   

**Strathblane Primary School** **and Nursery Class**

**Standards and Quality 2017-18**

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**Vision**

‘It takes a whole village to raise a child.’

Positive and effective partnership working is at the heart of what we do.

**Motto**

‘Be all you can be!’

Our children are encouraged to be aspirational through an ethos of achievement and high expectations.

**Values**

Our shared values underpin all that we do in school, and beyond.

Honesty

Respect

Responsibility

Co-operation

Fairness

**Aims**

Our aims are linked to Stirling Council aims, the National Priorities and Legislation for Education. The work we do reflects Stirling Council’s Mission Statement, “*Improving Life through Learning”.*

To foster in our children a lifelong love of learning, the ambition to achieve personal best and build their capacity as-

* Responsible citizens
* Effective contributors
* Successful learners
* Confident individuals

To achieve this we aim:

* To work in partnership will all who support our children in their learning and life.
* To provide a safe, nurturing environment where children can grow in confidence, take risks, make informed decisions, learn from mistakes and develop a ‘can do attitude’.
* To help our children develop the skills necessary for learning for life and work by providing them with high quality, motivating and purposeful learning experiences and a broad range of opportunities in school and beyond.
* To encourage our children to make healthy life choices, build resilience and demonstrate perseverance.
* To provide appropriate support and challenge to our children to foster ambition, creativity, curiosity and the capacity to achieve their full potential.
* To foster a lifelong love of learning and recognise the positive contribution they can make to society now and in future.
* To encourage children to have high expectations and aspirations for themselves through by fostering an ethos of achievement.

To provide opportunities to celebrate and recognise achievement in its widest sense

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| To engage in moderation at school, learning community and Authority level N-S3 and develop the capacity of staff to make sound teacher judgements in assessing Curriculum for excellence levels of achievement. | | |
| **National Improvement Framework Priorities** | **HGIOS 4 & HGIOELC Quality Indicators** | **Regional Improvement Collaborative Priorities** |
| * Improvement in attainment, particularly in literacy and numeracy. * Closing the attainment gap between the most and least disadvantaged children. * Improvement in children and young people’s health and wellbeing. * Improvement in employability skills and sustained, positive destinations.   Key drivers of improvement   * School leadership * Teacher professionalism * Parental engagement * Assessment of children’s progress * School improvement * Performance information | 1.1 Self-evaluation for self-improvement  1.2 Leadership for learning  1.3 Leadership of change  1.4 Leadership and management of staff/ practitioners  1.5 Management of resources to promote equity  2.1 Safeguarding and child protection  2.2 Curriculum  2.3 Learning teaching and assessment  2.4 Personalised support  2.5 Family learning  2.6 Transitions  2.7 Partnerships  3.1 Improving/ ensuring wellbeing, equality and inclusion  *Specific to HGIOS 4*  3.2 Raising attainment and achievement  3.3 Increasing creativity and employability  *Specific to HGIOELC*  3.2 Securing children’s progress  3.3 Developing creativity and skills for life and learning | |  | | --- | | * Develop collaborative approaches, which build staff capacity to deliver high quality literacy learning experiences for all. * Work together to strengthen and improve teacher confidence, understanding and teaching of numeracy. * Work as a collaborative to strengthen the quality of the ELC workforce to support the quality dimension of the expansion. * Provide professional learning that helps drive forward collaborative leadership at all levels. * Ensure performance information and improvement approaches support raising attainment for all. | | **Children’s Services Plan Outcomes** | | **Some key outcomes are:**   * The attainment gap relating to poverty, additional support needs and looked after children and young people is reduced. * All children thrive as a result of nurturing relationships and stable environments in their own school and community. * Children, young people and their families are respected as equal partners in decision making and planning. * Children’s and young people are mentally and emotionally healthy. | |

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| LC MODERATION  PROGRESS  All schools and Nurseries in the Learning Community agreed to focus on moderation as an improvement priority for academic session 2017/18.  All schools were organised in learning Trios. Strathblane Primary and Nursery Class joined Fintry Primary and Nursery Class and Buchlyvie Primary.  Head teachers from the Trio of schools met and planned a programme of moderation.  All staff from the Trio schools and Nursery Classes undertook a twilight session in Strathblane Primary to raise awareness of the moderation process and the approach to be used in the Learning Community.  Staff from all settings were allocated to groups according to the CfE level they were teaching at e.g. early, first, second etc. and they agreed the area of focus for moderation would be numeracy/maths.  Staff, working with their colleagues planned the area of numeracy/maths that they would focus on for moderations e.g. fractions, decimals, etc.  Staff agreed the learning outcomes for the focus area and agreed the success criteria that would be used to assess achievement.  Staff agreed to undertake visits to each other’s settings to observe learning in the focus area and discuss learning with children as a means of evaluating pupil progress.  On both In-service days, all staff met at Strathblane Primary to evaluate the evidence from each class within a level to moderate the learning across all settings.  Trio schools engaged in moderation at Local Authority level. Work folios were handed in and teams of professionals moderated ‘achievement of a level’. |
| IMPACT/OUTCOMES FOR LEARNERS  Staff demonstrate an increased knowledge of benchmarks to monitor learning and support overall professional judgement on the national standards expected within this curriculum area at each level.  Improved consistency in teachers' and other practitioners' professional judgements.  Children were more actively involved in discussions about their learning.  Children have a greater understanding now, as a result of regular discussions, what they need to know and be able to do to progress through the levels. |
| NEXT STEPS  To further, develop assessment of children’s progress and achievements through Moderation in writing. |

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| To improve approaches to Health and Wellbeing N-S3 by developing staff understanding and knowledge of nurture principles. | | |
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| LC NURTURE  PROGRESS  A Nurture Development group of HTs and Educational Psychologists was formed in August 2017 to agree the action plan for ‘Nurture training ‘in the Learning Community.  All schools and Nurseries in the Learning Community undertook self-evaluation using ‘Nurture Audit’.  Data gathered from the Nurture audit was used to plan the content of training sessions for staff and two sessions were planned to take place on both In-service days at Balfron high School for all teaching, support staff and Nursery staff.  Educational psychologists delivered two training sessions to staff to raise awareness of nurture and nurture principles approach in school and Nursery settings.   * Brain development and Attachment Theory. * Nurture Principles approach.   Evaluation of the training sessions was undertaken and highlighted that staff were keen to focus on one nurture principle at a time to ensure the approach was effectively embedded.  Feedback highlighted that the training session on Nurture Principles Approach had been the most useful and informative as it had given practical advice to staff about nurture in their classrooms/nurseries.  All staff undertook ‘Atunement Self-Evaluation’ and the results were used to evaluate strengths and areas for development. |
| IMPACT/OUTCOMES FOR LEARNERS   * All staff have an improved understanding of children’s development and attachment theory. Staff are now more equipped to recognise children who present with attachment disorder type behaviours and have a greater understanding of how to support these children. * All staff have improved knowledge and understanding of the six nurturing principles and each school has a clear picture of the areas of strength within their settings and the areas for improvement. * Self-evaluation undertaken by staff has given staff the opportunity to reflect on their own practice and improve their approaches as a result, leading to more nurturing engagement with children. * Children will benefit from a more nurturing environment. * Children with social emotional needs in particular will be better supported in their learning as a result of improved staff knowledge and understanding of nurture approaches. |
| NEXT STEPS  The school and Nursery class will focus on nurture principal 2: The classroom as a safe base’. |

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| **School Priority:** To improve our approaches to assessment, moderation and the use of data, with a particular focus on   * Numeracy and Maths  |  |  |  | | --- | --- | --- | | **National Improvement Framework Priorities** | **HGIOS 4 & HGIOELC Quality Indicators** | **Regional Improvement Collaborative Priorities** | | * Improvement in attainment, particularly in literacy and numeracy. * Closing the attainment gap between the most and least disadvantaged children. * Improvement in children and young people’s health and wellbeing. * Improvement in employability skills and sustained, positive destinations.   Key drivers of improvement   * School leadership * Teacher professionalism * Parental engagement * Assessment of children’s progress * School improvement * Performance information | 1.1 Self-evaluation for self-improvement  1.2 Leadership for learning  1.3 Leadership of change  1.4 Leadership and management of staff/ practitioners  1.5 Management of resources to promote equity  2.1 Safeguarding and child protection  2.2 Curriculum  2.3 Learning teaching and assessment  2.4 Personalised support  2.5 Family learning  2.6 Transitions  2.7 Partnerships  3.1 Improving/ ensuring wellbeing, equality and inclusion  *Specific to HGIOS 4*  3.2 Raising attainment and achievement  3.3 Increasing creativity and employability  *Specific to HGIOELC*  3.2 Securing children’s progress  3.3 Developing creativity and skills for life and learning | |  | | --- | | * Develop collaborative approaches, which build staff capacity to deliver high quality literacy learning experiences for all. * Work together to strengthen and improve teacher confidence, understanding and teaching of numeracy. * Work as a collaborative to strengthen the quality of the ELC workforce to support the quality dimension of the expansion. * Provide professional learning that helps drive forward collaborative leadership at all levels. * Ensure performance information and improvement approaches support raising attainment for all. | | **Children’s Services Plan Outcomes** | | **Some key outcomes are:**   * The attainment gap relating to poverty, additional support needs and looked after children and young people is reduced. * All children thrive as a result of nurturing relationships and stable environments in their own school and community. * Children, young people and their families are respected as equal partners in decision making and planning. * Children’s and young people are mentally and emotionally healthy. | | | |
| Progress: | **Key outcomes for learners were identified on the Numeracy Action Plan for session 2017-2018**   * Teachers will have a clear understanding of children’s progress and attainment within Numeracy and Maths and use data effectively to plan for progression. * Children will have a greater understanding of their strengths and learning needs in numeracy and maths * Children will benefit from early intervention as a result of effective tracking and use of assessment data * Assessment information and data will be used effectively to track and monitor the progress of children, especially the lowest attaining 20% * Staff will use data more effectively to track progress and plan for next steps in learning * Children will make progress from prior levels of learning and children with additional support needs will make progress in achieving personal targets   *In order to achieve these outcomes the following key actions were identified:*  1) Staff will plan for assessment and progression using the progression pathways and benchmarks taking account of prior learning, attainment and next steps.  2) Staff will undertake moderation activities at school level and learning community level throughout the school year. This will include:  - taking part in trio/partner moderation at same stage  - taking part in moderation observation visits (twice per year) and having professional discussions around teacher judgement within a level.  3) Teaching staff will track progress using the whole school tracking and monitoring approach.  This will include:-  - inputting class data into tracking and monitoring spreadsheet for all children in class  - using the results of data to plan for progression  4) Principal Teacher will establish suitable online tracking tool and amend tracking and monitoring documentation for each class to reflect change in assessments (e.g. SNSAs)  5) Principal Teacher will create class-tracking documents and work with SMT to analyse and evaluate data.  **Progress**   * Teaching staff are using the progression pathways and benchmarks to plan for progression and assessment as of Term 1 (August 2017). * All teaching staff keep ‘pupil tracking records’ which are updated throughout the year for all children in each class from Term 1 to Term 4. * Tracking and monitoring meetings were planned between individual teachers and SMT for October-November 2017. * Teaching staff participated in moderation trio events with two other schools in the learning community. * All staff worked in partners/trios and completed moderation observation visits in Term 2 (with a focus on Numeracy) and in Term 3 (with a focus beyond Numeracy.). * Principal Teacher set up full Sumdog subscription from October 2017. Teachers have the ability within Sumdog to track and monitor progress and skills within each Experience and Outcome at the appropriate level. PT offered training to staff. * All staff attended cluster moderation events in November 2017 and February 2018. Staff moderated numeracy for selected children across all levels from Early to Third. Professional discussions were held in groups around effective assessment and further opportunities to gather ‘holistic assessment data.’ Staff completed reflections on own professional practice and held professional discussions around ‘holistic assessments’ and evidence of ‘application of learning.’ * Principal Teacher organised a CPD event with CALL Scotland. CALL Scotland trained staff in effective use of apps for learners and shared the app wheel in Numeracy. * All pupils in P1, P4 and P7 took part in new SNSA assessments. PT adapted individual pupil tracking and monitoring spreadsheets for all children in the school as well as ‘class overview’ tracking and monitoring spreadsheets to include data from the SNSAs. The Principal Teacher, DHT and HT attended a training session on analysing data from the SNSAs. Principal Teacher created attainment graphs across all stages and shared data/trends with SMT. * PT, DHT and HT met to discuss ways to analyse numeracy assessment data from the SNSAs to identify trends, ensure targeted support and track/monitor progress of pupils. PT created a class overview sheet to enable assessment data at class level to be analysed and tracked against additional information such as SIMD data and Staged Intervention data. |
| Impact/ outcomes for learners: | All teachers are inputting relevant data into the tracking and monitoring spreadsheets throughout the school year. Teachers are able to track pupil progress using a range of assessment information (such as formative assessments, maths signpost assessments, CLIC challenges, topic assessments and SNSA assessments.) Teachers are gathering a range of assessment data to better support professional teacher judgement, determine pupils’ next steps in learning and plan for progression.  Several teachers are effectively using a range of additional tracking tools including Sumdog teacher tracker. This tool purchased early in the school year, has enabled teachers to track attainment and progress within each of the experiences and outcomes within a level and set appropriate targets for individual pupils or groups of learners. As a result, the children have a clearer understanding of their targets.  Moderation activities at ‘learning community level’ gave teachers the opportunity to engage in professional dialogue around pupil achievement of a level within numeracy and maths and this in turn further improved teacher confidence in making professional judgements using a holistic approach. This moderation approach has had a positive impact on teacher confidence and as a result improved approaches to assessing and tracking and monitoring learner progress. |
| Next steps: | Next steps:-   * Provide all new members of teaching staff with further opportunities to gain experience and confidence in using the school tracking and monitoring systems, participate in tracking and monitoring meetings and participate in moderation activities at school and learning community level to ensure there is consistency in practice across the school/Nursery. * Improve the use of assessment data (including SNSA data) to track and monitor pupils’ key strengths and learning needs in Numeracy and Maths. * To upskill all teachers in analysing SNSA data to identify next steps and plan for progression. * Improve the range of resources for teaching and learning in Numeracy and Maths (particularly concrete materials) in order to support pupils, taking account of the range of learning styles. * To engage children in discussions about their learning and how it prepares them for the world of work. |

\*\*A Literacy Development Group was established with Principal teacher and two other class teachers. Refer to ‘School Priority – Literacy’ as above for full details of key actions, outcomes, consultation process and interventions

**Key Impact Statements**

Children are benefitting from improved teaching approaches in literacy. Attainment will improve over time.

A range of appropriate reading resources to meet the needs and interests of all learners has further improved reading culture

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| **School Priority:** To improve attainment in literacy with a focus on spelling and reading.   |  |  |  | | --- | --- | --- | | **National Improvement Framework Priorities** | **HGIOS 4 & HGIOELC Quality Indicators** | **Regional Improvement Collaborative Priorities** | | * Improvement in attainment, particularly in literacy and numeracy. * Closing the attainment gap between the most and least disadvantaged children. * Improvement in children and young people’s health and wellbeing. * Improvement in employability skills and sustained, positive destinations.   Key drivers of improvement   * School leadership * Teacher professionalism * Parental engagement * Assessment of children’s progress * School improvement * Performance information | 1.1 Self-evaluation for self-improvement  1.2 Leadership for learning  1.3 Leadership of change  1.4 Leadership and management of staff/ practitioners  1.5 Management of resources to promote equity  2.1 Safeguarding and child protection  2.2 Curriculum  2.3 Learning teaching and assessment  2.4 Personalised support  2.5 Family learning  2.6 Transitions  2.7 Partnerships  3.1 Improving/ ensuring wellbeing, equality and inclusion  *Specific to HGIOS 4*  3.2 Raising attainment and achievement  3.3 Increasing creativity and employability  *Specific to HGIOELC*  3.2 Securing children’s progress  3.3 Developing creativity and skills for life and learning | |  | | --- | | * Develop collaborative approaches, which build staff capacity to deliver high quality literacy learning experiences for all. * Work together to strengthen and improve teacher confidence, understanding and teaching of numeracy. * Work as a collaborative to strengthen the quality of the ELC workforce to support the quality dimension of the expansion. * Provide professional learning that helps drive forward collaborative leadership at all levels. * Ensure performance information and improvement approaches support raising attainment for all. | | **Children’s Services Plan Outcomes** | | **Some key outcomes are:**   * The attainment gap relating to poverty, additional support needs and looked after children and young people improves over time. * All children thrive as a result of nurturing relationships and stable environments in their own school and community. * Children, young people and their families are respected as equal partners in decision making and planning. * Children’s and young people are mentally and emotionally healthy. | | | |
| Progress: | At the start of session 2017-2018, the Literacy Development Group was formed with the Principal and two other class teachers. Initially, the group:   * Reviewed the ‘Next Steps’ identified by the former Literacy Development Group at the end of session 2016-2017 * Carried out a consultation process with parents, pupils and staff (including surveys and focus groups) * Agreed on key outcomes for learners and key actions for session 2017-2018.   **Key Outcomes for Learners**  Analysing feedback from the consultation process, the Literacy group was able to identify a range of key outcomes for learners, which would form the focus of the Literacy Development Group Action Plan. Key outcomes for leaners included:   * Children will benefit from improved teaching approaches in literacy. * Reading culture will be further improved by a range of appropriate reading resources to meet the needs of all learners * Children will have greater motivation to read * Children will make progress as a result of targeted support in literacy * Children with additional support needs in reading will benefit from early intervention and the effective use of assessment and data will monitor the progress of all children, in particular the lowest attaining 20% of learners. * Reading resources and approaches will support less and more able children and meet a range of needs. * There will be evidence of improvement in children’s spelling in written work across learning * Children will make tracked progress from prior levels of attainment in literacy   To achieve the outcomes, the group set key actions as follows:   * Introduce a modernised reading programme for the lower stages (P1 to P4) * Introduce a modernised ‘intervention reading scheme’ to support struggling readers. * Phase out the out-of-date ‘reading scheme’ for P4 to P7 and introduce a new ‘real novel’ book banding approach to motivate and engage learners and challenge able learners. * Implement resources and upgrades (using ICT where appropriate) to support learners with additional support needs in Literacy. * Introduce a new, whole school comprehension, grammar and spelling scheme. * Improve pupils’ skills in writing and motivation in literacy through a whole school Big Writing Project culminating in a sharing the learning event.   **Research process**  Throughout Term 1, the group members carried out extensive research into literacy resources and approaches including; reading schemes, book-banding systems, reading intervention approaches, comprehension, spelling and grammar schemes as well as resources/approaches to support children with additional support needs. Group members visited other schools to research ‘good practice’ and held professional discussions with colleagues from other educational establishments. The literacy development group liaised with CALL Scotland, the local librarian and educational publishers specialising in literacy resources as part of the research process. The Principal Teacher attended a full day CPD course on ‘Supporting Children with Dyslexia Using Digital Technology.’ As a result of the extensive research, the group were able to identify a range of appropriate approaches, resources and interventions to achieve the identified outcomes for learners.  **Further Consultation**  Following the research process, the Literacy Development Group arranged for educational publishers and suppliers to provide sample resources and materials for an ‘evaluation period.’ The group consulted with all staff and as a staff team, we reviewed the wide range of materials. Focus group meetings with parents and children were set up to discuss proposals and approaches.  As a result of research and consultation, the development group agreed to implement the following resources:-  - Project X Origins (core reading scheme for Primary 1 to Primary 4)  - Project X CODE (a reading intervention scheme targeted at low attaining readers)  - New sets of ‘real novels’ using a structured book banding system, including texts to support struggling readers, challenge able readers and dyslexia friendly texts’  - Nelson Comprehension (whole school)  - Nelson Grammar (whole school)  - Read, Write Inc. Spelling (whole school)  - Oxford Reading Assessments (whole school tracking and monitoring of reading to implement book banding)  - SUMDOG (Literacy and Numeracy package) to track and monitor attainment against experiences and outcomes.  - Dragon Speech Recognition Software (to support children in the upper school with dyslexia)  - iPads (to use a range of iPad apps to support learning in Literacy)  Recognising the importance of ‘pupil voice,’ and ‘personalisation and choice,’ the Literacy Development Group asked class teachers to carry out a brainstorming session in classes. Together, class teachers and pupils brainstormed a range of ideas for novel titles and authors that would motivate children, support struggling readers, challenge able readers and engage children in their reading. The Literacy Development Group gathered ideas and suggestions from each class. Due to limited availability of funds, staff agreed to focus purchase of novel sets to fiction books only, continuing to use the services of the local library for non-fiction texts.  **Implementing new resources and staff training**  As a result of consultation with staff and all pupils, the group was able to gather all information and create a ‘wish list’ of novels. The group spent considerable time researching the ‘book band level’ of all proposed novels to ensure that there was sufficient coverage (from Lime level at P4 to Dark Red/Black level at P7 and all colours in between.) The group arranged the purchase of over 200 new book titles (with 8 copies of each book.) The range included books to support struggling readers, challenge able learners and dyslexia friendly texts. The group book matched every title at the appropriate level using the Oxford Book Match facility, created a new reading, and tracking document for teachers. Parents supported the literacy development group by coming into the school to stamp, label and cover the new reading resources in preparation for implementing the new Project X reading scheme, CODE intervention scheme and book banding system.  In order to improve reading assessment and tracking systems across the whole school, all teaching staff carried out Oxford Reading Assessments with every child to determine base levels, monitor, and track attainment in reading using the whole school tracking system. The Literacy Development Group amended the class tracking and monitoring spreadsheet to enable teachers to record and track book-banding levels. Teaching staff agreed to phase in new approaches and resources as follows:  From Term 3 – Nelson Comprehension, Nelson Grammar and Dragon Software.  - whole school Book Projects  From Term 4 – Project X reading scheme, Project X CODE intervention scheme and book banded novel system  From Term 1 (in session ’18-’19) – Read, Write Inc. spelling.  Throughout the year, teaching staff attended a number of CPD sessions in school including; Project X and Project X CODE training, book banding training, Dragon Software and iPad app training as well as training in Oxford Reading Assessments. Teaching staff also attended several sessions on ‘Book Projects’ with literacy expert, Gill Friel.  At the end of session 2017-2018, in order to measure and evaluate impact, the Literacy Development Group:   * Surveyed all pupils in the school * Held a focus group meeting with pupils from each class to evaluate the impact of a) book banded novels, b) the book project c) Project X reading scheme and d) ICT to support learners (e.g. speech recognition software and iPad apps.) * Sought parental feedback from the Book Launch * Carried out an online survey with parents * Undertook an online survey with teaching staff * Held a focus group meeting with Support for Learning Assistants in the school.   Impact/outcomes for learners is detailed below. |
| Impact/ outcomes for learners: | **Key impact statements (with evidence taken from surveys and focus groups)**   * The new reading materials (Project X reading scheme for P1 to P3, book banded novel system for P4 to P7 and intervention reading scheme) have increased pupil motivation in reading.   **Statement (in pupil survey) - ‘*I enjoy reading the new novels and reading books’***  In this session (’17-’18) **72%** of pupils **strongly agreed** with this statement, with **26%** agreeing a little or sometimes  In session ’16-’17 (before purchasing the new resources), only **26%** of pupils **strongly agreed** that they enjoyed reading, with **59%** agreeing a little or sometimes.  **Statement (in parental surveys) – ‘My child is more engaged with the new reading materials compared to the old materials.**  In this session (’17-’18) **64%** of parents either Strongly agreed or agreed with this statement. **31%** neither agreed nor disagreed.  *Parental and pupil comments noted below.*   * There is now a good range of up to date, good quality and relevant reading materials in the school.   **Statement (in pupil survey) – ‘There is a good range of new books.’**  In this session (’17-’18) **71%** of pupils **strongly agree** with this statement, with **26%** agreeing or agreeing a little.  In ’16-’17 (before purchasing the new resources) only **4%** of pupils strongly agreed that reading materials were up to date and only **43%** agreed there was a good choice of books.  **Statement (in parental survey) – ‘The new books are more up to date and relevant.’**  In this session (’17-; 18) **82%** of parents either Strongly Agree or Agree, with 18% neither agreeing nor disagreeing.  In ’16-’17 (before purchasing the new resources) only **45%** of parents agreed that reading materials were of a good quality.  *Parental and pupil comments noted below.*   * The whole school Book Project was a valuable experience for pupils and helped to improve literacy skills.   **Statement – ‘I enjoyed doing the book project this year.’**  **77%** of pupils **strongly agreed** with this statement, with **13%** of pupils agreeing or agreeing a little.  *Parental and pupil comments noted below.*   * Children are more actively involved in planning their learning in reading and have a greater choice of group reading materials. The book banding system has increased pupil motivation and pupil voice.   Pupils in P4 to P7 are now reading ‘real life novels’ as opposed to a reading scheme. In a survey conducted last year (before changing to the book banding system this year), only **4%** of pupils reported that they helped to plan what they read. With the new system in place, a**ll pupils** in P4 to P7 using the new book banding novel system help to plan what they read and choose their reading books (according to the appropriate book band level.)  *Parental and pupil comments noted below.*   * Teachers are able to track progress in reading using methods that are more robust.   All teachers are now using ‘Oxford Reading Criterion Scale’ (in addition to other forms of assessment) to track and monitor pupil progress in reading. Teacher judgement using a holistic assessment approach is used to track and monitor attainment and progress in reading.  **Feedback on new reading materials (Book banding, novels, Project X and Project X CODE)**  Pupil statements from surveys and focus groups.   * *“In comparison to the old books, there is now a better selection.”* * *“The new reading sections in the GP Room are great because you go in, find the sticker with the colour and then choose a book you like for your group. It really helps.”* * *“I like them because the older novels are exciting and well chosen.”* * *“Everything is clearer and you know where to go for books.”* * *“The new books have really changed the way I feel about school books.”* * *“I really like that we get to read proper novels in school, because it will challenge us in reading.”* * *“Before, there were little thin books and now they are good because they are thicker and more interesting.”* * *“We now have books that I’ve heard of.”* * *“I love reading and the new books were a good investment.”* * *“Its way better having current books.”* * *“I really like it all and I don’t think there is anything to improve it.”* * *“There’s a good variety from easier to harder.”* * *“It has a lot of action books.”* * *“I like it how we have new; proper novels and they are more challenging.”* * *“It’s better because the old books we had were boring and short.”* * *“You can find books because it goes from oldest to youngest.”* * *“Good books for boys and girls.”* * *“I like that you can see what levels there are.”* * *“The sections are good and are put in the right age group.”*   ***Next Steps:***   * *“Some colours of books in the GP Room have more books than other colours. Some colours could have more books.”* * *“I think it is perfect and would change nothing.”* * *“There isn’t a non-fiction section.”* * *“A lot of the books are by the same author.”* * *“Get a reading corner {in the GP Room} to read a bit and see if you like the book.”* * *“We need more single books. Lots of books in a series.”* * *“Little area with cushions.”*   **Pupil feedback on the implementation of pupil choice with book banded novels (choice over set pages to read and choice of book.)**   * *“I love to choose my own books with my group.”* * *“It’s better because we can choose the number of pages to read”* * *“I enjoy organising the pages we read in a set amount of time.”* * *“I love how we get to choose.”*   **Parental feedback comments on the implementation of the new books (from surveys)**   * *My child is enjoying the new books and is much more enthusiastic about reading.* * *The new books have definitely brought in choice, which was not there before. Overall -very impressed with the thought that has gone into the whole planning and implementation. Wish I had had the same opportunity at school!* * *The books are much better. The stories are more engaging, particularly the factual ones. I like the questions at the end and the parent guidance at the start.* * *Both my children are enjoying the range/choice of new books; they seem to feel more “grown up” with their book choices.* * *The new reading books seem to be enjoyable and engaging for my child so far.*   **Pupil feedback on school Book Project.**   * *“It was really interesting, fun and I enjoyed it.”* * *“The book project was amazing.”* * *“It was very good. It was the second best experience in my life.”* * *“I loved making my very own book by myself.”* * *“The best part was designing the front cover.”* * *“It was very challenging.”* * *“It was fun to create our own books and design them. I also enjoyed being able to read everyone else’s books. I would like to do this next year.”* * *“I don’t enjoy writing so I didn’t like doing the book project.”* * *“I enjoyed doing the book project but one thing I don’t enjoy is redrafting.”* * *“I loved the book project, everything about it. It is one of the best things I have produced in my life.”* * *“We got to see what it’s like to be an author.”* * *“It was amazing because I’ve never written a book before.”* * *“I thought it was awesome.”* * *“It was so much fun. I really want to do it again.”* * *“I loved writing the sad dog book because a) I love dogs, b) I like writing books and c) I love art.”* * *“It helped me with my confidence in writing a lot.”*   Next Steps proposed:   * *“Could we have more choice in the storyline?”*   **Parental comments on the Book Project (comments taken from Open Afternoon feedback forms)**   * *They are just lovely, great idea and so nice for all the children to be in it together showing their individualities and personalities.* * *Impressive and touching.* * *Really good! Quite complex writing and beautiful illustrations* * *I am enchanted! I have shed a tear at my child’s education!* * *I loved the story book. The children have obviously put a lot of hard work into them and enjoyed showing them off.* * *I thought the books were fantastic. Beautifully presented, bright, colourful and well written.* * *The books are excellent. The writing is neat and the illustrations are fantastic. The book seems very professional with a cover, binding and blurb. Well done!* * *Wonderful stories full of imagination, humour and very well written. Very impressed by the introductions!* * *A great idea and my child seemed really keen to make it and share it, so brought some excitement to drawing and writing.* * *Excellent! Whilst being fun, the book helped to promote my child’s vocabulary, grammar and enabled him to express his imagination.* * *Such a lot of dedicated work! Beautiful drawings and imaginative and unique stories. I loved the slide out, pop up details and the characters.* * *Fantastic! Excellent writing, layout and very colourful. I enjoyed reading it. It was a page-turner!* * *Great, colourful, inspirational, professional, creative and awesome.* * *Very professional finish – like a real life book. Stunning illustration and beautiful, rich language.* * *They are excellent. Full of detailed storylines and descriptions. Impressive!* * *Such a lot of hard work and effort. I love the 3D design combining the writings and illustrations.* * *Amazing! Well presented, wonderful content and structure. Spelling has certainly made progress. Well done!* * *Great work! Well laid out, very descriptive and colourful – great imagination!* * *I thought the story was very good and exciting to read. It was well structured and a large book. Nice graphics as well. Worthwhile project to see what you can produce.*   **Parental comments on the benefit and impact of Book Project (comments from Open Afternoon feedback forms)**   * *From reading my daughters book, I can see she has enjoyed writing it. Her spelling is outstanding!* * *She thoroughly enjoyed the project as she spoke enthusiastically about it at home. Being an avid reader, the project enabled her to experience the process that goes into writing a book.* * *My son really enjoys stories and writing. It will have benefitted him as he had to complete a full book and he had to focus on presentation as well as content.* * *This allowed her to use her imagination and to write such a great story. The use of descriptive words was excellent. You can see how hard she has worked on this story and she enjoyed the experience.* * *Pride in finished product. Greater understanding of book publishing.* * *Increase confidence in spelling and creativity. Great opportunity to see work unfold.* * *He really enjoyed the experience and enjoys writing stories. He has benefited in learning all about the format and the sharing experience.* * *This has really helped my son consider how much work goes into creating a fun and interesting story.*   **Pupil feedback on the implementation of ICT to support learners. e.g. Dragon Software, iPads, and iPad apps**   * *“I use the iPad apps. They’re fun.”* * *“I like doing reading games.”* * *“It’s good for SUMDOG with the reading questions.”* * *“It’s good for scratch.”* * *“I like to use the spelling games.”* * *“There are games to help me with my reading and spelling.”* * *“Dragon is good. It is much easier to use than typing. I get through more work.”* * *“Some people like me really struggle with spelling. I have dyslexia. Dragon helps me because I do not worry about my spelling. I was so proud of my Book Project. I used Dragon to write it.”*   **Parental Feedback on the implementation of ICT to support learners. E.g. Dragon Software iPads, and iPad apps**   * *“My child is enjoying working with the Dragon Software.”* * *“My child is incredibly encouraged by the extra support she is receiving before going to high school.”* * *“I know (name of child) has definitely embraced the Dragon Speech Software.”*   **Selection of comments from teaching staff and Support for Learning Assistants on impact/outcomes for learners:**   * *Children are engaging with the new books and are intrigued by the stories in Project X. They also have a good mix of fiction and non-fiction texts.* * *The children really enjoy using the Nelson Grammar/Comprehension books. When the children used the Grammar books, one pupil said, "I love using these because it helps me to learn lots of new things. They are easy to read and really bright. They have got good pictures!”* * *The Project X reading scheme has been a success. The children like following the same characters throughout their journey.* * *I think that the guided reading has become much more focused with help from the Guided teacher notes and information for parents/teachers at the beginning/end of each book.* * *I am pleased with the positive impact Nelson Grammar & Comprehension have had on my class.* * *Project X Code (intervention scheme) has been a great resource for individuals.* * *I am pleased with the Project X reading scheme.* * *Children are more engaged with reading as a result of more interesting stories and illustrations. It has been very helpful to have an even spread of non-fiction texts with Project X.* * *Nelson Grammar resources are very useful and provide a clear progression pathway in developing grammatical skills.* * *The Project X resources are very good and are pitched at the right level of ability.* * *The new reading book banding has been great and children are inspired to read and very keen to choose their books. We have had good discussions around texts and children are taking on the literacy circle roles.* * *I have used the Nelson comprehension, which has been helpful in identifying gaps in comprehension and challenging children to analyse a text.* * *These resources have provided structure, support, challenge and relevance.* * *The Project X scheme has been well received by the children. They enjoy the characters, plots and mix of fiction and non-fiction.* * *The CODE resource is brilliant. It has made a huge difference very quickly to a struggling reader. The layout, structure and systematic revision of phonics and common words really suits this child’s needs.* * *Dragon software has provided the pupils, who have used it so far with an increased enthusiasm for writing and for one pupil in particular, the ability to produce a higher volume of writing.* * *A few pupils have commented how they prefer the book banded novels as there are more books written by their favourite authors so there is increased enjoyment compared to old scheme.* * *Dragon software and iPad apps have supported individual learners in my class. Support has been more targeted in reading and writing and there has been improvement in content and quality of writing as a result of the interventions introduced.* * *Children in my class now have greater enjoyment in reading. We had had in-depth, quality discussions around texts and this is having a positive impact on pupils’ literacy skills and attainment in literacy.* * *Children are now excited about reading. They love looking at the range of books on offer in the GP Room.* * *I am working with a pupils using CODE Intervention scheme. It has made a huge difference to this child’s reading ability.* |
| Next steps: | The Literacy development group has used feedback from parents, pupils, teaching staff and SLAs to identify the following next steps.   * Classroom libraries will be updated. * The physical environment for reading will be improved (including reading corners.) * The Book Project was a beneficial experience and will be carried out again in session 2018-2019... * Age and stage appropriate ‘concrete materials’ which would be of benefit in each classroom to support reading and writing will be sourced and implemented. * Read, Write Inc. spelling will be implemented as planned from Term 1 in session 2018-2019   • Engage children more in discussions about their learning and the role current learning plays in preparing them for the world of work. |

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| **School Priority:**  To develop a progressive and cohesive framework for Learning for Sustainability |
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| **National Improvement Framework Priorities** | **HGIOS 4 & HGIOELC Quality Indicators** | **Integrated Children’s Services Plan Outcomes** |
| * Improvement in attainment, particularly in literacy and numeracy. * Closing the attainment gap between the most and least disadvantaged children. * Improvement in children and young people’s health and wellbeing. * Improvement in employability skills and sustained, positive destinations.   Key drivers of improvement   * School leadership * Teacher professionalism * Parental engagement * Assessment of children’s progress * School improvement * Performance information | 1.1 Self-evaluation for self-improvement  1.2 Leadership for learning  1.3 Leadership of change  1.4 Leadership and management of staff/ practitioners  1.5 Management of resources to promote equity  2.1 Safeguarding and child protection  2.2 Curriculum  2.3 Learning teaching and assessment  2.4 Personalised support  2.5 Family learning  2.6 Transitions  2.7 Partnerships  3.1 Improving/ ensuring wellbeing, equality and inclusion  *Specific to HGIOS 4*  3.2 Raising attainment and achievement  3.3 Increasing creativity and employability  *Specific to HGIOELC*  3.2 Securing children’s progress  3.3 Developing creativity and skills for life and learning | * All children reach appropriate development and social milestones through improved support in early years. * Support for disadvantaged and vulnerable children, young people and families is improved. * Health and wellbeing outcomes are improved for children and young people. * Raised attainment for all young people leading to positive destinations. |

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| Progress: | * The Sustainability Development Group of key staff undertook professional reading about sustainability to improve their knowledge and understanding of learning for Sustainability. * Completed staff survey. * The Sustainability Development Group followed up their professional reading by engaging in professional dialogue with all staff. * All classes have now cooked a healthy meal or snack on the campfire. Classes have been involved in preparation and cooking. Moving forward we hope to use the cooking equipment more regularly so that children are following a progression of skills enabling them to cook for themselves. * Most classes involved in completing daily mile each day. * Organised a Healthy Tuck Shop Enterprise Project to encourage the uptake of healthy snacks. * Classes have cooked using ingredients from the school garden and all have planted vegetables. * Whole school planted trees as perimeter hedging. * P6 are taking part in the John Muir Award. * P2 are taking part in the RSPB Wild Challenge Award (Conservation). * Whole school created a book and sent to Aim Hai School in Tanzania. The Book told them about our school and village. They have now responded with their own book. * Whole school took part in Empty Classroom Day and all lessons took place outdoors. (17th May) * Classes regularly take part in litter picking in the playground and surrounding areas. * Developed a planning tool (collected at the end of each term) to identify areas of strengths and development for sustainability education. (Local Citizenship, Global Citizenship, Outdoor Learning, Economy/Business Links and Cookery) * Created a list of resources required for Outdoor Learning Box. Copied outdoor learning activity cards to be stored centrally. |
| Impact: | Because of the survey and staff professional dialogue, it was concluded that most staff felt they would benefit from further CPD in Learning for Sustainability. Most courses tend to be offered in Plean or Dunblane and therefore not convenient for staff to attend. Through professional reading, the Development Group were able to suggest ideas for Campfire cooking and activities for Outdoor Learning. Staff prepared a box of useful resources and outdoor learning activity cards. So far, this has not been utilised by staff.  Children have had the opportunity to prepare food and learn about food safety/hygiene. As a result, the children have a better understanding of fire safety, using knives and cooking utensils. This built teacher confidence in cooking outdoors and this will continue to be used from now on. Discussions around healthy eating led to the enterprise project of a healthy tuck shop. Children can now explain the need for maintaining a healthy diet and the response to the tuck shop was very positive.  Children have regular exercise each day through the daily mile. This has contributed to better focus in class and an awareness of the need for exercise to improve health and wellbeing.  As children have taken on the full responsibility for their herb and vegetable gardens they have developed an understanding of what is required to grow their food and how the surrounding eco system impacts on this. They also have awareness of where food comes from, and the steps they can take to live a more sustainable life.  Children planted trees and understand that this will have a positive impact on the school for years to come. This will encourage wildlife, mark out the school perimeter and provide more oxygen for the surrounding area, therefore counteracting global warming and climate change.  Children have gained an improved understanding of the importance of conserving the environment while taking part in the John Muir Award. They have carried out tasks under the titles of discover, explore, conserve and share. The Primary 2 RSPB Wild Challenge Award has also had a focus on conservation and the children have learned to share information through their outdoor learning board. Children can discuss the impact of their conservation work on the local community and can identify the impact they have on a global scale.  Communication with Aim Hai school has meant that children have a greater understanding of their place in the world. They have improved empathy for pupils who do not have the same living environment as they do.  Empty classroom day ensured that all pupils in the school participated in outdoor lessons for a whole day. This allowed staff to consider how they would further embed outdoor education in daily practice through gaining ideas from other practitioners. Many pupils commented on how much they had enjoyed the day and doing activities outside. Children commented on the benefits of fresh air and the interactive and engaging lessons.  Children are more aware of their role as responsible citizens in a global context through participation in community litter pick activities.  With planners, teachers are more aware of the key concepts and areas of learning for sustainability. This helps teachers to focus on the sustainability learning outcomes and have a clear overview of the year identifying areas for development. |
| Next steps: | * Continue to create box of resources, using feedback from survey * Continue to use planners to create yearly overviews and collect these at the end of each year for evidence. * Continue to work towards renewing green flag (2019) * Look to re-establish links with the care home * Continue to develop links with Aim Hai |

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| **National Improvement Framework Priorities** | **HGIOS 4 & HGIOELC Quality Indicators** | **Regional Improvement Collaborative Priorities** |
| * Improvement in attainment, particularly in literacy and numeracy. * Closing the attainment gap between the most and least disadvantaged children. * Improvement in children and young people’s health and wellbeing. * Improvement in employability skills and sustained, positive destinations.   Key drivers of improvement   * School leadership * Teacher professionalism * Parental engagement * Assessment of children’s progress * School improvement * Performance information | 1.1 Self-evaluation for self-improvement  1.2 Leadership for learning  1.3 Leadership of change  1.4 Leadership and management of staff/ practitioners  1.5 Management of resources to promote equity  2.1 Safeguarding and child protection  2.2 Curriculum  2.3 Learning teaching and assessment  2.4 Personalised support  2.5 Family learning  2.6 Transitions  2.7 Partnerships  3.1 Improving/ ensuring wellbeing, equality and inclusion  *Specific to HGIOS 4*  3.2 Raising attainment and achievement  3.3 Increasing creativity and employability  *Specific to HGIOELC*  3.2 Securing children’s progress  3.3 Developing creativity and skills for life and learning | |  | | --- | | * Develop collaborative approaches that build staff capacity to deliver high quality literacy learning experiences for all. * Work together to strengthen and improve teacher confidence, understanding and teaching of numeracy. * Work as a collaborative to strengthen the quality of the ELC workforce to support the quality dimension of the expansion. * Provide professional learning that helps drive forward collaborative leadership at all levels. * Ensure performance information and improvement approaches support raising attainment for all. | | **Children’s Services Plan Outcomes** | | **Some key outcomes are:**   * The attainment gap relating to poverty, additional support needs and looked after children and young people is reduced. * All children thrive as a result of nurturing relationships and stable environments in their own school and community. * Children, young people and their families are respected as equal partners in decision making and planning. * Children’s and young people are mentally and emotionally healthy. | |

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| PROGRESS  A Development Group of two staff members agreed the action plan for 2017-18. Unfortunately, one member of staff resigned midterm and the work of the group fell to one part time class teacher.  An audit of Art resources was taken within the school and as a result, resources were updated, cleaned and reorganised.  An annual planner highlighting a variety of suggested Artists for focus at each stage of the nursery/school was created to ensure that from nursery to P7 a variety of artists and designers are included in teaching and learning. The planner includes a focus on Scottish Artists.  The Art and Design group measured up and purchased display boards for the main school hall and spaces for the corridor for the sole purpose of displaying pupil artwork and raising the profile of art in the school.  Two whole school Art projects were organised.  In the first project staff and children in the school and nursery selected and artist to research and then chose one, they favoured to replicate in collaborative and independent art activities using mixed media. The work was displayed on the new boards in the hall. Classes also included key information about their chosen artist on their display and as a result, children were able to view the variety of artwork that reflected the artist, and find out key information about them thus increasing their knowledge of the artists and the varying styles. The range of artists included Van Gogh, Seurat, Mondrian, to name but a few.  The second project was a focus on line drawing. Again, children researched artists who favoured this style and then every class including the nursery class undertook individual line drawings relating to their Topic in term 4 (e.g. The Vikings, Space, The Apprentice) reflecting this style. Again, these were displayed in the hall to celebrate the work of the entire school and to allow the children to reflect on the work and varying styles of line drawing created by their peers.  To further develop art and Craft in school a Craft Club was organised and run at lunchtime by staff in the Development Group and teacher volunteers. The children learned sewing and knitting skills and produced a range of items, which were displayed in the front entrance and on the Christmas tree during December. It was noted that a number of children who would not usually opt into lunch clubs attended the craft club regularly and gave very positive feedback about their experience. |
| IMPACT/OUTCOMES FOR LEARNERS  The profile of Art and a range of Artists and their unique styles has been raised in the school.  The importance and value of high quality display been highlighted and the new display boards have given the children a further opportunity to share their learning and work with their peers and visitors to the school.  The approach of having all art work in one large area has opened up the opportunity for children to learn about several artists and styles in a simple and easy way while enjoying the work of their peers.  The area now showing the children’s work has gone form a dull bare area in school to a vibrant space that children and visitors like to look around.  Staff Comment  The Development Group have successfully raised awareness of the work of a variety of artists through their work. They purchased new display boards for the main hall in the school, ensuring Nursery to P7 was involved and included. The Group engaged with staff to agree a number of art projects to highlight the quality of artwork in the school. Collaborative art pieces focussed on a chosen Artist put on display in term 2 were excellent and demonstrated the children’s improved understanding and knowledge of the Artists style and their ability to replicate this in the presentation of their own work. Again, this is evident in the individual ‘line drawings’ that are currently on display. The children are developing their art skills and sharing their expertise with each other too.  Pupil Comments  ART is not something I did much before but I have loved the projects this year.  The whole school has done so well. It is great to see everyone doing the same thing (line drawings) but it has all come out differently.  It is amazing what you can do with lines!  Before I only did Art in school. Now I do it at home for fun.  It is good to see different types of Art and that everyone does things differently even though they are drawing the same thing.  I like seeing everyone’s work on the wall.  It is good to see the classes sharing their work.  I like looking at the Art when I am eating my lunch.  The hall was blank and boring now it is much better.  I really enjoyed doing a class art piece.  I really liked learning about Artists and I would like to learn more about them.  It was amazing to see the different artists. It shows that art can look different; it is not all the same.  I loved coming to Craft Club. Is it on again next year?  I am proud of the things I have made. |
| NEXT STEPS  Continue to run x2/x3 whole school art projects with agreed focus on style/medium (paint, sculpture, felting etc.).  Art and Craft club to continue at lunchtimes.  Artist/Designer focus by each class annually. |

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| Wider achievements:  Some of the wider achievements across the school include the following  Extra-Curricular Clubs run by staff;   * Scripture Union * Book Bugs * Football * Netball * Cross Country * Lacrosse * Athletics * Lunchtime Maths Surgery * Lunchtime Chess Club * Lunchtime Games club * Craft Club * Stem club   **P7 Pantomime**  P7 performed their own pantomime (Peter Pan) at the Edmonstone Hall. The panto was performed in front of the local community. This enterprise project raised funds for the P7 Leavers’ Celebrations.  **P7 Athletics**  P7 won the Balfron Cluster Athletics Championships  **P7 Rotary Quiz**  P7 achieved 2nd and 3rd place in the P7 Rotary Quiz (11 competing teams)  **Lacrosse**   * The Unders Lacrosse Team (with pupils from P7 and P6) won the Scottish Lacrosse Championships 2018 at Dumfries and Galloway College * The Unders Lacrosse Team represented Scotland at the British Lacrosse Championships in Sheffield. * The Unders Lacrosse Team achieved overall 11th place in Britain out of over 400 schools. * The Open Lacrosse Team (with pupils from P7 and P6) achieved Bronze in the Regional Tournament   **Scottish Maths Challenge**   * 4 children in P7 finished in the Top 10 in Scotland in the Scottish Maths Challenge and were presented with ‘Top Gold’ awards at the University of St Andrews. * 10 pupils in P7 achieved Gold in the Scottish Maths Challenge, 5 pupils achieved Silver and 2 pupils achieved Bronze awards.   **Macmillan Coffee Morning**   * P7 pupils hosted the Macmillan Coffee Morning   **Cross Country**   * A group of P7s competed in the Stirling Cross Country events. 2 pupils finished in the Top 20 (with over 100 participants) * A team of P7 girls won Bronze in the P7 Girls’ Cross Country team race.   **Football**  The Boys Football Team (with P7 pupils) won the Drymen Show football competition  **Stirling Track and Field Competition**  One boy in P7 achieved 3rd place Bronze out of 32 schools in the Shot Putt  One boy in P7 achieved 4th place out of 32 schools in the 600m race  **Business and Enterprise**  P7 pupils started up their own businesses as part of the ‘Make £5 Grow’ challenge. Collectively, the class raised £1765 for their chosen charities.  **Leadership in P7**  P7 pupils took on a range of leadership roles this year including; House and Vice Captains, Panto Committee, P1 buddies, P7 Squaddies and Yearbook Committee.  **Strathblane’ s Got Talent**  Pupils from all stages competed in this year’s Strathblane’s Got Talent contest. 15 pupils competed in the finals. The event was hosted by the P7 House and Vice Captains.  **Whole School Book Project**  All pupils in the school created their own book for the whole school Book Project.  **Burns Poetry Competition**  Pupils at all stages of the school competed in the Burns Poetry competition. Winners from all stages were presented with awards from the local Burns Club.  **Wider Achievement P5 and P6**   * Winner of P5 Balfron Cluster Athletics Competition. * Winner of P5 Stirling Council Athletics Competition * 2nd Place at P5 Central Scotland Athletics Competition * Winner of P6 Balfron Cluster Athletics Competition.   **Football (P4-7)**  Boys team - 1st and 3rd in Drymen Show Competition  Girls Team- 2nd and 3rd in Drymen Show Competition  **Cross Country**   * P5 Boys - Second place team in Garscube Harriers Cross Country Meet (November) * P6 Boys – Bronze (November) and Silver(February) in Garscube Harriers Cross Country Meet * Kirsten Campbell 2nd girl in Garscube Harriers Cross Country Meet * Kirsten Campbell qualified for Forth Valley Schools Cross Country Competition   **Ice Hockey Family Event**  49 children and 48 adults attended the Braehead Clan Ice Hockey game in March at the Braehead Arena.  **RSNO Event**  In June 73 adults and 72 children went to the RSNO classical concert at the Royal Concert Hall in Glasgow.  **Officially Amazing**  On 23rd November 57 children from P5 and P6 went to the BBC studios to take part as the studio audience for Officially Amazing.  **P5 Golf Tournament**  The whole P5 class attended a Golf Tournament at Buchanan Castle Golf Club after completing taster sessions with Active Stirling.  **Basketball Event**  70 adults and children attended the British Basketball Trophy Finals at the Emirates Arena in March.  **Cycling Event**  58 adults and children attended the revolution series cycling event at the Chris Hoy Velodrome in December.  **Chess Event**  Blythe McColl qualified to compete in the Chess Mega Final in Airdrie, April 2018.  Kieran Breslin won the school’s chess competition.  **Netball**   * Winner of Strathendrick Schools Netball Competition * 2nd place in Stirling Schools Netball Competition * 1st Place in all Fun Netball Fixtures throughout the year   **Drymen Show Schools Competition**   * Shona Hyde 3rd place Art work * Angus McCrory winner of Shield and 1st Place in Writing * Molly Gould and Kirsten Campbell Merits in Writing * Abigail Stevens 1st place in Art work * Finlay Keating Merit in Art work * Hannah Smith 1st place in Craft   **John Muir Award**  All pupils in P6 achieved discovery level in John Muir Award.  **Swimming**  All pupils in P5 achieved Survival Skills certificates level 1-3 and swimming skills certificates.  **Euro quiz**  Primary 6 team won Stirling school’s competition and placed second at Scottish finals at Holyrood in May.  **Sumdog competition**  P6 finished third in Scotland in Sumdog competition.  **Bikeability**  All p6 pupils achieved level 1 in bikeability.  **Wider Achievement in Primary 2 June 2018**   * All pupils participated in completing the Bronze award for the Wild Challenge run by the RSPB, receiving their certificates and awards in June 2018 for recognition of their conservation activities. * All children entered artwork into the Campsie show. * Children in the class attend various lunchtime clubs including the school choir in which they have participated in several performances within the school and local community. * Some children attend Lego club, which develops skills in designing and problem solving, linked to skills required for STEM subjects. * The class have enjoyed the success of planting and growing their own vegetables in the school playground; several of the children weed the planters and check on their plants during playtimes and after school. * The class participated in the Balfron cluster schools football festival in March. * Many of the children attend clubs and activities outside of school and bring in medals, certificates and awards to share with the class on a Monday morning. These children then receive a sticker/certificate from the CT in recognition of their achievements beyond school life.   **Wider Achievement in P4**  11 x pupils attend lunchtime Craft Club  2 x pupils attend lunchtime Chess Club  9 x pupils attend lunchtime Games Club  8 x pupils attend School Choir  11x pupils attend Brownies  7 x pupils attend Cubs  12 x pupils attend swimming lessons  5 x pupils attend dancing lessons  1 x pupil attends archery  1 x pupils plays with Strathendrick Rugby Club  4 x pupils attend gymnastics  1 x pupil attend karate (achieved yellow belt/3rd place in competition)  3 x pupils attend taekwondo (achieved yellow x1, white/yellow x2/2 x gold medals)  4 x pupils attend tennis  3 x pupils attend lawn bowls  5 x pupils taking piano lessons  2 x pupils taking ukulele lessons  1 x pupil taking guitar lessons (Grade 1)  1 x pupil taking violin lessons  2 x pupils taking cello lessons  2 x chanter lessons |

Results of Parent and Pupil Questionnaires are available to view in school.

Staff will be requesting parental involvement in focus groups/working groups again this year so please offer to get involved if you can when asked.

Thank you for taking the time to read this report. You are welcome to send in any comments you may have, in writing to the HT.