primary 7 activity days in school, taking part in the silect disco and having fun on the inflatables.
- Pupils from the Wing and Annexe continue to attend assemblies, where appropriate for them. We have introduced a 'Singing Hands' song using Makaton at every assembly and the introduction of a new sign each week. There is also a display board in school which tracks the signs introduced each week.
- AAAs (Awareness and Acceptance Ambassadors) continue to support children in TWA.
- Vinny (Thistle Wing and Annexe Depute Head) regularly supports mainstream interventions and is viable for mainstream pupils regularly throughout the week and is recognised by pupils and staff as a valued member of the school management team.

- We have also identified opportunities for TWA and mainstream staff to collaborate in CML sessions, Friday morning meetings, Inset Days and Thematic Days to purpose a sense of whole school community across the 3 provisions.
- Vinny shared Behaviour Analysis (including sensory and communication profiles) with teaching staff and Support for Learning Assistants during a CAT session/Inset day to further develop knowledge and understanding in this area.

Impact

UNCRC and Pupil Participation

- Pupils and staff have an increased understanding of the UNCRC Articles and their importance to Health and Wellbeing, which are supported and highlighted in school specifically across various displays and explored more fully during weekly assemblies, Picture News input and HWB lessons in class.

Playground Redevelopment

- The playtime experience for pupils has improved for those in the back playground and those who require access to the quiet garden area. P4 pupils have been involved in planting seeds and flowers to enhance the space further as this linked clearly to their IDL.

Pupil Voice

- Pupils feel their voice is valued and recognised to evaluate and also inform staff involved in planning theme weeks during the school year. Kinnaird School Council pupils enthusiastically shared at SLT and KPP meetings and felt a sense of achievement following this experience.

Inclusion

- Pupils have increased opportunities to socialise with pupils and staff across mainstream and TWA raising their awareness of each setting in the school and the needs of other pupils.

Evidence

UNCRC and Pupil Participation

Below are the results from the baseline survey conducted with staff. The results below focus on Section 4 of the survey, as the results clearly identified that this was the area of development that required most significant input and development. This baseline survey was conducted in September 2023.

4a) We know where the UNCRC articles are naturally taught within the curriculum



■ 0 = Don't know ■ 1 = Not part of current practice
■ 2 = Ongoing development ■ 3 = Consistent practice

4b) Relevant articles are highlighted in planning, teaching and learning



■ 0 = Don't know ■ 1 = Not part of current practice
■ 2 = Ongoing development ■ 3 = Consistent practice

4c) Relevant articles are highlighted in displays of children's, young people's work/progress



■ 0 = Don't know ■ 1 = Not part of current practice
■ 2 = Ongoing development ■ 3 = Consistent practice

4d) We explore and reference articles through opportunities for wider achievement



■ 0 = Don't know ■ 1 = Not part of current practice
■ 2 = Ongoing development ■ 3 = Consistent practice

4e) We explore and reference articles through opportunities to engage with local, national and international community partners



■ 0 = Don't know
■ 1 = Not part of current practice
■ 2 = Ongoing development
■ 3 = Consistent practice

4f) We explore and reference articles through assemblies



■ 0 = Don't know
■ 1 = Not part of current practice
■ 2 = Ongoing development
■ 3 = Consistent practice

Below is the feedback from staff following interventions this session on UNCRC, showing clear evidence of improvement in understanding and engagement of the UNCRC Articles from the baseline assessment in September 2023 to present day. (Please be aware in the pie charts below the red sections relate to staff who believe this is part of their consistent practice, therefore a positive outcome)

1. We know where the UNCRC articles are naturally taught within the curriculum

[More Details](#)

● Don't know	1
● Not part of current practice	1
● Ongoing development	19
● Consistent practice	8



2. Relevant articles are highlighted in planning, teaching and learning

[More Details](#)

● Don't know	1
● Not part of current practice	6
● Ongoing development	21
● Consistent practice	1



3. Relevant articles are highlighted in displays of children's/young people's work/progress

[More Details](#)

● Don't know	0
● Not part of current practice	3
● Ongoing practice	21
● Consistent practice	5



4. We explore and reference articles through opportunities for wider achievements

[More Details](#)

 Insights

● Don't know	1
● Not part of current practice	4
● Ongoing practice	14
● Consistent practice	10



5. We explore and reference articles through opportunities to engage with local, national and international community partners

[More Details](#)

Don't know	11
Not part of ongoing practice	5
Ongoing practice	11
Consistent practice	2



6. We explore and reference articles through assemblies

[More Details](#)

Don't know	2
Not part of ongoing practice	0
Ongoing practice	6
Consistent practice	21



Below you will see the feedback from parents from Parents' Evening in March 2024. We focused on 3.1 Improving Wellbeing, Equality and Inclusion, which was our Quality Assurance focus most recently.

1. The school supports my child's emotional wellbeing.

[More Details](#)

 Insights

 Strongly Agree	123
 Agree	67
 Disagree	1
 Strongly disagree	0
 Don't know	2



2. I feel the staff really know my child as an individual.

[More Details](#)

 Insights

 Strongly agree	134
 Agree	56
 Disagree	2
 Strongly disagree	0
 Don't know	1

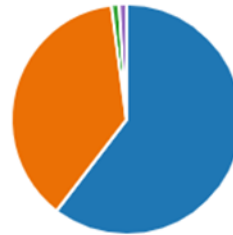


3. The school helps my child to feel confident.

[More Details](#)

[Insights](#)

Strongly agree	116
Agree	72
Disagree	2
Strongly disagree	0
Don't know	2



4. Staff treat my child fairly and with respect.

[More Details](#)

Strongly agree	132
Agree	61
Disagree	0
Strongly disagree	0
Don't know	0



5. I feel that my child is safe at school.

[More Details](#)

[Insights](#)

Strongly agree	132
Agree	57
Disagree	2
Strongly disagree	0
Don't know	2



6. My child receives the help he/she needs to do well.

[More Details](#)

[Insights](#)

Strongly agree	119
Agree	70
Disagree	1
Strongly disagree	0
Don't know	3



Please see comments from parents regarding Parents' Evening in March below -

- Nice to hear about my children as a whole and not just in terms of their learning.
- N has always been supported with her toileting issues, well respected and treated with dignity.
- Feel that my child isn't challenged. Challenge groups last year were great.
- I feel these are very well supported, particularly inclusion with Thistle Wing children being included where possible.
- E has become a stronger and more confident girl since being at Kinnaird
- It's really encouraging to see the school prioritizing the well-being, equality and inclusive environment for everyone.
- When I have had to contact the school with concerns about my child's wellbeing (not because of school) or because of a difficult situation at home I have always felt excellent care and support was provided.
- Great to see the wheel explaining how the child viewed things
- I would like to see more inclusion for Muslims- for example, halal food options at lunch time or more importantly , I'd like to see important Islamic events celebrated alongside all the other celebrations. This year I've noticed there is no mention of Ramadan or Eid.
- I can't thank the staff enough for their support with my son, while he has been going through a particularly challenging time. Their empathy, understanding and support has been of the upmost reassurance to us as parents. Thank you!
- The school have listened to our concerns about R and have dealt with them well.
- Felt I heard all the feedback I was looking for, was nice to hear about other achievements outwith academic progress.
- The safety answer was because our child had a disruptive start to the new school year- with another child in their class being aggressive. Things seem to have settled.
- My child, A, loves Kinnaird. Despite the capacity issues that the school has worked hard to address over the years, it's a marvellous school and the staff are a credit to it. They work so incredibly hard and go over and above to provide positive learning experiences for the children. I really commend everyone at the school. My children have all loved their time here - thankyou.
- Safe at school - where we had a concern we were reassured and supported by the class teacher and felt comfortable raising our concern. We have discussed talking about feelings at school and it has been really positive for our child who has shared feelings at school which weren't raised at home. This created an opportunity for us to discuss at home. Our child is also more aware of others and their needs and feelings. Additional support has been made available to our child and this has had a positive impact on progress and confidence. There are opportunities given to the children to volunteer for groups/tasks/supporting other pupils and we think this is a great approach by the school in developing the pupils as well as meeting the areas of wellbeing, equality and inclusion. Overall our experience is very positive.

Below you will find feedback from staff in regards to using the new SHANARRI form to share information with parents at Parents' Evenings.

Did you find the SHANARRI form helpful when reporting to parents?

Yes – 11

No – 7

It was discovered that the staff members who vote 'no' were either in Primary 1 or 7. It was therefore agreed that a slightly altered format would be used with Primary 1 and 7 as they are in a different position to the other stages in school, in that our Primary 1 pupils have just joined us and our Primary 7 are moving onto high school. Therefore, different information needs to be shared with parents.

Do you think parents felt this holistic approach to reporting on their child was helpful?

Yes – 15

No - 0

Below are the collated results from the audit on Pupil Participation, highlighting a high level of opportunity across all four arenas of Pupil Participation in Kinnaird Primary School.

Four Arenas of Pupil Participation

Kinnaird Primary School



Arena 1: Learning, Teaching and Assessment

Pupil voice in deciding Discovery Zones	Choice to extend learning through play	Voting for a story each day	Observations	Creating wall displays in class and around school
Discovery Time – choice of zones and which area they access	Formative Assessment – next steps bases on children's knowledge and understanding	Coverage of RME/H&WB curriculum with exposure to religions, genders, race, disabilities	Helping to construct Learning Intentions and Success Criteria (x3)	KWL Grids (x5) Topic – Child-led – where will learning go?
Self assessment	Class Charter (x2)	Home Learning – choice within tasks	In class – choice from options	Target setting and review
Deciding on Enterprise topic	Reading Buddies	IDL discussion – pupils	Library – Choice of Text (x3)	Outdoor Learning opportunities
Lessons based on UNCRC articles	Plenary activities	Home Files	Choice in method of learning	Verbal feedback to teachers
Design class layout	Decide class topic	LHS Transition	iPads	Burns/Leavers' Assembly

UNCRC Articles related to Arena 1: Learning, Teaching and Assessment



Arena 2: Opportunities for Personal Achievements

Celebrating achievements at assemblies (x5)	Clubs Lunchtime Clubs After school clubs (x4)	Sports Day	Star Awards (x5)	Sponsored Walk (x2)
Christmas Fayre (x4)	Nativity	Concert (x3)	Home Learning Sharing	P3 YMI Summer Performance
Christmas Enterprise	Gardening	<u>Sumdog</u> Competitions	Musical Concerts	
Visiting pantomime	YMI visits	AAA's	<u>RotaKids</u>	Sporting Competitions (x2)
Grow £5 (x2)	Dojo	Inspirations Visitors (x2) e.g. athletes, German author, Nil By Mouth	Assembly Class Performance	Residential trip
P7 Jobs	Health Week	P6/7 Games	LHS Visits	LHS Enhanced Transition

UNCRC Articles related to Arena 2: Opportunities for Personal Achievements



Arena 3: Decision-making Groups

Mini Digis (x3)	Reading Reps (x5)	Litter Picking	Kinnaird Schools Council Reps (x7)	Playground Design
School Values input	Class Charter	Gardening Group	Pupil involvement in interview process for new staff/staff roles	Positive Behaviour Framework – Pupil Group (x2)
Falkirk Young People's Group	Young Leader Training	Digital Leaders	Pupil involvement in TAC and Parents' Evening appointments	House Captains
Health Week	Christmas Events	Grow £5	Assemblies	

UNCRC Articles related to Arena 3: Decision-making Groups



Arena 4: Wider Community

Health Week Visitors (x3) • Asda (x2) • Enjoy-a-ball	Stenhousemuir Football Club (x2) • Sports Day • Football Sessions • Competitions	WOW and STEM input from parents linked to their career (x2)	Makaton (TW and TWA)	<u>Larbert</u> Library links (x5)
Litter Picking (FC Waste Management Team)	Specialist Teachers from LHS (X2)	FV College – STEM input	Nursery links	Museum of Scotland (Online sessions)
Book Bag Events	Meet the Teacher (x2)	Lingo Leaders - LHS	Parent Workshops (X2)	<u>RotaKids</u> (x2)
Christmas Fayre (x2)	Foodbank (x2)	Book Cafe	School Trips	Care Home
Grow £5	Concert	Kinnaird Parent Partnership	Parent volunteers for clubs	BATPUSS/EAL
GIRFEC Multi-agency partners				

UNCRC Articles related to Arena 4: Wider Community



Playground Redevelopment

Below is the feedback from pupils in relation to the playground and any ideas for changes, this was prior to completing any of the playground redevelopment work. As it can clearly be seen pupils did not have a positive view of the playground but did have many ideas to improve it.

Kinnaird Primary School's Playground Project



Pupil Voice

We used our Smart School Council Meeting question to gather data about our playground. We shared ideas of the changes we would like to make.



Our Question

QUESTION

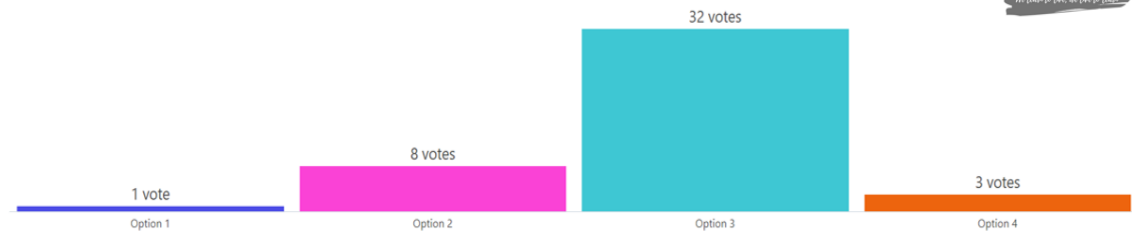
I like spending time in the playground?

QUESTION OPTIONS

1. The playground is well resourced?
2. There is always lots to do in the playground?
3. I have ideas to make the playground better?
4. There are lots of different areas I can choose to go to in the playground?



Our Results



QUESTION OPTIONS

1. The playground is well resourced?
2. There is always lots to do in the playground?
3. I have ideas to make the playground better?
4. There are lots of different areas I can choose to go to in the playground?

Our Ideas



'Would we be able to have more toys in the playground please?'
Lily Lindsay

'See saw'
P7M

'Ninja Warrior Trail'
P7M

'Large loose materials'
Ramsay Ashton

'A small play park in P6 and P7 playground'
Mya

'Goals in the ashy'
Zac

Our ideas

'Can someone fix the trim trail?'
Kyle Jacob

'Please can we have more plants to help the environment?'
Ellie Gow

'Monkey Bars'
P7M

'Swings'
P7M

'Please can we have a trampoline in the playground?'
Theo Douglas,
Cameron L and
P7M

'We would like more basketballs, footballs, basketball hoops and football nets for the back playground please.'
Corey Wharton



The results from the initial survey were shared with the Kinnaird School Council Representatives again to refresh their memories of the results and the ideas pupils shared. They were extremely excited to see that many of the ideas pupils had asked for have actually happened and they were confident that pupils would now have a much more positive view of the playground. The Reps used a Microsoft Form to gather data from all pupils from across the school. The results on the recent survey conducted in May 2024 are below, including the blurb shared at the start of the form which was shared with all pupils.



Playground Redevelopment Feedback

Following feedback from you all regarding the redevelopment of the playground, a huge amount of work has already taken place. This includes the agility cubes in the P7 playground, playground markings in the P4-6 playground (which include target games, mirror me dance games, an activity trail, football & basketball pitches) and finally we have redeveloped our garden area which is now used as a reading garden. We would like to gather your thoughts and ideas about the redevelopment so far and our future plans.

Please complete the form below. You have until Friday 24th May at 12noon to complete this form.

From Kinnaird School Council

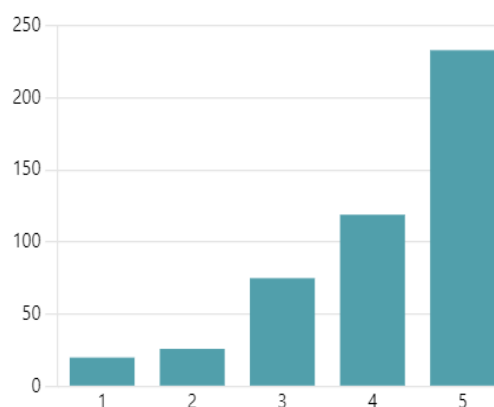
1. I like spending time in the playground

[More Details](#)

Insights

4.10

Average Rating



2. The playground is well resourced

[More Details](#)

Insights

	Yes	265
	No	83
	I'm not sure	125

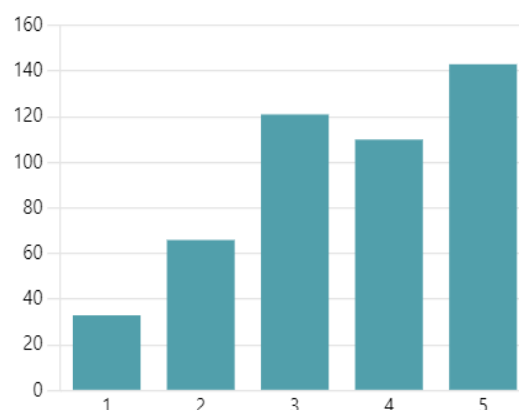


3. There is always lots to do in the playground

[More Details](#)

 Insights

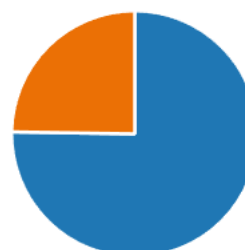
3.56
Average Rating



4. There are lots of different areas I can choose to go to in the playground

[More Details](#)

 Insights



Below are quotes from members of staff who are in the playground at breaks and lunchtimes regarding the playground redevelopments -

- Things are looking much better in the playground and the court is getting used a lot. I and the pupils love the garden as it is a quiet place to sit beneath the trees. Some pupils are even bringing books out at break times to read. The cubes get well used too – I saw it being used by the P7 pupils as part of a fitness lesson. The trim trail is always busy too.
- It is good to see the pupils doing all the different activities painted on the playground. We do need some more equipment for some of the activities such as footballs and bean bags.
- It is so good to see pupils getting the chance to play football in the playground through having the markings on the back playground now. All the changes have made a massive difference at playtimes including the quieter garden area. I can't wait to see what developments we will have in the other playgrounds!
- The ground markings in the back playground are great.
- The playground is great as we have a lot of space.

Pupil Voice

Evidence of Pupil Voice can clearly be seen in the section above however can also be seen in the data gathered from the whole student body on engagement in theme weeks and reported to relevant stakeholders, which can be seen below.

Please see below the data by our Kinnaird School Council Representatives on the Themed Weeks we have celebrated in school.

Maths Week Report from Kinnaird School Council

In the week beginning 25th September 2023 Maths Week Scotland took place in our school. During this week we did a lot of different activities both indoors and outside.

Our Kinnaird Council Reps went round all the classes to ask a series of questions to get an evaluation of the week for the team of teachers who organised this theme week. These are the responses:

64 % of the pupils enjoyed ALL the activities.

27% of the pupils enjoyed SOME of the activities.

8% of the pupils disliked all the activities.

The most engaging activities across the school were Power to Paris, Sumdog challenges, the exercise challenges, mathematics world cup, number rockets, football tasks and painting symmetry pictures. Power to Paris was the most popular.

Suggestions for next time – all of the above but add more quizzes, a scavenger hunt, code breaking, Scratch, 3D art and a maths tournament.

Book Week Report from Kinnaird School Council

Book Week Scotland started on Monday 13th November in our school. During this week we did a lot of different activities both in our own class and other classes.

Our Kinnaird Council Reps went round all the classes to ask about which activities pupils enjoyed the most during the week out of visiting another class, making a book trailer, writing an adventure story and the book breakfast. These are the responses:

23% of the pupils enjoyed visiting another class the best

17% of the pupils enjoyed making a book trailer the best

18% of the pupils enjoyed writing an adventure story the best

42% of the pupils enjoyed the Book Breakfast the best.

During Book Week the main theme was 'Adventure'. Pupils really enjoyed the Book Breakfast, making book trailers for the book bags given to P1 pupils, book swap, reading stories to younger pupils, including the Nursery, and writing their own stories.

Suggestions for next time – all of the above were very popular. Try not to have close stages together for the visiting other classes such as was the case with P4 and P3 this year.

Languages Week Report from Kinnaird School Council

At the end of January we had Languages week in our school. A team of teachers planned lots of different activities and challenges for us. The aim of the week was to celebrate and learn other languages and about different cultures. Apparently, there are many reasons why we should learn different languages such as it helps our memory, it helps to improve our problem solving abilities, it helps our speech and it also makes us more creative.

In P1-3 pupils, enjoyed counting in another language was the most popular activity together with learning to say hello and listening to a story in another language close behind. These should definitely be done again next year.

In P4-7 our pupils favourite activity involved making a poster for display in the school followed by languages games and quizzes and also counting in another language.

Suggestions for next year – looking at and identifying flags from different countries, singing songs in different languages, making food or trying food from other countries, listening to music from other countries. High School pupils came to the school and taught in a few classes, which could be developed into visiting more classes next year.

Inclusion

- Evidence of inclusion has been gathered through observations of interactions in assemblies, around school and in the reverse inclusion experiences our AAA pupils are involved in. SLT are increasingly aware of the positive and accepting ethos that can be felt and see in school. This was also celebrated and commended by a local MP when he visited the TWA and was also able to meet with our Acceptance and Awareness Ambassadors. He spent time with our AAAs and discovered their role in promoting inclusion across our whole school community.
- We have also received positive feedback from parents concerning our Awareness Leaflets which so far have explored Autism, Dyslexia, Emotional Dysregulation and Emotional Based School Avoidance.

Next Steps: What are you going to do now?

- Continue to embed the excellent progress made this year in teaching our pupils about the UNCRC through Assemblies, use of Picture News, displayed in school.
- Be more explicit in sharing which articles relate to areas of the curriculum.
- Host a UNCRC Parent Workshop in August.
- Begin our journey to become a Rights Respecting School and gain accreditation for this.
- Complete the playground redevelopment.
- Continue to provide opportunity for inclusion and reverse inclusion across all 3 campuses (Kinnaird Primary School, Thistle Wing and Annexe).
- Kinnaird School Council's input and sharing of information to increase via school newsletters and Twitter/X
- Update staff on minor changes to the Kinnaird Primary School HWB Yearly overviews.
- Add UNCRC Articles to the Kinnaird Primary School HWB Yearly overviews.

Review of progress for 2023-24	
Priority: Curriculum Refresh	
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 - Workforce professionalism - Setting improvement - Participation and Engagement - Resources - Raising attainment and achievement - Wellbeing, Equality and Inclusion - Skills and attributes development
HGIOS?4/HGIOELC? QIs (if appropriate HGIOURS themes 1- 5) HGIOS4 1.2 Leadership of learning 1.3 Leadership of change 2.3 Learning, teaching and assessment 3.2 Raising attainment and achievement HGIOURS - Theme 2 Our Learning and Teaching	Has this work been supported by PEF? yes/no No
Progress and impact (based on Outcomes for Learners) How well are you doing? How do you know?	
Progress <u>Pathway for Profound and Multiple Learning Disability (PMLD) Learners</u> Staff were canvassed in Term 2 about their PMLD training needs and asked to identify any areas for development. As part of this questionnaire, they were also asked to consider how confident they felt about their PMLD teaching practice including any previous experience they have with this pupil population. This information was then collated, and a list has been drawn up with suggested self-directed training materials. The existing Four-Year Planner (Contexts for Learning) was distributed to Teaching Staff, and they were asked to review this by highlighting Thematic Units they wish to retain and those which they felt were no longer appropriate for our current cohort of learners. These amendments were made to the Four- Year Planner and a revised version was drawn up. This will offer our learners more relevant and motivating learning experiences as the topics have changed to reflect the strengths and interests of our current pupil population. Using the CCEA Thematic Units as templates, two further units have been developed and have been incorporated into the Four-Year Planner. The Scottish Thematic Unit has been incorporated into year one and the Magic Carpet Ride into year two. This resource was developed to also provide a template for further thematic units, to ensure consistency across both sites. These sample planners are stored electronically on Staff Share and may be amended as appropriate. From the results of the CLPL audit, a selection of hard copy training resources has been collected and is being stored in the Annexe for staff to access. A list of available training materials, both hard	

copy and digital, will be stored in the PMLD folder in Thistle Wing, Staff share. It is hoped that this will increase staff knowledge and confidence in supporting pupils with PMLD.

Progression Pathways

We collaborated with the KPS mainstream staff to ensure consistency for planning and tracking within the TWA. We now have a clear system to set targets and track learners' progress.

At RACI meetings we engaged in professional dialogue with our colleagues regarding the use of the progression pathways. We discussed class teachers' confidence in using progression pathways and addressed concerns that people had about using them. This has helped to develop staff confidence.

At both sites we now have phonics bags readily available and plans to produce numeracy resources. These resources offer our learners multi-sensory experiences.

This tracking document can follow the children from Primary 1 onwards. This allows consistency for all staff throughout the child's learning journey.

As staff become more confident in the use of the framework and progression pathways, opportunities to incorporate SCERTS will be identified at the appropriate level e.g. social partner approaches may link to the framework targets.

All documents have been standardised and made readily available on the shared area. An email has been sent out to provide guidance. This will be followed up with staff consultation in session 24/25.

SCERTS

Regular attendance at both networks has allowed the group to share further resources including the 'SCERTs in Action' planning framework which then became the basis for the input with teaching staff and the development of our own SCERTS planning.

All staff attended a refresher presentation and following this time was given to class teams for further discussion, this has allowed for some joint planning as a class team.

Partner Stage strategy checklists produced and circulated for each class to display and refer to within each classroom.

Follow up session with staff teams (teachers and support staff) focusing on SCERTs in Action Assessment and Planning online document – shared completed planning and assessment with video-based evidence of classroom practice.

Further opportunity for collaboration with class teams with a focus on one pupil per class and the use of transactional supports and creating predictability within each classroom setting.

A skeleton cross-reference SCERTs framework has been created to be piloted next year with adaptations made as and when required.

Peer observation format now established and ready to be piloted next session.

Not all teaching staff attended training on Inset days due to other training needs.

Awards and Achievements

After discussion with SLT, staff were asked to investigate and research potential schemes that TWA pupils could participate in to achieve an accredited award. During the research process many awards were identified as being used by various other schools

Initially, the JASS Scheme was identified by SLT to have potential. After consideration and an examination of the documents, it was agreed by the group that aspects of it were suitable, but costs and staffing could prohibit this. Looking further afield it seems that many schools, like TWA, develop and use their own award schemes with similarities across the board.

Various attempts were made to meet with CHS staff to discuss their award scheme and to assess whether there would be scope to blend or feed into their system.

This was discussed but due to staffing deployment to other areas meant that this couldn't be explored in detail. It was felt that a pilot scheme in 2024-25 could run with P6/7s.

Parental Engagement

Relevant questions have been identified and a survey created. Survey was issued to parents.

We identified that a different set of questions might be more successful to get parents to engage with. Relevant questions have been identified from HMIE questionnaire and another survey created. (Appendix 5)

Impact/Evidence

Pathway for Profound and Multiple Learning Disability (PMLD) Learners

(See Appendix 1 for evidence)

A bank of electronic and hard copy CLPL materials addressing some of the development needs identified by teaching staff via the questionnaire has been made available to all staff, including support staff. This will continue to grow as more training needs are identified and further resources become available.

The development of this pathway ensured there was breadth and depth within the curriculum, with all E&Os being covered, suitable for more of our learners. It is hoped that this template will increase staff confidence in identifying activities and provide a template for future Thematic Units. Contexts for learning, such as The Magic Carpet Ride, provide great flexibility covering a wide range of E&Os to ensure breadth and depth of the curriculum.

Progression Pathways

(See Appendices 2 and 3 for evidence)

We now have a structure in place that allows staff to set targets from the framework or progression pathways as appropriate to the pupils. We have made an adjustment to the progression pathways by adding our colour coded stage tracker in line with the framework. (See appendix 3)

This has created opportunities for staff to seek guidance from colleagues to set appropriate targets for children in their class. We identified the value of appropriate TWA learners accessing the progression pathways. TWA learners do not learn in a linear fashion therefore learners are potentially working within the framework and progression pathways. This ensures a tailor-made curriculum suitable for individuals.

Staff have observed that children are more engaged in phonics activities with tactile resources. At both sites we now have bags that consist of tactile resources that relate to all initial sounds. It has been observed that these bags do not only benefit those children working on the progression pathways as all children can explore and enjoy the resources, learning at their own level. These pre-made resources reduce preparation time and ensure consistency across all classes.

This is on-going, will be evaluated after transitions, and next session target setting takes place.

This will allow us to evaluate the use of the progression pathways

This is on-going as professional dialogue needs to take place with the whole staff team. Good practice and ideas can be shared at future collegiate sessions.

This is on-going and will be assessed next session via consultation with staff.

SCERTS

(See Appendix 4 for evidence)

Empowering support staff and increasing confidence in supporting pupils using the SCERTS model and a more consistent approach to classroom practice. Whole class teams (including support assistants) have established SCERTs in Action planner for at least one pupil in each class

Evaluation of presentation via Microsoft forms

Increased confidence in completing and implementing SCERTs in Action planning and assessment tool. Consistent teaching approach across all classes. Bank of completed planners for reference to further implement SCERTs based planning.

Completed planners for all classes within the Thistle Wing and Annexe.

Consistent whole team approach for supporting individual learners. Opportunity for support staff to give their views and suggestions. This has allowed for support staff to feel more empowered and confident in their use of transactional support.

SCERTs channel created on teams with each class's completed assessments and planners, accessible for all to use as guidance.

Will provide consistent use of SCERTs based professional dialogue amongst colleagues leading to improved classroom practice that is focused on transactional supports and a predictable environment for our learners.

SCERTs based peer observation format uploaded to teams to be implemented next session.

Awards and Achievements

Case studies from other schools were read and discussed amongst the group as to their appropriateness for TWA pupils. Many were found to be more suitable for secondary pupils and those for primary involved significant cost and potential significant additional staff input.

The group has looked at developing our own unique award scheme – Thistle Award (TWA). This could be adapted from some aspects of the established award and developed further as appropriate for TWA.

Unfortunately, after various cancellations and emails, it was decided that this could be revisited later.

Parental Engagement

It is hoped that parents would engage with this questionnaire. Unfortunately, very few parents completed the survey. It did not provide information that is actionable.

A second survey was distributed in May 2024 (Appendix 5)

Next Steps: What are you going to do now?

Pathway for Profound and Multiple Learning Disability (PMLD) Learners

Aim to provide PMLD specific CLPL with providers such as Joanna Grace and Ian Bean. This should be done as part of the ASN Cluster, involving the Time zone and Carrongrange.

The CLPL questionnaire should be completed by any new Teaching Staff, and they should be directed to appropriate resources.

The CLPL questionnaire should be revisited on a regular basis by all staff, to ensure that knowledge and skills are maintained at an appropriate level.

A new questionnaire will be distributed to Teaching Staff at the end of session 24-25 to evaluate the impact of this CPD on teaching practice and teacher confidence.

*See appendix 1

Progression Pathways

The planner will be evaluated at the end of year one (24-25) and comments/feedback sought from the teaching staff.

The Four-Year Planner should continue to be reviewed on a regular basis to reflect any changes in the pupil population.

*See appendix 2

SCERTS

SCERTs based peer observation format uploaded to teams to be implemented next session

Further development work for next session will include:

Continued engagement in SCERTS forums at local and national levels to keep abreast with current thinking and practice

Continued focus on planning and evaluating with staff team using SCERTs in Action planners to build on staff confidence as per feedback from staff.

September – information session delivered to parents with follow-up workshops.

Awards and Achievements

Pilot scheme is developed further in a working group at the start of 2024-25 session in preparation for pupil involvement.

Parental Engagement

Questionnaire should be re-issued to parents throughout the 24-25 session.

Appendices

Appendix 1 – Teaching staff responses to the following question

“What do you feel would further develop your knowledge and understanding of PMLD learners?”

Responses

	further in depth training and observation
	Recap on sensory input (Flo Longhorn), on-body signing, Makaton etc.
	Some opportunities to shadow PMLD class would be really useful. Opportunities alongside similar establishments within our local authority i.e timezone/Carrongrange might also be useful
	Classroom visit. Basic training, perhaps in house with an overview of a day in a PMLD class. Recommended reading
	Several years ago we had a Flo Longhorn training session - an update perhaps or similar course.
	More input on sensory stories as I lack confidence with this, also body awareness activities
	Anything at all as I have very limited knowledge of PMLD learners
	recommendations of good articles to read, observing in a class, online training I could do to build my knowledge

Appendix 2

Four - Year Planner (Updated 23-24)

Year	Term 1		Term 2			Term 3			Term 4		
1	All about me (my family)	People Who Help Us	Autumn	Scotland (including St Andrew's Day)	Christmas	Winter	Literacy Focus	Spring & Easter	Building a House	Dinosaurs	Summer
2	Our School Friends	Where we Live/ Our Community	Autumn	Magic carpet ride to... (teacher choice)	Christmas	Winter	Literacy Focus (Soc St)	Spring & Easter	Farm	Toys (and how they work – past and present)	Summer
3	Personal Hygiene	Under the Sea	Autumn	Space	Christmas	Winter	Literacy Focus (HWB)	Spring & Easter	Shopping	Pets/Pet Shop	Summer
4	Healthy Eating	Jungle Animals	Autumn	Light & Dark	Christmas	Winter	Literacy Focus (Sci)	Spring & Easter	Transport	Circus	Summer

Literacy focus suggestions:

Soc St – The Snail and the Whale,

HWB – Handa's Surprise, Colour Monster, Wizard of Oz (feelings), The Smartest Giant in Town, The Rainbow Fish

Science – Mad About Mini-beasts, Somebody Swallowed Stanley

See these links for relevant books linked to topics [Best children's books - EYFS Topics \(booksfortopics.com\)](https://www.schoolreadinglist.co.uk/)

Genre and nonfiction topic book lists for children and teens (schoolreadinglist.co.uk)

Appendix 3 – colour coding tracker on progression pathways

Falkirk Council Children's Services						
P1	P2	P3	P4	P5	P6	P7
EARLY LEVEL		NUMERACY AND MATHEMATICS		Significant Aspect of Learning - Using knowledge and understanding of the number system, patterns and relationships		
Organiser – Number and Number Processes		Progression		Benchmarks		
Experiences and Outcomes						
I have explored numbers, understanding that they represent quantities, & I can use them to count, create sequences & describe order. MNU 0-02a		I know: - when to count - the number 0 and its value I can: - Count to 10 - Recognise numerals to 10 - Order numerals to 5 - Count out objects to 5 - Realise that the last number spoken indicates how many - Find numbers on a number line to 5 - Identify missing numbers on a number line (within 10) - Identify numbers between two given		I can: - Recognise odd & even numbers - Count from zero to 30 & beyond - Recognise & read numerals to at least 20 - Order & sequence numerals to at least 20 - Count out objects to at least 20 - Write numbers to at least 20 - Count in 10s - Explore counting 2s & 5s through song & play - Explore counting strategies such as jumps to explain & make simple sequences		
				- Explains that zero means there is none of a particular quantity and is represented by the numeral '0' - Recalls the number sequence forward and backward, from zero to at least 30, from any given number - Recognises number names and numerals to at least 20. - Orders numbers forwards and backwards to at least 20. Identifies the number before, the number after and missing numbers in a sequence.		

Appendix 4 SCERTS Evidence

3. Can you briefly describe how it was helpful?

7 Responses

ID ↑	Name	Responses
1	anonymous	Learned how to support the child better
2	anonymous	shows what we are working towards
3	anonymous	Great for forward planning and a template to work with and enables you to see how far the child has come on
4	anonymous	Thought provoking
5	anonymous	Only involved in evaluation, but it was very helpful and let's me understand hiw the child's needs are met
6	anonymous	Help to support the children in my room
7	anonymous	It helped me to understand the needs of the child more

SfLA responses to how they feel they benefited from training

4. Did you find the SCERTs planning and assessments beneficial to the pupil? (0 point)

[More Details](#)

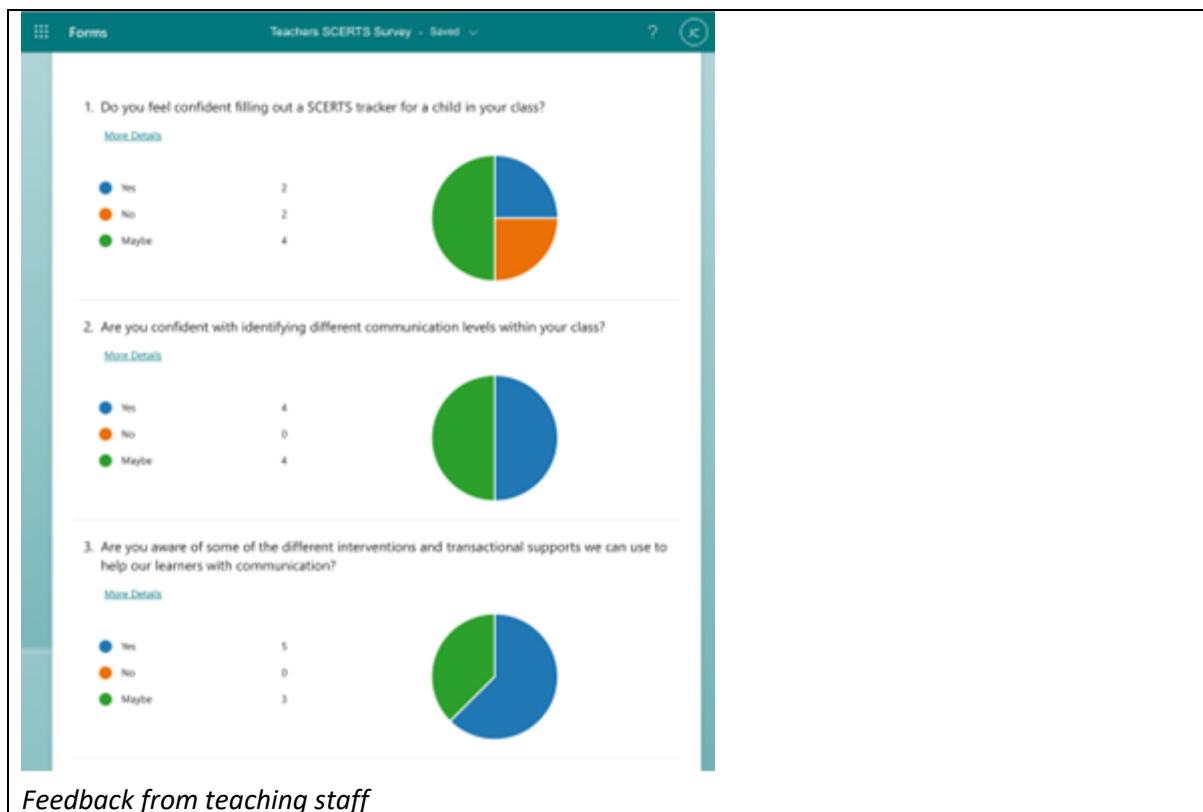


5. Again, if yes, can you briefly describe in what way?

7 Responses

ID ↑	Name	Responses
1	anonymous	Clear strategies on how to help the child
2	anonymous	Yes too make sure the pupil is progressing and can continue to change their learning
3	anonymous	To give more of a understanding of the child
4	anonymous	Forward planning
5	anonymous	It really helps, as we are working with the children to help them get through every day life, not just in school.
6	anonymous	Gave us opportunity to discuss the children, and note the progress and achievements they have made within there communications
7	anonymous	It can help with the child not only in school but in life in general

SfLA thoughts on how using SCERTs for planning and assessment has benefitted pupils



ID ↑	Name	Responses
1	Cheryl Balfour	Not all SflAs have undertaken the SCRTS training. Using different forms of communication (Makaton, Boardmaker symbols etc) is not consistent across staff.
2	Abbie Fairlie	I feel that I have some knowledge on SCERTS and the different levels of communication although definitely not confident. I struggle with where to go next once identified their level of communication.
3	Coleen Mackenzie	I'm unsure what is expected on pages 8 and 9
4	Jacqueline Gore	knowing about links to helpful articles on SCERTS, any online videos I could watch, discussing scerts with you
5	anonymous	more practise in completing a scerts form
6	anonymous	I feel some of the language used within the tracker can be difficult to understand at times.

[More Details](#)

6
Responses

Latest Responses

"I feel some of the language used within the tracker can be difficul...

"more practise in completing a scerts form"

4	Jacqueline Gore	knowing about links to helpful articles on SCERTS, any online videos I could watch, discussing scerts with you
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5	anonymous	more practise in completing a scerts form
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Examples of how teaching staff feel they can be further supported

THISTLE WING AND ANNEXE

Our SCERTS journey thus far...



Thistle Wing & Annexe Timeline:

- **August 2021**
 - Introduction to SCERTS
 - Whole staff team 2 day inset training
- **Session 2021-22**
 - Sensory Audit
 - OT consultation – purchase of regulation resources
 - Sensory profiles for each pupil
 - Identified communication stages for each pupil (SALT)
- **Session 2022-23**
 - Major curriculum changes
 - New framework, explored how SCERTS supports this
 - Les Staves Numeracy inset training (sensory focus)
 - Attendance at Falkirk and National SCERTS practitioner networks

Thistle Wing & Annexe Timeline:

- **2023-2024**
 - School development focus on implementing SCERTS
 - Refresh training for teaching and support staff using SCERTS in Action online documents
 - Allocated time as whole class teams to 'have a go' at planning for one pupil
 - Tracking of pupil using SCERTS in Action assessment framework
 - Sharing of planning, assessment and classroom practice across our establishment
 - Development for session 2024-2025:**
 - Expanding on planning using SCERTS in Action
 - Use of newly developed peer observation pro-forma based on SCERTS practice
 - SCERTS based parental engagement including a workshop

Taken from presentation authority wide on SCERTS journey so far

Appendix 5

Parental Engagement Questionnaire



Key priorities for School Improvement Planning 2024-2025

Literacy:

Reading – Review and evaluate current resources to create a sustainable reading progression plan, with appropriate resources.

Listening & Talking – Create a progression plan focusing on the development of communication skills.

Numeracy:

Resourcing P1-4 numeracy.

Create a baseline numeracy assessment for P5-7 using Complete Maths.

Health and Wellbeing - Diversity and Inclusion:

Work towards the Rights Respecting Schools accreditation.

Create an outdoor learning progression plan.

Curriculum Refresh

Continued implementation of SCERTS – embedding it within the Learner Pathways, improving resources, sharing good practice with colleagues and parents.

Continue to 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.

This year we have continued our quality assurance through the use of a Thematic approach. Last year our focus was 2.3 Learning, Teaching and Assessment. This year with our improvement priorities focused on Inclusion we have had Thematic Days for 3.1 Ensuring Wellbeing, Inclusion and Equality and 2.4 Personalised Support. We have found this approach successful in allowing staff, pupils and parents to critically evaluate one specific area which has created the focus for our in-class visits and professional dialogue. An action plan created after the Thematic Day then feeds into our School Improvement Planning day as an important piece of evidence and helped inform our new priorities.

Our Professional Learning programme continues to develop teacher confidence and build leadership capacity. We had 18 members of staff take part in the Middle Leadership Programme with 6 of the group pursuing further leadership opportunities next session: To Lead or Not to Lead, Acting Principal Teacher, SIP Group Leads.

All our SIP priorities were led by class teachers this year and again our S&QR 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 have Leaders of Learning at each stage for Literacy and Numeracy with the introduction of Diversity and Inclusion. Next year we plan to introduce a 'Leaders of Learning' programme for teaching staff focusing on 2.3 Learning, Teaching and Assessment.

Our Induction Programme ran once again supporting our new probationer teachers 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 23/24 has brought to Kinnaird with the appointment of a permanent DHT's in the Thistle Wing. 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	5
3.2 Raising Attainment & Achievement	5