

Standards and Qualities Report Session 2021/2022



**Clackmannanshire
Council**

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Comhairle Siorrachd
Chlach Mhanann

Context



At Strathdevon PS and ELC during Session 2021/22:

- The school roll was 179 children in P1 – P7 with 33 children in the ELC.
- We had eight mainstream classes (P1 – P7), one ELC class and one Flexible Learning Space - The Lighthouse.
- A small number of learners in P1 – P7 were registered for Free School Meal Entitlement.
- A very small proportion of learners in P1 – P7 lived in the Scottish Index of Multiple Deprivation Quintiles 1 and 2.
- A small group of learners in P1 – P7 were supported through Pupil Equity Funding.
- One quarter of learners in ELC – P7 were identified as having an additional support need and were supported through the Staged Intervention process.
- Almost all learners had an attendance of 90% or above, with 74% of learners with attendance above 95%.
- A few learners had a recorded lateness to school on more than two occasions.

- Early Level Attainment
 - Reading: 96% of learners achieved Early Level. This was 19% higher than that Scottish National Average for Session 2020/21.
 - Writing: 83% of learners achieved Early Level. This was 9% higher than that Scottish National Average for Session 2020/21.
 - Listening and Talking: 91% of learners achieved Early Level. This was 7% higher than that Scottish National Average for Session 2020/21.
 - Numeracy: 91% of learners achieved Early Level. This was 10% higher than that Scottish National Average for Session 2020/21.

- First Level Attainment
 - Reading: 74% of learners achieved First Level. This was 1% higher than that Scottish National Average for Session 2020/21.
 - Writing: 58% of learners achieved First Level. This was 9% lower than that Scottish National Average for Session 2020/21.
 - Listening and Talking: 89% of learners achieved First Level. This was 7% higher than that Scottish National Average for Session 2020/21.
 - Numeracy: 79% of learners achieved First Level. This was 7% higher than that Scottish National Average for Session 2020/21.

- Second Level Attainment
 - Reading: 83% of learners achieved Second Level. This was 5% higher than that Scottish National Average for Session 2020/21.
 - Writing: 72% of learners achieved Second Level. This was 8% higher than that Scottish National Average for Session 2020/21.
 - Listening and Talking: 87% of learners achieved Second Level. This was 14% higher than that Scottish National Average for Session 2020/21.
 - Numeracy: 78% of learners achieved Second Level. This was 1% higher than that Scottish National Average for Session 2020/21.

Priority 1

Long Term Improvement Outcome

(Aspirational, Transformational; relates to improved outcomes for learners)

Health and Wellbeing

By May 2022, all children will have high quality learning and teaching experiences through a Health and Wellbeing curriculum that embeds the UNCRC, Readiness for Learning approaches, Outdoor Learning and our school values.

NIF Priority	NIF Driver(s)	HGIOS4/HIGIOELC QIs
<p>Improvement in children and young people's health and wellbeing.</p> <p>Closing the attainment gap between the most and least disadvantaged children.</p> <p>Improvement in attainment, particularly in literacy and numeracy.</p> <p>Improvement in employability skills and sustained, positive school-leaver destinations for all young people.</p>	<p>School Leadership</p> <p>Teacher Professionalism</p> <p>Parental Engagement</p> <p>Assessment of Children's Progress</p> <p>School Improvement</p> <p>Performance Information</p>	<p>1.3 Leadership of change</p> <p>2.3 Learning, teaching and assessment</p> <p>3.1 Ensuring wellbeing, equity and inclusion</p> <p>3.2 Raising attainment and achievement / securing children's progress</p>

Progress

At Strathdevon, we have demonstrated a commitment to continuous improvement, flexibility and resilience in our approaches and a determination to enhance Health and Wellbeing experiences for all learners across the school and ELC. Below is a summary of our progress based on themes from Priority 1 in our School Improvement Plan Session 2021/2022.

Relationships

In August 2021, all staff received training on the United Nations Convention of the Rights of the Child (UNCRC) as well as a re-introduction to Strathdevon's Building Positive Relationships Policy. This was closely followed by the development of our re-freshed Anti-Bullying Policy which was completed in January 2022 after consultation with stakeholders that included learners, families and staff.

In November 2021, staff completed training for our new emotional literacy programme - *Emotion Works* and in December 2021, we continued to develop our approaches to supporting and managing behaviour across the school.

Additional Support Needs

Through developing a whole school approach, staff revisited Readiness for Learning strategies in order to support all of our children. Pupil Equity Funding was used to effectively support a targeted group of learners across the school. Staff also completed a variety of training in areas such as Makaton, motor skills and speech and language therapy.

In April 2022, we introduced targeted support groups for some learners. These groups included a nurture group, an emotions group, a social skills group, a life skills group and a story massage group.

Health and Wellbeing Curriculum

Throughout this session, staff and learners have developed their understanding of the Wellbeing Indicators through our 'Wellbeing Wednesdays'. We have also raised the profile and use of the Wellbeing Indicators through discrete learning opportunities across the school. This also included a whole school competition for learners to create their own Wellbeing Indicator characters.

Furthermore, we developed our Health and Wellbeing planners which show progression through each level of the curriculum. Links to the Wellbeing Indicators and topics from the Relationships, Sexual Health and Parenthood resource were also included to ensure breadth and progression. In February 2022, we also held a virtual information session about the Relationships, Sexual Health and Parenthood resource that was well attended by our families.

Outdoor Learning

This session saw the development of Outdoor Learning to support learners' health and wellbeing, and contribution to the school community. In particular, each class was responsible for the development of an area within the school grounds and participated in a Grounds Day in September 2021. Almost all staff and learners took part in a Tree Planting Day within the local community in March 2022.

Pupil Equity Funding was used to enhance outdoor play experiences by developing our internal infant garden. This space was used to support ELC to P1 transition from April to June 2022.

Communication

In August 2021, we re-developed the Strathdevon Blog. With a new layout, information was easily accessible for our families. Highlights of the Week became a feature of our school assemblies and provided each class with an opportunity to share their learning with the rest of the school. These highlights were also shared on the Strathdevon Blog and Twitter. Communication platforms were also extended to include the use of Class Dojo for some classes.

Impact

Relationships

As a result of the progress above, we have:

- strengthened positive relationships between learners, staff and families across the school.
- extended learners' emotional vocabulary and understanding of emotions.
- improved the consistency of our approaches to relationships and managing behaviour across the school.

Additional Support Needs

In supporting learners across the school, we have:

- enhanced our understanding of additional support needs leading to a deeper understanding of individuals' needs and strategies/approaches for success.
- improved the consistency of our approaches to identifying and targeting children requiring support.
- ensured that children accessing targeted support has resulted in attainment gains for Literacy and/or Numeracy.

- improved children's abilities to support themselves and each other through challenging emotions and situations.

Health and Wellbeing Curriculum

- Almost all learners have a clearer understanding of the Wellbeing Indicators and how these relate to their own health and wellbeing and employability.
- Improved teaching and learning experiences for learners by ensuring consistency, breadth, depth and progression.
- Our families have a greater understanding of the Health and Wellbeing curriculum.

Outdoor Learning

- All learners have contributed to the maintenance of the school and wider community leading to an increased sense of pride and responsibility.
- Improvements in learners' wellbeing and readiness to engage in learning.
- An improved transition process from ELC to P1.

Communication

- Enhanced online profile for Strathdevon PS and ELC.
- Improved accessibility to school and ELC information for our families.
- Sharing of learners' achievements with the wider school community.

Conclusion and Next Steps

In evaluation of our long-term outcome and what we intended to achieve at Strathdevon this session, we have demonstrated and highlighted the progress that has been made. Whilst this progress is positive, we continue to evolve our approaches and practices and have identified our next steps below.

Relationships

- Continue to evaluate and evolve our approaches to relationships, diversity and managing behaviour.
- Our continued aim is for all across the school community to be consistent in our policies, practices and approaches.

Additional Support Needs

- Continue to embed Readiness for Learning approaches across the school.
- Continue to evaluate and evolve our approaches to inclusion and targeted support.

- Provide further training opportunities to the wider staff team.
- Continue to develop and embed the *Emotion Works* programme across the school.

Health and Wellbeing Curriculum

- Evaluate and continue to develop the Health and Wellbeing planners.
- Continue to embed understanding and learning of the Wellbeing Indicators.

Outdoor Learning

- Continue to develop outdoor areas in our school grounds and local community.
- Develop partnerships further to support the development of our school grounds.

Communication

- Continue to promote and develop the use of the Strathdevon Blog and Twitter.

Priority 2

Long Term Improvement Outcome

(Aspirational, Transformational; relates to improved outcomes for learners)

Literacy

By May 2022, we will increase writing attainment at all levels by developing our knowledge and practices in the teaching of writing for all educators, children and families.

NIF Priority	NIF Driver(s)	HGIOS4/HIGIOELC QIs
<p>Improvement in children and young people's health and wellbeing.</p> <p>Closing the attainment gap between the most and least disadvantaged children.</p> <p>Improvement in attainment, particularly in literacy and numeracy.</p> <p>Improvement in employability skills and sustained, positive school-leaver destinations for all young people.</p>	<p>School Leadership</p> <p>Teacher Professionalism</p> <p>Parental Engagement</p> <p>Assessment of Children's Progress</p> <p>School Improvement</p> <p>Performance Information</p>	<p>1.3 Leadership of change</p> <p>2.3 Learning, teaching and assessment</p> <p>3.1 Ensuring wellbeing, equity and inclusion</p> <p>3.2 Raising attainment and achievement / securing children's progress</p>

Progress

This session at Strathdevon, we have continued to make improvements with our approaches to writing and attainment across the school. As a result of the ongoing impact of Covid-19 this session, we were required to adapt the original aims and intentions of our School Improvement Plan. Below is a summary of our progress based on themes from Priority 2 in our School Improvement Plan Session 2021/2022.

Attainment

83% of our P1 learners have achieved Early Level for Writing. This is 9% higher than the Scottish national average. In addition, 72% of learners in P7 have achieved Second Level Writing, 8% higher than the Scottish national average. Furthermore, there have been attainment gains at P4, P5 and P6.

Support for Learning staff worked with targeted learners across the school to provide Literacy support for small groups and individuals. Based on assessment data, 100% of these targeted learners improved their skills in writing.

Learning and Teaching Approaches

In February 2022, teaching staff received Talk for Writing Training which led to staff working collaboratively to enhance the learning and teaching of writing in their classes.

In addition, we developed a robust and coherent approach to supporting learners with Dyslexia across the school. This included the enhanced use of digital technologies and Nessy (Literacy digital platform), training on the SNIP spelling programme and self-assessment strategies for learners. Pupil Equity Funding was also used to support the development of digital technologies in writing for targeted learners.

We have also improved our physical environment to support Literacy. Our Reading Hub was re-opened and all learners were able to access a wide variety of reading materials independently. Learners in P1 – P7 were involved in this re-opening by organising the environment and presenting the books in an engaging way. All learners also took part in outdoor reading activities with their Reading Buddies.

Impact

Attainment

- Increased attainment highlights that improvement work has been successful in enhancing the experiences and engagement of our learners in writing.

Learning and Teaching Approaches

- Enhanced learning and teaching writing experiences resulting in attainment gains and increased engagement, enjoyment and motivation for learners.
- Improved early intervention for supporting learners with Dyslexia across the school.
- Extended the range and accessibility of reading materials for all learners resulting in increased motivation and enthusiasm for reading.

Conclusion and Next Steps

We have demonstrated and highlighted the progress that we have made at Stratthdevon this session in evaluation of our long-term outcome for writing. Although these successes are positive, we have identified our next steps below.

Attainment

- Continue to track and monitor the attainment of all learners in writing across the school.
- Using approaches developed this session to identify learners for targeted support and intervention to help them progress in their writing attainment.

Learning and Teaching Approaches

- Share approaches with our families to the learning and teaching of writing across the school.
- Provide regular opportunities for staff to work collaboratively to share learning and teaching approaches.
- Increase the frequency of writing opportunities for all children.
- Continue to develop and embed the use of Talk for Writing approaches.
- Audit and evaluate the effectiveness of writing resources.
- Promote and develop the use of digital technologies and platforms to support writing.
- Develop consistent approaches to planning, learning, teaching and assessment of writing.

Priority 3

Long Term Improvement Outcome

(Aspirational, Transformational; relates to improved outcomes for learners)

Science, Technologies, Engineering and Maths

By May 2022, all children will experience improved learning, teaching and assessment through practical play experiences, developing skills for life, learning and work and the development of our Science, Technologies, Engineering and Maths curriculum.

NIF Priority	NIF Driver(s)	HGIOS4/HIGIOELC QIs
<p>Improvement in children and young people's health and wellbeing.</p> <p>Closing the attainment gap between the most and least disadvantaged children.</p> <p>Improvement in attainment, particularly in literacy and numeracy.</p> <p>Improvement in employability skills and sustained, positive school-leaver destinations for all young people.</p>	<p>School Leadership</p> <p>Teacher Professionalism</p> <p>Parental Engagement</p> <p>Assessment of Children's Progress</p> <p>School Improvement</p> <p>Performance Information</p>	<p>1.3 Leadership of change</p> <p>2.3 Learning, teaching and assessment</p> <p>3.1 Ensuring wellbeing, equity and inclusion</p> <p>3.2 Raising attainment and achievement / securing children's progress</p>

Progress

At Strathdevon this session, we have made improvements to the planning, delivery and assessment of our Science, Technologies, Engineering and Maths curriculum. Below is a summary of our progress based on themes from Priority 3 in our School Improvement Plan Session 2021/2022.

Learning and Teaching

This session, staff participated in Year 2 of the SSERC programme. This work was enhanced further by staff working closely with external partners to provide additional training opportunities. Several staff also attended the Science, Technologies, Engineering and Maths Ambassadors event in September 2021. Staff also worked collaboratively to develop play experiences through our Buddy programme. In March 2022, we were successful in a bid to the Institute of Engineering and Technology for Lego Explorers Kits. These kits are designed to support engineering skills for learners aged 6 to 9.

We have also developed our planning to the Science, Technologies, Engineering and Maths curriculum this session and we have continued to develop our partnerships in the local community to enhance learning and teaching.

We have also raised the profile of Science, Technologies, Engineering and Maths across the school by celebrating learning through our Highlights of the Week which are shared at assemblies, on the Strathdevon Blog and on Twitter.

Play and Digital Technologies

Collaboration of our Early Level Team enabled us to share knowledge, practise and planning approaches to support the development of play across Early Level, particularly in developing the Science, Technologies, Engineering and Maths curriculum.

Assessment and Moderation

This session, we have developed our approaches to assessing Numeracy and Maths across the school. This has included targeted Numeracy support for some learners resulting in positive attainment gains.

Impact

Learning and Teaching

- Improved delivery of the Science, Technologies, Engineering and Maths curriculum.
- Extended partnerships resulting in improved learning and teaching experiences for our learners.
- Increased engagement and motivation of learners in Science, Technologies, Engineering and Maths.

Play and Digital Technologies

- Enhanced play experiences of learners.

- Improved ELC to P1 transition.

Assessment and Moderation

- Increased professional dialogue amongst staff leading to improved and consistent assessment of learners.

Conclusion and Next Steps

Evaluation of our long-term outcome demonstrates the extent of our progress this session in relation to STEM. Whilst this progress is positive, we intend to continue these improvements through identifying our next steps below.

Learning and Teaching

- Develop the use of Lego Explorer Kits in our P2, P3 and P4 classes.
- Develop links with other establishments to share good practice.
- Extend partnerships within the local and wider community to enhance learning and teaching experiences.
- Engage with the World of Work platform for our P5 to P7 learners.

Play and Digital Technologies

- Extend play across the curriculum at Early Level and First Levels.
- Share play approaches with families to support learning at home.

Assessment and Moderation

- Continue to track and monitor the attainment of all learners in Numeracy across the school.
- Use approaches developed this session to identify learners for targeted support and intervention to help them progress in their Numeracy attainment.

Evaluation of Quality Indicators

Each session we participate in self-evaluation process throughout the year. This work is based on *How Good Is Our School?* (4th Edition, Education Scotland) which can be found at:

https://education.gov.scot/nih/Documents/Frameworks_SelfEvaluation/FRWK2_NIHeditHGIOS/FRWK2_HGIOS4.pdf.

Ratings are based on a 6-point scale – Excellent, Very Good, Good, Satisfactory, Weak and Unsatisfactory. The ratings for this session are below.

Quality Indicators	School Rating from Self-Evaluation
1.1 Self Evaluation for Self-Improvement	Good
2.3 Learning, Teaching and Assessment	Good
3.1 Ensuring Wellbeing, Equality and Inclusion	Good
3.2 Raising Attainment and Achievement	Good

The rating of good is explained as: there are important strengths within the school's work yet there remains some aspects which require improvement. The strengths have a significantly positive impact on almost all children and young people. The quality of learners' experiences is diminished in some way by aspects in which improvement is required. It implies that the school should seek to improve further the areas of important strength, and also take action to address the areas for improvement.