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| .    **Strathblane Primary School and**  **Nursery Class**  **M:\PHOTOGRAPHS\2014-2015 photos\Photos of School\SPS building 2010-2011\DSCF0041.jpg**  **Standards and Quality Report - June 2022**  Strathblane Primary school and Nursery Class Standards and Quality Report provides an evaluation of the progress made with the School and Nursery Improvement Plan over the last academic year. This report is part of the improvement planning cycle of self-evaluation, improvement planning, quality assurance and reporting.  The report is based on a broad range of evidence including   * Analysis of data and pupil attainment, * Observations of children’s learning and work, * Observations of teaching, learning and assessment * Self-evaluation (using Education Scotland’s, How Good Is Our School 4), * Education Scotland/Care Inspectorate Reports as appropriate * The views of parents gathered from feedback at events e.g. comments on reports, questionnaires by the school, nursery government or local authority, information from consultation activities (e.g. key skills consultation/PEF consultation) or focus groups * The views of children gathered through Leadership Groups, questionnaires, consultation activities (skills/PEF) and focus groups.   **Context of the school**  Strathblane Primary School and Nursery Class is a thriving learning community where children have every opportunity to develop the four capacities of Curriculum for Excellence through a broad and varied curriculum and a wide range of diverse extra-curricular opportunities. Our children are growing and developing as confident individuals, effective contributors, successful learners and respectful citizens in an ethos that is supportive and nurturing, and a curriculum that reflects the principles and practices of Curriculum for Excellence. Our ethos reflects our school values of honesty, cooperation, respect, responsibility and fairness. Celebration of achievement in its broadest sense recognises the many talents and attributes of our children. We celebrate diversity and encourage innovation and creativity by giving our children opportunities to develop leadership and enterprise skills. Our school embraces outdoor learning and provides opportunities to develop skills in learning for sustainability by providing curricular opportunities to work towards e.g. John Muir Award. The school has recently achieved its second Green Flag Award. Our Parent and Teacher Grounds Group are highly committed to providing our children with fantastic grounds where they can develop their skills enjoy social activities, rest and relax or be active. This contributes to the wellbeing of our children while providing excellent opportunities for community events e.g. weekend, ‘Grounds Days’.  All schools were impacted by the global pandemic. A wide variety of curricular experiences and opportunities were restricted, as children could not mix between classes or schools. Periods of home learning and subsequently significant absences across classes and staff has caused disruption to learning. As of August 2022, the school will resemble a pre-covid experience, albeit still in ‘recovery’ from the impact to learning, health and wellbeing.    **Philosophy**  ‘It Takes a Whole Village to Raise a Child.’ This reflects the importance we place on the positive partnership we have with our parents, community and other agencies who contribute to our children’s’ learning and development. All that we do takes account of The Rights of The Child.  We have an active Parent Council, committed staff, supportive parents, community, and motivated, enthusiastic children. The work of our school involves the wider partnerships of Balfron Learning Community Partnership, Early Years Network, and the School Improvement Partnership and local businesses. Active Stirling and the ‘Lead Learners in PE’ from Balfron High School visit regularly to contribute to sporting events and provide extracurricular activities for the children.  Designed by Ruby Witherspoon  During the pandemic, many opportunities to mix beyond school were restricted.  **School Motto**  Our school motto is ‘Be All You Can Be’. It encourages our children to strive to be their best in all things.    Our children understand our philosophy and motto and can describe these to others.  “*A whole village just means everybody around us can help us in different ways and nobody can do it on their own” P2*  *“If everybody helps, everybody it is better.” P1*  *“Being all you can be means being the best you can at everything. It even means being the best friend you can be.” P4*  *“We are not all good at everything but we can work hard and try our best to be the best we can” P6*  Designed by Phoebe Malluck  *Our teachers and helpers try to be their best too. They help me. P3*  **Our Aims**  Our aims reflect UNCRC Rights of The Child, Stirling Council and National Priorities and Legislation for Education. The work we do reflects Stirling Council’s Mission Statement, “Improving Life through Learning”.  Our children will develop skills for learning, life and work. We will achieve this by   * Providing opportunities and learning experiences that foster a love of learning and encourages our children and staff to, ‘be all they can be!’ * Working in positive partnership with parents, carers and the wider community to help our children develop the skills and qualities necessary to become responsible citizens, effective contributors, successful learners and confident individuals. * Ensuring our school and nursery have an ethos of achievement and high expectations for all. * Being an inclusive and welcoming school, which celebrates diversity and challenges intolerance. * Reflecting The Rights of The Child, we work in positive partnership with all adults who support our children’s learning and development to ensure that together we, ‘Get It Right for Every Child.’ * Using play pedagogy across all stages * Preparing our children for an ever-changing world by fostering ambition, innovation and creativity. * Celebrating achievement in its broadest sense within and beyond school. * Striving for continuous improvement in all that we do. | | |
| **Improvement Priority- Attainment and Assessment in Literacy and Numeracy (School and Nursery)**  To improve attainment and assessment through a consistent approach to teaching, learning and assessment through   * Review of maths and reading assessment approaches * Creation of a consistent protocol in teaching and learning approaches across N-P7 * Whole school and nursery moderation in maths   Development group members and stage:  D. Bairner (P7), T. McAvoy (P5), R. Benson (P4), J. Martin (Nursery)  **Outcomes for Learners**   * Tracking and monitoring, and data will inform discussion about children’s progress and lead to appropriately targeted early intervention for support or challenge as required, ensuring children make progress in the learning. * Resources will be matched to the needs and learning styles of children. * Assessments will be age and stage appropriate and provide diagnostic information for teachers to ensure children have targeted support as required * Assessment approaches will be enhanced by digital resources to remove barriers to learning for individual children | | |
| **Evaluation/Analysis of Progress and Impact**  **Progress**  The development group planned a number of key actions which were:   * Create a baseline self-evaluation for staff to reflect on current practice and confidence in teaching, learning and assessment approaches in numeracy/maths. Track improvement over time. * Identify training opportunities for staff in numeracy/maths based on staff evaluations. * Review whole-school approaches to teaching and learning in maths based on baseline evaluation. * Review and adaption of maths signpost assessments. * Staff to share good practice in teaching and learning approaches in Numeracy/Maths in INSET/ collegiate sessions. * Update school numeracy and maths resources to enhance teaching and learning (PEF linked) * Participate in school/nursery moderation of Numeracy from Nursery to P7. * Create a consistent protocol to teaching, learning and assessment in maths (as informed by teacher self-evaluation) from N to P7. * Staff consultation on reading assessments and implement a whole school assessment resource.   **Impact**  **Implementation of Numicon** - The development group consulted with staff on ‘raising the attainment gap’ through interventions linked to Numeracy. Staff reflected on ‘where we are now’ in terms of HGIOS 2.3 teaching and learning with specific focus on numeracy/maths or HGIOELC for nursery staff.  The development group identified from the survey that Numicon would be a valuable resource (linked to PEF) to implement across the whole school. All staff were trained in Numicon at INSET in February. Through whole staff training, staff gained a greater understanding of the development from concrete to pictorial to abstract and the progression of skills and links to our progression planners in Numeracy and Maths. Concrete materials were purchased for the lower stages. All stages have full access to the Numicon Online through a whole school subscription as arranged via the development group (from PEF). Staff and pupil feedback indicates high levels of engagement and motivation with Numicon. The resource is worth investing in in next year by purchasing more concrete materials to embed throughout the whole school (from lower to upper). Staff and pupils report a higher level of understanding of a range of mathematical concepts through Numicon.  **Implementation of Rigour Maths** – Rigour Maths was purchased through the development group for Second Level pupils and those working at ‘levels beyond’ into Third Level. The group leader (D. Bairner) held an after school training session for staff. Feedback from upper stage staff and pupils show that Rigour Maths as been a valuable resource allowing pupils to track their progress across different experiences and outcomes and supporting ongoing assessment within specific areas of Numeracy and Maths at Second and into Third Level. In turn pupils have reported through a focus group that Rigour Maths is engaging and helps pupils to track their progress and next steps.  **Improvement in Maths Moderation Processes** – Teaching staff and nursery participated in 2 cycles of Numeracy/Maths moderation. The moderation cycle 1 ran from September to November, cycle 2 from January to March. Prior to the maths moderation process, staff indicated through survey the HGIOS 2.3 survey ‘moderate level of confidence’ in the moderation of maths. Following moderation cycle 2, staff indicated a ‘high level of confidence’ in the moderation of maths and numeracy. Through devolved leadership, D. Bairner (Principal Teacher) represented the school at Stirling Council level moderation. Throughout the authority level moderation, it was evident that Strathblane Primary was successful in embedding moderation processes in the school.  **Improvement in reading assessment processes** – The developed group investigated and reviewed a wide range of reading assessments. Following this, the teaching staff team had three meetings to review a range of reading assessments (and maths assessments). All staff agreed to implement PIRA Scotland Reading Assessments across the whole school (through PEF). It was agreed to implement the initial assessment in the final term in session 2021-2022, and moving forward from August 2022, staff agreed to utilise PIRA reading assessments twice per year (in Term 1 and Term 3). Pira assessments were chosen by staff as they matched CfE outcomes, assessments covered a range of reading skills and a gaps analysis report was produced for individuals and whole classes. On review of the assessments, staff indicated that the assessments were easy to administer, and the gaps analysis report is a highly useful tool as it allows teachers to identify individual strengths and areas for development for individuals or cohorts. This supports teacher planning for learning in reading. All data and key information is produced and able to be analysed automatically through the MARK online system.  **Nursery – Rainbow Training** - All nursery staff took part in RAINBOW training and were issued with a folder containing numeracy strategy and self-evaluation framework. Books were purchased to support staff development (looking for learning maths through play, the little book of maths problem-solving, how to recognise and support mathematical mastery in young children’s play, princesses, dragons and helicopter stories).  **Creation of assessment protocols document** – The development group created a whole school (and nursery) protocols document for assessment at the request of staff. The protocols document details the type and frequency of all existing and new assessments together with procedures for tracking and monitoring pupil progress.  **Creation of new ‘pathways’ maths assessments.** The development group consulted all teachers on the current maths assessments. Following extensive discussion staff agreed that Highland Numeracy Diagnostic assessments would be a useful tool that could be used by teachers at the start of the year particularly for P1 to P3 stages (and beyond with those where appropriate). P1 to P3 will use this as a start of session 2022-23 as a baseline / diagnostic tool. Staff agreed that P2 to P7 would use a completely revised Signpost assessment called Pathways with less wordy questions and reduced number of questions. The development group adapted the assessments accordingly. The new assessments are in line with the progression pathways and allow teachers the opportunity to identify key strengths and areas for improvement in individuals within a class or whole class cohorts. The assessments are more accessible to children particularly at the lower stages and match the pathways across First and Second Level. Teachers are using the new assessments to support professional judgement as part of a suite of evidence to identify key strengths and next steps in learning within Numeracy and Maths.  **Sharing good practice and engaging learners** – The development group familiarised the whole staff team with existing resources to build awareness and confidence in supporting children’s learning through the range of materials available in the school. Group members led staff training sessions for teachers in various areas of digital technology and maths (such as Sumdog and Rigour Maths). More classes are using Rigour maths to provide focused areas for development and individual assessment. Teachers can track progress within both Sumdog and Rigour Maths linking progression to our pathways.  Staff comments on assessments:   * *I like the new pathways assessments. They are easier to use, read and respond to.* * *Pathways assessments were neatly laid out and children enjoyed doing them down the school.* * *I liked the layout of the Pira assessments and found that the children were able to engage well with the reading material and the visual elements of the assessment.* * *I was very pleasantly surprised in the results.* * *Happy with all new assessments. Much better to have less wordy pathways.* * *The format is much easier to follow and they have been scaled back enough to make them less onerous to the pupils. There is a good mix of straightforward skills and problem solving questions.* * *The new reading assessments and maths pathways assessments are highly effective and beneficial. The Pira assessments give clear feedback showing a breakdown of skills, key strengths and development needs. I like that they assess a range of skills across different assessments at points throughout the year. The new maths pathways assessments are simple to administer, more child-friendly and give a clear overview of pupil strengths and next steps in learning to support planning.*   **Next Steps**  1) Expand Numicon resources across the whole school.  2) From August 2023, continue PIRA Reading assessments (twice a year) and end of year maths pathways assessments.  3) Whole school to follow new assessment protocols from August 2023. | | |
| **Improvement Priority- Outdoor Learning (School and Nursery)**  To improve attainment in literacy and numeracy and support wellbeing through outdoor learning.  Development Group members and stage:  L McCormick (P6), A Stevenson (RCCT), A Dolan (P3), F Findlay (P3), K Harrison (Nursery), L Morrison (Nursery)  **Outcomes for Learners**   * Improved attainment in literacy and numeracy through outdoor learning including the use of new outdoor learning resources. * New outdoor learning resources will support improved attainment in literacy and numeracy through outdoor learning. * Learners will have access to nurturing spaces outdoors (Buddy Bench, Memory Garden). | | |
| **Evaluation/Analysis of Progress and Impact**  **Progress**   * Staff were consulted about which outdoor resources would be useful and should be purchased. * Decisions were made about which resources to purchase and purchasing was completed. * Storage for outdoor resources was arranged. * New resources were shared with the staff team at a staff sharing session. * A bank of resources was started for staff to access when planning for outdoor learning. * Staff were encouraged to make use of outdoor resources through regular outdoor learning lessons. * Staff and pupils were consulted about the resources they used and the impact outdoor learning and use of the new resources had on improving attainment in literacy and numeracy and supporting wellbeing. * A Buddy Bench was sourced, purchased and placed in the school grounds to provide a nurturing outdoor space for pupils to access during play times.   **Impact**  Staff reported::   * Pupils are more engaged and excited. * Thoroughly enjoyed working outdoors and using the resources. * Pupils are happier after being outside. * The lessons are more authentic and encourage more social interaction which has positively impacted on social skills and collaborative learning. * Pupils enjoyed working in larger spaces. * Pupils had the freedom to trial-and-error. If pupils discover errors while working with outdoor resources, they can more easily amend these. * It was easy to extend pupils learning while working outside with resources that could be used flexibly. * Using outdoor resources for play-based experiences allowed pupils freedom to explore. * The hands-on nature of the outdoor resources works very well for pupils that respond to pictorial representations rather than abstract working.   **Pupil Comments:**   * I liked jumping on the letters. It helps me to get to learn the sounds when I am busy doing them outside. * I really liked measuring because it can tell me how many meters or quarter meters it is. I found it hard to guess but then I liked it when I checked it and I was actually right. * I liked it when we made the clocks because the stick hands really helped me to know how to tell the time and now I know when it is time for school. * Being outside made learning more fun. * It made learning better because it was in more of an open area. * I have enjoyed doing more outdoor learning this term- I think using the chalk helped me understand how to use the grids better. * We love doing drama so when we got to take it outside and try it in a different way it was really enjoyable. * Being able to move the hands of the clock as we counted round really helped and there wasn’t as much pressure. * Using the outdoor learning stuff was really good because it was more practical and it helped me understand the angles better. * We used the sticks to make a range of different shapes. Everyone had to work together to hold the sticks and tie them together. * We had to work as a team using string to collect the sticks. * Doing maths outside was more enjoyable than doing maths work in your jotter. * It was interesting doing art when it’s not on paper and outdoors using nature instead. * An older pupil reported: Younger children are really enjoying the Buddy Bench and have been seen using it regularly. They observed pupils approaching the children sitting on the bench and asking them to play.   **Next Steps**  Outdoor Learning – 1) Continue to embed outdoor learning and develop staff confidence and skill in leading learning outdoors. 2) Continue to make use of outdoor learning resources and spaces for outdoor learning on a regular basis at all stages. 3) Compile generic and specific risk – benefit assessments for outdoor learning which takes place within the outdoor space. 4) Continue to add to the bank of resources for staff to access when planning learning and teaching outdoors. 5) Continue to monitor the impact of outdoor work.  Develop Loose Parts Play – 1) Ensure adults have the skills and confidence to facilitate loose parts play sensitively and respectfully; 2) Ensure children have access to loose parts play to play freely with friends, investigate, discover, explore and create as part of their daily lives, in and out of class time. | | |
| **Improvement Priority- Play Pedagogy (School and Nursery)**  To improve attainment in Literacy and Numeracy through Play Pedagogy N-P2  Development Group members and stage:  S. Brown (Nursery), R. Allen (P1) V. Gray (P2)  **Outcomes for Learners**   * Children will be more engaged in literacy and numeracy through play. * Tracking and monitoring will inform next steps. * Resources will be used and managed appropriately; they will be updated as required.   Parents will have a more informed understanding of their child’s learning journey and be able to discuss this with them. | | |
| **Evaluation/Analysis of Progress and Impact**  **Progress**   1. All topical resources have been sorted into boxes and books organised.  * Resources are now easily accessible and staff are aware of what we have. * Resources should be shared between all staff (including nursery). * New kitchen resources and role play were ordered for nursery, P1 and P2 classroom. These are rotated regularly. Children have used them for IDL and literacy and numeracy. The salad bar is used regularly by P1 for numeracy activities. Children take an order and sort and count as required to fulfil the order. Literacy – children have created menus, healthy eating, writing orders, talking and listening. Turn Taking. * RTA – A copy of this is in the Glow tiles to be used as a reference to inform planning. These are now used regularly as a result of the professional dialogue and discussions. Continue to embed in daily practice.  1. Plans were made for observations.   - Observations were helpful in showing how children progress from nursery through to first level.  - Observing how staff set up different provocations and lay out the room has been helpful for ideas.  3) Staff to update school website (as agreed) and nursery to keep parents informed through e-journals.   * Previous survey results to be used to inform parental engagement and understanding of play pedagogy. * Parents have fed back through reports and discussions on how well informed they are. Children and parents have fed back how they enjoy learning through play – pupil voice. * Staff have engaged with online CPD for play pedagogy. Space, resources and staffing are limitations in implementing a lot of the play based approaches, however, staff in this school have worked hard to overcome these barriers.   4) Tracking and monitoring (toolkit 4) is well established at nursery   * Impact meetings taking place 3 times each year * Gaps identified with interventions in place * Small learning groups supporting individual children   Staff now feel confident when meeting with Pece for impact meetings using professional judgement and the PLF to inform and identify next steps.  **Impact**  **Staff report:**   * Pupils are engaging well with literacy and numeracy provocations, and are taking responsibility for their learning. * Pupils enjoy opportunities to explore interests/needs through play and resources available. This was reflected in pupils report comments when asked what they enjoy most about school. * In Primary 2, we changed the name of play to ‘Curiosity Time’. This was a result of CPD reflection. Pupils like the name and have stated that it encourages them to try something different each time. Following discussions between P1 and P2 class teachers, Primary 1 have recently started also calling play ‘Curiosity Time’. Both class teachers have noticed a positive impact by the direct implication to children that their play is a purposeful learning time. * Pupils access different areas of the classroom each day and enjoy when resources are rotated regularly. * Making connections between play and real life scenarios, through role play and taking the learning beyond the classroom. The café/salad bar areas have developed literacy skills through listening to and writing down orders, taking turns, and making posters, signs and menus. They have also developed numeracy skills by handling money, adding, subtracting and calculating change. * Pupils are responding well to structured play opportunities and exploring a variety of resources when given time for free play. * Nursery staff see progressions in literacy and numeracy through play based learning indoors and out, with some children showing an increased interest in these areas.   **Pupil Comments:**   * *When we tidy up. It teaches me to be respectful and fair. It is not fair if the teachers tidy things up after you.* * *If you play with something and you tidy it up then it is ready for the next person.* * *You can learn through play. You learn to play nicely. This makes sure that nobody gets hurt.* * *Play helps you to get smarter by reading and you learn more when you are having fun.* * *It helps me to learn how to work as a team.* * *I like working in the hotel or being a police officer because it gives me ideas of what I could be when I grow up by pretending.* * *I would love to be a fireman or a doctor when I grow up. I think it would be really fun. I learn to care for my friends through play. We learn how to solve problems.* * *When we did the salad bar it can teach you through pretending. You learn to give orders and ask others for help. We had to learn patience when we were waiting for our orders and we could just learn to chat to a friend while we are waiting. We learned how to count out how much food they wanted. We also had to work out the money to pay for it and change. If you wanted to challenge someone you could double the prices that it was supposed to be.* * *I like playing games with different buddies and it lets you play with people that you wouldn’t normally play with.* * *If you are arguing with someone then you could learn to compromise.* * *We learn to take turns and find solutions if there is a problem.* * *We work together to look after our classroom and the fun things in it.* * *The cosy corner helps me to relax, I like to use the lava timers to feel calm.* * *I like the craft area because we can always be creative there and make things for our friends or people at home.* * *We have to use our problem solving skills when we use the construction toys to see how we can make our designs the best.* * *"That’s an x. I’m doing numbers and letters. That’s a 5."*   **Parent Comments:**   * *Thank you for doing some number bonds with (my child), Mrs Weaver - she seems to have taken a real interest in them and I am glad she was able to share her learning with you.* * '*Gosh numbers and sizes can be tricky! That’s great maths and (my child) was trying to tell me about the different sized tens tonight. I am so glad to have these pictures and see about the different sized tens!*' * '*That looks like fun! I’m glad (my child) did so well with her counting - that 10 unit can be tricky but thirty twelve is really a number just waiting to happen! Thanks for the learning.*' * '*Brilliant measuring skills from everyone! 😍*'   **Next Steps**   1. Rainbow toolkit to be copied and issued to all infant classes and used for play in numeracy. 2. P1-3 infant department will work together to plan and implement play based learning afternoons for next year. 3. All staff to move forward with a play based approach and embed it in daily practice throughout the school. 4. Partnership working and a collaborative approach to be encouraged throughout the school. 5. Professional dialogue, reading and shared practice at staff meetings throughout 2022/2023 school year. 6. Continued CPD and visiting other schools. | | |
| **Progress and Impact of Pupil Equity Funding 2021-2022**  **School Roll:**  The school roll for 2021 - 2022 is 151.   |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | | **Roll** | **P1** | **P2** | **P3** | **P4** | **P5** | **P6** | **P7** | **Total Roll (P1-7)** | | Girls | 11 | 6 | 14 | 10 | 12 | 14 | 10 | 77 | | Boys | 9 | 13 | 9 | 9 | 10 | 9 | 15 | 74 | | **Total** | **20** | **19** | **23** | **19** | **22** | **23** | **25** | **151** |   **Class Structure is as follows:**   |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | | **Year Group** | **P1** | **P2** | **P3** | **P4** | **P5** | **P6** | **P7** | | **Class Structure** | **P1** | **P2** | **P3** | **P4** | **P5** | **P6** | **P7** | | **Number of pupils** | **20** | **19** | **23** | **19** | **22** | **23** | **25** |   **Attendance:**   |  |  |  |  | | --- | --- | --- | --- | | **Academic Session** | **Attendance** | **Exclusions** | | | **No of cases** | **No of Pupils** | | **2021-2022** |  |  |  | | Strathblane PS | 97.1% | 0 | 0 | | Stirling LA | 95.9% | 11 | 10 | |  |  |  |  | |  |  |  |  |   **SIMD Analysis**   |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | **SIMD** | **Decile 1** | **Decile 2** | **Decile 3** | **Decile 4** | **Decile 5** | **Decile 6** | **Decile 7** | **Decile 8** | **Decile 9** | **Decile 10** | | **% of pupils** | 1% | 0% | 0% | 1% | 1% | 7% | 25% | 35% | 30% | 0% |   **Free School Meals**   |  |  | | --- | --- | | **No of pupils registered for FSM in Seemis (June 22)** | 5 |   **ASN Staged Intervention**   |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | | **ASN Staged Intervention (June 22)** | **Stage 1** | **Stage 2** | **Stage 3** | **Stage 4** | **EAL** | **LAC Away** | **LAC Home** | | **Number of pupils** | 4 | 26 | 4 | 0 | 0 | 0 | 0 |   Within the current school roll, 20% of pupils are on stages 2 and 3 of Staged Intervention.  **Link between FSM and ASN Staged Intervention**   |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | |  | **Stage 1** | **Stage 2** | **Stage 3** | **Stage 4** | **EAL** | **LAC Away** | **LAC Home** | | **Number of pupils** | 4 | 26 | 4 | 0 | 0 | 0 | 0 | | **Free School Meals** | 0 | 2 | 1 | 0 | 0 | 0 | 0 |   **PEF Funding:**  Strathblane Primary School received £7,045 of Pupil Equity Funding through the Scottish Attainment Fund in 2021-2022. The small number of children in Strathblane Primary School who have been allocated PEF funding, although in the lower deciles, do not all sit within the lowest attaining 20% of learners.  **Consultation process for PEF**  D. Bairner (Principal Teacher and Pupil Equity Fund Leader) arranges consultations through:   * SLT meetings * Parental surveys * Pupil focus groups * Staff consultation * Staff surveys   PEF funded priorities linked to the school improvement plan were as follows:   * To improve Health and wellbeing during Recovery Period and improve our Health and Wellbeing Programme through Implementation of Emotion Works. * To improve attainment in literacy and numeracy for all children through:   - Early Intervention  - Staged Intervention  - Play and Learning/Play Pedagogy in p1 ,P2 and nursery  - Appropriate use of digital platforms to enhance learning, engage with families and external agencies and maintain relationships  - Outdoor learning approaches that are engaging, motivating and build resilience and confidence-continuation   * To improve attainment and assessment through a consistent approach to teaching, learning and assessment through   - Review of maths and reading assessment approaches  **Pupil Equity Funding – The school ‘Equity Profile’ is as follows:**    **Interventions for Equity**  **Interventions for equity focused on the followed key aspects:**   |  | | --- | | **Interventions** | | **Literacy**   * **Implementation of Read, Write, Inc phonics and continuation of Read, Write, Inc spelling.**   **Purpose:** To improve reading, spelling and writing skills.  To improve attainment in Literacy.  **Targeted group:** RWI Phonics - All learners in P1 to P3 and identified learners at P4  and beyond.  RWI Spelling – Learners in P3 to P7.  D. Bairner liaised with RWI phonics rep to arrange a Leadership Implementation Day. This was attended by the Senior Leadership Team (S. Cassidy, A. Spencer and D. Bairner). All management staff, teaching staff and support staff completed a block of training sessions (10 hours). The reading leadership team (D. Bairner and A. Spencer) conducted all phonics baseline assessments. RWI reading books and phonics resources were set up in a centralised area within the school.  The phonics programme includes new sets of phonics books for learners, access to RWI online, access to e-books in school and at home, phonics teaching resources, and speed sound cards.  RWI Spelling includes access to RWI Spelling online and pupil materials. | | **Literacy**   * **Implementation of Nessy Spelling Programme.**   **Purpose:** To support children with dyslexia and spelling difficulties.  **Targeted group:** Dyslexic children and poor spellers. | | **Literacy**   * **Practical and concrete resources to support teaching and learning in Literacy.**   **Purpose:** To improve attainment in Literacy  **Targeted group:** P1 to P3 and identified learners with additional support needs in P4 to P7.  Purchases include the following: flashcards, sound cards, sound posters, pocket charts, coloured sentence strips, magnetic letters, word wallflowers, sentence building resources, sentence boxes, sound desktop charts, phonics picture flashcards, phonics letter sound strips, high-frequency words flashcards, blank flashcards and phonics/spelling board games. | | **Digital resources to support Literacy and Numeracy**   * **Renewal of online subscriptions (including Sumdog Maths, Sumdog Spelling and Linguascope)**   **Purpose:** To provide an engaging and motivating learning platform for children.  To improve attainment and track pupil progress in maths and spelling.  **Targeted group:** All learners | | **Numeracy and Maths**   * **Numicon Maths Resources, Numicon Staff Training and Numicon Online**   **Purpose:** To improve teaching and learning in Numeracy and Maths.  To improve attainment in Numeracy and Maths as learners move from the concrete, pictorial to abstract approaches from P1 through to P7.  **Targeted group:** All learners (Numicon online). Practical materials for lower stages and identified pupils in the upper stages.  All staff were trained on Numicon teaching approaches in Maths.  We purchased Numicon online to support teaching and learning across all stages.  We purchased concrete Numicon materials for the lower stages in P1 to P3 and for identified pupils in P4 to P7. | | **Play (Literacy and Numeracy)**   * **Play materials**   **Purpose:** To improve attainment in literacy and numeracy for all children through Play and Play Pedagogy.  **Targeted group:** N-P2  Purchases included a range of role play materials and concrete materials to support learning in Numeracy and Literacy through play. | | **Health and Wellbeing**   * **Emotion Works online renewal – Emotional Wellbeing Resource**   **Purpose:** To promote emotional wellbeing and mental health.  **Targeted group:** All learners.  Emotion Works is an educational programme providing training, resources and support for teachers to help develop children’s emotional literacy and wellbeing in school. | | **Outdoor Learning (Literacy and Numeracy)**   * **Outdoor Learning resources**   **Purpose:** To improve attainment in literacy and numeracy for all children through Outdoor learning approaches that are engaging, motivating and build resilience and confidence  **Targeted group:** All learners  Resources purchased include the following: outdoor phonics mats, 100 square mat, large compasses, stopwatches, trundle wheels, pond-dipping trays, minibeast nets, telescopic pond nets, outdoor alphabet eggs, wooden number logs and maths materials. | | **Assessments**   * **PIRA Reading Assessments and online gaps analysis toolkit**   **Purpose:** Assessments will be age and stage appropriate and provide diagnostic information for teachers to ensure children have targeted support as required.  **Targeted group:** All learners |   **Key Impact Statements are as follows:**   * Children are making progress as a result of targeted support in Literacy and Numeracy. * Children are benefitting from improved teaching approaches in Literacy and Numeracy. * Children are benefitting from improved access to resources which meet their needs and their learning styles.   Tracking and monitoring spreadsheets are maintained for all classes in the school to record a range data for Literacy, Numeracy and Health and Wellbeing. Data supports professional discussions at tracking and monitoring meetings with SMT. Targeted support is planned for those in the lowest attaining 20%. Analysis of tracking documentation, ACEL data and standardised assessments indicates improved levels of attainment across Literacy and Numeracy. PEF funded Sumdog trackers are also being used by class teachers to track progress in Numeracy against benchmarks, experiences and outcomes. Additionally, new PIRA Reading Assessments show a wide range of assessment information across reading skills and identifies a gaps analysis report for individuals and cohorts. As a result, teachers are able to use a wider range of evidence to build confidence in forming professional judgement in assessing achievement of a level, attainment and pupil progress. Teachers are identifying where targeted support can be provided and implementing the necessary supports to meet the needs of all children and close the attainment gap. Analysis of PIRA standardised assessments (PEF funded) indicates most children are working at or above their age and stage appropriate levels. Those who were identified with low standardised scores are targeted for support through the Staged Intervention process.  Through the implementation of Read, Write Inc phonics and the continuation of Read, Write Inc spelling, there is a seamless approach across all stages. Feedback from staff and pupils indicates positive engagement with the new teaching and learning approaches within phonics and spelling. There is also evidence of improvement in children’s written work across all stages.  Children at Strathblane Primary are achieving above national attainment levels across Literacy and Numeracy. A shared understanding of development of reading and writing skills has led to improved teaching approaches and improved attainment. Children with particular support needs in Literacy and Numeracy have improved supports and appropriate resources which meet their needs better, motivate them to engage with reading materials, develop greater confidence and raise personal attainment. Resources take into account children’s learning styles and include a range of age and stage appropriate materials to provide greater opportunities for children to develop their skills across Literacy and Numeracy and enhance engagement in learning.  Staff used HGIOS for self-evaluation purposes in Numeracy and Maths at the start of the year and at the end of the year through a Google Form self-evaluation survey (administered by the attainment development group). This followed sharing good practice sessions, implementation of Numeracy interventions, personal CPD, whole staff training, improvement in resources, review and implementation of new assessments and 2 moderation cycles in Numeracy and Maths. The end of year evaluations (through Google Form surveys with staff) demonstrated an improvement in teacher judgement on a scale of 1 to 5 in quality indicator 2.3 (learning and engagement, quality of teaching, effective use of assessment as finally planning, tracking and monitoring).  Staff comments on Literacy Interventions include:   * *RWI has been very positive within my class particularly with pupils with dyslexia.* * *RWI is working very well. Pupils on the programme are progressing and remembering the sounds which is great!* * *The introduction of RWI has had a positive impact on children still working within a phonics based programme. The visual resources avaliable help to support the programme and are particularly helpful for writing tasks. I have witnessed children referencing the complex speed sounds chart to support their reading and spelling and have also noted a deeper awarenes of tricky words and how we can decode. I have found the colour sentence strips to be useful in supporting children to develop their sentence structure and use of appropriate punctuation.* * *Pupils are motivated by the tasks that go with the reading books.* * *The online subscription is useful for setting homework and having a record of who is engaging with this weekly. Children are motivated to do the quizzes.* * *The RWI phonics programme has been very beneficial to a member of my class who has struggled with phonics and reading for years. She has grown in confidence and responded well to the blending books, "Fred Talk" and the flashcards.* * *The sentence strips and small cards have been an integral part of my teaching. We have used the colours to colour-code word types and the children have been able to see what types of words sentences are made up of and how to add in additional information and make improvements. We have used the sentence strips for "sentence surgery" as they can be easily cut and stuck together. My class enjoy working with these materials and have gained a lot of confidence in literacy through the use of these resources.* * *Read write inc as a whole has been phenomenal so far. Already I have seen a huge improvement in the way my children are breaking down words and sounding them out.* * *My most able children have also been really stretched. They have found the writing activities quite challenging and are really enjoying this.* * *I have noticed a good improvement across the class with spelling, with almost all showing good progress in the single word spelling test.* * *Nessy Spelling has been of particular benefit to children with dyslexia. The trackers allow you to identify pupil achievement, progress and next steps. Pupils can take ownership through individual online accounts and trackers.*   Staff comments on Numeracy Intervention include:   * *Numicon has been particularly beneficial for a cohort of children who need 1 to 1 support…* * *The online handbooks for Numicon are fantastic for planning and assessment. Access to the Numicon IWB is also very useful when teaching especially when using the lessons in the Numicon handbooks. Pupils love using the Numicon shapes and have responded very positively to the Numicon lessons.* * *Numicon has had a very positive impact on mathematical learning.* * *Children find Sumdog very engaging and motivating.* * *The Numicon resources have been invaluable. One child targeted through PEF interventions for additional support has progressed incredibly well through using the Numicon to make number lines and carry out basic arithmetic sums. She has made a great deal of progress this year. We would benefit from purchasing more of the physical resources through next year’s PEF funding.* * *Numicon improves pupil understanding of maths and engagement in their learning.* * *The Numicon whole-school subscription has been extremely beneficial. I found it particularly useful to help support and develop children's knowledge of place value and as a tool to help children problem solve.* * *Through Sumdog trackers, assessment evidence can be collated quickly.* * *Numicon online is amazing! The children love the visual on the board while they have the physical, concrete materials and manipulatives in front of them.* * *Numicon has helped in a positive way to enhance teaching and learning.* * *The training was very beneficial and I have used the Numicon online handbooks and IWB quite extensively since the training. The lessons plans are very well organized and easy to deliver and the pupils have responded very positively to the lessons and activities. Using Numicon more extensively will allow pupils to more easily make the abstract-concrete progression in their mathematical learning.* * *I have gained confidence in using Numicon and have made use of the interactive resources too. The lesson plans and resources were particularly helpful during teaching fractions and the children engaged very positively.*   Staff comments related to play pedagogy materials included:   * *Having resources in class to help support play has provided children with time each day to socialise with their peers.* * *Children have been learning through setting up cafes and hotels using the play resources and have developed their understanding of money and the cost of everyday items. The role play materials have been particularly popular and have allowed children to explore roles within their community such as Police officers, doctors and nurses.* * *Kitchen and food materials have been really popular with the children. They have developed their literacy, numeracy and social skills through the use of these. We had a role play area transformed from a home corner into a cafe and then into a shop.*   **Parental comments:**   * *My children have benefitted from several of the PEF interventions. I can see that it has enhanced their learning and helped them get closer to achieving their age and stage targets.* * *Sumdog, Nessy spelling and Numicon resources have been particularly beneficial and the fact that staff have been trained in using these means that my children have been taught clearly and with confidence. I would hope that these would continue to be used over the coming years.* * *Pupil Equity Funding is a great initiative and it sounds like the funding has been well used.* * *Keep up the good work.*   **Pupil Comments (from focus group session with PEF leader):**   * *Numicon helps me with my maths. I have gotten better at working things out quickly.* * *There’s lots of stuff to help you learn and play in school.* * *I love working with my teacher when we do our new books (RWI phonics)* * *The teachers are good at helping you with your work.* * *It’s fun learning in school.* * *Nessy is very helpful and it’s at the right level for me to help with my spelling.* * *The assessments on Sumdog are a good way to help you know if you are doing well.*   **Next Steps:**  **Through surveys, evaluations and consultations, the following was noted as next steps:**  1) Staff reviewed the Emotion Works programme for Health and Wellbeing however it was felt by teaching staff that this did not meet the needs of the school. An alternative emotional wellbeing resource will be sourced through the next round of PEF funding.  2) We will enhance the learning materials for non-fiction across the book banding levels.  3) We should continue to invest in concrete materials for Numicon as demonstrated through the training session for targeted support across the school.  4) Continue to embed a Read, Write Inc phonics and RWI spelling approach across the whole school.  5) Continue with online subscriptions including Sumdog, Linguascope, Read, Write Inc, Numicon Online.  A full PEF plan is submitted on a separate document for session 2022-2023. | | |
| **Nursery Priority:**  To improve Health and Wellbeing during Recovery Period and improve our Health and Wellbeing Programme through:   * Implementation of Emotion Works * Raising the profile of safeguarding and personal safety * Nurture principals embedded at Nursery   **Progress:**   * Increased visual supports, on walls and lanyards * Staff aware of language to use for consistency and forming positive relationships * SIMOA embedded in Nursery and displayed for parents to see for everyone to support children through activities and discussions * Documentation relating to safety read by all staff * Risk assessments updated to inform current/new staff to keep children safe and supported * Walkie Talkies used indoors/out for increased safety * Head counting embedded during session * Staff have a good understanding that all behaviour is communication * Nurture principals understood by staff * Most children share their feelings independently * Children introduced to strategies to support challenging times e.g. mindfulness, yoga, quiet time   **Impact:**   * Because of increased visuals, all children are able to communicate their feelings better, consequently the environment is calmer and children adjust better to transitions. * Visuals have been shared at home with individual children resulting in a consistent approach between home and nursery. Children are demonstrating a better understanding through verbally sharing information with staff. * SIMOA documentation has given staff a daily visual reminder about keeping children safe resulting in consistency of approach. * RA’s have been updated to include essential information as a result of reading documentation from the Early Years Team and Care Inspectorate. Staff are now feeling more confident and reassured around safety and sharing updates within the team * Children have shown confidence in requesting specific strategies to support them and some have shared with parents.   **Next Steps**   * All staff to access mental and emotional wellbeing training * Nurture Ambassador role to be filled * ECE to mentor SWECE in nurture principles * Nurture principles to become embedded at nursery * Nurture to be visible outdoors – Den area/mirrors/visuals outdoors * Continue to share strategies to support mental and emotional wellbeing with children | | |
| **Nursery Priority:**  To improve attainment in literacy and numeracy for all children through:   * Early Intervention * Staged Intervention * Play and Learning Framework/Play Pedagogy in Nursery * Appropriate use of digital platforms to enhance learning, engage with families and external agencies and maintain relationships   Due to change in circumstances this did not extend to LC  **Progress:**   * Library staff visiting nursery again and reading stories * We are in the early stages of introducing small learning groups * Families interacting well with E- Journals and providing information from home * Staff familiar with the Glow tiles – Being Me * Rainbow toolkit self-evaluated and gaps in learning and resources identified * Staff using tracking and monitoring toolkit and journals to identify gaps in literacy and numeracy with key children * Staff communicating with parents in a number of ways to support children in literacy and numeracy: review meetings, Google meets, telephone conversations, journal entries from home * Staff have participated in improvement planning development groups working in partnership with teaching colleagues in school. They contributed to school improvement and nursery improvement as a result. * Staff shared knowledge and experiences of Play pedagogy and documents with school, staff during In-service training. Teachers have adopted some of the approaches shared e.g. ‘provocations’.   **Impact:**   * After self-evaluating the Rainbow toolkit, staff identified gaps around money and planned opportunities for life experiences linked to money. * Visiting the local shop and Post Office to buy items, stamps and send letters, children discussed cost and payment with staff. This activity provided opportunities to handle money in a real life event. * After discussions between nursery staff and teaching colleagues, staff in school are now using Early Years documents to continue to develop play in P1 and P2. This has given staff the opportunity to influence change and improvement and engage in collegiate activities with teachers.   **Next Steps:**   * Staff to continue to gather evaluations and evidence to inform data throughout the year * Have discussions with reluctant parents to support them to engage with the E-Learning journals (Offer workshops) * SECEs to attend meetings to support implementation of new Rainbow toolkit * Implementation of learning groups to be reviewed next year * Nursery staff will continue to be involved in development groups next year | | |
| **Nursery Priority:**  To develop outdoor learning approaches that are engaging, motivating and build resilience and confidence in children through:   * Play pedagogy informs staff approaches and leads to high quality learning through play appropriate to the circumstances * Early Years staff have a good understanding of the ‘Play and Learning Toolkit’ * Progress is tracked and reviewed regularly to ensure the needs of children are being met   **Progress:**   * Outdoor learning is reflective and linked to real experiences and life skills * Outdoor learning is child lead, taking interests and abilities into account * Learning is challenging and meaningful for children * Staff know their own key children along with their needs and abilities * Staff aware of the needs of all children in nursery through daily discussions and observations * Childrens’ learning tracked through E-Learning Journals * Progress tracked through professional dialogue during impact meetings * Progress tracked through observing gaps during impact meetings * Play and Learning toolkit embedded within staff practice at nursery * A variety of professional reading purchased and available to all staff   **Impact:**   * Children have engaged in planting and handling money, this has resulted in deeper thinking and questioning using mathematical language and vocabulary of plant care * Children are confident sharing their learning and demonstrate this through discussions and play resulting in engaged children who are curious * Play and learning toolkit informs next steps and as a result children’s progressions are evident * Tracking and monitoring toolkit results are measurable staff impact meetings show clearly areas for development, resulting in clear planning for all children * Play pedagogy informs daily practice * Staff confidently share knowledge of play pedagogy and mentor other members of staff (SWECE/MA) which informs and develops practice   **Next Steps:**   * Play Champion mentoring individual staff members * Play Champion leading learning opportunities – In-Service/Staff Meetings * Continue to upskill staff’s understanding of success criteria/learning intentions/next steps * Play and stay days reintroduced to support parents to recognise the value of play in their child’s development * Parents aware of play pedagogy and the importance of learning through play (Offer workshops) | | |
| **Nursery Priority:**  A review of our Nursery tracking system through:   * Tracking and monitoring, and data will inform discussion about children’s progress and lead to appropriately targeted early intervention for support or challenge as required, ensuring all children make progress * Staff will use moderation to ensure consistency of approach across Nursery in assessing achievement of level to ensure children are appropriately assessed   **Progress:**   * Staff are confident with the tracking and monitoring system * Staff demonstrate knowledge of their individual key children during impact meetings * Staff have participated in moderation meetings with the school * Self-Evaluations are a priority during in-service days   **Impact:**   * Staff feel part of the self-evaluation process and have an increased knowledge and understanding of essential toolkits * Through continued impact meetings and training staff have increased knowledge and confidence with the tracking and monitoring system and as a result children’s progressions are identified along with gaps in learning   **Next Steps:**   * Staff to continue to improve their knowledge around data and how to use it on a daily basis | | |
| **Nursery - Development Group Progress and Impact**   * New kitchen resources and role play were ordered for nursery, P1 and P2 classroom. These are rotated regularly. Children have used them for IDL and literacy and numeracy. The salad bar is used regularly by P1 for numeracy activities. Children take an order and sort and count as required to fulfil the order. Literacy – children have created menus, healthy eating, writing orders, talking and listening. Turn Taking. * RTA – A copy of this is in the Glow tiles to be used as a reference to inform planning. These are now used regularly as a result of the professional dialogue and discussions. Continue to embed in daily practice. * Observations were helpful in showing how children progress from nursery through to first level. Observing how staff set up different provocations and lay out the room has been helpful for ideas. * Staff have engaged with online CPD for play pedagogy. Space, resources and staffing are limitations in implementing a lot of the play based approaches, however, staff in this school have worked hard to overcome these barriers.   **Next Steps:**   * Rainbow toolkit to be copied and issued to all infant classes and used for play in numeracy. * P1-3 infant department will work together to plan and implement play based learning afternoons for next year. * All staff to move forward with a play based approach and embed it in daily practice throughout the school. * Partnership working and a collaborative approach to be encouraged throughout the school. * Professional dialogue, reading and shared practice at staff meetings throughout 2022/2023 school year. * Continued CPD and visiting other schools. | | |
| **Nursery – Additional Comments from stakeholders and next steps**  Jubilee Garden Party Parental Feedback:   * Brilliant fun for the kids and adults, the kids have done really well * Great to see where the kids play and things returning to normal, thanks for the invite! * Such a fab idea, lovely to see all the children and parents! Cakes delish, thank you! * It looks fab, kids have done amazing job x * Brilliant work boys and girls! * Dear nursery staff, thank you for all your efforts looks fabulous! * Thank you to everyone for the amazing party – it was fab to finally see the nursery and the other children * Fit for a queen, thank you! ☺ * Amazing to see all the hard work put in by the kids and staff thanks so much * Lovely to be invited! Well done to everyone involved in organising, thank you! * Great to see all the kids work, great celebration! * What a lovely idea and it all looks fab, thanks for all the hard work to bring it together! * Thanks for inviting us, what a lovely party! Thank you x   Report Parental Comments:  I am so pleased he is settled in and made friends. I am glad he takes part, he looks forward to coming now.  I am particularly pleased that you have noticed her being kind as this is a strong value of ours.  Glad to hear she is developing relationships with peers we are trying to encourage this outside nursery.  It is nice to hear how he is getting on. I was initially worried how he would be without his sister.  Thank you for two amazing years during very difficult times. He has blossomed in your care.  I am pleased he has settled into nursery and is learning through play.  I am really grateful for all the support both myself and my child have had from the team. She now comes to nursery really happy and I can see how much she is thriving.  Report Child Comments:  I love it!  I like the stories and torches. I like playing with friends.  I think nursery is really good and I really love my friends.  I like magnets and taking things apart.  I am pleased with my report.  I love doing the paint and I love playing with friends.  I like playing with my friends and the teachers.  Thank you. I love nursery and can’t wait for school. | | |
| **Pupil Leadership – Junior Road Safety Officers (P1 & P7)**  **Membership**  Primary 1 (with Miss Allen) and Primary 7 (with Mrs Bairner)  **Outcomes**  All children in Primary 1 and Primary 7 took on the role as Junior Road Safety Officers.  The committee members worked collaboratively to create an action plan  Key Actions:   * Complete the ‘hands up survey for all classes’ * Create graphs of the data and analyse data * Share key information from the survey on a display board in the school hall * Plan and create short road safety videos * Share the road safety videos with the whole school and parent body through the school website   The pupils understood the purpose of the leadership group was the overarching aim of promoting road safety issues within the school and the local community. The pupils also understood that as part of their leadership group, they would demonstrate and develop a range of leadership skills including planning, organisation, communication, presentation, co-operation, critical thinking skills and creativity.  **Evidence**  Members of the JRSO Team (P1 and P7) demonstrated leadership skills in a variety of ways:   * JRSO reps surveyed all classes to determine how pupils at SPS travel to school. Findings were reported. * Reps created graphs to display the information about how we travel to school at SPS. * The JRSO committee interpreted the graphs and shared the key information with the rest of the school. * P1 and P7 got into 6 mixed teams to plan, storyboard and script 6 safety videos. The safety videos included a) how to cross the road safely, b) using lights to cross the road, c) encouraging parents to park safely away from the school gates, d) encouraging ‘park and stride’, e) bike safety, f) the importance of ‘stop, look and listen’. * As part of the safety videos, the reps brainstormed ideas, planned the script and storyboarded the films. All aspects of the films were the responsibility of the JRSO reps. * A member of P7 JRSO reps edited all films on the iPads and uploaded the films to be shared on the school website. * The JRSO reps wrote a letter to parents encouraging them to watch the film. This was shared on a school newsletter and the homepage of the school website.   **Wider engagement**   * All classes were involved in the Hands Up survey. * The survey results were shared with the whole school. * Results were shared with Stirling Council, * All pupils in P1 and P7 were involved in all aspects of the safety videos. * JRSO reps encouraged all parents to watch the safety videos.   **Reflection**  The JRSO leadership group worked very effectively. Both classes worked well collaboratively throughout the whole process to share ideas, plan their script, create their storyboards and create the videos.  Pupil comments included:  *I learned how to cross a road properly. My buddy taught me a lot. P1*  *Thank you to the P7s and the teachers for teaching us how to actually not get hit by a car. P1*  *We made videos to teach people who don't get to learn at school about crossing the roads. P1*  *Making our videos helped me by letting me get to know new p7s and also for learning a lot about crossing roads and being safe near a road. P1*  *I hope people watch our videos and will be safe. P1*  *Our team worked really well together because we listened to each other’s ideas. P7*  *I think all our videos are great and they all have an important road safety message. P7*  *I like that we wrote our own scripts. P7* | | |
| **Pupil Leadership – Grounds Group (P2 & P6)**  **Membership**  Primary 2 (with V. Gray) and Primary 6 (with L. McCormick)  **Outcomes**  Key Actions:   * Restore playground to the way it was before the works * To take on a role within the group to partake in our first official meeting * To fix the bike shelters * Planting areas around the school grounds to be improved * Outdoor Learning Day   What leadership roles did pupils take on within the group?   * Pupils put themselves forward for chairperson, assistant chairperson, secretary. They said why they wanted the position and then everyone voted. The chairperson led each meeting and the secretary took minutes of what was discussed/decided. * The children understood the role of their group was to improve the school grounds and to take responsibility for contributing towards this. * They were able to develop skills in decision making, listening to each others’ point of views, prioritising and making realistic goals.   In what ways did you develop leadership knowledge and skills in pupils?   * We developed the leadership skills in the children by providing team activities which gave the pupils opportunities to develop negotiation skills, communication, perseverance and collaboration.   The activities included:   * Make a list and carry out activities to look after the playground and keep it tidy (including forming a lost property group and litter picking). * Contribute ideas for outdoor classroom day. * Weeding/planting in the playground. * Look at ways to get bike shelters repaired.   **Evidence**  What evidence of improved leadership knowledge and skills do you have?   * We have photographic evidence of the children talking within their group and doing some of the activities they decided on. * We observed many of the children putting themselves forward for roles and confidently speaking to the whole group showing great confidence. * We also observed the children carrying out the activities enthusiastically and taking their roles seriously. * The pupils willingly put forward a range of ideas to improve their playground and decided on what was most important. * Minutes of decisions made were recorded by the secretary.   **Wider engagement**  We invited other classes to help with litter picking and weeding the beds. We communicated with Parents’ ground groups to see what activities we could help with and helped with watering new plants for the memorial garden. We posted pictures on the school website to allow school community to see some of the activities that we were doing.  **Reflection**  Pupils confidently took on their roles and many contributed effectively to meetings and activities.  With lots of activity going on in the school grounds at the moment (library build, nursery extension, memorial garden), we felt we did a good job keeping the playground tidy and doing what we could to improve the grounds during this time.  We felt it was best to wait for building works to be complete before addressing the issue of repairing bike shelters. | | |
| **Pupil Leadership – Eco Committee (P3)**  **Membership**  Primary 3 (with A. Dolan and F. Findlay)  **Outcomes**  Key Actions:   * Vote and decide on areas we would like to improve on related to Eco within the school & the wider community * Decide on recycling stations we would like to reintroduce * Start working towards targets to achieve the RSPB Silver Wildlife Challenge Award * Inform the rest of the school about our Eco plans   What leadership roles did pupils take on within the group?   * Photographer, note taker, group work to decide on activities, various roles outdoors including – watering, planting, weeding, raking, digging.   Did pupils understand the purpose of leadership groups?   * Yes – the children were able to discuss and demonstrate leadership skills   In what ways did you develop leadership knowledge and skills in pupils?   * By giving them ownership of the tasks and letting the children choose the activities.   **Evidence**  What evidence of improved leadership knowledge and skills do you have?   * The children took on a lead role in various tasks including sketches, weeding with other classes, conducting and analysing a flower survey, growing sugar snap peas from seed and helping with the creation of the fairy garden. * Children in P3 also achieved the bronze certificate from RSPB, and have been working towards the silver award – evidence of this is contained within our RSPB account.   **Wider Engagement**   * Classes – we shared our work with P4 and shared our award with the rest of the school. * Staff - discussed with staff at staff meeting. * Parents – helped us with materials to build bird feeders and ant hotels. They also accompanied us on a class walk along the John Muir Way where we focussed on our environment and the importance of conservation. * Community - RHET gave us potatoes and a learning box. * Other – The support from RSPB was invaluable in helping the children to lead on the actions of the group.   **Reflection**  What worked well?   * RSPB was brilliant – so straightforward, teacher and child friendly. Activities were well thought out and fun for the children.   What would you do differently?   * Get the community and parents involved more. | | |
| **Pupil Leadership – Pupil Council (P4 & P5)**  **Membership**  Primary 4 (with R. Benson) and Primary 5 (with T. McAvoy)  **Outcomes**  Key Actions:   * Create a display for Pupil Council in the hall. * Inform school of pupil council comment folder at assemblies. * Liaise with the eco committee and grounds group in regards to issue of litter and plastic raised at meeting. * Organise fundraising event for Children in Need * Update display for Pupil Council in the hall. * Update school on pupil council board.   What leadership roles did pupils take on within the group?   * Note-taking, suggesting and discussing next steps, communicating with management and advocating for their suggestions.   Did pupils understand the purpose of leadership Groups?   * Yes, to be the voice of the student body and take required action.   In what ways did you develop leadership knowledge and skills in pupils?   * Encouraging children to speak to management about changes they would like to make in school. * Giving children responsibilities such as checking the pupil suggestion notes and organising events. * Some children spoke to assemblies to inform the student body of upcoming events and initiatives. * The pupils were encouraged to take action for their own suggestions.   **Evidence**  What evidence of improved leadership knowledge and skills do you have?   * The Pupil Council organised the Children in Need event. * Money raised for Children in Need and money raised for Ukraine after successful fundraising events. * Recycling bins in the lunch hall after pupil advocacy.   **Wider Engagement**  Primary 4 and 5 classes were directly involved in the Pupil Council. Other classes were informed of initiatives and events at assemblies and made aware of pupil suggestion folder on pupil council display.  **Reflection**  What worked well?   * The pupils were passionate about their causes and sought to make an impact in the school and were successful in doing so (e.g. writing a letter to management about why they should raise money for Ukraine and advocating for recycling in the dinner hall)   What would you do differently?   * Two classes was far too many children for the majority to have a meaningful role. Going forward the Pupil Council should be two children from classes to allow children to have a specific responsibility and a more focused approach. | | |
| **Additional Pupil Leadership – P7 Leadership Groups**  *\*\*As well as being part of the JRSO leadership group, P7 take on additional leadership responsibilities as House and Vice Captains, Playground Squaddies, P1 Buddies and Yearbook Committee.*  **Outcomes**   * What leadership roles did pupils take on within the group? * All member of the class took on a leadership role this year. A group of P7 pupils were nominated as House and Vice Captains. A group of P7 pupils took on the role of Playground Squaddies and a group formed as the Yearbook Committee * Did pupils understand the purpose of leadership Groups?   Yes, pupils were aware of their roles, responsibilities, remit and the purpose of the leadership groups.   * In what ways did you develop leadership knowledge and skills in pupils? * P7 House and Vice Captains planned termly events for the whole school to encourage and develop creativity, promote pupil achievement and give their fellow pupils the opportunity to express their skills and talents in creative ways. This was planned and developed through a Transient Art House Competition, Sports events, Queen’s Jubilee STEM activities and a whole school Talent Show. P7 captains planned each of the events, communicated with all classes, updated their leadership board, led each event and encouraged cross-stage working. * Playground squaddies liaised with the younger classes to conduct surveys on playground games. They planned the playground games and encouraged the children to play together outside. All P7 children participated in a Junior Leadership course with Active Stirling. Throughout their training, they developed skills in planning, communication, organisation and public speaking. * The Yearbook Committee planned all aspects of the project from the yearbook content and design, developing ICT skills, digital design skills, literacy skills, organisational and time-management skills.   **Evidence**  What evidence of improved leadership knowledge and skills do you have?   * Observations – observed improved confidence, talking and listening skills, planning and organisational skills, * Photographs – photographs of children working with others, planning events and leading events   **Wider Engagement**  How did you involve others?   * Classes – classes across the school participated in the transient art house competition, the sports competitions and the whole school talent show. P1-P4 were involved in the planned Squaddie games. * Staff – admin staff supported the leaders with the administration and resources.   **Reflection**  What worked well?   * The House and Vice Captains worked very effectively to plan and prepare House events and activities despite Covid restrictions during Term 1 to Term 3. They were able to demonstrate good leadership skills throughout the process. * The Yearbook Committee worked very well to plan, organise and manage the production of the yearbook. * The Playground Squaddies managed to use the skills they had learned as part of the Junior Leadership course to prepare, organise and lead playground Squaddie games.   What would you do differently?   * There were limitations due to Covid restrictions in the first 3 terms, however these were out with our control. | | |
| **Wider Achievements**   * Nursery - Morning tea party for jubilee to celebrate the jubilee and recognise a national event * Nursery - Growing plants to sell to develop money skills * Nursery - Leaver’s assembly, developing confidence, audience awareness and presentation skills * Whole school – Around 60 children across the school and nursery participated in Springburn Harriers’ cross country competitions. * Whole school – All classes displayed work at the Drymen Show. Children across the whole school achieved 1st, 2nd, 3rd place awards as well as merits in all categories including Art, Craft, Programme Design, Working Together, Writing and Poetry. * Whole school – All classes participated in the Burns Poetry competition. * Whole school – Children from across the whole school competed in the annual Strathblane’s Got Talent House Competition auditions. 15 children across were selected for the final and showcased their talents to the whole school a the Strathblane’s Got Talent final. * Whole school – Pupils from across the school participated in the Coast of Scotland Challenge * P1 – Achieved the RSPB Wildlife Challenge Bronze Award * P1 - Many children had work displayed at the Drymen show and won prizes. One child won the school shield for Art. * P1 – Took on the leadership role as Junior Road Safety Officers (with P7 buddies) * P1 – Held a ‘sharing the learning’ event for their ‘triarama’ books. These were shared with all classes and parents (in the playground) * P1 – Successfully grew pea plants in the classroom * P1 – Developed music and communication skills through the Charanga music course * P2 - Several children had their work included in the Drymen show. * P2 – Participated in the Daily Mile Challenge * P2 – Took on a leadership role as the Grounds Group * P3 - Several children had their work included in the Drymen show. * P3 - The whole class walked 12km to the local country park. * P3 – Achieved the RSPB Bronze Award * P3 – Took on a leadership role as members of the school Eco Committee * P3 - The whole class wrote and published their own books and invited parents to the launch in the school playground. * P4 - 11 children had their work displayed in the Drymen show. One pupil won second place for his art in the P3/4 category. * P4 - A group of 5 children competed in the football tournament at the Drymen show. * P4 - The class have all contributed to our class poetry anthology over the course of this year. * P4 - Members of the school Pupil Council * P5 - Several children had work displayed at Drymen show * P5 - Several children took part in the Drymen show football tournament. * P5 – The children worked with P4 as members of the school Pupil Council. The class led on the ‘plastic waste initiative’. * P5 – One child raised funds for Ukraine * P6 - A team of 4, supported by 2 subs, competed in the Stirling schools’ heat of the national competition Euroquiz. They were the winning team. The team represented the Council at the grand final at Holyrood in June and finished 5th place overall. * P6 - Took part in and achieved level 2 of Bikeability which is the Government’s recognised cycling programme. * P6 - Around 10 children had their work displayed in the Drymen Show (writing, poetry, art and craft). * P6 – Led the school Grounds Group with Primary 2 * P6 and P7 – Children in both classes achieved the John Muir award which explores, discovers and conserves nature. * P6 and P7 - 6 children from both classes participated in Scottish Athletics’ road relay competition * P6 and P7 – Both classes completed a block of swimming lessons at Balfron High with individuals achieving 1st to 4th Level awards. * P7 – A group of P7 children participated in the annual Scottish Maths Challenge and achieved Gold and Silver awards. * P7 – The class participated in the Stirling and Clackmannanshire Maths Contest (with primary and secondary classes) and achieved 2nd place overall. * P7 – The class performed their own pantomime production of Cinderella (in front of the whole school and parents) * P7 – A pupil organised a whole school fundraising event for The Brain Tumour Charity and worked collaboratively with Active Stirling to plan and organise the event. * P7 – Participated in a Junior Leadership Course with Active Stirling (and led playground games for the younger classes at break and lunch) | | |
| Capacity for Continuous Improvement | | |
| **Quality Indicator** | **Key strengths** | **Areas for improvement** |
| 1.3 Leadership of change | * Effective approaches to evaluating strengths and areas for improvement using a wide range of evidence gathered from the whole school community * A clear vision and aims focussed on positive outcomes for learners * Shared values which underpin the work of the school and are clearly articulated by learners * High expectations and a clear focus on improved outcomes for all learners * Highly committed staff actively involved in planning for school improvement * Staff committed to continuous improvement in individual and collective professional practice * Leadership of change is strategic, involves learners, staff, parents and community. * Devolved leadership approaches give staff and learners ownership of school improvement planning and encourages creativity and innovation. | To Involve children further in School/Nursery Improvement Planning using How Good Is OUR School and How Good Is Our Early learning and Childcare.  To review and develop our approaches to children’s leadership roles and the development of skills for learning, life and work |
| 2.3 Learning, teaching and assessment | * A broad range of quality learning experiences * Ethos of achievement that celebrates achievement in the widest sense. * A positive and nurturing culture built on shared vision and values. * Learners involvement in leadership roles and contribution to school improvement * Broad curriculum offering learners a wide range of opportunities to develop skills, knowledge and the four capacities of Curriculum for Excellence * Range of opportunities to apply skills and knowledge across learning in and beyond the classroom * Range of evidence used to assess and moderate learners progress | Further develop children’s involvement in planning for their leaning using HGIOURS and How Good is Our Early Learning and Childcare.  To implement Play pedagogy across learning with a particular focus on P1-3 |
| 3.1 Ensuring wellbeing, equity and inclusion | * A positive indoor and outdoor environment that is used to promote positive friendships through buddying, squaddies and well planned activities. * An active approach to developing resilience through Health and Wellbeing and the use of fair and proportionate behaviour management strategies and pupil peer mediators. * Wellbeing indicators are used to assess children’s needs and support is targeted as required * Wellbeing is promoted in school and outdoors through Health and Wellbeing Programme of activities * A range of approaches are used to develop friendship skills and resolve relationship challenges through Circle of Friends and Friendship Circles led by staff. * Extra-curricular activities encourage participation by all and children are targeted for inclusion in activities that will support their specific need. * Positive relationships that reflect school values are demonstrated by almost all in the school community * Children are listened to and their needs are addressed * Children are confident that staff look out for their wellbeing * A school environment where children are safe and secure. * Children have access to a variety of lines of communication and ways of accessing support form adults in the school to discuss things of a personal or sensitive nature when required * There is a clear understanding of the importance of wellbeing and the role it plays in learning –Nurture principles approach | To ensure consistency approach across nursery and school.  Use of common language ‘kind words, safe hands and feet’ |
| 3.2 Raising attainment and achievement | * Shared aims and a highly committed team of staff have high expectations of learners and promote an ethos of achievement. * Almost all children are attaining age and stage appropriate levels and some have exceeded these. * Almost all leaners make very good progress from prior levels of attainment of literacy and numeracy over the year. * Almost all learners demonstrate improved attainment and high levels of achievement in school and beyond, in all curricular areas over time. * GIRFEC (Getting it Right for every child) approach is embedded in school and used effectively to provide targeted or universal support for children with additional support needs as required. * Learners with additional support needs are supported through staged intervention * Effective partnership working with parents and other professionals ensures early intervention and appropriate support strategies are implemented. * Staff, Children and Parents demonstrate pride in the progress and achievements of self and others * We have approaches in place to recognise and celebrate success and achievement in the broadest sense in school and beyond. | Implementation of structured literacy programme Read Write Inc. across the school.  Measure impact and outcomes for children re new approaches.  Implementation of select assessments in literacy and numeracy across the school –review during the course of the year. |
| Evaluation of school’s capacity for continuous improvement:  This Standards and Quality Report highlights the schools progress and success in ongoing improvement. It reflects the quality of self-evaluation and rigorous approaches to school improvement. The School Improvement Plan reflects effective quality assurance, self-evaluation and involvement in the local authority ‘Validated Self Evaluation’ process in 2019. It outlines the schools key priorities for improvement. There is clear evidence that the school has the capacity for continuous improvement. | | |
| Key priorities for improvement planning 2022/23  Refer to the school/nursery improvement plan 2022/23 | | |