

Standards and Qualities Report Session 2022/2023



**Clackmannanshire
Council**

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Comhairle Siorrachd
Chlach Mhanann



- At Strathdevon PS for Session 2023/2024 our school roll will be 171 children in P1 to P7.
- We will have eight mainstream classes (P1 – P7), one ELC class and one Flexible Learning Space - The Lighthouse.

In Session 2022/2023:

- 97% of learners had an attendance of 90% or above. In addition, 87% of learners had attendance above 95%, which is an increase of 9% from Session 2021/2022.
- A few learners had a recorded lateness to school on more than two occasions.
- One fifth of learners were identified as having an additional support need and were supported through Staged Intervention processes.
- A small number of learners in P1 – P7 were registered for Free School Meal Entitlement.
- Just over one fifth of learners in P1 – P7 were supported through Pupil Equity Funding.
- A very small proportion of learners in P1 – P7 live in the Scottish Index of Multiple Deprivation Quintiles 1 and 2.
- A majority of learners in P1 - P7 live in the Scottish Index of Multiple Deprivation Quintile 5.

- **Early Level Attainment**
 - Literacy: **100% of learners achieved Early Level.** *This was 26% higher than the Scottish National Average.***
 - Reading: **100% of learners achieved Early Level.** *This was 20% higher than the Scottish National Average.*
 - Writing: **100% of learners achieved Early Level.** *This was 23% higher than the Scottish National Average.*
 - Listening and Talking: **100% of learners achieved Early Level.** *This was 14% higher than the Scottish National Average.*
 - Numeracy: **100% of learners achieved Early Level.** *This was 16% higher than that Scottish National Average.*

- **First Level Attainment**
 - Literacy: **78% of learners achieved First Level.** *This was 10% higher than the Scottish National Average.***
 - Reading: **85% of learners achieved First Level.** *This was 9% higher than the Scottish National Average.*
 - Writing: **78% of learners achieved First Level.** *This was 11% lower than the Scottish National Average.*
 - Listening and Talking: **96% of learners achieved First Level.** *This was 12% higher than the Scottish National Average.*
 - Numeracy: **78% of learners achieved First Level.** *This was 4% higher than that Scottish National Average.*

- **Second Level Attainment**

- Literacy: **75% of learners achieved Second Level.** *This was 5% higher than the Scottish National Average.***
 - Reading: **75% of learners achieved Second Level.** *This was 4% lower than the Scottish National Average.*
 - Writing: **75% of learners achieved Second Level.** *This was 3% higher than the Scottish National Average.*
 - Listening and Talking: **93% of learners achieved Second Level.** *This was 8% higher than the Scottish National Average.*
- Numeracy: **75% of learners achieved Second Level.** *This was equal to the Scottish National Average.*

*All figures from June 2023.

**Scottish National Average for Session 2021/2022.

Priority 1

Long Term Improvement Outcome

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

By May 2023, attainment in Numeracy will increase across the school through developing consistent approaches to learning, teaching, assessment and moderation.

| NIF Priority | NIF Driver(s) | HGIOS4/HIGIOELC QIs |
|--|---|---|
| <p>Placing the human rights and needs of every child and young person at the centre of education</p> <p>Improvement in children and young people's health and wellbeing</p> <p>Closing the attainment gap between the most and least disadvantaged children and young people</p> <p>Improvement in skills and sustained, positive school-leaver destinations for all young people</p> <p>Improvement in attainment, particularly in literacy and numeracy.</p> | <p>School and ELC leadership</p> <p>Teacher and practitioner professionalism</p> <p>Parent/carer involvement and engagement</p> <p>Curriculum and assessment</p> <p>School and ELC 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 and Impact

At Strathdevon PS, we made significant progress in Numeracy during Session 2022/2023. We achieved our outcomes for improvement, and these improvements have been sustained over time.

Below is a summary of our progress in Numeracy during Session 2022/2023.

- Attainment in Numeracy increased across all levels.
- Targeted support was driven by robust data and all educators were aware of the learners involved, their learning targets and timeframes.
- The universal provision of Numeracy learning and teaching improved.
- Educators' knowledge, skills and confidence in teaching Numeracy lessons improved. This included the development of a Numeracy and Maths Policy and Support Pack for educators.
- The consistency of teacher professional judgement in Numeracy attainment improved through regular opportunities for moderation with other educators.

These improvements have been achieved through a combination of targeted interventions, improved teaching and learning, and increased learner and family engagement. Our outcomes for improvement have been successfully met.

These improvements had a positive impact on learners, educators and the school as a whole. Learners are now achieving higher levels in their Numeracy attainment; educators are more confident in teaching Numeracy and the school is better equipped to support learners' needs in Numeracy.

The following are some examples of the impact of these improvements:

- Our attainment targets for Numeracy have been met or exceeded for all year groups.
- The percentage of learners achieving Early Level in Numeracy has increased from 85% to 100%.
- The percentage of learners achieving First Level in Numeracy has increased from 53% to 78%.
- The percentage of learners achieving Second Level in Numeracy has increased from 51.6% to 70.6%.
- Our combined P1, P4 and P7 Numeracy attainment* is 80.3%, 5.4% above the Local Authority Stretch Aim of 74.9% for Numeracy.
- Our poverty-related attainment gap in Numeracy has decreased by 11.8%.

- Most learners targeted through our Pupil Equity Funding have made gains in their Numeracy attainment and are now 'on track.'
- Increased consistency of teacher professional judgement in Numeracy attainment.
- The number of learners receiving targeted Numeracy interventions has decreased.
- Increased Learner engagement in Numeracy as a result of events such as Maths Week Scotland and regular SumDog competitions.
- Parental engagement in their children's Numeracy learning has increased.

*Our combined P1, P4 and P7 Numeracy Attainment figure is reported to the Scottish Government each year and is compared with other schools across the Local Authority and Scotland.

Conclusion and Next Steps

At Strathdevon, we have demonstrated a commitment to continuous improvement and to raise Numeracy attainment across the whole school through consistent approaches to learning, teaching, assessment, and moderation.

Through robust self-evaluation this year, we have identified the following as our next steps for continued improvements in Numeracy:

- Continue to increase Numeracy attainment across the school, including challenging some learners to achieve beyond their expected level.
- Ensure consistently high-quality learning experiences for all learners.
- Continue to provide targeted interventions for learners who are 'off track' in Numeracy.
- Implement our Numeracy and Maths Policy and Support Packs.
- Implement our Numeracy planners for learning and teaching.
- Continue to develop Numeracy through play across Early Level.
- Continue to engage with families to support their children's Numeracy learning.
- Share Numeracy improvements and approaches with other schools.

- Continue to provide regular professional development opportunities for staff.

Priority 2

Long Term Improvement Outcome

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

By May 2023, attainment in Writing will increase across the school through developing consistent approaches to learning, teaching, assessment, and moderation.

| 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 and ELC leadership</p> <p>Teacher and practitioner professionalism</p> <p>Parent/carer involvement and engagement</p> <p>Curriculum and assessment</p> <p>School and ELC 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 and Impact

At Strathdevon PS, we have made significant progress in writing during Session 2022/2023. We have achieved our outcomes for improvement, and these improvements have been sustained over time.

Below is a summary of our progress in writing during Session 2022/2023.

- Attainment in writing has increased across all levels.
- Targeted support - this was provided for learners who were 'off track' in their writing through small group intervention and bespoke training for staff.
- The teaching of writing became more consistent across the school, with a revised progression and a focus on providing increased opportunities for learners to write across the curriculum.
- Educator's knowledge, skills, and confidence in teaching writing improved through regular opportunities for planning, moderation, and sharing good practice. This included the development of a Literacy Policy and Support Pack for educators.
- The consistency of teacher professional judgements in assessing writing increased through training and regular opportunities to moderate with other educators.
- Increased engagement of learners in writing, including their sense of pride and achievement.

Overall, the impact of these improvements has been positive. Learners achieved higher levels in their writing attainment and the quality of writing has also improved, with learners demonstrating a greater range of skills and a deeper understanding of the writing process. Teachers felt more confident in their ability to teach writing and they were able to provide more effective support to learners.

The following are some examples of the impact of these improvements:

- Our attainment targets for writing have been met or exceeded for all year groups.
- The percentage of learners achieving Early Level in writing has increased from 63.2% to 100.00%.
- The percentage of learners achieving First Level in writing has increased from 36.7% to 73.3%.
- The percentage of learners achieving Second Level in writing has increased from 64.7% to 70.6%.
- Our combined P1, P4 and P7 Literacy attainment* is 80.3%, 12.3% above the Local Authority Stretch Aim of 68.0% for Literacy.
- Our poverty-related attainment gap in writing has decreased by 14.2%.

- A majority of learners targeted through our Pupil Equity Funding have made gains in their writing attainment and are now 'on track.'
- The targeted support was effective in helping learners who were 'off track' in their writing.
- The revised progression has made it easier for staff to teach writing consistently.
- The training events helped practitioners to develop their knowledge and skills in teaching and assessing writing and helped teachers to make more accurate judgements about learner achievement.
- Learners reported feeling proud of their writing and they were more motivated to write.
- The use of digital technologies in P4 to P7 to support writing increased. This helped all learners to develop their writing skills in a more engaging and creative way.
- Strathdevon's Play Strategy was developed with a focus on effective use of provocations and observations in ELC and P1 to support learning in writing. This helped to create a more stimulating and supportive learning environment for young writers.

In addition to our improvement work in writing, we also used our Pupil Equity Funding to target the attainment in reading of some learners through small group interventions. The overall impact of this was positive and resulted in targeted learners making gains in their reading attainment. For example, reading attainment at First Level increased by 11% from Session 2021/2022.

*Our combined P1, P4 and P7 Literacy Attainment figure is reported to the Scottish Government each year and is compared with other schools across the Local Authority and Scotland.

Conclusion and Next Steps

At Strathdevon, we have demonstrated a commitment to continuous improvement and to raise Writing attainment across the whole school through consistent approaches to learning, teaching, assessment, and moderation.

Through robust self-evaluation this year, we have identified the following as our next steps for continued improvements in Literacy:

- Continue to increase Literacy attainment across the school, including challenging some learners to achieve beyond their expected level.
- Continue to develop and improve the learning, teaching and assessment of Literacy with a particular focus on reading.

- Ensure consistently high-quality learning experiences for all learners.
- Improve learners' engagement and enjoyment in Reading.
- Continue to provide targeted interventions for learners who are 'off track' in Literacy.
- Implement our Literacy Policy and Support Packs.
- Continue to engage with families to support their children's Literacy learning.
- Share Literacy improvements and approaches with other schools.
- Continue to provide regular professional development opportunities for staff.

Priority 3

Long Term Improvement Outcome

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

By May 2023, there will be an increase in the number of children rating themselves at 4/5 for the wellbeing indicators of Safe, Respected and Included through developing consistent and inclusive approaches across the school to meet the diverse needs of all learners.

| 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 and ELC leadership</p> <p>Teacher and practitioner professionalism</p> <p>Parent/carer involvement and engagement</p> <p>Curriculum and assessment</p> <p>School and ELC 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 and Impact

At Strathevon PS, we have made meaningful progress in Health and Wellbeing during Session 2022/2023. We have achieved our outcomes for improvement, and these improvements have been sustained over time.

Below is a summary of our progress in Health and Wellbeing during Session 2022/2023.

- The percentage of children rating 1-3 for the Wellbeing Indicator 'Safe' has decreased from 9.0% to 5.0%.
- The percentage of children rating 1-3 for the Wellbeing Indicator 'Respected' has decreased from 10.8% to 5.0%.
- The percentage of children rating 1-3 for the Wellbeing Indicator 'Included' has decreased from 7.1% to 5.0%.
- The school used whole school assemblies to raise awareness and embed approaches to emotional literacy and diversity.
- The school started to revise its Building Positive Relationships Policy in consultation with partners.
- The number of children participating in extra-curricular activities increased.
- The number of children accessing our Flexible Learning Space increased.
- The use of British Sign Language across the school community increased.
- The school provided some bespoke training for staff on additional support needs.

These improvements resulted in a positive impact on the school's wellbeing and inclusion policies and practices. The percentage of children rating 1-3 for the Wellbeing Indicators Safe, Respected, and Included decreased, which indicates that the school is becoming a more positive and inclusive environment. The number of children using our Flexible Learning Space and participating in extra-curricular activities also increased, which demonstrates that more children are feeling included and engaged in the school community. The introduction and use of British Sign Language across the school community also increased, which is making the school more accessible to all children.

Conclusion and Next Steps

At Strathdevon, we have demonstrated a commitment to continuous improvement, and we have increased the number of children rating themselves at 4/5 for the wellbeing indicators of Safe, Respected and Included. This has been achieved through developing consistent and inclusive approaches across the school to meet the diverse needs of all learners. As a result of the positive impact on the school community we are committed to continuing to improve our approaches next session.

Through robust self-evaluation this year, we have identified the following as our next steps for continued improvements in Health and Wellbeing:

- Continue to develop the use of British Sign Language across the school.
- Audit learning environments to ensure that they are inclusive spaces.
- Develop learner leadership groups across the school.
- Continue to develop our policies and practices for inclusion, emotional literacy, positive behaviour, and diversity.
- Extend the range of supports available to learners.
- Continue to provide bespoke CLPL opportunities for all staff.
- Continue to revise and develop our Building Positive Relationships Policy.
- Continue to work with a range of partners to enhance learning experiences for all children.

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.