

Standards and Qualities Report Session 2023/2024



**Clackmannanshire
Council**

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Comhairle Siorrachd
Chlach Mhanann

Context

In Session 20223/2024 at Strathdevon PS ad ELC:

- Our roll was 173 children in P1 – P7 and 39 children in our ELC.
- We had eight mainstream classes (P1 – P7), one ELC class and one Flexible Learning Space - The Lighthouse.
- Almost all learners had an attendance of 90% or above.
- A few learners had a recorded lateness to school on more than two occasions.
- Just over one quarter of learners were identified as having an additional support need and were supported through Getting It Right for Every Child (GIRFEC) and our Staged Intervention processes.
- A small number of learners in P1 – P7 are registered for Free School Meal Entitlement.
- 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.



Our Values, Our SMILE

In Session 2022/2023, we reviewed our school values of Ambition, Friendship, Resilience and Respect looking for ways to help our learners fully understand how these values could be demonstrated through their behaviour and character. As a result, children, staff and parents developed our SMILE approach.



<p>Ambition</p> <p>Love Learning</p>	<p>Friendship</p> <p>Individual but part of a Team</p>
<p>Resilience</p> <p>Stay Positive</p>	<p>Respect</p> <p>Marvellous Manners Everyone Matters</p>

In Session 2023/2024, we extended this work by developing our SMILE contract and embedding our emotion literacy programme, *Emotion Works*. The programme aims to equip learners with key skills to understand, manage and express their emotions effectively whilst building strong relationships and developing resilience. Over the last session, we introduced two Emotion Works 'cogs' - the Orange Cog (Emotion Words) and the Green Cog (Emotion Behaviours).



Inclusion and Additional Support Needs

At Strathdevon, we take pride in the strength of our positive relationships with children, families and partners. We do this through maintaining open communication, providing safe and flexible environments to learn and valuing the views and opinions of all. We view each child as an individual and our approaches are underpinned by Getting It Right for Every Child (GIRFEC) and Nurturing Principles.

In addition, we have continued to evolve our approaches to inclusion through supporting learners in The Lighthouse (our Flexible Learning Space) and the Zen Den (regulation/learning area), expanding our range of partners and continued ongoing professional learning for all staff.

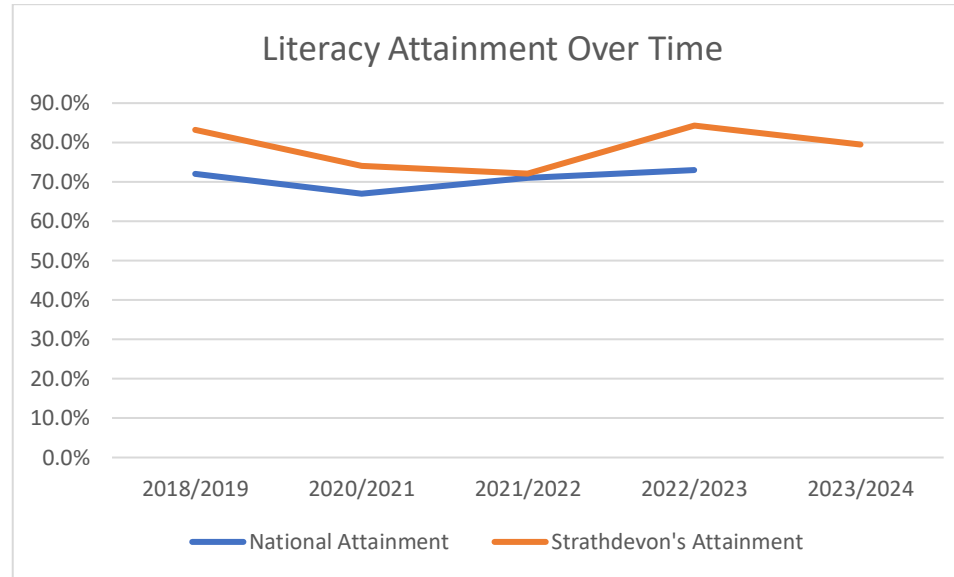
Our continued trend of zero exclusions over the last seven years demonstrates our commitment to supporting all learners to learn and thrive.



Performance and Attainment

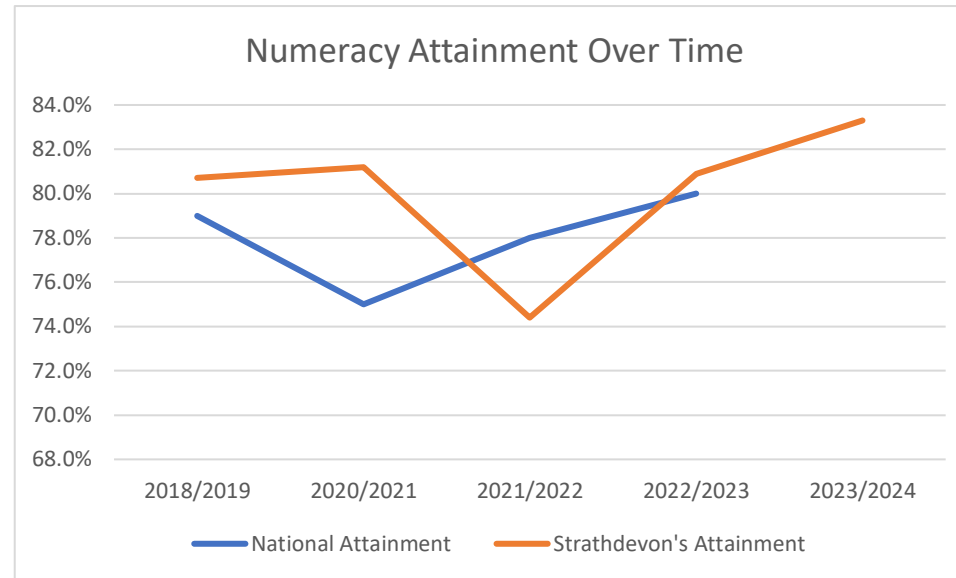
Literacy

This session our overall Literacy Attainment was 79.5% with most learners in P1, P4 and P7 reaching the expected level of achievement in Curriculum for Excellence. This demonstrates the upwards trend in our overall Literacy attainment over the last few years where we consistently perform above both local and national attainment levels.



Numeracy

This session our overall Numeracy Attainment was 83.3% with most learners in P1, P4 and P7 reaching the expected level of achievement in Curriculum for Excellence. This again demonstrates the upwards trend in our overall Numeracy attainment since Session 2021/2022 and that as a school we are continuing to perform above local and national results over the last two years. Our Numeracy attainment is now higher than our pre-pandemic levels.



Priority 1

Long Term Improvement Outcome

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

By May 2024, 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

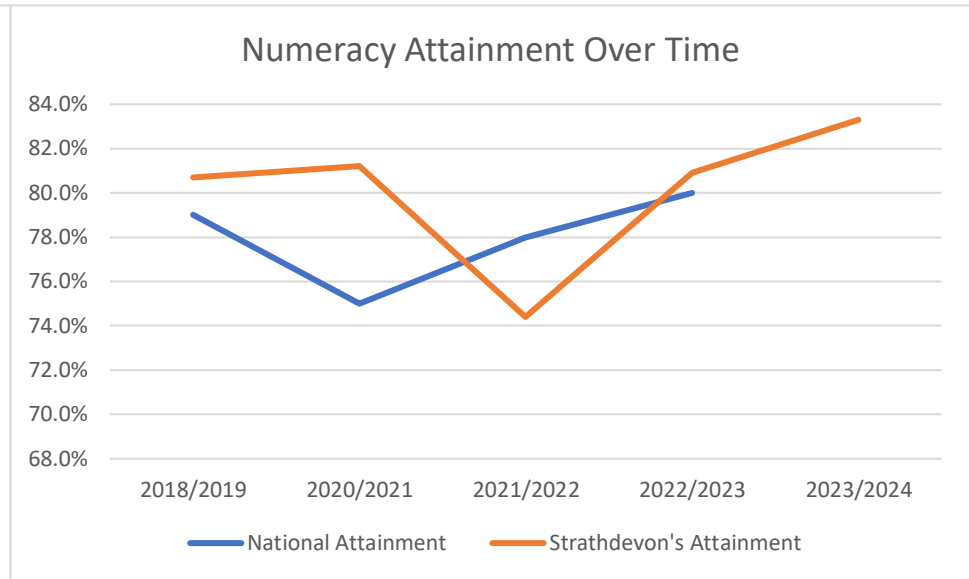
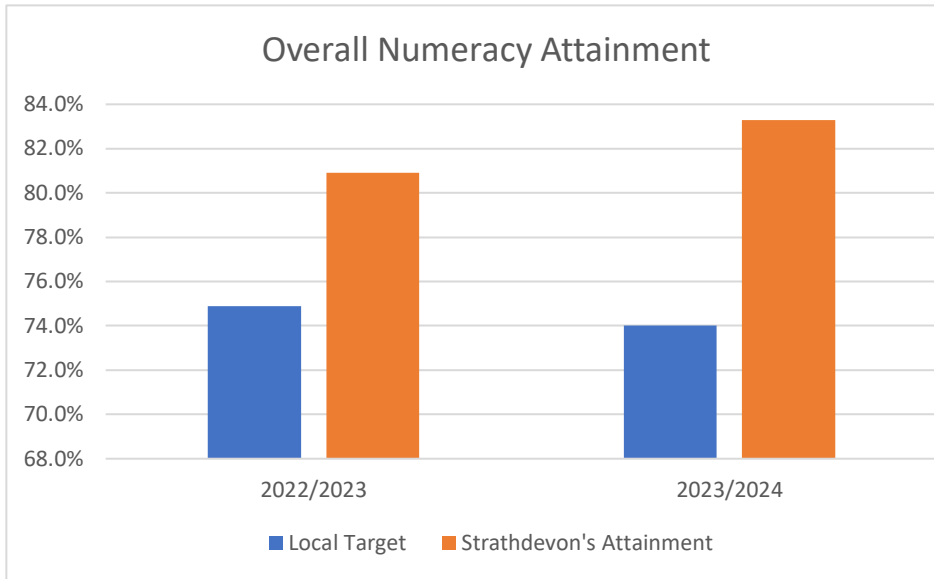
At Stratthdevon PS this session, we have successfully achieved our long-term outcome to increase Numeracy attainment across the school.

Below is a summary of our progress in Numeracy during Session 2023/2024.

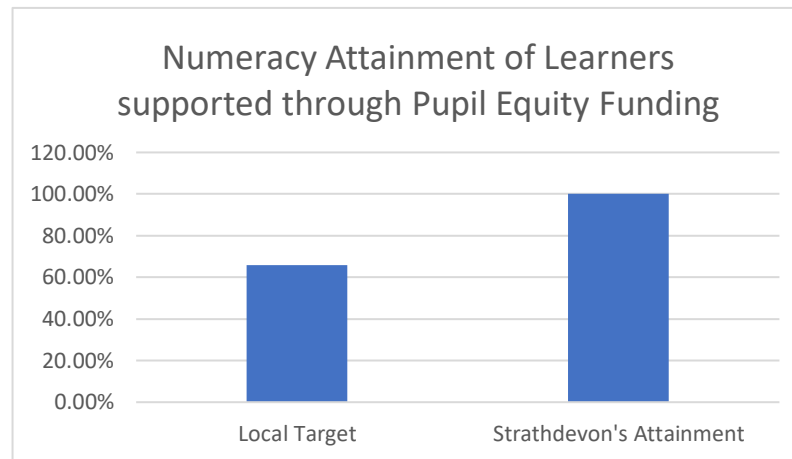
- Numeracy attainment has continued to improve across almost all year groups.
- Robust data continues to be used to identify learners for targeted support and interventions.
- Support from our Parent Council to provide access to online Numeracy platforms for all learners.
- Further improvements to planning, learning, teaching and assessment have included:
 - implementing our new Numeracy policy, support packs and planners.
 - enhancing core Numeracy resources through fundraising.
 - implementing updated assessment procedures, including Numeracy Learner Conversations.
 - strengthening tracking and monitoring procedures.

Our progress continues to demonstrate the positive impact that our approaches have on our learners, educators and families.

For example, our overall Numeracy attainment for this session is 83.3%, 9.3% above our local target for Numeracy. As the graph below demonstrates, this is a trend that we have achieved over the last two years as well as returning to attainment levels higher than before the pandemic.



Our poverty-related attainment gap in Numeracy has decreased by 20.72% and all learners targeted through Pupil Equity Funding have made gains in their Numeracy attainment and are now all 'on track'.



In addition, we have also:

- increased the consistency of our teacher professional judgements in Numeracy.
- increased learner engagement in Numeracy as a result of events such as Maths Week Scotland and regular SumDog competitions.

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:

- To ensure the consistent use of new resources and planning by all staff.
- To expand our Play Strategy beyond our ELC.
- Identify further resource needs in order to deliver high quality learning experiences in Numeracy.
- Develop a Numeracy Information Leaflet for families and hold a Family Information Session.
- Refine our quality assurance model to include further data moderation and triangulation.
- Develop the use of online Learning Journals to increase learner engagement, planning, recording and tracking of learning, and reporting to families.

Priority 2

Long Term Improvement Outcome

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

By May 2024, attainment in Reading will increase across the school through developing consistent approaches to planning, 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

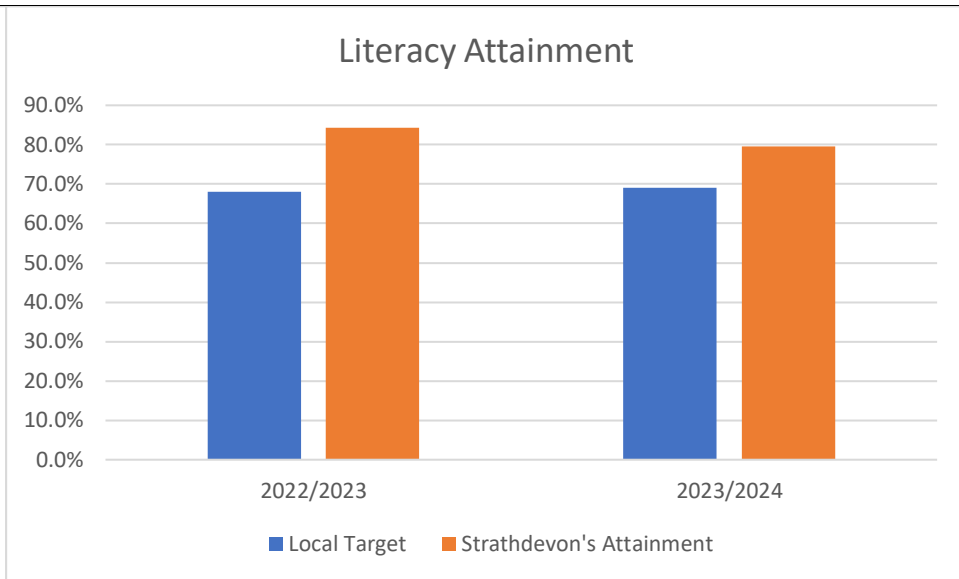
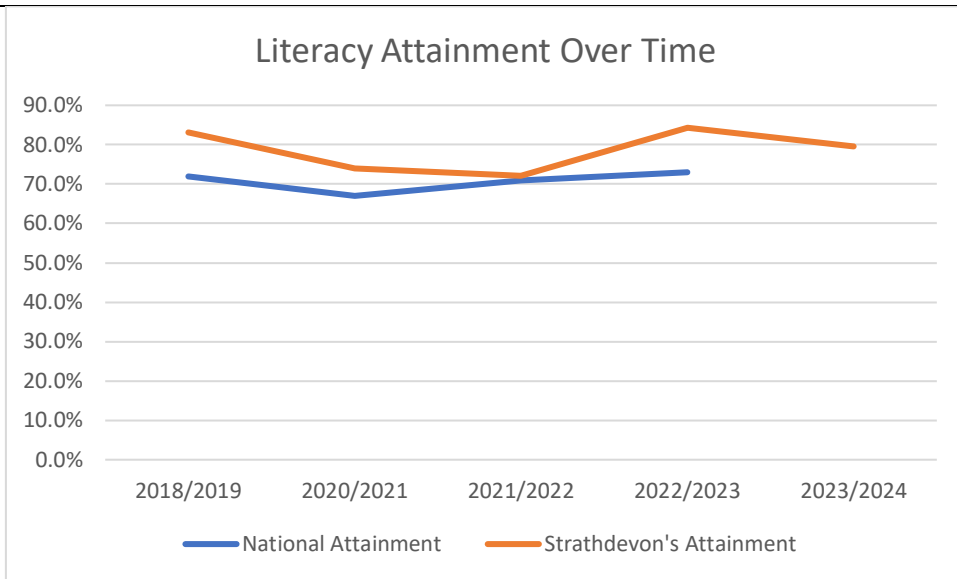
At Strathdevon PS this session, we have successfully achieved our long-term outcome to increase Reading attainment across the school.

Below is a summary of our progress in Reading during Session 2023/2024.

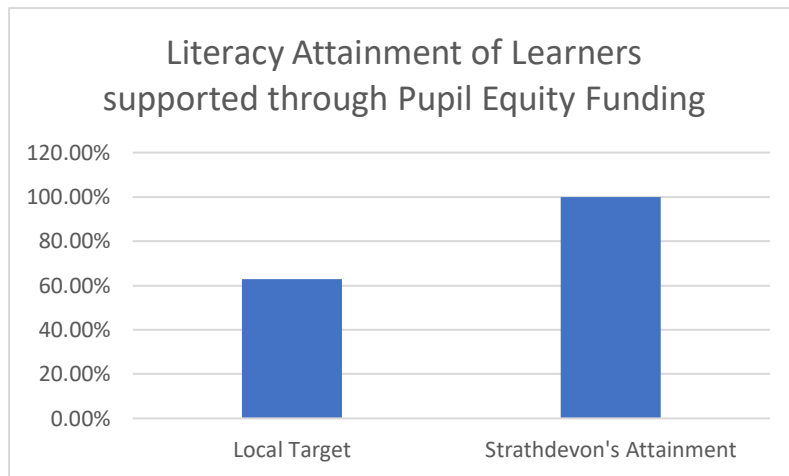
- Reading attainment has continued to improve across almost all year groups.
- Support from our Parent Council has enhanced our reading resources.
- Developed partnerships with the wider school community to support reading (Reading Champions).
- Further improvements to our planning, learning, teaching and assessment have included:
 - implementing consistent approaches to celebrate reading achievements and to cultivate a positive reading culture across the school.
 - improving our reading environments.
 - increasing opportunities for professional discussion, learning and moderation.
 - effective use of an online learning platform (Nessy) to support all learners with Dyslexia.
 - effective use of digital technologies to support almost all learners in P4 to P7 in their reading.

Our progress continues to demonstrate the positive impact that our approaches have on our learners, educators and families.

For example, our overall Literacy attainment for this session is 79.5% (Reading is 85.9%), 10.5% above our local target for Literacy. As the graph below demonstrates, this is a trend that we have achieved over time remaining consistently above local and national levels.

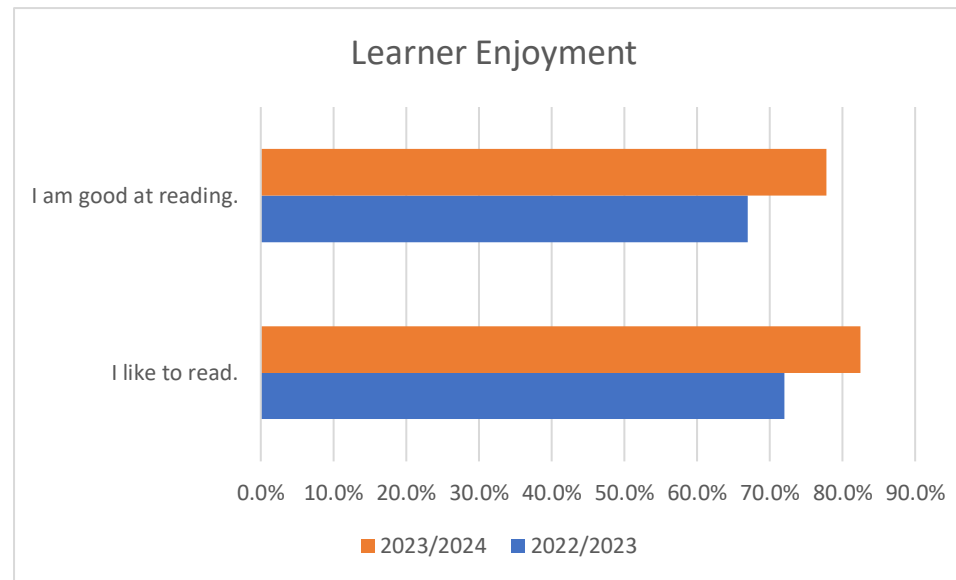


Our poverty-related attainment gap in Literacy has also decreased by 32.9% and all learners targeted through Pupil Equity Funding have made gains in their Literacy attainment and are now all 'on track'.



In addition, we have also:

- increased the consistency of our teacher professional judgements in Literacy.
- engaged in the process to gain our Reading School Accreditation Silver Award.
- improved learner engagement and enjoyment in Reading across the school as a result of regular events and activities such as Strathdevon's Book Week, Reading Cafes, Reading Buddies and Reading Champions.



Conclusion and Next Steps

At Strathdevon, we have demonstrated a commitment to continuous improvement to raise Reading 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 Reading:

- Finalise the Reading section of our Literacy Policy and Support Pack.
- Implement Literacy Learner Conversations (P1-P7).
- Refine our quality assurance model to include further data moderation and triangulation specific to reading.
- Identify and address remaining gaps in reading materials.
- Develop a Reading Information Leaflet for families and hold a Family Information Session.
- Develop the use of online Learning Journals to increase learner engagement, planning, recording and tracking of learning, and reporting to families.

Priority 3

Long Term Improvement Outcome

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

By May 2024, there will be an inclusive school community which promotes equality, diversity and leadership for 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 Strathdevon, we have made significant progress in developing a more inclusive environment for all learners.

Key achievements include:

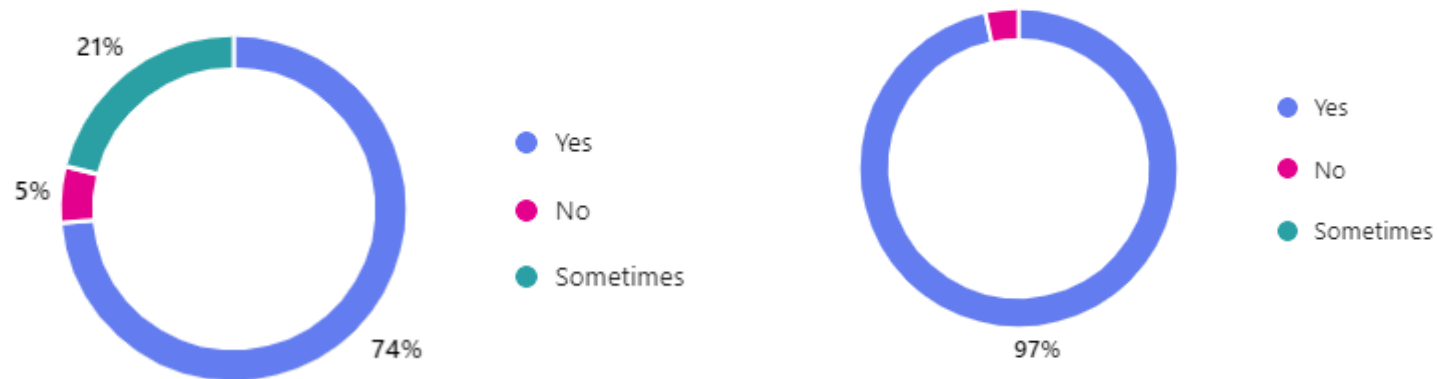
- The development of a school-based Inclusion Team.
- Delivery of ongoing training for staff on Additional Support Needs (ASN), Inclusion and Nurture.
- Streamlined internal intervention and referral processes.
- Continued British Sign Language (BSL) integration across the school.
- Established consistent positive behaviour expectations and boundaries.
- Embedded the Emotion Works Programme throughout the school.
- Delivered the Roots of Empathy Programme to one year group.
- Almost all learners participating in Leadership and Skills Groups

These improvements have fostered a more inclusive school community by:

- Providing dedicated support structures for learners with ASN needs.
- Enhancing communication through BSL.
- Promoting positive behaviour through consistent expectations and strategies.
- Equipping learners with social-emotional skills through programs like Emotion Works and Roots of Empathy.
- Providing increased opportunities for learners to work collaboratively and develop new skills and leadership roles.

Learner Survey June 2024

1. Did you enjoy our Leadership Groups this term? (0 poi... 4. Do you enjoy learning new things and skills? (0 point)



Conclusion and Next Steps

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

- Complete the revision of our Building Positive Relationships Policy to include approaches to inclusion, diversity, school values, and emotional literacy.
- Continue to develop leadership opportunities for all learners and staff across the school.
- Develop use of online Learning Journals to increase learner engagement and enhance their voice within the school.

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.