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Frogston Primary School

Standards and Quality Report

Context of the School

Frogston Primary School is the first brand new school to be opened in Edinburgh since the 1980s. The school is situated within the new housing development to the south of Frogston Road East with an outstanding new building and extensive, beautifully landscaped grounds. We will use our environment, both indoors and out, to promote excitement, innovation, creativity and independence in all teaching and learning opportunities. The school has seen rapid growth over the past couple of years growing from 11 classes plus an Enhanced Support Base, to 15 classes plus the ESB in August 2023 with a projected roll of 397 pupils. We have 120 children enrolled in Early Years. We have 3 models of delivery with 45 term time places, 20 am/pm places and 15 Monday/Tuesday or Wednesday/Thursday places as well as 20 eligible 2s places.

It has been agreed at council level that Frogston now needs an extension and the architects have already been commissioned and visited the site in June 2023 to agree a six-classroom extension on the end of one part of our current building. These works will cause quite a bit of disruption during the academic year 2024 – 2025 with it being completed for August 2025.

Vision, Values and Aims

We have established a happy, positive ethos and developed an environment that inspires and motivates children to develop their skills for life. We have high aspirations for all where ambition is encouraged, and achievements are celebrated. We are committed to supporting the development of the whole child and wish to foster a love of life-long learning. We have agreed on three core values ALL – Achieve, Lead, Love.

Play-based Approaches and Active Learning

Play-based learning and active approaches to teaching and learning are embedded in the design for the school building and grounds. This enables flexibility and variety of whole-class teaching and working with smaller, differentiated or mixed-ability groups. In younger years, teachers facilitate challenge through

their choice of continuous provision for play and maintain an awareness of next steps for individual children. Teachers can interact with children through play to meet these next steps in line with the children's interests and stage of development.

Further up the school, through effective use of classrooms and shared areas, all learners are enabled to apply their own creativity, transferable skills and problem-solving activity through collaborative work and engaging with digital technology. As a result, learning and teaching remains significantly play-based, exploratory and highly motivating at every stage of the learners' journey.

School improvement

Our priority for our first three years focused on establishing our school ethos, vision, values and aims. We are developing our teaching and learning approaches to incorporate and make best use of our spaces both inside and out. Additionally, we will be developing our community and partnerships not only with our families but also within our learning community, local businesses, education organisations and the wider communities in our catchment area.

This session we have had 11 classes from P1 to P7 with 308 children enrolled. In the Senior Leadership Team there is a full-time Head Teacher, full-time Depute Head Teacher, part-time Business Manager and 2 full-time Principal Teachers; one for the school and one for ESB, who have both had a class commitment of 4 and a half days. We have 11 full-time class teachers including a probationer teacher. We have 3 part-time teachers, but unfortunately 2 of them have been absent from work for the whole year and have now both taken a career break. We currently have 1 Early Years Practitioner supporting transition and play in Primary 1, 5 full-time permanent Pupil Support Assistants and 2 part-time permanent PSAs. We had additional funding for low incidence hours for a couple of pupils but unfortunately, we were unable to fill those posts through the central recruitment system. This has impacted on the supports that we have been able to deliver throughout the session. We have a full-time Administrator and Facilities Technician who fully supports the whole staff team and wider community.

We have a school-run breakfast club offering places for around 40 children across the school and an after-school club run by Spring Oscars that is also well utilised to support families with childcare. Both have a cost associated, but we offer many free places to those families who need support.

About a third of our children live in SIMD 1 and 2, about a third in SIMD 3-6 and a third in SIMD 7.   We have supported families by running a free uniform bank for donations and collections, food hampers and presents at Christmas, winter jackets and an EID celebration.

In order to support learners' wider achievements, we have offered a variety of clubs after school run by teachers including Glee Club, Film Club, Drama, art and crafts, chess, Fantasy reading group, story club, football and crochet. We have had Active Schools clubs available including dance, basketball and football.

We have worked with partners to provide additional supports within the school day including forest schools, football coaching and engagement with writing sessions led by Gold and Gray, Play Boxes, Talk and Move groups, Sensory circuits and Speech and Language sessions.

QI 1.3 Leadership of Change: Developing a share vision, values and aims relevant to the school and its community, Strategic planning for continuous improvement, Implementing improvement and change

What have we done?

Developing a shared vision, values & aims relevant to the school and its community
- We have involved our stakeholders in creating our vision, values and aims, to ensure high expectations, the promotion of achievements, attainment and authentic pupil-led learning. We are committed to inclusion and showing genuine love and care for ALL!

Strategic planning for continuous improvement

- Staff leadership groups were created and tasked with taking forward an aspect of school improvement. Each group created an action plan and has had the opportunity to lead and feedback on developments at whole school level. These included Literacy, Numeracy, Equalities, Equity and Play.
- Pupil leadership groups were created and tasked with taking forward an aspect of school improvement. They too have created action plans and had the opportunity to lead and feedback on developments at whole school level at assemblies etc. These included Pupil Council, Digital Leaders, JRSOs, Eco Committee, Rights Respecting Schools Group and Equalities group.
- Parents have established a Parent Council and have been actively involved in the Equalities working group. They have been involved in consultation at a variety of opportunities throughout the year. Feedback has been collected in a variety of ways to ensure a wide reach.

Implementing Improvement and Change

- Staff at all levels demonstrate an increased commitment to implementing change which promotes equality, equity and social justice. This has been achieved through the work of the staff and pupil leadership groups, training and embedded in our school ethos. All staff have completed the mandatory Equalities training.
- Regular opportunities are planned for, within the collegiate calendar, to ensure time for practitioners to reflect on their practice with colleagues.
- Peer observations were used to support all teaching staff in the use of CIRCLE using the Classroom Environment Scale to assess and make improvements to the classroom environment. There were further visits to look at learning and engagement. Feedback was shared between peers and SLT.
- SLT and Pupil Council visited classrooms and looked at how inclusive the learning environments were. Feedback was shared with each teacher and at an assembly with the whole school. SLT and Pupil Council observed again to look at pupil participation.
- Visual Support Project – staff training delivered, and we are working towards achieving our bronze level.

• Informal observations have taken place between staff including members of SLT.

How well are we doing? What's working well for your learners?

Developing a shared vision, values & aims relevant to the school and its community

- Almost all staff have demonstrated a clearer understanding of the socio-economic and cultural context of the school.
- Recent attainment meetings with class teachers' evidence that almost all have an enhanced understanding of the need to identify attainment gaps for all learners and to plan appropriate interventions.
- Recent surveys undertaken with parents/carers, staff and pupils show that almost all agree or strongly agree that we have high expectations.

Strategic planning for continuous improvement

- Staff regularly review data in tracking meetings to monitor the impact of interventions to reduce any attainment gap. SCERTS planning has been implemented with children who have additional support needs linked to social communication to ensure progress in their learning goals.
- Staff and Pupil leadership groups have been instrumental in the creation and delivery of:
  - Staff training in Literacy, Numeracy, Equalities, Equity and Play
  - Learning and Teaching policies
  - Community Events
  - Fundraising initiatives

Implementing Improvement and Change

How do we know? What evidence do you have of positive impact on learners?

- Staff have been extremely positive in their feedback about the work done in this area in an extremely short period of time and during a time of unprecedented change and growth.
- Pupils' views also present a positive picture.
- Only 13 parents completed the survey. Through informal conversations, meetings and community events, it is clear that most parents are happy with how the school is being led and are supportive of the school ethos and values.

Staff Views

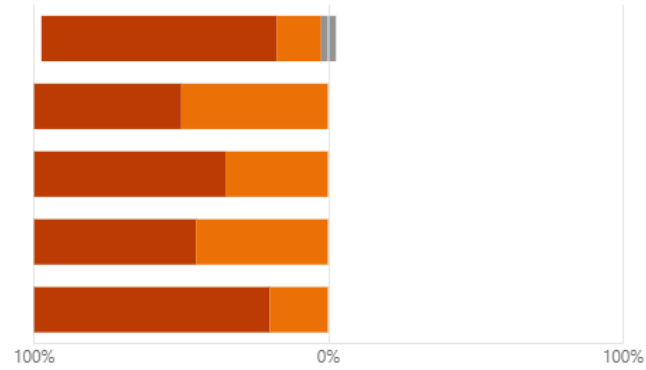**■ Strongly Agree ■ Agree ■ Neutral ■ Disagree ■ Strongly Disagree**

I have high expectations of all learners.

I have a clear understanding of the social, economic, and cultural context of the local community.

The vision of the school is clear and focuses on improvements in outcomes for ALL!

I am clear on the schools' strengths and areas for development.

I have been involved in the creation of the vision, aims and values of the school.

100%   0%   100%

Pupils Views

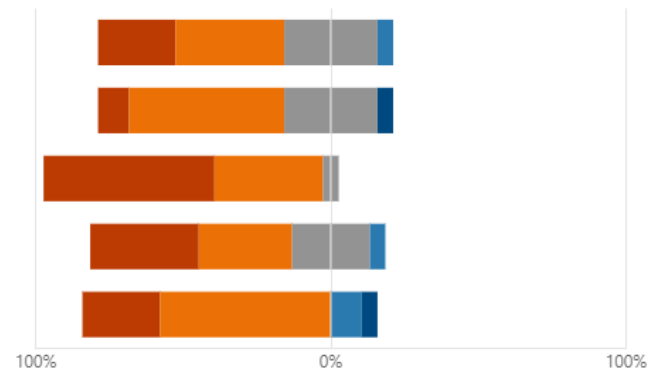**■ Strongly Agree ■ Agree ■ Neutral ■ Disagree ■ Strongly Disagree**

My school helps me to belong.

Everyone is treated fairly and with respect in our school.

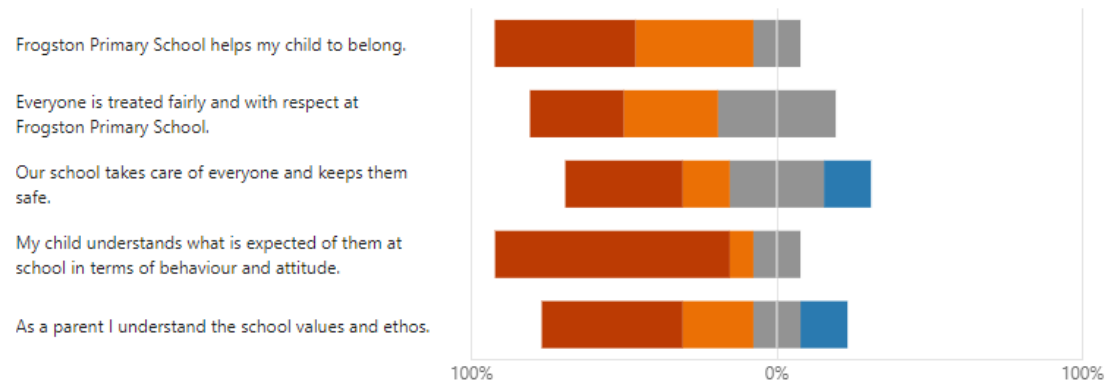Our school takes care of everyone and keeps us safe.

Children understand what is expected of you in how you behave towards others in school.

The school deals with situations involving behaviour that is not appropriate.

100%   0%   100%

Parents Views

What are we going to do now? What are your next improvement priorities in this area?
SLGS – Literacy, Outdoor Learning, 1plus2, Digital – Pupil profiling, Play,

How you would evaluate this QI using the HGIOS 4	5

QI 2.3 Learning, Teaching and Assessment: Learning and Engagement, Quality of Teaching, Effective Use of Assessment, Planning Tracking and Monitoring – *Including evaluative comment on progress made with the Teachers' Charter*

What have we done?

Quality of teaching

- We have developed a positive ethos which is embedded throughout the school.
- Children have many opportunities to lead their own learning across contexts.
- We have been developing our approaches to play pedagogy across the school at all stages.

- Staff have had opportunities to attend various training to further enhance their practice.

Effective use of assessment

- We collaborated as a staff to put together a draft assessment framework.
- Moderation activity in our school has focused on developing shared expectations of standards to be achieved in writing to support judgement of achievement of a level.

Planning, tracking and monitoring

- We have developed our use of EDICT and almost all teaching staff are now confident in its use.

How well are we doing? What's working well for your learners?

Learning and Engagement

- Data obtained enabled us to identify barriers to engagement in learning. This enabled additional support to be directed to these cohorts of learners from their class teacher/PSA.
- All staff were involved in the creation of our Curriculum Rationale and progression pathways for most curricular areas ensuring children are challenged and supported in their learning journey and ensuring a strong focus on personalisation and choice.

Quality of teaching

- All staff strongly agree or agree that children are active and eager participants in learning activities. Shared classroom experiences evidence that almost all learners are actively engaged in the learning experiences both in the classroom and outdoors.
- Lessons are linked to prior learning and allow children to have ownership over when and how they want to complete specific tasks.
- Most pupils state that they enjoy coming to school and that they are given ownership of learning through a variety of resources and opportunities.
- The 'Empowered Learning' project has resulted in staff being more confident in planning and implementing digital approaches at P6 and P7 with the use of 1:1 devices to support and extend learning.

Effective use of assessment

- All teaching staff engage with Benchmarks to ensure assessment opportunities are planned for as part of ongoing learning and teaching.

- Almost all teaching staff report that they are clear about the range of assessment evidence which should be considered when making judgements about pupils' attainment levels.
- Almost all teaching staff strongly agree or agree that learners receive high-quality feedback and understand what they need to do in order to improve.
- All teaching staff have engaged in moderation activity with colleagues in literacy.
- Almost all staff report that they have an increased level of understanding of planning and assessing pupils' progress with consistency, ensuring equity for all learners.
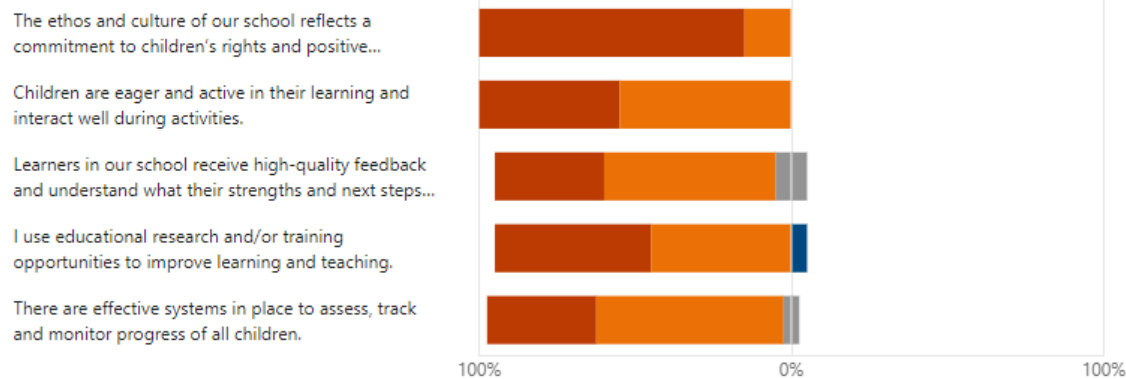
Planning, tracking and monitoring

- All staff are engaging fully with data for their pupils to inform next steps in learning and support effective transitions. This will ensure continuity and progression for all learners.
- Cohorts of pupils have been identified to ensure gaps in learning are being addressed through the planning and delivery of well-considered interventions.

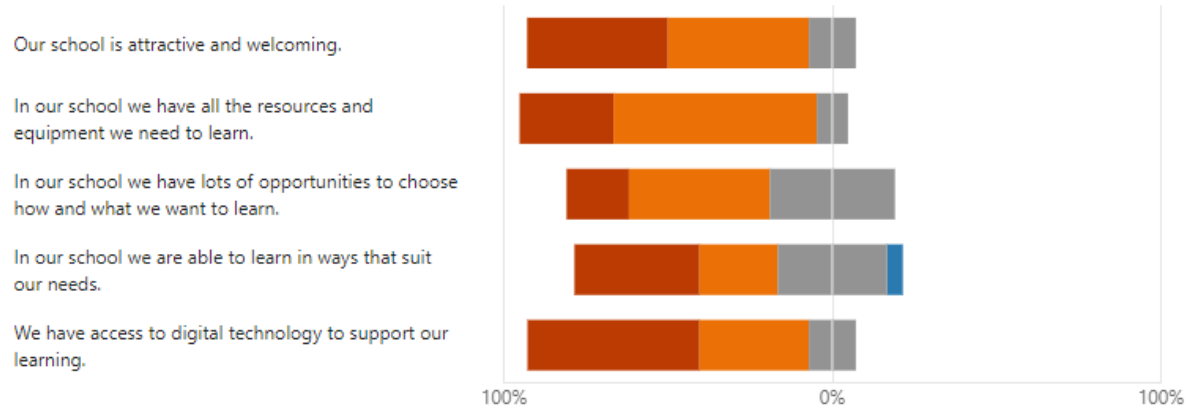**How do we know? What evidence do you have of positive impact on learners?**

Staff Views

Legend: Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree

- The ethos and culture of our school reflects a commitment to children's rights and positive...
- Children are eager and active in their learning and interact well during activities.
- Learners in our school receive high-quality feedback and understand what their strengths and next steps...
- I use educational research and/or training opportunities to improve learning and teaching.
- There are effective systems in place to assess, track and monitor progress of all children.

100%   0%   100%

Pupils Views

Legend: ■ Strongly Agree ■ Agree ■ Neutral ■ Disagree ■ Strongly Disagree

Our school is attractive and welcoming.

In our school we have all the resources and equipment we need to learn.

In our school we have lots of opportunities to choose how and what we want to learn.

In our school we are able to learn in ways that suit our needs.

We have access to digital technology to support our learning.

100%   0%   100%

Parents Views

Legend: ■ Strongly Agree ■ Agree ■ Neutral ■ Disagree ■ Strongly Disagree

Our school is attractive and welcoming.

My child is provided with everything they need to learn.

At Frogston Primary School my child has lots of opportunities to choose how and what they want to...

The school meets my child's needs.

Digital technology is used to support my child's learning.

100%   0%   100%

What are we going to do now? What are your next improvement priorities in this area?	
EDICT – track wider achievements **Pupil profiling** **Training in Outdoor Learning, 1 plus 2, digital and writing, play**	
How you would evaluate this QI using the HGIOS 4	**4**
QI 3.1 Ensuring Wellbeing, Equality and Inclusion: Wellbeing, Fulfilment of Statutory Duties, Inclusion and Equality – *Including Leadership for Equity and The Promise*	
What have we done?	
Wellbeing • We have embedded the SHANARRI wellbeing indicators and staff and pupils are able to use them when reflecting on their wellbeing, relationships and behaviour. • Nurture groups have been established with Boxall profiling to identify gaps in emotional wellbeing and to monitor progress and impact. • Parent support group has been established, to encourage mutual support and to offer support and advice around parenting, income maximisation, *Fulfilment of Statutory Duties* • We have reviewed our attendance procedures to ensure that accurate and robust data is gathered and that the appropriate interventions are used to improve the attendance of all learners. • All staff completed mandatory child protection training. *Inclusion and Equality* • Equality group established including staff, pupils and parents representing a diversity of cultures within the community. This group organised and led a community Eid celebration. • All staff have completed mandatory equalities training.	
How well are we doing? What's working well for your learners?	
Wellbeing	

- Pupil, staff and parent surveys report high levels of satisfaction around children's wellbeing and the school's practice in this area.

Fulfilment of Statutory Duties

- This has improved the accuracy of our attendance data and ensured that all stakeholders understand the importance of every child going to school every day.
- All children identify trusted adults who they seek support from when needed.
- All members of SLT are aware of which of our children are care experienced.

Inclusion and Equality

- Almost all pupils strongly agree or agree that equality and inclusion are a key feature of being at Frogston and that diversity is promoted and celebrated.
- Almost all pupils strongly agree or agree that they are supported is available for anyone who needs it.
- Almost all pupils who have attended Nurture groups have had positive gains in Boxall targets and most have improved engagement and achievement in literacy and numeracy in class.

How do we know? What evidence do you have of positive impact on learners?

Attendance Data 2022-2023:

	Percentage of pupils attending <85%	Number of pupils attending <85%	Of which medical related absences	Of which extended family holiday related	Comparison (<85%) to cluster school.
September 22	12.9%	54	3	10	19.2%
May 23	9.4%	28	3	5	23.9%
Change	-3.5%	-26	-	-5	+4.7%

Strategy:

In November 2022, an action plan was created to target attendance below 85% and reduce the number of pupils in this data bracket. The key targets were as follows:

- To create an Attendance Policy for use by all staff. The policy would have a large section devoted to supports we can offer/that are available.
- To create a system for gathering and tracking Seemis data. Also make this accessible to all staff and have system for staff to easily 'flag' attendance/lateness concerns.
- As per the policy, to create a bank of letters that lay out the schools' high expectations of attendance, how this compares to their child's attendance, key details of our policy and how we can support.
- To meet with EWO on a monthly basis, to review the data and discuss options.
- Consider ways to build positive relationships with pupils and families such as use of Nurture Teachers' Friday morning parent drop-in sessions.

After the first data gather in November, Pupils below 85% were identified and discussed with our school administrator.

Focussed on pupils whose absences were not linked to serious or ongoing medical conditions, extended (familial country of origin) holidays etc.

For all remaining pupils, families were contacted by phone to introduce DHT and explain remit and the purpose of call, and to offer support. Targeted families were all informed that they would receive a letter as a formal record of our call, and to give them key information about the supports we offer and why keeping absences to a minimum is so important. Parents were signposted to supports including Friday drop-ins, as appropriate/needed.

If attendance had not improved within 1 – 2 months, parents were contacted to discuss attendance and lateness further. Where needed, a meeting was arranged, and an accompanying attendance letter (letter 2) sent out. Parents were informed that the EWO would be in attendance. At the meeting, the EWO and DHT would review the data and look at possible supports. The focus was on building trust, positive relationships and opening lines of communication. Again, signposted to supports including Friday nurture drop-ins as needed.
For some families, we have made regular calls and sent emails to encourage, remind, congratulate etc.

As a result of our monthly meetings, EWO also made a number of house visits to identified families. He explained his role, offered support and where necessary, make clear the potential outcomes of continued poor attendance.

Where families had made progress, we phoned to share this and to congratulate. Where age and stage appropriate, pupils were also informed and congratulated. This happened either discreetly or more publicly, as agreed upon by pupils and their CTs. Success stories shared with whole school team. Positive relationships have been key!

Of the 28 pupils still with attendance <85%, many are steadily improving. 3 examples showing the <85% improvement data are shared below.

65%	56%	68%	53%	63%	50%	76%	79%	33%	85%
80%	75%	80%	79%	63%	73%	92%	92%	85%	97%
100%	78%	76%	67%	38%	83%	88%	80%	91%	94%

All pupils with attendance below 85% at end of year will receive a copy of Everyday Counts and/or its 'Persistent Late Arrivals' related counterpart, in with their pupil report.

We have had 0 exclusions since opening in August 2020.

Staff Views

Pupil Views

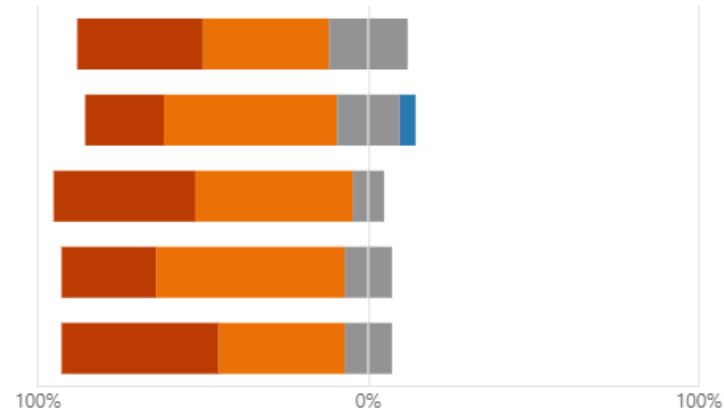**Legend:** ■ Strongly Agree ■ Agree ■ Neutral ■ Disagree ■ Strongly Disagree

Adults who work in our school are good role models encouraging us to live healthy lives.

Our school dining room promotes healthy eating.

Equality and diversity are promoted and celebrated in our school.

Our school supports everyone who is sad or may be having a hard time.

Our school has a range of activities before, during and after school providing opportunities for wider...

100%   0%   100%

Parents Views

Legend: ■ Strongly Agree ■ Agree ■ Neutral ■ Disagree ■ Strongly Disagree

Adults who work in our school are good role models.

Equality and diversity are promoted and celebrated in our school.

Our school offers support to families in need.

Our school has a range of activities before, during and after school providing opportunities for wider...

Our school offers opportunities for parents to be involved and informed about their child's learning...

100%   0%   100%
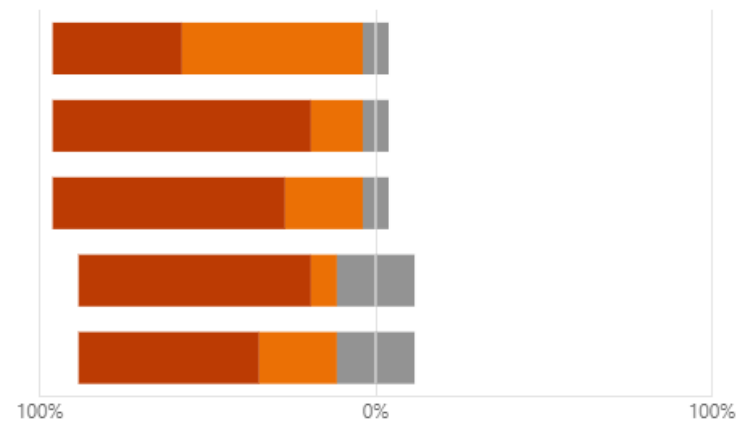
What are we going to do now? What are your next improvement priorities in this area?	

- An alternative pathway will be developed on-site for children who are struggling, utilising our outdoor spaces to improve attendance, wellbeing and achievement.

How you would evaluate this QI using the HGIOS 4	**5**

QI 3.2 Raising Attainment and Achievement Attainment in Literacy and Numeracy, Attainment over Time, Overall Quality of Learners' Achievement, Equity for All Learners - *Including progress made on Stretch Aims*

What have we done?

Attainment in Literacy and Numeracy

- We have embedded the use of EDICT to ensure pupils are tracked at an individual level in Literacy and Numeracy, Health and Wellbeing.
- Staff meet regularly with SLT throughout the session to evaluate the impact of teaching and learning approaches, to identify individual pupils requiring support and to plan appropriate interventions.
- All individual pupil data has been updated to reflect changes in family circumstance e.g., increase in FME, families living in homeless accommodation.
- Predictions about pupils' attainment levels, submitted in November and March, have been used as a valid source of assessment information to plan for all children and young people with gaps in literacy and numeracy skills.

Attainment Over Time

- We have improved our overall arrangements for tracking individual pupils' attainment over time with regular SLT led attainment meetings at key points throughout the year (as above).
- Moderation activity has focused on Writing.

Overall Quality of Learners' Achievement

- Teacher-led clubs
- Active School clubs
- Lyceum partnership
- Margon – Green Team

- YMI – Second Level and ESB.
- Kirsten (Sport and Outdoor Learning Unit)

Equity for all Learners

- We analyse a range of data to identify our poverty-related attainment gaps. (Attendance, attainment and achievement, inclusion/exclusion, engagement and participation.)
- The school plans targeted interventions for groups of pupils based on this analysis (see above).

How well are we doing? What's working well for your learners?

Strengths leading to improved outcomes for children:

- School building – agile spaces and furniture, break out spaces and outdoors allowing children to be included
- Child-led approach to planning and leading of learning – children have a lot of choice and ownership over what and how they would like to learn leading to increased engagement and enjoyment
- Play-based learning – children are allowed the freedom to develop their knowledge and skills through play resources available as continuous provision at all stages.
- Skilled, dedicated teachers and support staff
- School ethos

Challenges to improving outcomes:

- Limited PEF funding based on inaccurate roll. £35,000 (Nurture)
- Long-term absence of SfL teacher
- Unable to recruit support staff to vacancies
- High numbers of children with ASN across the school
- New school challenges – ongoing recruitment, starting everything from scratch
- New children joining weekly
- New Learning Community

Supports and Interventions:

Pathway 1 supports:
- In class support from CT and/or PSA for small groups and individuals
- Inclusive environment – visuals, furniture, resources
- Child-led curriculum, play-based

Pathway 2 supports:
- SfL
- Nurture
- Interventions such as play-boxes, sensory circuits
- Lunch time clubs

Pathway 3 supports:
- ASL Service - forest schools, support for particular classes and individuals
- Educational Psychologist – Advice, observations, SCERTS assessments
- SALT – Advice, support for particular classes and individuals
- Other agency support – CAMHS, CCH, School Nurse, Richmond Hope, Multi Cultural Family Base, SW, Family and Household Support, Young Carers, EWO, Forest Schools, Drum Riding, Gold and Gray

How do we know? What evidence do you have of positive impact on learners?

Attainment in Literacy and Numeracy

- Tracking meetings demonstrate that almost all Class Teachers are confident in using data to ensure that pupils' needs are met with appropriate interventions at an early stage.
- All Class Teachers are clear about the closing the gap strategies for pupils in quintile 1. Most are developing increased confidence in using a range of assessment data including benchmarks to support their judgements about pupil progress.

Attainment Over Time

- Most pupils continue to make appropriate progress in both Literacy and Numeracy over time. The FOCUS Tool shows that we are in line of above our comparator schools.
- In all measures we are in line or above our VC.
- Almost all staff have reported increased confidence in planning and assessing Numeracy/Literacy using Experiences and Outcomes and the associated benchmarks. Almost all demonstrated a much higher degree of confidence in making judgements about pupils' attainment levels.
- Our updated tracking system has ensured a consistent approach to tracking and monitoring, including practitioner engagement with data.

Overall Quality of Learners' Achievement

- Our updated tracking system has provided information about individual young people who have not had the opportunity to engage in wider achievement opportunities. This will enable targeted support to be planned, as a priority, for those pupils falling into this category. A proportion of PEF will be prioritised to support this (Reducing Cost of the school day strategies)
- A recent pupil survey demonstrated that an increased number of pupils understand the value of engagement in physical activity to support achievement and wellbeing. 92% of pupils reported that they were now motivated to take part in physical activity, representing a 22% increase from previous years.

Equity for all Learners

- All staff now have a much deeper understanding of the impact of poverty on pupil health, wellbeing and attainment, through engagement with data. They are able to identify the impact of individual pupil barriers to attainment and plan interventions in a more responsive and creative way.
- Most pupils met predicted levels of attainment. Learners who require additional support with their learning are making good progress due to the targeted interventions which are in place.

- Progress made with Stretch aims demonstrates that targeted interventions are having the intended impact and our poverty related attainment gap has narrowed this session.

Progress made in Stretch Aims

	NIF Measure: Literacy Achievement of Curriculum for Excellence Levels (P1, P4 & P7 combined)			
	All pupils	**SIMD Quintile 1**	**SIMD Quintile 5**	**Gap (Q5 – Q1)**
Stretch aim to be achieved 2022-23	114	59	8	
Current level June 2023	100	48	8	

98 of the 114 children are now on track in Literacy.

48 out of 59 in Quintile 1 and 7 out of 8 in Quintile 5.

	NIF Measure: Numeracy Achievement of Curriculum for Excellence Levels (P1, P4 & P7 combined)			
	All pupils	**SIMD Quintile 1**	**SIMD Quintile 5**	**Gap (Q5 – Q1)**
Stretch aim to be achieved 2022-23	119	61	8	
Current level June 2023	111	54	8	

111 of the 119 children are now on track with Numeracy.

54 out of 61 in Quintile 1 and 8 out of 8 in Quintile 5.

What are we going to do now? What are your next improvement priorities in this area?
- Teaching staff will use EDICT to track pupils' engagement in wider achievement opportunities on a termly basis and one other curricular area. This will identify pupils, where there is a lack of participation, with a particular focus on disadvantaged pupils.   - Learning Community moderation   - We will develop dialogical feedback for Writing so that we have assessment capable learners.

How you would evaluate this QI using the HGIOS 4	4

QI 2.2 Curriculum: Theme 2 Learning Pathways

What have we done?
• Staff have collaborated to create a curriculum rationale. • Curriculum Overview supports teaching staff in effective pupil-led planning.

How well are we doing? What's working well for your learners?
• Learners are engaged and motivated, with clear pathways that allow them to build on prior learning and develop new skills. • A wide range of learning experiences are available, supporting learners in developing resilience, creativity, and critical thinking. • Learners have access to appropriate support and resources, ensuring that they can fully participate and succeed in their chosen learning pathways. • Strong partnerships with external organizations and community partners enhance the curriculum and provide meaningful, real-life learning opportunities.

How do we know? What evidence do you have of positive impact on learners?

Staff Views

Legend: ■ Strongly Agree ■ Agree ■ Neutral ■ Disagree ■ Strongly Disagree

- I have had a chance to contribute to the curriculum rationale and ongoing development of the…
- I can talk about how the unique features of our school and community and how they inform the…
- Outdoor learning is a regular experience for all learners.
- Our curriculum promotes equity and diversity.
- I am confident when using digital technology to enhance learning and teaching.

100%   0%   100%
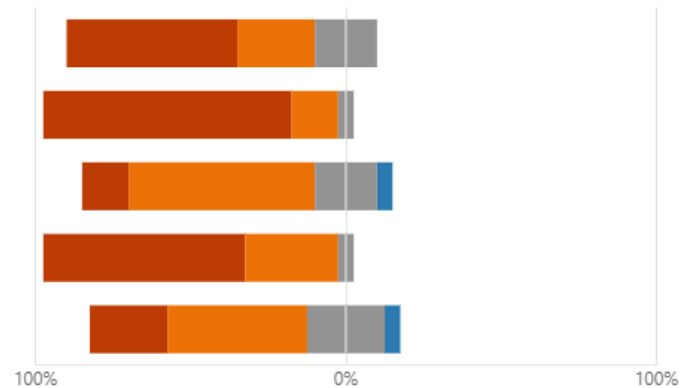
What are we going to do now? What are your next improvement priorities in this area?
• Develop progressions for 1+2 and Outdoor Learning.

• Skills	
How you would evaluate this QI using the HGIOS 4	5

QI 2.7 Partnerships: Theme 3 Impact on learners (parental engagement only)
What have we done?
• Organised regular parent-teacher meetings, workshops, and information sessions to support parents/carers in understanding their child's learning and development. • Began to build our partnership work with the Parent Council, fostering a collaborative relationship between the school and parents/carers. • Provided opportunities for parents/carers to volunteer and contribute to school events, activities, and projects. • Actively sought and valued parental feedback, using it to inform school improvement planning and initiatives.
How well are we doing? What's working well for your learners?
• Established various channels of communication for parents/carers, such as newsletters, social media, and online platforms, to keep them informed and involved in school activities and decision-making processes. Recent parent survey indicated that most parents feel they receive enough communication from the school. Survey results indicate that parents would like to be more informed about the progress that children are making in their learning. • The Parent Council is representative of our school community and effectively represents the views and interests of parents/carers, playing a key role in school decision-making and improvement planning.
How do we know? What evidence do you have of positive impact on learners?
Parents Views

7. Parental Engagement and Involvement

More Details

Legend: ■ Strongly Agree ■ Agree ■ Neutral ■ Disagree ■ Strongly Disagree

The school gives me information so that I know what my child is learning.

The school asks for my views about my child's learning.

The school provides me with useful information about how I can help my child to learn at home.

I know what improvement my child's school is working on.

Our school offers opportunities for parents to be involved and informed about their child's learning...

100%   0%   100%
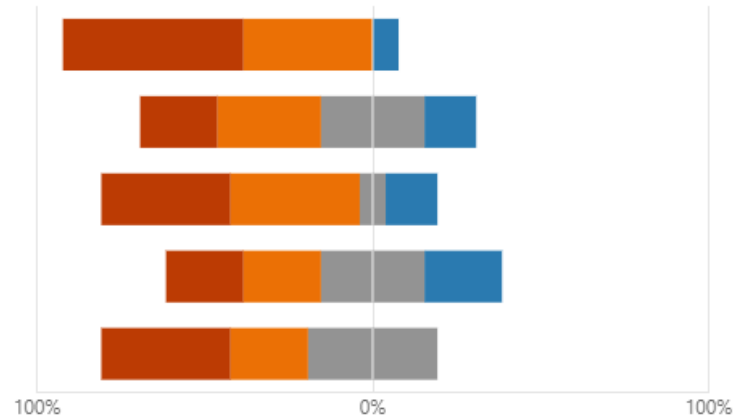
What are we going to do now? What are your next improvement priorities in this area?

- Develop pupil profiling tool to enhance parents' understanding of their children's learning and progress.
- Strengthen the role of the Parent Council in representing the views and interests of parents/carers, ensuring that they have a meaningful impact on school decision-making and improvement planning.
- Regularly review and evaluate the effectiveness of parental engagement initiatives and strategies, using feedback and data to inform ongoing improvements.
- Develop a parent support group for parents of children with additional support needs within the school and wider community.

How you would evaluate this QI using the HGIOS 4	4