



Alva Primary School, ASD Provision & ELC Standards and Quality Report

Session 2024/25



Introduction

In line with national and local expectations as set out in the National Improvement Framework, Alva Primary, ASD Provision & ELC is committed to achieving excellence and equity; raising attainment, tackling inequity and ensuring that high aspirations and positive outcomes are realised for all our children and young people.

This Standards and Quality Report for 2024-2025 is a summary of the performance of the school in relation to the priorities as set out in August 2024.

This report has been informed by:

- HMIE Inspection report in January 2023 and return visit in January 2024
- Care Inspectorate inspection report November 2024
- Quality assurance and moderation of planning, learning & teaching and assessment.
- Monitoring and tracking of attendance and attainment Nursery 5 to Primary 7
- Analysis of Staged Intervention
- Self-evaluation with stakeholders
- Analysis of SLT/teacher/educator feedback from planning, lesson observations, reporting to parents/carers, staff professional reviews
- Evaluation of partnership working.

School Context

Alva Primary School is a non-denominational school, serving the catchment area of the town of Alva. The school benefits from the inclusion of the specialist provision for autism for the local authority, and also a large early learning and childcare centre. The school was built in 1976 and has been extended/refurbished since then, most recently to include the town's community library. The school site is in close proximity to outdoor spaces such as a woodland park and Alva Glen. The school is part of the Hillfoots cluster and most of the young people move on to Alva Academy at the end of P7.

Our whole school roll is 440 children. The current Primary 1 to Primary 7 mainstream school roll is 323 children, comprising 13 classes, with a further 80 children in our Early Learning and Childcare (ELC). In addition, Alva ASD provision is operating at full capacity, with 36 children across 6 classes. The Senior Leadership Team in 2024/25 comprised of a Headteacher, Depute Headteacher, three Principal Teachers (mainstream core), three Acting Principal Teachers (PEF funded), one Principal Teacher (ASD Provision) and a Senior Early Learning and Childcare Educator (ELC).

This session, 2024-25, the school has experienced an increase in the number of enrolments and leavers. Over the course of the session over 30 children have either enrolled or left Alva Primary School. This reflects almost 10% turnover of school roll.

As a whole school community, we are committed to promoting and developing positive and effective working relationships with families.

Mainstream P1 to P7

Using the latest data from the Scottish Index of Multiple Deprivation (SIMD), 7% of our learners reside in SIMD deciles 1 & 2 and 8% of learners reside in SIMD deciles 9 & 10. Given the recent addition of new house building in the town, 5% of children reside in unallocated SIMD areas. 27% of our learners across the whole school are entitled to free school meals. This rises to 33% in Primary 6 and Primary 7 which is perhaps a more accurate figure given the universal offer of free school meals in Primary 1 to Primary 5. In mainstream Primary 1 to Primary 7, 39.3% of children are on staged intervention. Our current profile shows that we have just under 5% of learners who have experienced care.

ASD Provision (Ochil Classes)

Due to the small number of children in the ASD Provision, information around SIMD, experience of care and clothing grant eligibility is not reported as this may identify individual families.

Alva Primary School Mainstream P1-P7

Key Priorities for Improvement 2024-25 as identified in School Improvement Plan June 2024

Priori ty	Outcomes planned	Outcomes achieved
1	By June 2025, the Literacy attainment for the 23/24 Alva ELC, P3 &P6 cohorts: - in mainstream P1 to increase by 1.5pp to 80% - in mainstream P4 to increase by 2.9pp to 80% - in mainstream P7 to increase by 10.8pp to 56.5% This would give a combined attainment for mainstream P1, P4 and P7 in Literacy of 71.35%	P1 81%
		P4 73%
		P7 63%
		Combined 72%
2	By June 2025, the Numeracy attainment for the 23/24 Alva ELC, P3 &P6 cohorts: - in mainstream P1 to increase by 3.9pp to 85% - in mainstream P4 to increase by 2.8pp to 94.2% - in mainstream P7 to increase by 13pp to 63% This would give a combined attainment for mainstream P1, P4 and P7 in Numeracy of 79.4%	P1 88.6%
		P4 83.8%
		P7 58.7%
		Combined 75.4%
3	By June 2025, there will be improvement in the wellbeing of identified cohorts of children who require support.	Achieved
4	By June 2025, there will be an improvement in overall attendance by 1.5 percentage points to 94.4%	As of 2.06.25 93.21%

Mainstream Priority 1 - Literacy

Review of Progress to June 2025

NIF Priority :

Closing the attainment gap between the most and least disadvantaged children

Improvement in attainment, particularly in literacy and numeracy

School Improvement Priority/Priorities:

By June 25, the **Literacy** attainment for the 24/25 cohorts:

- in mainstream P1 to increase by 1.5pp to 80%
- in mainstream P4 to increase by 2.9pp to 80%
- in mainstream P7 to increase by 10.8pp to 56.5%

This would give a combined attainment for mainstream P1, P4 and P7 in Literacy of **71.35%** **Achieved 72%**

Rationale

The school improvement priority of raising children's attainment in literacy is based on the analysis of cohort data. In addition, HMIE reported in January 2024 that we should continue to develop approaches to teaching, learning and assessment to increase the pace of learning and raise attainment for all children. Also we must ensure all children receive the right level of support and challenge to meet their learning needs.

Planning

All teachers use the agreed planning format to ensure planning of high quality learning and teaching in line with local authority guidance. Class teachers complete yearly overviews, termly planners and use the progression pathways to highlight learning which has been achieved. Term plans include planned assessments using Say, Make, Write, Do to ensure that assessment is planned prior to teaching. Time is allocated in the working time agreement to moderate plans and agree next steps.

A Learning, Teaching and Assessment document has been created for Literacy to ensure consistency of expectations for class teachers.

Writing Genre Framework

The addition of a writing genre framework to planning has ensured a balanced coverage of genres across the curriculum levels and enabled a good pace of learning.

Collegiate sessions provided staff time to collaborate in order to develop progressions and exemplar structures for each genre. The updated Clackmannanshire writing progression pathways supported this work. All mainstream class teachers participated to ensure opportunities to share knowledge and develop leadership skills.

The Literacy Diet

In order to ensure balance across the curriculum, all teachers reviewed the Literacy diet across the week. In addition, a learning, teaching and assessment policy was created with all class teachers to set shared whole school expectations and provide greater consistency.

Reading Resources

All staff completed a Literacy resource audit and questionnaire to gather information on the availability of high quality resources to support the learning and teaching of reading. As a result, new decodable texts, middle book banded novels and dyslexia friendly novels have been purchased which has improved learner engagement in reading for some children, particularly those supported by the Support for Learning Teacher.

Spelling

Revised set word lists have been introduced which follow a clear and set progression appropriate for each stage. This has improved differentiation to meet learner needs. Class teachers use pre-populated slides which supports planning and has ensured the predictability of format for children. In order to monitor progress, tracking pages have been introduced for spelling age assessments and the Wraparound Spelling screener to identify gaps and next steps.

National Improving Writing Programme

Following participation in high quality professional learning for the National Improving Writing Programme, all P2,3,4,5, & 7 class teachers have a good understanding of effective learning and teaching for the 'tools for writing' organiser within Curriculum for Excellence. As a result, the number of children achieving First Level and Second Level writing has increased.

Communication Environment

Working closely with partners from Speech & Language, Occupational Therapy and Educational Psychology, staff have enhanced the communication environment across the school. All staff now use a consistent approach to developing classroom and playroom environments. All spaces across the school consistently provide low-stimulus and communication friendly environments. This whole school approach supports children's needs well and helps them to focus on their learning. Staff 'communication champions' provide helpful support to colleagues to improve the consistency of strategies across the school. Alva Primary is the first mainstream school in Clackmannanshire to achieve a Gold Communication Award. This has been achieved by the Children/Staff Communication Champions:

- maintaining the communication environment through weekly audits and resource updates
- creating and implementing visual emotion check ins in all classrooms
- creating self assessment tray labels
- using visuals for whole school values, class charters and individual pupil expectation charts
- using visual word mats to support learners in Literacy, leading to improved progress for a few learners.

Colourful Semantics and Oral to Written Narrative

All class teachers and learning assistants have completed professional learning in Colourful Semantics and Oral to Written Narrative from Speech and Language. This in addition with access to the high quality resources for use with class and/or targeted interventions, has improved Literacy across Primary 1,2 and 3. Colourful Semantics has become integral to the Alva Writing Genre Framework for all children in P1 and P2.

Forward Planning Moderation

Following participation in effective forward planning moderation activities almost all class teachers have a good understanding of progression within Literacy. As a result, the pace of learning across the school has increased.

Quality Assurance

A robust quality assurance calendar has been developed to review the quality of learning and teaching. Teachers now use an agreed 'teacher toolkit' which outlines the key features of high-quality teaching during peer observations. They also share good practice with colleagues across the local cluster. These activities are leading to teachers having a more consistent understanding of high-quality learning and teaching. Children's written work in jotters and workbooks are reviewed.

Attainment tracking

All teachers have termly attainment meetings which allows senior leaders to discuss appropriate next steps for children who are not yet attaining their expected level.

Digital

Staff involved in the delivery of NSA assessments engaged in professional learning to better analyse and interpret resulting literacy data from assessments. The impact of this was more effective post-assessment interventions and an improvement in staff ability to identify progression.

The impact of professional learning in the suite of resources via Nessy, is that staff are now better equipped to use these resources to better support individuals, as well as analyse and interpret data that is generated during the completion of activities which, in turn, better supports differentiation, intervention, support and tracking.

Staff were able to use the Read Theory training to integrate this resource into class learning and, as a result, were provided with an additional suite of formative assessment data that better supported intervention and differentiation.

Impact

The impact of these actions is evidenced in achieving the 24/25 school improvement priority outcome for Literacy. Alva Primary achieved a combined P1,P4 & P7 Literacy score of 72% which is 2% above the local authority stretch aim. This data is based on the 23/24 cohorts of children and do not include the 10% turn over in school roll.

Next Steps to improve attainment in Literacy:

Universal

National Writing programme

Ensure all Primary 3 to Primary 7 teachers have participated in and are implementing the National Writing programme.

Planning & assessment

Planning now includes an updated Writing Genre Framework and relevant data collection pages for Wraparound Spelling. Time is built in for teachers to moderate their planning in their Trios. This will ensure we have consistency. Whole school use of PIRA assessments for reading.

Reading Framework

A Reading Framework will be created by the strategic lead that ensures progression from Early to Second level. This should build on our 'Reading the Alva way' document.

Core texts for each year group should be selected in line with the IDL topics and Writing Genre Framework.

Reading Schools award to be completed.

Communication Supports

Ensure the communication environment is a consistent feature of staff practice to maintain the achievement of Gold Award.

Spelling

Continue to embed Wraparound spelling, and all teachers should use data effectively to identify support and challenge children.

Targeted

Intervention groups

Intervention groups with a focus on raising attainment in Literacy will take place for selected P3, P4, P5 and P7 pupils. Children will be selected using data from NSA and our School attainment tracker.

Nessy Spelling will be co-ordinated by the Support for Learning Teacher to ensure children are supported appropriately.

Mainstream Priority 2 - Numeracy

Review of Progress to June 2025

NIF Priority:

Closing the attainment gap between the most and least disadvantaged children

Improvement in attainment, particularly in literacy and numeracy

School Improvement Priority/Priorities:

By June 25, the Numeracy attainment for the cohorts:

- in mainstream P1 to increase by 3.9pp to 85%
- in mainstream P4 to increase by 2.8pp to 94.2%
- in mainstream P7 to increase by 13pp to 63%

This would give a combined attainment for mainstream P1, P4 and P7 in Numeracy of 79.4% **Not yet achieved** Combined 75.4%

Rationale

The school improvement priority of raising children's attainment in numeracy is based on the analysis of cohort data. In addition, HMIE reported in January 2024 that the school should continue to develop approaches to teaching, learning and assessment to increase the pace of learning and raise attainment for all children. Also we must ensure all children receive the right level of support and challenge to meet their learning needs.

Planning

All teachers are planning using the progression pathways on the online planning folder. All class teachers complete a yearly overview and highlight per term on the online folder. All class teachers are also completing termly plans that highlight E&Os, benchmarks, planned assessments and supports/challenge for learners. Curriculum expectations are in place but also updated each term as we develop through our school priorities.

Learning and Teaching

Teachers plan lessons to ensure all children spend more time on purposeful learning. This is supporting children well to make better progress in learning. In almost all classes, children now have opportunities to work in pairs, groups and as an individual on tasks. Most children engage well in lessons, listening to and following instructions.

Staff confidence - professional learning required was established with regard to teaching/learning content and resources in October 2024.

<https://docs.google.com/forms/d/1SEkR8cFrAs22pS2rPuETOkGeJDDOX8ttLs3JA-JlcJs/edit>

In summary, resources, CPA.concrete materials, different strategies and assessment were identified as priorities.

Numicon was bought to support learning and teaching as requested.

Fractions, decimals and percentages was an area identified as requiring support.

The evaluation of the session was positive, whereby 100% of staff said they were satisfied with the sessions and 93% said they were relevant.

Quality Assurance

A robust quality assurance calendar was developed to review the quality of learning and teaching. Teachers now use an agreed 'teacher toolkit' which outlines the key features of high-quality teaching during peer observations. They also share good practice with colleagues across the local cluster. These activities are leading to teachers having a more consistent understanding of high-quality learning and teaching. Children's written work in jotters and workbooks are reviewed.

Intervention groups

Intervention groups as detailed in the SIP went ahead as planned for a short period of time in Term 1, however this ceased due to staffing challenges. Class teachers planned and delivered lessons to address the gaps in learning for those identified children.

Digital

Staff involved in the delivery of NSA assessments accessed professional learning to better analyse and interpret resulting numeracy data from assessments.

The impact of this was more effective post-assessment interventions and an improvement in staff ability to identify progression.

The impact of training in Education City and Sum Dog is that staff are now better equipped to use these resources to better support individuals, as well as analyse and interpret formative assessment data that is generated during the completion of activities which, in turn, better supports differentiation, intervention, support and tracking.

Google Educator training enabled staff to integrate this resource into class learning and, as a result, were provided with an additional suite of formative assessment data that better supported intervention and differentiation.

In class STEM sessions have taken place in classes throughout the year. Teachers have liaised with school STEM ambassadors to plan a series of linked lessons that are delivered in class, with ambassadors leading initial lessons and class teachers leading the follow up sessions independently. The impact of this has been an upskilling of class teachers in terms of their STEM skillset, with staff now more likely to plan and deliver these lessons in future planning blocks.

PEF Resources - March -June

After considering the benchmarks and the resources required to teach those areas of the numeracy curriculum, quality resources were purchased for each year group. Some for the specific year group and some for generic use across all/many stages.

Impact

The impact is demonstrated in the attainment data for P1 and P4, however we did not reach the planned target of 79.4% combined Numeracy at P1, P4 & P7. Attainment in the P7 cohort was below 60%.

Next steps to improve Numeracy:

- Numeracy will be the main focus for session 25/26 as attainment data is below expected levels.
- For most years groups, the percentage attaining is the lowest out of all curriculum areas reported on. P2, P4, P6 are our focus stages to begin with as they are sitting below 80%. These stages have the highest number of children 6 to 12 months behind expected levels and so this is where the biggest gain can be made.
- We will concentrate on ELC children who have attended the private sector as historically the data shows that they are at greatest risk of being off track. This will be a focus and will include the early level trajectories being completed for those children in Term 1 to allow planning to be matched to their learning needs.
- We will also focus on the children 6 to 12 months behind expected levels for numeracy. This will take the form of individual benchmarks/progression pathways being scrutinised at attainment meetings as to where progress has been made since the last meeting.

Mainstream Priority 3 - Wellbeing of children

Review of Progress to June 2025

NIF Priority :

Improvement in children and young people's health and wellbeing

Closing the attainment gap between the most and least disadvantaged children

School Improvement Priority/Priorities:

By June 2025, there will be improvement in the **wellbeing** of identified cohorts of children who require support.

Achieved

Rationale

The HMIE report from January 2023 graded the school on QI 3.1 as weak and recommendations were made to improve children's wellbeing. Specific recommendations were included in the SIP 2023/24 and 2024/25.

Vision & whole school positive relationships policy

The school values of 'safe, ready, respectful' are now fully embedded across the school and underpin the direction and pace of change. The consistent use of the whole school relationships policy ensures that all staff promote positive behaviour consistently across the school and create consistently high and shared expectations of behaviour. There is a positive ethos and nurturing climate for learning across the school which supports children's wellbeing and engagement in learning. Positive behaviour is reinforced at assemblies and children enjoy receiving awards for their choices and actions.

Wellbeing Indicator Surveys

Teachers use the wellbeing indicators very effectively to enhance children's understanding of what it means to be safe, included, respected, nurtured and responsible. Surveys of all P1 to P7 children in session 24/25 indicated an increase in overall wellbeing of school.

The following interventions have been used in 24/25 to support some children's wellbeing as indicated in their survey findings: Toast club (Targeted group of pupils with low wider achievement/self esteem), SSPCA, The View, Lego Therapy, Friendship Group, Mind Moose, Get Set Go, CSSS, Creative Therapies, Barnardos, Seasons for Growth, Time for Us, Women's Aid, The Exchange Counselling, Play Therapy, Resilient Rhythms, Action for Children, Family Therapy.

Staged Intervention

Due to an effective Staged Intervention process being embedded across the school there is greater consistency of support needs being identified and supported. Decisions taken within Staged Intervention or Team Around the Child meetings are recorded and shared with teachers and families. Children who have an individual plan have targets which are evaluated and reviewed termly by class teachers. Progress of all children is reviewed by Headteacher/Depute Headteacher and class teachers during attainment meetings to ensure that relevant support/challenge is in place which is leading to improved progress. All class teachers and the Children and Families Support PT continue to monitor children's progress to ensure that all children are placed at the correct level of staged intervention.

Wider Achievement

Wider achievement data was collected for all children across the school which has allowed for a targeted approach to improving opportunities for wider achievement. Identified children have been given early access to opportunities to participate in clubs and sporting events.

Dynamic Youth Awards

A targeted group of P5-7 children identified as having little/no opportunities for wider achievement now participate in a weekly Community/Toast Club. The group meets members of the community weekly to engage in conversation/activities to build confidence and self esteem. The group has been to Alva Academy to learn to bake in the home economics department and successfully hosted a festive event in the school for the people they had met in the community. The group is now working towards a Dynamic Youth Award.

Pupil Leadership Groups

Children enjoy the responsibility of being members of these groups. They are developing their citizenship and leadership skills well in these roles. These groups help children to realise that their views are important and acted upon.

Playground

Following an effective presentation from the Playground Reps, almost all children have a deeper understanding of the role of a rep. This is evidenced by an increase in the number of children asking the reps for support and the number of children applying to be part of the Playground Reps. The Reps are now assisting in the field at lunchtimes.

Effective partnership working secured funding from two community grants. This funding is being used to work with groups in the community to create a garden that is safe and usable with a new fence, benches and planters. In addition, agreement has now been reached to resurface the playground as part of the overall upgrade to the school building.

Cost of the school day

A preloved clothing bank is providing uniforms for children in school. This is accessed by both parents/carers and children, and adults have reported that it is helping to keep school costs down. All Primary 7 pupils have been educated about the free provision of period products now available in school. Several children are regularly provided with products. This is accessible to all in the community and there has been a good uptake of both disposable and reusable products. Period product dispensers have been ordered for all female toilets throughout the school.

Breakfast Club

Breakfast club is very well attended with often 60 children accessing each day. Staffing is funded through PEF. Children benefit from a healthy breakfast, friendship groups and planned activities in order to provide a positive start to the school day.

The View

The View (flexible learning space) continues to provide highly-effective support for children who require bespoke and flexible learning experiences to meet their needs. Children experience learning in a highly-supportive environment where adults scaffold children's learning well. Children from The View engage in their mainstream class lessons positively during planned periods. This supports children very well to experience success across the curriculum.

School Trips

All families were invited to complete a survey to gauge interest in school trips/experiences for children in session 24/25. Almost all families stated that they would like their child to have a school trip and feedback demonstrated that most families were willing to pay up to £12. The PTA made a substantial donation to subsidise all trips ensuring that all children had the opportunity to participate. Feedback from children and families was very positive.

Next Steps

- Widen opportunities for all children to lead and influence the life of the school
- Further refine the wellbeing survey to reflect the needs of the children in particular cohorts.

Priority 4 - Attendance

Review of Progress June 2025

NIF Priority :

Improvement in children and young people's health and wellbeing

Closing the attainment gap between the most and least disadvantaged children

Improvement in employability skills and sustained, positive school-leaver destinations for all young people

School Improvement Priority/Priorities:

By June 2025, there will be an improvement in overall **attendance** by 1.5 percentage points to 94.4%

Not Yet Achieved - As of 2.06.25 93.21%. This is an increase from June 2024 - 92.92%

Rationale

International research demonstrates the link between attendance and attainment.

Actions

PEF

PEF funding provides the 0.8FTE post of Children and Families Principal Teacher (CFPT). CFPT continues to work with class teachers and office staff to monitor all attendance and late comings, creating individualised plans for targeted children. Members of the Senior Leadership Team welcome children to school in the morning, encouraging families to be on time and offering support when required. CFPT meets the Engagement and Welfare officer monthly to discuss Alva's attendance within each year group, identifying targeted families and the impact of support as well as identifying patterns in attendance.

Data analysis

The local authority attendance dashboard provides regular analysis of attendance by stage and characteristics which has enabled us to identify and support specific groups and families. CFST analyses monthly dashboard data and uses this in discussions with class teachers and pastoral SLT.

School systems and capacity building

All absences are followed up with a call or email and require parents/carers to contact the school office. A bespoke attendance leaflet for Alva was issued to all families at our Learner Progress Meetings in October 2024 and was uploaded on to the school app. Almost all families now engage effectively with our absence protocols and as a result all children have an absence reason recorded on Seemis. We have had several occasions where the office has reported that all families have contacted the school to report absence resulting in no phone calls being required from school.

Pastoral support is provided to families when or if required. These approaches have been successful to improve attendance for most children.

CFPT works closely with class teachers to discuss attendance patterns, identify causes and create a support plan. Attendance is also discussed in TAC meetings. Almost all staff are now reporting concerns over late comings and absence. Most staff are beginning to identify patterns and possible reasons for absence.

Partnership working

Effective monthly attendance reviews between the Children & Families Support Principal Teacher and the Engagement and Welfare Officer, have resulted in an increase in engagement at Team Around the Family meetings, linking siblings from Alva Academy. Successful partnership working has resulted in an increase of opportunities to support children who are struggling to come to school. Children and families have been supported this session by:

Scottish SPCA - Animal Guardian Program, Women's Aid - Family and individual Support, Home Start and Barnardos.

The CFPT works closely with Social Work to support families with an attendance % below 40%.

Regular meetings with parents have resulted in an increase in partner agency work to support the mental well-being of our children, which in turn has increased their attendance.

Attendance discussions between CFPT and class teachers have supported the identification of Young Carers.

Identified families have worked alongside CFPT to identify next steps to improve attendance and late comings. Funding for after school club and breakfast club have been provided, where appropriate. This has improved late comings and overall attendance %.

In May 2025, CFPT worked alongside SLT and Alva PlayPals' Manager (after school club) to arrange funding for targeted families. Almost all families that were contacted have now signed up to our before/after school support.

Professional Learning

CFPT attended Education Scotland's Improving attendance event, looking at improving attendance and engagement within primary and secondary schools, with a focus on Cultures, Systems and Partnerships. From this, a decision was made to share all attendance statistics at the second set of Learner Progress Meetings with a 'Know Your Number' slip handed out to those below 70%.

Family Survey

CFST sent all families an Attendance Survey (anonymous) for which there were 71 responses.

- 43.7 % know their child/childrens attendance %
- 47.9% agree that 'every school day matters'

Some parents commented that the end of term doesn't matter as we are winding down. In session 25/26, we have to promote the importance of being in school for purposeful learning as well as transition which all happens at the end of term.

- 49.3% shared that they had no change in their attitude towards their child(ren) attending school every day than they had before the pandemic. 7% shared they are a lot more relaxed about their attendance and 9.9% were slightly more relaxed.
- 47.9% work from home with 76.1% saying they haven't let their child miss a day of school because they were working from home, when they would have sent them to school otherwise.
- Out of 71 families, 35 shared that they would let their child stay off for a cold/sniffle, 21 if the child was feeling a bit down, 4 if the child doesn't want to go to school and 9 if the child was tired.
- 93% shared that they know Alva's attendance policies and follow them with 5.6% sharing they know them but don't always follow them and 1.4% sharing they do not know the policy.

Impact

The impact has been an overall increase in attendance from June 24' to June 25' (92.92% to 93.21%).

As of December 2024, our average attendance % for our Care Experienced children was 93.72% which is higher than the stretch aim of 92%.

CFST continues to work with class teachers and office staff to monitor all attendance and late comings, creating individualised plans for targeted children. Members of the Senior Leadership Team welcome children to school in the morning, encouraging families to be on time and offering support when required. CFST works closely with class teachers to discuss attendance patterns, identify causes and create a support plan. Attendance is also discussed in TAC meetings. Almost all staff are now reporting concerns over late comings and absence. Most staff are beginning to identify patterns and possible reasons for absence. Regular meetings with parents have resulted in an increase in partner agency work to support the mental well-being of our children, which in turn has increased their attendance. CFST worked alongside Alva PlayPals’ Manager (after school club) to arrange funding for targeted families. Almost all families that were contacted have now signed up to our before/after school support.

Next Steps to improve attendance

- attendance to be a standing item at all staged intervention and team around the child meetings
- ethos survey for our young people to understand reasons for absence.
- invite PlayPals to our Meet the Teacher event in August 25’ to inform families of their availability and holiday support.
- termly attendance stats to be sent out (47.9% shared they would like this)
- educating families on the impact of missed learning days
- sharing the NHS guideline on when to keep your child off of school.
- share our attendance policy for new families - on school app/LPMs and Meet the Teacher Event.
- engage with families of children in Ochil classes to raise awareness of attendance.

Pupil Equity Fund: Impact Report

YEAR:2024/25

Intervention 1 - Children & Families Support Principal Teacher

Progress

This session, the Children and Families Support PT has engaged with over 70 families to provide:

- direct family support
- direct support for children
- signposting for multi agency support
- attendance
- an overview of the staged intervention process to support the senior leadership team in accessing the appropriate support for individuals and families.

Impact - As demonstrated in the Literacy and Wellbeing performance improvements above. Attendance has improved for most identified families and for others, a multi agency approach has been implemented to support children and families.

Next Steps - Pupil Equity Funding to provide permanency to this post for session 25/26

Intervention 2 - Acting Principal Teacher - Cost of the School Day & Care Experienced Children

Progress - This session there has been an increase in the number of children reporting positively in their self evaluation of the wellbeing indicators between surveys 1 and 2. Class teachers have analysed the feedback from survey 1 and adapted the Health & Wellbeing curriculum to ensure any gaps are covered by curriculum input.

A small group of children have linked in with a local adult group to build relationships and improve their communication and life skills. Weekly visits have taken place as well as the group organising catering for and hosting a large party of adults. They have linked in with Alva Academy to use the Home Economics department and throughout their experiences have recorded their journeys for a Dynamic Youth Award.

The clothing bank has been used extensively this year and a small group of families have taken the lead on this. Free period products are available for all children and families.

All children have attended a class trip following engagement with families to assess affordability. This was then supplemented with funds from the PTA.

Impact - Biannual data shows improvements in all wellbeing indicators for almost all children.

A group of almost 10 children have achieved a Dynamic Youth Award. All children who have participated have reported achieving success and the teacher feedback shows improvements for all children in communication and their life skills such as baking, organising events, planning and leading conversations, playing board games and hosting events.

Clothing bank and period product stock is regularly refilled demonstrating use by the community.

Next Steps - The wellbeing survey will be further refined and a whole school analysis has identified that 'healthy' is the indicator where most children are either uncertain or feel negative about their health. The PEF post will cease at the end of this session.

Intervention 3 - Learning Assistant - supported breakfast club

Progress

The learning assistant hours have been used effectively for PEF to support attendance through participation in the breakfast club. Regularly over 50 children who are entitled to free school meal access breakfast club.

Impact

Increased attendance for the target group.

Next Steps

Consider further PEF spend to provide more adult supervision to facilitate increased numbers.

Alva Primary School Ochil Classes ASD Provision

Key Priorities for Improvement 2024-25 as identified in School Improvement Plan June 2024

Priority	Outcomes planned	Outcomes achieved
1	By June 2025, to improve children's regulation and communication in the Ochil classes by developing sensory and communication plans for each child with communication supports as required.	Achieved
2	By June 2025, to improve learner engagement and outcomes through increased meaningful family engagement and involvement in the Ochil classes.	Partly achieved
3	To improve children's achievement in the Ochil classes to increase opportunities for learning through a variety of real life contexts to develop life skills.	Achieved

Review of Progress to June 2025 ASD Provision - Ochil Classes Priority 1	
NIF Priority : Improvement in children and young people's health and wellbeing.	School Improvement Priority/Priorities: 1. By June 2025, to improve children's regulation and communication in the Ochil classes by developing sensory and communication plans for each child with communication supports as required.

Rationale

To ensure we are fully meeting the communication and sensory needs of every child in the Provision staff will use SCERTS (Social Communication, Emotional Regulation, Transactional Skills) assessment and framework. The assessments will inform what supports and resources are required to ensure each child has access to the things they need to stay regulated and to communicate their needs and wants.

Progress

All children have an updated SCERTS assessment and have targets linked to their sensory and communication plan.

All teaching staff were involved in moderating the sensory and communication plans and all classes have 'Ways to help me' posters on the wall for all children.

All staff have engaged in professional learning in how to create and to support children to use the communication books. As a team we created a master document for the communication book collaboratively by all teaching staff. The collaborative process allowed moderation to take place throughout.

Impact

Language Partners - All children who are language partners have individual communication books and have access to these throughout the day. Language partners are now able to communicate what they need leading to greater independence.

Social Partners - Given the success of the work with language partners this has now been extended for some social partners.

Next Steps

AAC guidelines have been developed to ensure a consistent approach is used across the Provision. This will be shared with staff in session 25/26.

There is further work to ensure consistency of implementation and use and therefore moderation of communication books should be a feature in next year's collegiate calendar.

Review of Progress to June 2025**ASD Provision - Ochil Classes****Priority 2**

NIF Priority :

Improvement in children and young people's health and wellbeing.

School Improvement Priority/Priorities:

2. By June 2025, to improve learner engagement and outcomes through increased meaningful family engagement and involvement in the Ochil classes.

Rationale

A number of factors have been identified as a barrier for parental engagement such as location (only 10% of families live in Alva), most children reside across Clackmannanshire and are transported to school by the local authority. Day to day, face to face parental engagement is therefore limited to a few families.

There is a focus on improving parental engagement and involving families in whole school and Provision only activities. While this has improved over the last academic year, 23/34, we need to further increase family engagement which will improve the link between home and school and the outcomes for all our children.

The family wellbeing partnership, through the participatory budget from the Scottish Government, has provided £10,000 for families to use in a way that will help them in relation to child care and/or access to activities out with school. Families need to identify what they would like to use the money for.

Progress

The first meeting of the Parent Council sub group took place in November 2024. Outcomes from this were around school trips and involving parents in helping out for events and in school. Families organised a Halloween party for the children of the Provision and agreed on after school Christmas Parties to allow families to attend.

Family Attendance:

25% of families attended Meet the Teacher in October 2024

48% of families attended Sharing the Learning events in term 2

30% of families attended an after school Halloween party arranged by families

23% of p1-3 families attended the Read,Write,Count book gifting in December 2024

30% of families attended the whole school Christmas Markets

22% of families attended after school Christmas Parties in December 2024

Participatory budget meetings were arranged involving a parent representative from each class to discuss how the £10,000 is to be spent. The 6 representatives agreed on the following: After school sports classes, tubing and water confidence classes. These started in January 2025.

Impact

Family Attendance improved in terms 3 and 4:

80% of families attended Learner Progress meetings in March 2025.

44% of families have volunteered to help out for the recent school trips.

50% of families have volunteered to help out at a Provision picnic at the Cochrane Park.

Participatory Budget - 25 children and families took advantage of the after school clubs (Boccia, Archery, Ball skills, Games) which ran on a Tuesday and a Friday. Taxis were provided for some families to ensure all could attend. Initially there were two sessions set up for tubing at Firpark SKI Centre but attendance was sporadic, this was then reduced to 1 session with only 4 children attending.

The Parent Council sub-group organised a Family Fun Day, with funding from the Participatory Budget, to which 22 families from the primary/secondary ASD Provisions attended. Some families have joined the PTA and helped to organise an Easter Party for the Ochil Classes which a few families attended.

Next Steps

Family engagement will be a focus for session 25/26 building on the partnership working to date with the Parent Council Sub Group.

Review of Progress to June 2025

ASD Provision - Ochil Classes

Priority 3

NIF Priority :

Improvement in children and young people's health and wellbeing.

School Improvement Priority/Priorities:

3. To improve children's achievement in the Ochil classes by developing IDL to increase opportunities for learning through a variety of real life contexts to develop life skills.

Rationale

Following work last year on de-cluttering the curriculum for our children and linking literacy, numeracy and health and wellbeing to life skills opportunities, there is a need to create a curriculum that promotes engagement for all our learners with focus on real life contexts. Within this staff will develop their understanding of success criteria and create a bank of success criteria for lifeskills (wider achievement), independence and engagement.

£10,000 was allocated from PEF to fund in and out of school experiences for all the children.

Progress

All classes are engaging in lifeskills learning every week and planners have been developed and saved in a shared folder to support collegiate working. Visuals have been developed to support these. Staff report that almost all children are engaging positively with these sessions. Some classes are having baking or cooking each week and staff report that children are exploring new foods, with 25% of children eating new and different foods.

Learning Assistants have been working with small groups or individuals on lifeskills based activities such as washing and personal hygiene, these sessions were planned for by a teacher. Children are taking these skills and they are demonstrated at home for a small number of children.

PEF funded experiences

PEF funded visits into school from Macastory, a group who use scottish songs to tell stories. Staff reported that almost all children engaged with them.

There were two visits from Think Circus who ran a bubble workshop and a circus skills workshop. The impact from these were that almost all children engaged in the sessions.

16 children have attended sessions at Wester Dollarbeg Farm where they would interact with animals, exploring the wooded area and different environments, planted potatoes and would go for long walks. Staff reported that all children engaged well with this, some children also developed their resilience and confidence in new settings with new people.

6 children attended horse vaulting sessions at Equipower. All children succeeded in going on the horses and kneeling.

Impact

All classes are now learning through life-skills with activities such as snazzy snackers with shop visits and food tasting. Staff report that all children will engage with these sessions and some children are demonstrating increased independence.

One class created a project to buy a hamster. All the children in the class were engaged with selling ice poles to raise money to buy a hamster and they all went on the bus to the pet shop to buy the hamster. Now animal care is very much part of their every day curriculum as they feed the hamster and clean

the cage. Staff report that all the children have benefited from having the hamster from becoming more independent to encouraging literacy through reading to the hamster.

A bank of lifeskills planners have been created with visuals to support future experiences.

Staff and families report a high level of child engagement with the experiences. The learning from this has been that the children benefit from revisiting on a regular basis to grow in confidence and demonstrate increasing independence.

Next Steps

We have been successful in a bid to secure funding to allow Macastory to run a project in session 25/26.

PEf allocated to widen experiences in 25/26.

Partnership working with Speech & Language and Occupational Health colleagues to identify communication and sensory opportunities in life skills experiences.

Pupil Equity Fund: Report Alva PS Ochil Classes	
YEAR:2024/25	
Intervention 1 - Music Therapy	
Progress	Almost all children accessed music therapy during 2024/25, either on an individual basis or in a group.

Impact

The therapist reported

- an increase in engagement for all children
- an improvement in reciprocal play for the majority of children
- an increase in vocalisations and communication for a few children.

Intervention 2 - Support Life skills

Progress

All children accessed life skills learning in 2024/25, either as an individual or in a small group.

Impact

Children have experienced real life situations in the community such as ordering and paying for items, baking, cooking, sewing, gardening and personal care and hygiene. Staff and families report a high level of child engagement with the experiences. The learning from this has been that the children benefit from revisiting on a regular basis to grow in confidence and demonstrate increasing independence.

Next Steps

Partnership working with Speech & Language and Occupational Health colleagues to identify communication and sensory opportunities in life skills experiences.

Early Learning & Childcare (ELC)

Review of Progress to June 2025

NIF Priority:**School Improvement Priority/Priorities:**

Closing the attainment gap between the most and least disadvantaged

children

Improvement in attainment, particularly in literacy and numeracy

points to 86%

1. To improve the learning experience and engagement of the youngest children (2 year olds and young 3 year olds)

2. To improve attainment for N5 children in Literacy by 4.6 percentage points to 83%.

3. To improve attainment for N5 children in Numeracy by 4.9 percentage

1. To improve the learning experience and engagement of the youngest children (2 year olds and young 3 year olds) Achieved

Staff utilised their learning and experience in improvement methodology with a Plan, Do, Study, Act (PDSA) cycle which started in September 2023. Throughout session 2024/25, continuous evaluation of the spaces led to improvements (based on the PDSA) to ensure the needs of the youngest learners were being met.

The numeracy environment audit was completed based on the revised Numeracy Progression Pathways with a particular focus on resources for younger learners.

In January 2025 all 2 yr old children were integrated into mixed age groups with their key workers to ensure continuity.

Developmental milestones have been incorporated into the intentional planning since August 2024. Now developing more comprehensive responsive planning and documenting schematic play and how to develop individual skills based on observations.

Most keyworkers now contribute to the tracking of the youngest learners which is recorded termly. Analysis of this data has shown the domains which require further discussions with the staff team.

Individual observation sheets have been used where appropriate to inform decisions for individual children's needs.

A consistent language and communication environment has been established across all areas of the setting to increase engagement for all learners. The

communication champion has ensured that staff are consistent in their use of Makaton across the whole setting. A supportive visual environment is also in place. This was reflected in gaining a Silver Award for the communication environment from Speech and Language.

Families have been made aware of the work underway with learners and how this can be supported at home. This has been achieved through daily communications with parents/carers on children's settling in /progress. Reviews have been carried out with families to share their children's progress. Families have access to planned learning through a display of Learning Intentions in the cloakroom. Various sessions have been organised for families to join their child in nursery, including PEEP Sessions – Play and Language, Play patterns and Schemas. Bookbug and story sessions have encouraged literacy based activities and communications at home.

2. To improve attainment for N5 children in Literacy by 4.6 percentage points to 83%. Achieved 89.2%

A PEF funded Principal Teacher has been working with the staff team for 1.5 days per week to support the development of Literacy.

Termly attainment meetings are held with all key workers with either the Head Teacher or Principal Teacher. This promotes ownership and accountability across the staff team.

An audit was undertaken to assess the levels of confidence and understanding of the Literacy progression pathways with all staff. The senior ECE and Principal Teacher facilitated discussions around the language used in the pathways to ensure a shared understanding of expectations within the team. Results showed that most practitioners were more confident in their use of the pathways following these discussions.

In order to build capacity in the understanding of Early Literacy skills:

- A bank of practical activities/ideas to support mark making and fine motor skills was created and shared with the full team.
- In-house training on core texts and the rationale for this approach was facilitated in February 2025. All key workers will explore/ focus on one text per fortnight with key groups.
- Nursery Narrative groups meet weekly to develop confidence and expand vocabulary.
- Teaching Children to Listen groups meet weekly games to develop listening skills.
- Key worker Expectations have been shared with the team to ensure consistency.

3. To improve attainment for N5 children in Numeracy by 4.9 percentage points to 86%. Achieved 89.2%

A PEF funded Principal Teacher has been working with the staff team for 1.5 days per week to support the development of Numeracy. Termly attainment meetings are held with all key workers with either the Head Teacher or Principal Teacher. This promotes ownership and accountability across the staff team.

An audit was undertaken to assess the levels of confidence and understanding of the Numeracy progression pathways with all staff. The senior ECE and Principal Teacher facilitated discussions around the language used in the pathways to ensure a shared understanding of expectations within the team. Results showed that most practitioners were more confident in their use of the pathways following these discussions.

All children have their understanding of numbers assessed and recorded in number trajectories. Based on these assessments, children have been identified as requiring support or challenge in numeracy. These support groups meet twice weekly and are facilitated by the Principal Teacher and Numeracy Lead. The Challenge groups have been working with Primary One children in their classrooms to extend their learning.

Next Steps

In 25/26 a new PEF funded Principal Teacher will oversee the learning and progression for our 3 to 5 year olds to ensure developmentally appropriate practice leads to improved outcomes for all children. The Children and Families Principal Teacher will co-ordinate all staged intervention to ensure that children and families are signposted and receive the correct type and level of support.

QI Gradings June 2025

HGIOS QI	Evaluation
1.1 Self evaluation for self improvement	4 Good
1.3 Leadership of Change	4 Good

2.3 Learning, Teaching & Assessment	4 Good
3.1 Ensuring wellbeing, equality and inclusion	5 Very Good
3.2 Raising attainment and achievement	4 Good