



Standards and Qualities Report

Session 2024/2025



Taking pride in all we do!



Our School Context

At Strathdevon, we are dedicated to creating a nurturing and ambitious environment where every child can thrive. Our core values of Respect, Ambition, Friendship, and Resilience are at the heart of everything we do. We take immense pride in all we do, and this commitment shapes our relationships with our children, families and community.

Our approach is firmly rooted in established educational frameworks, policies and guidance. We actively implement Getting It Right For Every Child (GIRFEC), ensuring a holistic view of each child's wellbeing. Our practices also align with the United Nations Convention on the Rights of the Child (UNCRC), upholding children's rights. We embrace Nurturing Principles to support emotional development, use Curriculum for Excellence (CfE) for a broad and balanced education, and apply Realising the Ambition to foster early learning and development.

How We Support Our Children's Growth

We use our unique "SMILE" approach to help children develop positive attitudes and behaviours:

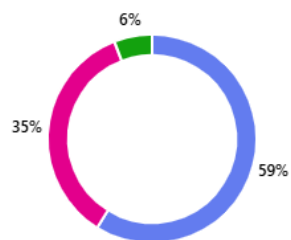
- **S**tay Positive
- **M**arvellous Manners
- **I**ndividual but Part of a Team
- **L**ove Learning
- **E**veryone Matters



Additionally, our Emotion Works programme provides children with valuable tools to understand and manage their feelings, contributing to their overall emotional wellbeing. We also promote inclusion through the use of British Sign Language (BSL) across the school, fostering a more welcoming and accessible environment for all.

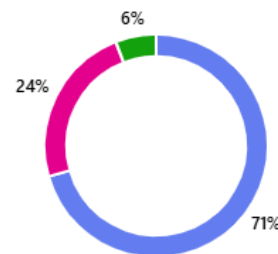
In a recent Health and Wellbeing Survey, 76% of our children reported that they feel respected at school almost all of the time, whilst 76% said they feel nurtured almost all of the time and 80% of children feel included almost all of the time.

In a recent Parent and Carer Survey (May 2025), almost all parents felt that staff at Strathdevon supported their child's emotional wellbeing and encouraged children to treat others with respect.



Strathdevon encourages children to treat others with respect.

59% - Strongly Agree
35% - Agree
6% - Don't Know



Strathdevon supports my child's emotional wellbeing.

71% - Strongly Agree
24% - Agree
6% - Don't Know

Our families also commented that:

- *The school have a good way of building confidence, and resilience and independence in children.*
- *The focus on manners and behaviour of children is positive.*

Strong Links with Our Community and Beyond

We believe that strong community ties enrich the learning experience of our children, and we work together with many local partners, including our families. This year, our partners have included Dollar Community Development Trust, Dollar Nursery, Dollar Academy, Dollar Burns Club, Dollar Horticultural Society, Dollar Museum and Sterling Warehouse. Our numerous sporting partners such as the Hillfoots Rugby Club and Dollar Tennis Club, provide fantastic opportunities for physical activity and we celebrate the successes of all our children through our monthly Wider Achievement Assemblies. This year, we've had exciting collaborations with Scottish Opera and the Youth Music Initiative, and we successfully hosted the Clackmannanshire Primary Schools Burns Competition in partnership with Alloa Burns Club.

School Overview and Demographics

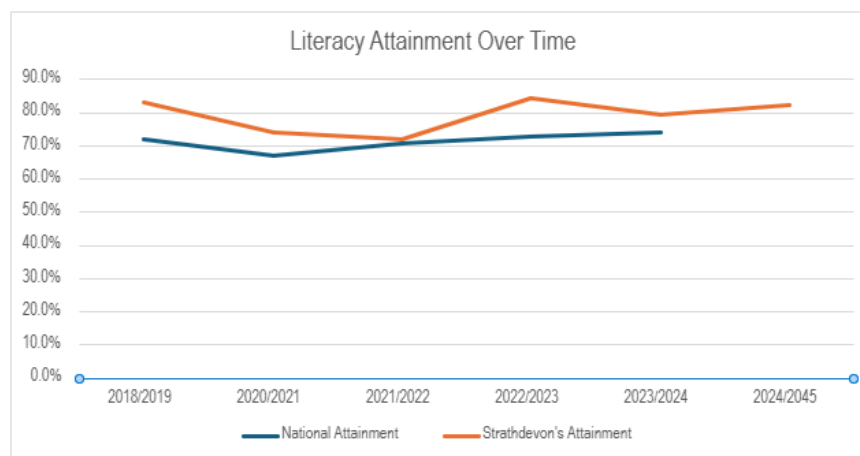
For Session 2024/25, our school has had a vibrant community of 154 children across P1 to P7 and 40 children in our ELC. We had seven mainstream classes (P1-P7), a dedicated Early Learning and Childcare (ELC) class, and a Flexible Learning Space known as The Lighthouse to cater to diverse learning needs.

Our data from Session 2024/25 shows:

- **Attendance:** An impressive 93% of our learners achieved an attendance rate of 90% or above, highlighting a strong dedication to learning at Strathdevon.
- **Punctuality:** We are pleased that very few learners had more than two recorded instances of lateness, demonstrating excellent punctuality across the school.
- **Learning Support:** Just over one-third of our learners received support through our Staged Intervention processes, meaning they had targeted and enhanced support to meet their specific needs. This reflects our commitment to early identification and comprehensive support for all learners.
- **Free School Meals:** A small number of our P1-P7 learners are registered for Free School Meal Entitlement.
- **Socioeconomic Context:** A very small proportion of our P1-P7 learners live in areas classified within SIMD Quintiles 1 and 2 (the 20-40% most deprived areas in Scotland). The majority of our P1-P7 learners live in areas within SIMD Quintile 5 (the 20% least deprived areas in Scotland).

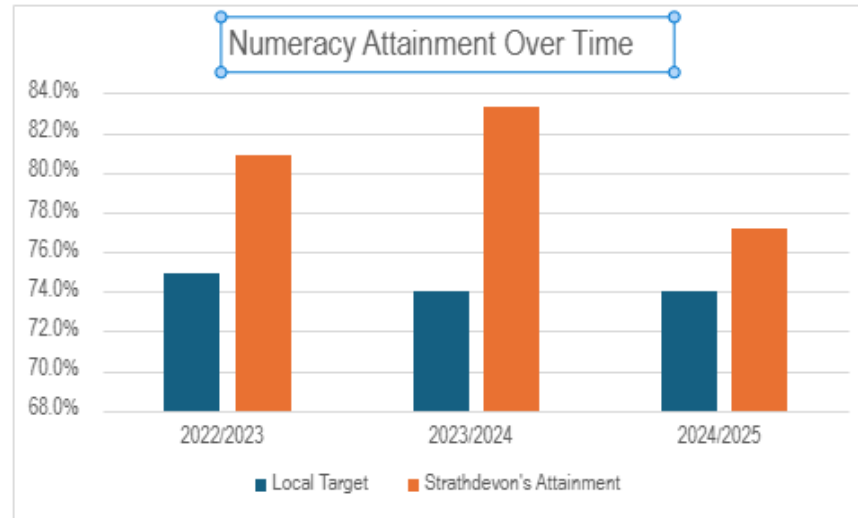
Literacy Attainment

In Session 2024/25, our overall Literacy Attainment was 82.5% 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 targets. Most learners targeted through Pupil Equity Funding have made gains in their Literacy attainment.



Numeracy Attainment

In Session 2024/25, our overall Numeracy Attainment was 77.2% with most learners in P1, P4 and P7 reaching the expected level of achievement in Curriculum for Excellence. This demonstrates a consistent trend in our overall Numeracy attainment over the last few years where we perform above local attainment targets. Most learners targeted through Pupil Equity Funding have made gains in their Numeracy attainment.



What do our children think about being a pupil at Strathdevon?

In a recent Pupil Survey from June 2025, our children told us how they feel about being a pupil at Strathdevon this year. Using the Wellbeing Indicators, our children feel this way about school almost all of the time...

- Safe – 85.7%
- Healthy – 84%
- Active – 81.6%
- Nurtured – 76%
- Achieving – 83.7%
- Responsible – 84%
- Respected – 76%
- Included – 80%

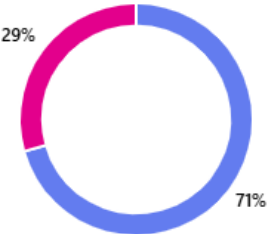
What do our families think?

In a recent Parents and Carers Survey from May 2025, our families told us that....



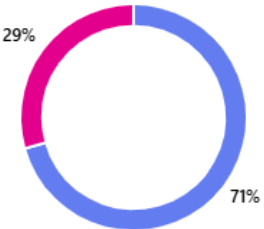
Overall, I am satisfied with Strathdevon.

59% - Strongly Agree
41% - Agree



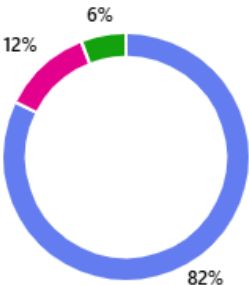
My child likes being at Strathdevon.

71% - Strongly Agree
29% - Agree



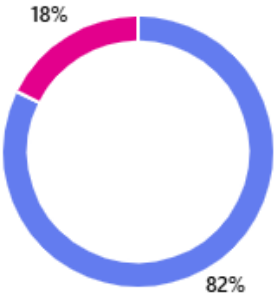
Staff really know my child as an individual.

71% - Strongly Agree
29% - Agree



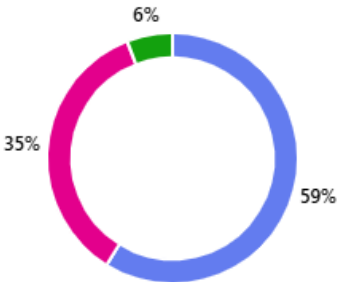
Staff treat my child fairly and with respect.

71% - Strongly Agree
24% - Agree
6% - Don't Know



I feel that my child is safe at Strathdevon.

82% - Strongly Agree
18% - Agree



I feel comfortable approaching Strathdevon with questions, suggestions and/or a problem.

59% - Strongly Agree
35% - Agree
6% - Don't Know

Families also commented that:

- *The school always puts on great shows, sports activities etc there is always something the children can do during and outwith school time that isn't just learning based. The school included the children on decisions around the school and takes on their feedback and opinions so they feel worthy.*
- *School ethos and commitment from staff comes across as being high.*
- *Friendly school.*

Priority 1

Long Term Improvement Outcome

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

By May 2025, almost all children at Strathdevon will demonstrate an increased level of learner agency.

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>

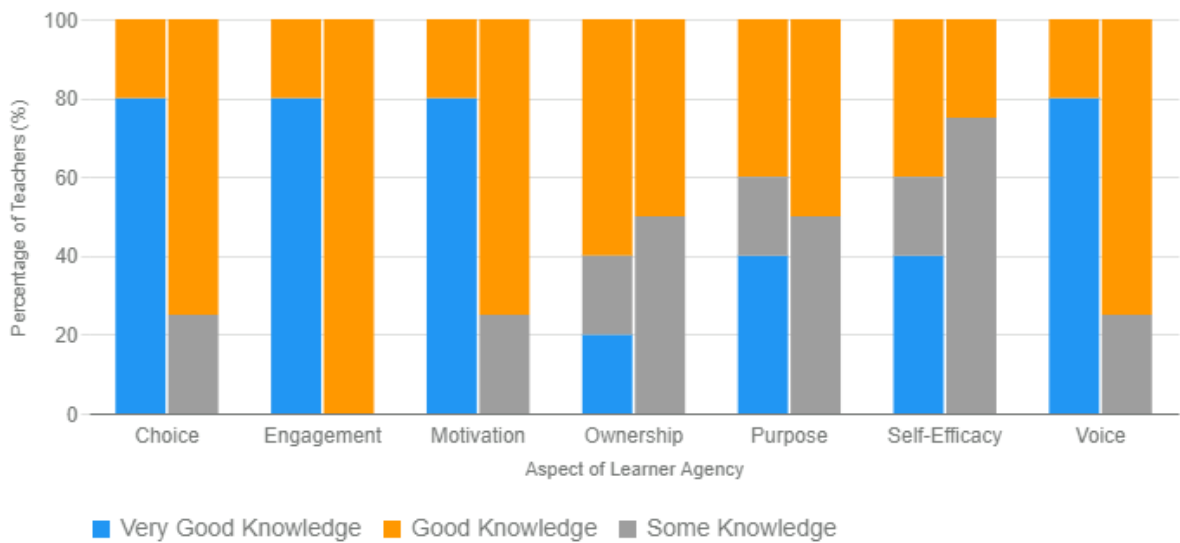
Progress and Impact of Enhancing Learner Agency at Strathdevon

At Strathdevon PS this session, we have successfully achieved our long-term outcome for almost all our children to demonstrate an increased level of Learner Agency.

Below is a summary of our progress during Session 2024/25 which involved collaborating with other educators across cluster primaries to develop our approaches to Learner Agency. In particular, this involved educators choosing one aspect of Learner Agency and carrying out a small test of change for either a group or class of learners.

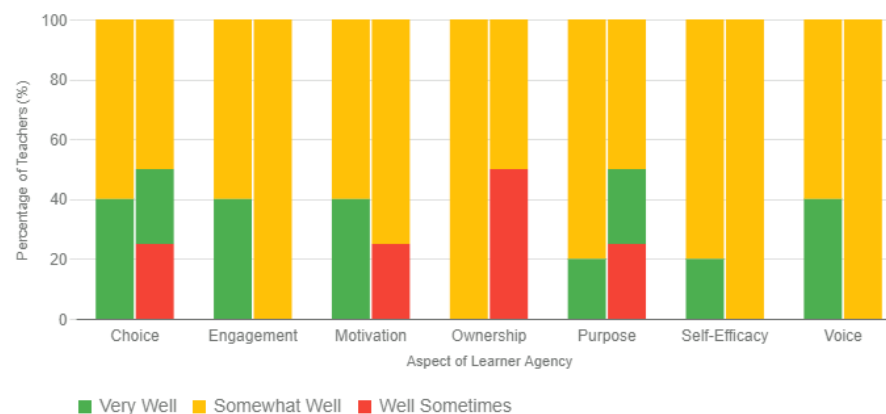
As the graph below shows, educators at Strathdevon demonstrated significant improvements in their knowledge and understanding across almost all areas of Learner Agency. The first column highlights how educators rated themselves after introducing their small test of change and the second shows their rating before implementing any changes.

Educator's Knowledge and Understanding of Learner Agency: Post vs Pre Small Test o...



In addition, the graph below highlights that the most significant improvements to educators' practice were observed in Learner Choice, Learner Ownership, and Learner Purpose, showing a direct positive impact on learners when small tests of change were implemented.

Educator's Putting Learner Agency into Practice: Post vs. Pre Small Test of Change



Furthermore, the progress and impact of our Learner Agency improvement journey also includes:

- Small tests of change were broadly adopted across the cluster, signifying a strong commitment to exploring and embedding these practices. We successfully provided valuable protected time for educators to develop a shared understanding, foster collaboration, and promote professional dialogue across various levels and establishments.
- Educators recognised the value of empowering learners to improve engagement/motivation and to create a positive learning environment. There was a clear willingness to try new approaches and a commitment in the potential benefits for learners.
- A Learner Agency Toolkit is being developed, which will serve as a practical resource to support educators in fostering Learner Agency across all schools in the cluster.
- 70.8% of educators who participated in this work reported increased motivation and engagement in learning and significant shifts from low to high levels of involvement*.
- Educators emphasised the benefits of Learner Agency to meeting diverse learners' needs and effective differentiated learning experiences.
- All teachers at Strathdevon used online Learning Journals to add learning to children's profiles, indicating some improvements to our documentation of learning across the curriculum.
- Most children have become confident in using Learning Journals to share their own learning, signifying an increase in self-reflection and ownership.
- We successfully held themed weeks (Dyslexia, Grounds, Maths, BSL, Health and Wellbeing) and special events (World of Work Day, Book Week), enriching the curriculum and providing varied learning experiences for all learners at Strathdevon. The different aspects of Learner Agency supported the planning and implementation of these events.

*The Leuven's Scale for Involvement was a key measure used by educators to gauge the impact of their small tests of change.

Conclusions and Next Steps

In summary, this improvement priority has demonstrated increased educators' awareness and understanding of Learner Agency, aligning effectively with the CfE refreshed narrative. The small tests of change have acted as a positive catalyst, sparking reflection and implementation of strategies. This has led to a noticeable increase in learner engagement and investment in our school community. The collaborative approach fostered through protected professional learning time has also been a significant success.

In addition, through our self-evaluation processes this session, we have identified the following next steps in our continued journey to improve Learner Agency in our school.

- Continue to develop and expand our Learner Agency Toolkit for educators.
- Learner Agency is a broad concept, therefore, we will develop the use of Learner Voice to ensure consistency across all levels next session.
- Educators to use the professional enquiry model to support our development of Learner Voice across the school.
- Continue to measure the impact of Learner Voice on improving outcomes for learners.
- Continue to develop the use of our Learning Journals.
- Continue to develop opportunities for children to plan and record their own learning and achievements.
- Continue to meaningfully capture the voice of children with an additional support need through the use of our Pupil Passports, Stress Reduction Plans and Proactive Plans.

Priority 2

Long Term Improvement Outcome

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

By May 2025, almost all children at Strathdevon will demonstrate an increased level of responsibility through contribution and participation to the life and ethos of the school and wider community.

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 of Enhancing Learner Responsibility and Participation at Strathdevon



As the Pupil HWB data above shows, we have made significant strides at individual, class, school, and community levels to increase the levels of learner responsibility at Strathdevon demonstrating our ongoing commitment to fostering participation at all levels. We have implemented numerous initiatives and partnerships, with many showing a positive impact on our community. Children feel that they are more responsible (84%) and included (80%) at Strathdevon compared with how our children felt in Session 23/24. As a result, we have achieved our long-term outcome of almost all children at Strathdevon demonstrating an increased level of responsibility through contribution and participation to the life and ethos of the school and wider community.

We have achieved this by:

Developing Learner Responsibility as Individuals

- The implementation of Learning Journals for P1-P7 is underway with a specific focus on recording wider achievements. This is a crucial step in formally recognising and encouraging individual responsibility and achievements. We also share Wider Achievements in monthly assemblies.
- All learners in P1 to P7 have had an individual responsibility in their class indicating widespread engagement and individual contribution.
- Our monthly SMILE Assemblies have a positive impact on learner self-esteem and demonstrate our values in action. This recognition contributes to a sense of responsibility.

Developing Collective Responsibility as a Class and Community

- All classes were responsible for an area of the school environment such as the school grounds, the Reading Hub, the Quiet Garden, the Wild Garden and the Dinner Hall.
- We have an active Pupil Council and this session they have been responsible for driving improvements in our school playground.

- Our Fundraising Committee was successful in gaining funding to make improvements in our outside spaces.
- In Term 2, we successfully implemented our Leadership Groups for all children in P2 to P7. These included Digital Leaders, Children's Rights, STEM and Art. These groups aimed to lead improvements in different areas across the school to the benefit of all our learners.
- House events throughout the year provided opportunities for learners to work in their House Teams. This included our Grounds Week, House Haul and Health and Wellbeing Week, fostering a sense of collective responsibility and school spirit.

Developing Participation and Partnership

- We successfully developed our cross-cohort partnerships. These included our House Teams, P1 and P7 Reading Buddies, P2 and P5 Reading Buddies, Young Leaders and a Fundraising Committee. The purpose of these partnerships was to provide opportunities for children to develop relationships with others, to promote our continued love of reading (SIP 2023/24), to think creatively about a shared goal and to participate in events to improve our school community.
- Our continued strong connection with our families was demonstrated through our calendar of school events. These included Meet the Teacher, Christmas Coffee Morning, Burns Supper, Open Day, Celebration of Learning, Stay and Play Sessions, World of Work Day, P1 Transition Programme. This broad engagement strengthens our school community and provides diverse learning opportunities for learners and their families.
- Close partnership with our Parent Council has ensured that all children have benefited from additional learning experiences at the MacRobert Centre, and also from Scottish Opera and Edinburgh Science Centre in school. Support from the Wee County's Man Shed has also led to improvements in our school grounds.
- We also work with a wide array of external partners to enrich our curriculum and enhance learning experiences for all our children. These include STEM lessons at Strathdevon and Dollar Academy, author visits from The Wee Book Shop (Dollar), music and performance experiences from the Youth Music Initiative, coaching from Dollar Tennis Club, Dollar Glen Football Club, Dollar Academy (football), Muckhart Golf Club and Ochil Youths Community Improvement. Our strong partnership with The Hive and Dollar Community Development Trust is evident through weekly visits by P1 to the library and our participation in a competition to design signs for the new community garden. These partnerships provide invaluable real-world learning experiences and opportunities for community engagement, directly contributing to learners' understanding of their role in the wider community.

Conclusions and Next Steps

In summary, our progress in this improvement priority demonstrates a school environment that actively promotes and provides avenues for learners to take on responsibilities and participate in school and community life. The diverse range of opportunities, from individual classroom duties to extensive community partnerships, cultivates a stronger sense of ownership, belonging, and active citizenship among the children at Strathdevon.

Through our continued self-evaluation processes, we have identified the following next steps in developing learner responsibility and participation at Strathdevon.

- Hold information sessions for all stakeholders on Learning Journals, Early Years, Values/SMILE Approach, Literacy and Numeracy.
- Wider Achievements to focus on a different school value each month.
- Develop Strathdevon's Image of the Child focusing on individual identity and responsibility.
- Each class to share their progress/learning at a school assembly will further embed accountability and pride in their collective responsibility.
- Continue to build and extend partnerships throughout and beyond our school community.

Priority 3

Long Term Improvement Outcome

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

By May 2025, we will increase writing attainment by 5% across P3, P4, P5, and P7.

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 of Improving the Writing Attainment at Strathdevon

This session at Strathdevon, we aimed to improve writing attainment across P3, P4, P5 and P7. The following summary documents our progress and the impact of improving outcomes for our learners.

- Staff at P3, P4 and P6 attended training on the National Writing Programme (Education Scotland and Clackmannanshire Council) which focused on using quality improvement tools to help learners improve their writing attainment. For example, P4 showed good progress in developing their writing tools and engaging in multiple weekly tasks. Their progress was tracked through spreadsheets and classroom displays. Educators were also encouraged to use a wide range of resources as stimuli for lessons, and shorter, high-interest sessions have proven effective.
- The introduction of new progression pathways have been effective in supporting planning and assessment aligned with CfE levels. These pathways were integrated into our Learning Journals, making them accessible to learners and staff.

As a result...

- Writing attainment across P3, P4, P5, and P7 collectively increased from 80.2% in Session 23/24 to 82.4% in Session 24/25, marking a 2.2% rise. This is a positive development that demonstrates the direct impact of our actions on learners' attainment.
- We also observed children's increased motivation and their self-identification as writers. This shift was seen in even our most reluctant and least confident learners.
- Learners' writing stamina has improved, and children have shown a positive improvement in their ability to analyse, edit, and up-level their writing.
- There has also been an increase in learners applying tools for writing across the curriculum.
- Basic writing tools and skills have been embedded in our lower primary stages, particularly for those children learning to write or struggling with sentence formation.

Conclusion and Next Steps

In summary, our progress in this improvement priority demonstrates our ongoing commitment to raising attainment for all learners in writing, embedding foundational writing tools and providing regular opportunities where learners feel motivated and engaged to write.

Through our self-evaluation processes, we have identified the following next steps in continuing to develop our approaches to raising attainment in writing at Strathdevon.

- To ensure that all members of staff receive training in the National Writing Programme.
- Continue to maintain our focus on writing attainment across P1 to P7 in order to improve our overall Literacy attainment.
- Implement differentiated writing strategies, using the programme model to support less able writers and provide more challenging opportunities to encourage depth of writing for more able learners.
- Use the programme model for P1-3 as a targeted intervention for writing.
- Increase the celebration of writing within our school community.
- Continue to improve the accuracy of Teacher Professional Judgements against CfE Benchmarks and summative assessment data through moderation sessions across the Local Authority and beyond.

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
1.3 Leadership of Change	Good
2.3 Learning, Teaching and Assessment	Good
3.1 Ensuring Wellbeing, Equality and Inclusion	Very Good
3.2 Raising Attainment and Achievement	Good