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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**Strathblane Primary school and Nursery Class Standards and quality Report provides an evaluation of the progress made with the School and Nursery Improvement Plan and the learning community shared action plans over this academic year. This report is part of the improvement planning cycle of self-evaluation, improvement planning and quality assurance.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),
* Care Inspectorate Report 2016-17
* Validated Self Evaluation visit by the Local Authority
* The views of parents gathered from feedback at events e.g. Open Afternoon, 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 is positive and nurturing and reflects our school values of honesty, co-operation, 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’. **Philosophy** ‘It Takes a Whole Village to Raise a Child.’ This old African proverb reflects the importance we place on the positive partnership we have with our parents and carers, community and other agencies who contribute to our children’s’ learning and development. We have an active Parent Council, hardworking committed staff, supportive parents and motivated enthusiastic children. It is this that makes our school what it is. .The work of our school is also enhanced by the wider partnerships of Balfron Learning Community Partnership, Early Years Network, and the School Improvement Partnership and local businesses. The school is very well supported by Active Stirling and the ‘Lead Learners in PE’ from Balfron High School who visit regularly to contribute to sporting events and provide extracurricular activities for the children. The school has recently achieved its second Gold Sport Award**School Motto**Our school motto is ‘Be All You Can Be’ and our children strive to achieve personal best by aiming for this in all that they do in school.. Our children understand our philosophy and motto.“*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***Our Aims**Our aims are linked to Stirling Council Priorities, National Priorities and Legislation for Education. The work we do reflects Stirling Council’s Mission Statement, “**Improving Life** **through Learning**”.We aim to raise standards of attainment and achievement 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.
* Working 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.’
* 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.
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| **Improvement Priority- School and Nursery**To implement Nurture principle 2, ‘ The Classroom as A Safe Space’  |
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| **Outcomes for Learners*** The classroom and Nursery Class will offer a safe base for all of our pupils and young people to ensure they feel safe, nurtured and supported to achieve personal best.
* Developed understanding of the nurturing principles and awareness of how they can be used practically within a whole school/nursery establishment to support children in their learning.
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| **Evaluation/ Analysis of Progress and Impact**Two Head teachers and a DHT in the Learning Community worked with the PT of Learning Support and ASD team to plan a programme of activity for staff. An awareness raising event was organised and delivered by the PT of Learning Support to all staff across all settings. This opportunity allowed staff in the Learning Community to engage in focussed discussion and develop a shared understanding of nurture principles approaches and how to implement these in their setting. Staff also developed a common language to use across all settings which will contribute to consistency of approach. Feedback was very positive. Some feedback included, ‘this was a great opportunity to develop an understanding of what nurture principles are and how to apply them practically’ and ‘I really enjoyed sharing practice with all the different staff from different settings. I got some great ideas to take back to school.’ Nurture principles approach will be applied across all settings in the Learning Community and this will contribute to improved wellbeing of pupils.At school level all staff undertook self-evaluation of current practice using How Nurturing is Our School, relating this to their classroom practice and the practice across the school and Nursery Class. Staff also undertook an, ‘Atunement Profile’ self-evaluation. As a result staff were able to form a clear understanding of their individual and collective strengths and areas for improvement in applying nurture principle 2 in their own class and across the school and Nursery. Staff then reflected on how they can improve nurture principles in their classroom to address areas of development. This will lead to enhanced environments, climate and approaches which will improve wellbeing and support for pupils and further promote positive relationships and inclusive approaches which improves attainment and achievement over time (Better behaviour, Better learning)Staff, having evaluated their own classroom practice, have implemented the ‘Five Point Scale’ to give children the language and tools to rate their emotions and responses to circumstances in school. This approach has had a profound impact on some children who find regulating their responses to conflict or disappointment very challenging. One child who is supported on staged intervention due to high level needs has used this approach to moderate his behaviour and as a result has been able to participate appropriately in all activities in school and beyond. He describes the Five Point Scale as ‘My teacher helps me to use this to calm myself down a wee bit at a time and I avoid getting myself into big trouble. Sometimes even when I’m losing it I can come down a bit.’ Staff feedback on this approach is also positive. ‘This approach really helsp the children understand regulation more and how they can help themselves into a better place’ and ‘I use this as a way to check in on emotions and talk to children about coming down form a high level of anger (5) step by step until they reach a calmer space (321). It works really well and gives control back to the child’. Golden Time records, classroom sanctions and discussions with SLAs about break times indicate that there are fewer incidences of children using physical responses when angry and more incidences of children self-regulating and demonstrating more measured control in their responses. Evidence from staged intervention meetings highlights that a nurture principle approach has improved outcomes for children with social and emotional needs as staff have a greater understanding of how to support them in this area. Support includes* Five Point Scale
* Emotional Check-ins
* Time out spaces
* Comfort Box
* Calm down techniques e.g. music, exercise, breathing.

In feedback from parents and children via questionnaire almost all parent responders stated that they ‘strongly agree or agree’ that their children feel safe in school, are treated fairly and supported as an individual. Comments in feedback included, ‘my child is supported socially and emotionally in a school with a really caring ethos’. Almost all children reported feeling safe, included, supported and listened to.All staff participated in training of Nurture Principal 2, The classroom as a safe base. During this training staff were involved in professional dialogue with other settings to discuss what they believe to be a safe and nurturing environment and had the opportunity to reflect on their own setting and how staff create a safe and secure environment. All staff found the training to be invaluable. It allowed them to share ideas with staff from other settings which also helped them gain an insight into how it is working in different spaces. As a result of the training staff are more aware of the space we have available within the setting and how best to utilise the space to create a more nurturing environment. As a result of the training staff have had their knowledge regarding nurturing environments reaffirmed. This has given staff more confidence in their knowledge of how to create a nurturing, safe and secure environment for children. Staff consulted with the children about the nursery space, how it was being used and how to create better spaces. Staff had observed children using a small space called The Dookit within the story corner as role play area and wanted to explore this further and agreed to move some areas around to create a nurture space for quiet time. This was something the children had described wanting. The nurture /quiet area was created and enhanced using soft furnishings, lighting and drapes. Staff started to work with the children to develop a range of emotional literacy linked to expressing their feelings and emotions. This was done through the use of a book called, How Are You Feeling Today? By Molly Potter.Which focussed on developing children’s capacity to recognise and describe their feelings and how to manage them. Over time children will build confidence in this area which will improve wellbeing.To ensure the nurture/quiet area is fit for purpose staff use a three point scale that aligns with the primary school five point scale by using 1,3 and 5 as its measures to encourage children to use quiet voices and moderate their noise level. This approach ensures consistency of language and approach and as a result children are more mindful of the needs of others who are accessing the nurture/quiet area. This also allows for a more consistent approach within early years and supports children as they transition into primary 1. During the recent transition days staff observed the children were more relaxed and confident. They were engaged and enthusiastic and responded to the familiar language used by the P1 teacher. |
| Next Steps* To develop Nurture areas in all classrooms and provide resources to support children with social and emotional needs through creative use of the Pupil Equity Fund from Scottish Government 2019-20.
* To review approaches to Behaviour Management to reflect Nurture Principle ‘All Behaviour is Communication’ N-P7(Paul Dix)
* To continue to develop emotional literacy in early years.
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| **Improvement Priority-School and Learning Community**Develop assessment of children’s progress and achievements in writing through Moderation at school, Learning Community and Local Authority Level. |
| **Outcomes for Learners*** Teachers: Increased knowledge of benchmarks to monitor writing and support overall professional judgement on the national standards expected within this curriculum area at each level. To support consistency in teachers' and other practitioners' professional judgements.
* Learners: Know what they need to know and be able to do to progress through the levels.
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| **Evaluation/ Analysis of Progress and Impact**A small group of Learning Community Head teachers formed a group to lead on plans for staff awareness raising and engagement in moderation.All schools and Nurseries were put into working Trios to undertake ‘moderation of a level’ at early, first, second and third across Trio Schools.All nurseries and schools in the Learning Community were involved in a planned programme of moderation of Curriculum for Excellence levels in writing. This involved staff * Attending an awareness raising session about moderation of writing and holistic assessment with the Trio staff
* Undertaking regular moderation at school level with their colleagues to moderate writing, discuss children’s progress through the levels and share evidence of this.
* Meeting with their Trio to share evidence and plan crossover visits to each school/nursery.
* Visiting other schools to observe teaching and learning.
* Engaging in moderation activities with the Trio on training Days
* Providing holistic evidence for the Local Authority Moderation Day

As a result of the moderation activity at school and Learning community level staff have an improved awareness of the importance and purpose of moderation and the need for a range of supporting evidence to confirm teacher judgement of achievement of a level. Staff confidence in judging achievement of a level has improved and staff are clearer about the type and range of evidence required to support their judgement.Staff now have a consistent approach and a shared language for moderation, progress through a level and achievement of a level. Feedback from the Local Authority Moderation Day to staff in school was extremely positive and ranked the evidence and moderation work undertaken as ‘excellent’. Feedback included, ‘Clear assessment criteria linked to each learning activity and evidence of Learner Journey with a range of genres included’During Staff Meetings where attainment data was presented and discussed, staff demonstrated improved confidence and ability to draw conclusions from a wide range of evidence to support their judgement of children’s progress in their learning journey. Staff engaged in collaborative discussion posing challenge questions to each other. Staff demonstrate more confidence during tracking and monitoring meetings with Senior Management Team and are more decisive in their Statements of children’s progress.***Moderation***All staff have been involved in moderation with other professionals within the local learning community. Some staff have been to visit other settings in order to participate in one to one moderation with other educators within the learning community. At November In-Set days all staff were involved in moderation of early level literacy with the Balfron Learning Community. Staff have begun to use the moderation folder to collate evidence of children’s progression in the learning intentions set. Staff have been engaging in professional dialogue regarding moderation. One member of staff has taken on a lead role of collating moderation evidence and sharing this with staff.**Impact**As a result of the professional dialogue with other educators in the community staff have built positive working relationships which will allow them to move forward and support children’s learning and development through further dialogue and shared experiences. One member of staff has taken on the lead role of moderation, attending moderation meetings with the school. This has had an impact on the staffs understanding of a whole school approach to moderation. One member of staff has been feeding back the information received at the meetings to cascade the information onto other members of staff. ***Moderation***All staff have been involved in moderation with other professionals within the local learning community. Some staff have been to visit other settings in order to participate in one to one moderation with other educators within the learning community. At November In-Set days all staff were involved in moderation of early level literacy with the Balfron Learning Community. Staff have begun to use the moderation folder to collate evidence of children’s progression in the learning intentions set. Staff have been engaging in professional dialogue regarding moderation. One member of staff has taken on a lead role of collating moderation evidence and sharing this with staff.**Impact**As a result of the professional dialogue with other educators in the community staff have built positive working relationships which will allow them to move forward and support children’s learning and development through further dialogue and shared experiences. One member of staff has taken on the lead role of moderation, attending moderation meetings with the school. This has had an impact on the staffs understanding of a whole school approach to moderation. One member of staff has been feeding back the information received at the meetings to cascade the information onto other members of staff.  |
| All nursery staff have been involved in moderation with other professionals within the local learning community. Staff collate evidence of children’s progression in the learning intentions agreed at the start of term and ensure this is filed according to the protocols agreed for this learning community. Some staff have been to visit other settings in order to participate in one to one moderation with other educators within the learning community. As a result of the professional dialogue with other educators staff have improved understanding of the moderation process and its purpose. They have built positive partnerships that give them opportunities to engage in further discussions about early learning at learning community level to ensure consistency of approach.. At November In-Set days all staff were involved in moderation of early level literacy with the Balfron Learning Community. As a result staff were able to build confidence by comparing children’s learning in different settings and through moderation, agree a standard of achievement. Staff have a clearer understanding of how to gather the appropriate evidence and moderate within their setting and across settings.One member of staff has taken on the lead role of moderation, working in collaboration with staff across the school and attending moderation meetings regularly. She feeds back to the nursery staff team at the weekly meetings ensuring that all staff are kept informed. This leadership activity has built her confidence and she has reported enjoying the opportunity to work collegiately with class teachers.  |
| Next steps* To engage in moderation of Talking and Listening at School, Learning Community and Local Authority level.
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| **Improvement Priority-School and Nursery-PEF*** To improve attainment in literacy and numeracy by improving approaches to teaching and learning, taking account of the needs of varying learning styles.
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| **Outcomes for Learners*** Staff will have a shared understanding of the different learning styles and how to appropriately support children in the classroom and Nursery to make progress in their learning.
* Children will benefit from improved teaching and learning approaches in literacy and numeracy.
* Children will make progress as a result of targeted support in literacy and numeracy.
* Children with additional support needs in literacy and numeracy 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.
* Literacy and Numeracy 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 and numeracy.
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| The development group of staff consisting 2 members from Early level, 2 from First Level and 2 from Second Level was formed to lead on this area of improvement planning. The group organised opportunities for allstaff to complete an Early, First and Second Level consultation for PEF. Staff were given 2 weeks to identify specific resources and training required to meet identified outcomes for learners that were agreed for this area of improvement planning. During this time, staff also engaged in professional dialogue to identify appropriate resources to purchase which would improve our approaches to meeting the needs of learners, extend challenge, and improve learning and teaching and support teachers in the delivery of lessons which take account of the range of learning styles. Feedback from staff consultation highlighted the key resources required and the training staff felt they would benefit from. The development group planned how to effectively use the PEF Funding to provide these. The group agreed to split into smaller groups focussing on Early, First and Second Level to research materials and resources which would meet the needs of learners and suit a range of learning styles and abilities with the ultimate aim of improving attainment in Literacy and Numeracy and improve approaches to teaching and learning. As staff had identified further training on the development of writing skills the PT met with Gill Friel, Lecturer in literacy, Glasgow University to discuss a whole school Functional Writing Project to build staff capacity in teaching Non Fiction writing to improve pupils’ skills, increase pupil motivation and raise attainment in writing. To provide the ultimate motivation it was agreed that the children would create non-fiction books and share them with families, peers and the wider community at an open afternoon in March.It was agreed that a whole school focussed approach to teaching spelling to improve learning and raise attainment in this area was required and it was agreed that staff would implement a whole school approach using Read Write Inc. In Literacy, resources were sourced that focused on phonics skills, sentence structure, comprehension, reading skills and interactive games to improve motivation and pupil engagement. Staff also highlighted the need for a wider range of resources to improve outcomes in numeracy. Staff agreed that there was a need for a centralised resource area for Numeracy with subject area topic boxes to support teachers in delivering engaging lessons across all areas including Number, Money, Measurement, Shape, Time and Problem Solving taking account of the range of learning styles in the class, whilst supporting and extending learning.During the November INSET day, Gill Friel delivered a full day CPD session for staff on the Development of Non-Fiction Writing. Staff engaged in professional dialogue to discuss the key features of an effective writing lesson. Staff worked in trios to identify a range of writing genres which would be appropriate for children working at each stage and link to a class topic which would enable learners to produce high quality writing thus improving pupil attainment in writing.Throughout January and February, all classes participated in the whole school non-fiction book projects. Throughout the months that followed, staff continued to develop teaching and learning approaches within the class using the wide range of interventions within both Literacy and Numeracy. Feedback was sought from parents at the March Open Afternoon. In April, the PT devised a teacher survey and SLA survey as part of the consultation process which was followed by a pupil focus group with children at all stages of the school in June. Feedback from teachers, SLAs and pupils indicates the following key themes:-* Children are developing comprehension skills through a more robust teaching approach. Children are motivated to progress as they can easily identify levels of progress and develop skills within each genre particularly using the ‘comprehension box.’ Materials can be accessed independently and there are opportunities for greater autonomy and levels of challenge.
* Children have targeted support in literacy and numeracy through a range of approaches. Staff feel motivation has improved as a result of quality materials which meet the needs of those with different learning styles and provide greater opportunity for active learning across literacy and numeracy.
* There is a wider range of specific materials to support the lowest attaining pupils and high achievers within the school.
* There is a more rigorous, structured approach to the teaching of spelling (through Read, Write, Inc spelling). As a result, pupil attainment in spelling has improved across the school and there is evidence of improvement in children’s spelling across the curriculum.
* The new numeracy and maths centralised resource base has provided class teachers with greater access to a wider range of concrete numeracy materials to suit a range of learners’ styles and abilities. Teachers, SLAs and pupils commented on higher level of engagement in the classroom and improved motivation for learning. The materials meet the needs of learners by supporting children and challenging the more able. In particular Stile boards have been a very effective from Nursery through the school to engage learners and provide targeted support for learners whilst providing learners with instant feedback.
* As part of the pupil focus group, children commented on the quality materials in literacy, greater range of choice, range of genres and clarity of levels (within novels, books and comprehension). Children commented on the positive impact of ‘the comprehension box’ with particular reference to opportunities for autonomy, progression, recognising achievements at each level and challenging yourself to “take on a harder level.”
* Staff and pupils commented on the positive outcomes for learners using a whole school writing project approach. Children took pride in their written work, set and achieved high standards of writing and improved the quality of their writing. Parental feedback was very positive following a sharing the learning event. Parents commented on the high standard of writing, quality of written work and presentation of the books at every stage of the school.
* Some children using new Dragon software (to support dyslexia) have significantly improved their attainment in writing over time.

Analysis of whole school data indicates:-* 91% of children are achieving age and stage appropriate levels in spelling. This is an increase from 83% the previous year.
* The percentage of children attaining at ‘above average’ levels (with a standardised score of over 115) has risen from 10% to 27%
* The percentage of children achieving a low standardised spelling score (below 85) has dropped from 17% to 9% in one year. (Note, 13% of assessed learners are on Staged Intervention).
* Teacher tracking documentation shows children are making tracked progress from previous levels of attainment across Literacy and Numeracy.
* Teacher judgement (at P1, P4 and P7) indicates improved levels in attainment across Reading, Writing, Listening, Talking and Numeracy.
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| Next Steps* Continue to embed new approaches and resources to support less and more able children and meet the needs of all learners.
* Continue with the whole school writing project in session 2019-2020
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| **Improvement Priority-School and Nursery**To improve our approach to science throughout the school by using skills based teaching approaches and providing appropriate teaching resources. |
| **Outcomes for learners*** Progression pathways and benchmarks are used to ensure consistency of approach in the science curriculum across the Nursery and School to ensure children develop key skills progressively over time.
* Improved access to a range of appropriate science resources to improve learning and teaching in Science.
* Improved opportunities and engagement in Science.
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| **Evaluation/ Analysis of Progress and Impact**A Team of Staff volunteered to work in partnership in a Science development Group to evaluate the Science Curriculum in School and Nursery and consult with staff on what was required to improve teaching and learning in Science. Nursery staff attended the meetings and worked in partnership with teacher across the school contributing positively to the improvement planning process. The Group met regularly over the year and fed back to the whole staff team at INSET days in February 2019.This approach gave ownership of this area of development in the School Improvement plan and enhanced collegiate working relationships.A discussion session was arranged and all staff contributed to the consultation knowing their views would be taken account of. During the staff discussion & subsequent communication follow ups it was identified that resources were outdated or not fit for purpose and staff required a range of appropriate resources to support teaching and learning in a variety of science concepts to make the learning more active and engaging.The Science Group undertook and inventory of current resources and purchased a range of resources that would enrich learning and provide more opportunity to develop skills in science. .Resources were organised and labelled to ensure ease of access and efficient resource management. Access to the appropriate range of resources will enable teachers to support learning and teach science more effectively, ensuring greater motivation for children. Questionnaires issued to children to gather their views and to see the impact of the resource materials on attitude, enjoyment and experience in science gave a positive view of the changes, and ‘I love all the new things we get to use to do science. It makes it easier to discover and learn things and ‘now we have the things we need we can get right down to doing things. That’s what’s good about science! *All the new things we get to use when we are doing science. e have all the things we need for science and to explore outdoors now’*, *‘it just makes learning more fun and you feel like a scientist’*The Science Group and staff discussed the key skills for science linked to the Experiences, Outcomes and Benchmarks within Curriculum for Excellence. This was done using Stuart Naylor’s “It’s Not Fair, Is It?” book as a catalyst for discussion. The Science group then aligned the Benchmarks to science skills to further develop the schools approach to teaching science and ensure a progressive approach. The science group developed a Science Overview Sheet that staff will complete and pass on at transition meetings to ensure continuity in meeting science outcomes at the end of Early, First and Second Level. The Science Group and Staff met to agree a consistent planning approach that focuses on teaching key skills in science to ensure children’s skills are being progressively extended through P1-P7. As a result all staff will focus on the suite of skills, progression and scientific literacy that children require to develop during the course of their primary experience in Science and plan appropriate leaning opportunities for them to do so. Improved opportunities to engage in the sciences will increase motivation and improve the interest levels of children and hopefully girls to engage with science subjects in future.One member of nursery staff, alongside the teaching staff, has engaged in SSERC training. This focussed on how to plan learning through experiments relating to light and dark. This staff member shared information about the training with the nursery team and as a result staff were enthusiastic about planning opportunities to enhance learning in the sciences through the experiment approach. As a result staff are more confident in planning learning and children are benefitting from a practical approach to developing science skills. Staff have shared their work with parents and colleagues through a STEM display to celebrate the children’s learning and highlight their achievements. The children have enjoyed the wider opportunities to engage in practical activities and experiments and have shown an increased interest in science. The science experiments have influenced the children’s use of trial and error whilst engaging in other experiences and have promoted discussion around how things work and why. Staff are feeling more confident in their understanding of science experiments and feel that having new resources promotes further interest in the subject. Staff and children have worked together on a number of projects including making volcanoes, exploring colour mixing with skittles and researching and observing life cycles with caterpillars during which children have been encouraged to hypothesise and undertake enquiry. Children are developing skills experiences. The children have been really engaged in the various experiments. In particular they have been fascinated with life cycle of the butterfly and have gone on to create their own life cycles in arts and craft and role play experiences. They have engaged in regular discussions with their peers in P1 who were also exploring the life cycle of the butterfly thus demonstrating their knowledge and skills, comparing approaches and using a shared language with their peers. through active and motivating Future plan-* At the start of the new academic session staff have agreed to plan a Science Day N-P7 in collaboration with the children, parents, community and Director of The Science Centre Dr R Hoyle to highlight learning in this area and foster a greater enthusiasm for the sciences.
	+ Children will be asked for ideas for the Science Day and parents will be invited to get involved.
	+ Contact will be made with the high school to provide S5/S6 pupils to support the Science Day.
	+ Children will be experiencing a variety of contexts and experiences through which they will be given the opportunity to develop key skills in science.
	+ Staff and children’s feedback on Science Day will be gathered and children will engage in discussion in class about the key skills they have learned and how these may apply to ‘the world of work’.

**Next Steps*** To further Develop School and Nursery engagement in STEM and will work with Dr Robin Hoyle, Director of The Science Centre Glasgow to agree a vision for the future of learning in STEM through interactive learning spaces in the nursery and school. This would improve engagement in the sciences and improve opportunities for flexible learning to motivate children to engage in the sciences and make connections to the world of work opportunities available to them in future.. (3 Year project)
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| **Pupil Equity Funding****Progress and Impact of Pupil Equity Funding 2018-19** Strathblane Primary School received £9,720 of Pupil Equity Funding through the Scottish Attainment Fund in 2018-19 to reduce the poverty-related attainment gap. Key data included:**SIMD Analysis**Within the current school roll, 2% of children are within decile 5, 0% in decile 6, 22% within decile 7, 31% within decile 8, 38% within decile 9 and 8% tbc (due to new housing development).The small number of children in Strathblane Primary School who have been allocated PEF funding, although in the lowest decile, do not all sit all within the lowest attaining 20% of learners. **Free School Meals**2% of the children on the school roll receive free school meals. **Staged Intervention**Within the current school roll, 12% of children across the school are on stages 2 to 4 of Staged Intervention.**Consultation process*** Parental focus group
* Pupil surveys
* Pupil focus groups
* Staff consultation
* Staff surveys

Following data analysis and consultation within our school community we focused our key priority for session 2018-2019:To improve attainment in Literacy and Numeracy by improving approaches to teaching and learning taking account of the needs of children and their varying learning styles. Interventions for equity were as follows:**🗸****🗸****🗸****🗸****🗸****🗸****🗸**

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| **Intervention** | **PEF Spend** |
| **Staffing** | N/A |
| **Literacy**1. Book Banded novels (including ‘dyslexia friendly texts,’ texts to target ‘low attaining readers’ and ‘challenge able readers.’ \*
2. Project X – Lower school resources
3. The ‘Comprehension Box’ – whole school approach to independent comprehension activities.
4. Stile boards and challenges (phonics for reading and spelling) – promoting independent learning
5. Phonics board games, literacy puzzles, sound tubs and sentence building\*
6. Book Covers and boxes
 | £935£2670£500£330£285£517**Total = £5,264** |
| **Numeracy**1. BEAM Brain Buster Box (First Level)
2. Numeracy resources (concrete and active learning materials to support learning and teaching – for range of learning styles) \*
3. Numeracy games (focus on the four processes) to support independent learners
4. Numeracy Stile boards and books ( to consolidate learning/ promote active learning and independence) \*
5. SUMDOG (Online support for Literacy and Numeracy. Tracking and monitoring attainment in Literacy and Numeracy)
 | £121£1640£170£370£275**Total = £2576** |
| **Health and Wellbeing**N/A |  |
| **CLPL**1. Gill Friel – Development of Non-Fiction Writing (Whole School Project)
 | £450**Total = £450** |
| **Assessment**1. PM Benchmarking (Scholastic) \*
 | £197**Total = £197** |
| **Digital Technology**1. Online Spelling (Read, Write, Inc)
2. Jolly Phonics for the Whiteboard
3. Probots
4. Linguascope – Interactive language learning resource
 | £115£305£513£300**Total = £1,233** |
| **ASN Resources** Please note, items noted above with \* were purchased as ASN resources |  |
|  **Total PEF Expenditure 2018-2019** | **£9720** |

A Literacy and Numeracy Development group was established with Principal Teacher, 2 members of Nursery staff and 3 class teachers. The Literacy and Numeracy Development Group report detailed above within the standards and quality report outlines the progress on actions and the links to PEF. **Key Impact Statements are as follows:**1. **There is improved attainment in Spelling.**

After staff training, we implemented a Read, Write, Inc approach to teaching spelling. As a result of implementing this new approach to teaching and learning within spelling, there has been a significant increase in spelling progress. The percentage of children achieving a low standardised score (below 85) has fallen from 17% to 9% over a one year period. This also takes into account that 12% of the school roll is on Staged Intervention.The percentage of children achieving above average standardised scores in spelling (above 115) has risen from 10% to 27%.Feedback from staff and pupils indicates positive engagement with the new teaching and learning approaches within spelling.1. **Children are benefitting from improved teaching approaching in Literacy.**

Children at Strathblane Primary are achieving above national attainment levels across Maths, Talking and Listening, Reading and Writing at P1, P4 and P7. There has been an improvement in attainment across Literacy and Numeracy at all stages from June ’18 to June ’19.Children are more engaged with reading texts (as evidenced through pupil focus group discussion and staff surveys). All staff participated in staff training to improve approaches to learning and teaching in Literacy. Sessions delivered to staff focussed on developing a writing culture and the development of writing skills. A shared understanding of development of reading and writing skills has led to improved teaching approaches and improved attainment.1. **Children are benefitting from improved access to resources which meet their needs and their learning styles.**

Children with particular support needs in Literacy and Numeracy have improved supports and appropriate resources which meet their needs better, motivate them to read, develop greater confidence and raise personal attainment. Learning resource boxes have been created in a centralised resources area for Literacy and Numeracy. Resources take into account children’s learning styles and include a range of age and stage appropriate materials (detailed in the expenditure above) to provide greater opportunities for children to develop their skills across Literacy and Numeracy and enhance engagement in learning. Pupil and staff focus group feedback included a range of comments in relation to increased enjoyment within Literacy and Numeracy lessons. Comments for Literacy ranged from…greater range of choice of texts… increased motivation to read… range of genres…more relevant texts…Comments for Numeracy ranged from…better materials to improve understanding of maths… improved teaching approaches in maths using quality resources… materials which cater to the needs of children with different learning styles. 1. **Children are making progress as a result of targeted support in Literacy and Numeracy.**

All class teachers keep tracking information for each pupil across Literacy, Numeracy and Health and Wellbeing. Analysis of tracking documentation indicates improved levels of attainment in writing on the Scottish Criterion Scale across the school with most children moving up at least two levels. Evidence from standardised spelling indicates whole school improvement in spelling. Children have tracked progress in book banding reading levels through a tracked approach using the Oxford Reading Book Banding Trackers. PEF funded SUMDOG trackers are also being used by most class teachers to track progress in Numeracy against benchmarks, experiences and outcomes. 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. |
| **Wider Achievement**Wider achievement across the nursery class and school is celebrated every week at HT assembly, via wall displays and the school website. A few examples of wider achievement are-**Wider Achievement Nursery-P7*** All nursery children involved in iPad and technology training with Steve Bunce
* Primary 3-participated in robotics workshop delivered by Computer Xplorers, funded by University of Glasgow
* Primary 6 team– winners of Stirling school’s Euro quiz competition and 4th in national final
* Primary 6 class – winners of Learning Community Fun in Athletics competition
* Pupils from p4-7 – representing school in regional chess competition
* Pupils from p5-7 – representing school at Garscube Harriers schools cross country competition winning multiple team medals and overall winner of P5 race
* Drymen Show football competition – winners of girls’ and boys’ football competitions
* Strathendrick football and netball leagues – pupils from p6/7 – winners
* Strathendrick schools cup – winner of netball competition
* Drymen Show schools competition – multiple rosettes in writing, poetry, art and craft sections.
* Drymen Show – winner of Young Writers’ shield (p6 pupil)
* Drymen Show – winner of Young Artists’ shield (p4 pupil)
* P4/5 pupils participated in Active Stirling netball development competition
* P4/5 took part in Active Stirling local schools football competition
* P4 ran a stationery shop as part of an enterprise topic raising £300
* P6 pupils achieved Discovery level John Muir award
* P6 pupils ran French Café for parents
* P7 performed their own pantomime (Snow White) at the Edmonstone Hall in front of the local community.
* The athletics team (P7 and P6 pupils) achieved 3rd out of 26 schools in the Stirling Track and Field Championships with individual results for P7 including a 1st in boys shot putt, 1st (and championship record throw) in boys javelin, 2nd in girls shot putt, 3rd in girls javelin and 4th in girls 600m race.
* P7 have had further sporting success in the Balfron cluster athletics tournament, netball tournament and football tournament.
* The Lacrosse Team (with pupils from P7 and P6) won the Scottish Lacrosse Championships and went on to become the first Scottish team in 26 years to win the British Lacrosse Championships!!
* P7 pupils participated in the annual Maths Challenge achieving Gold, Silver and Bronze awards.
* P7 pupils started up their own businesses as part of the ‘Make £5 Grow’ challenge. Collectively, the P7 class raised £1580 for their chosen charities.
* 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.
* All pupils in the school created their own book for the whole school Book Project.
* 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.

**Comments**Our Standards and quality Report is made available on the school website and comments are invited at the first Parent Council meeting of the academic session. Please also feel welcome to write to the HT with your comments. |