



Standards and Qualities Report

Session 2025/2026



Taking pride in all we do!



Our School Context

At Strathdevon Primary School, we are deeply committed to "**Taking pride in all we do**". This Standards and Qualities Report highlights the incredible progress, achievements and vibrant learning experiences across our school community over the 2025/2026 academic session. Designed for our staff, partners, and—most importantly—our families, this report celebrates our key successes and outlines how we continue to provide a nurturing, high-quality and rights-respecting environment where every child can flourish.



Our Vision, Values and Ethos

At the heart of everything we do are our core school values: **Respect, Ambition, Friendship and Resilience**. We are proud to see our young people regularly celebrated for putting these values "into action" in their classrooms and the wider community, shaping a truly warm and ambitious learning environment.

Our daily practice is firmly rooted in established national educational frameworks. We actively implement *Getting It Right For Every Child* (GIRFEC) to ensure a holistic view of each child's wellbeing, and we embrace *Nurturing Principles* to support healthy emotional and social development. Our vibrant curriculum aligns seamlessly with Scotland's *Curriculum for Excellence* (CfE), while our early stages apply the national guidance from *Realising the Ambition* to foster rich, play-based learning environments.

How We Support Our Children's Growth

A hallmark of our school ethos is our unique **"SMILE" approach**, which helps our children develop positive attitudes, kindness and excellent behaviours every single day:

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



To further enhance emotional wellbeing, our school successfully embeds the *Emotion Works* programme, providing children with valuable, practical tools to understand, discuss and manage their feelings. We also passionately promote inclusion through the use of *British Sign Language* (BSL) across all stages, fostering a deeply welcoming and accessible environment where every single voice matters.

School Overview and Demographics

For Session 2025/26, our school has had a vibrant community of 159 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 2025/26 shows:

- **Attendance:** An impressive 91.2% 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 (less than 4%) had more than two recorded instances of lateness, demonstrating excellent punctuality across the school.
- **Learning Support:** Just over one-quarter of our learners (27.7%) 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 (15.1%) are registered for Free School Meal Entitlement.
- **Socioeconomic Context:** A very small proportion of our P1-P7 learners (2.5%) live in areas classified within SIMD Quintile 1 (the 20% most deprived areas in Scotland). The majority of our P1-P7 learners (71.7%) live in areas within SIMD Quintile 5 (the 20% least deprived areas in Scotland).

Improving Our Additional Support for Learning Offer

At Strathdevon Primary School, we are committed to early intervention, equity and ensuring that our support model evolves to meet the unique needs of every learner. Throughout Session 2025/2026, we have continued to enhance and refine our Additional Support for Learning (ASL) provision through the following targeted, strategic developments across our school.

- We successfully streamlined and further developed our internal Staged Intervention processes. Alongside this, we advanced our universal, enhanced, and targeted support model while strengthening our teaching strategies for the universal classroom to benefit all learners.
- To ensure our supports are precisely targeted, all staff members completed a comprehensive Additional Support Needs (ASN) audit. Staff utilised the CIRCLE framework to evaluate and improve their classroom environments, and we revisited the use of Boxall Profiles to further assess and support individual learner needs. Additionally, the whole staff team underwent training on the use of our new sensory space and the *Zones of Regulation* framework to support emotional regulation across the school.

- We made significant improvements to our school's physical environment to create calmer, dedicated learning spaces. The Lighthouse (our dedicated ASN class) now benefits from a secure outdoor environment in The Quiet Garden. Furthermore, we developed The Bubble Box—a brand-new, sensory space designed to provide targeted emotional and sensory support.
- Our Pupil Equity Funded (PEF) staff were strategically deployed across the school to deliver vital early intervention support. By working directly with targeted groups and individual pupils, our staff have ensured that children made gains in both their Literacy and Numeracy attainment.

Enriching Our Curriculum Through Community Links

At Strathdevon Primary School, local partnerships are vital for creating vibrant, real-world learning experiences. This session, a majority of our pupils in P4–P7 shared that collaborating with our community partners made learning significantly more interesting and engaging. We are incredibly grateful to the wide network of organisations that helped expand our children’s skills, confidence, and horizons this year:

- Our senior pupils expanded their learning at Dollar Academy through hands-on science lessons in laboratories and weekly French and German sessions. To foster a school-wide love of reading, The Wee Book Shop helped us to host motivating author visits and The Hive supported us with regular trips to their library. Children also connected deeply with local heritage through competitions and events run by the Alloa Burns Club and Dollar Burns Club, while our dynamic Samba Drumming club brought creative energy and teamwork to the expressive arts curriculum.
- Active Clacks and Active Dollar supported outdoor learning across the session, including our participation in a community mapping project. Pupils built physical skills and resilience through targeted sessions with Hillfoots Rugby Club, Dollar Glen Football Club, and our local Taekwondo and Karate clubs. Additionally, our partnership with Recyke-a-bike provided hands-on, practical experiences in bike maintenance, safety, and sustainable travel.
- We maintained our warm partnership with Dollar Parish Church, bringing the school community together to celebrate key milestones throughout the year. Finally, ongoing collaboration with Police Scotland and OYCI (Ochil Youth Community Improvement) has been excellent in promoting positive life choices, citizenship and digital safety.
- Thanks to funding secured by our fantastic Parent Council from the Clackmannanshire and Stirling Environmental Trust and EDF, significant improvements and repairs were made to our main school playground. This wonderful support allowed us to renew the benches

at the Willow Dome, fix the drainage for the outdoor shelter, upgrade all paths, and install a brand-new outdoor shelter. In addition, Clackmannanshire Council also renewed the boundary fence next to the Newfield, creating a fresher and safer outdoor environment for everyone.

By bringing the community into Strathdevon—and taking our learning out of the school building—we have helped our children see how their school values connect directly to the wider world.

A Year of Memorable Experiences: Our Session 25/26 Highlights

To bring our curriculum to life and foster a true sense of belonging, our school calendar was packed with enriching events, trips and community celebrations across all stages this session:

- **Whole-School and Community Milestones:** We were thrilled to bring our entire community together for our Whole School 60th Birthday Celebrations. Our fantastic Parent Council kept the school spirit buzzing throughout the year, hosting a wonderfully spooky Halloween Disco, a festive Christmas Fayre, and a sunny Shorts and Shades Disco in Term 3. Families also gathered for our cosy community Christmas Coffee Morning.



Our P5, P6 and P7 classes performing to family and friends as part of our 60th Birthday Celebrations



Mrs Tomlinson (Head Teacher) with our oldest and youngest pupils cutting our school's 60th Birthday cake in front of all our children and families.



P1, P1/2, P3 and P4/5 performed to family and friends as part of our 60th Birthday Celebrations



Mrs Tomlinson (Head Teacher), Mrs Anderson (Principal Teacher) and our oldest and youngest pupils planting a tree in the school grounds to commemorate our 60th Birthday.

- Expressive Arts and Traditions: Creative talents shone bright during our ELC Nativity and the P1 and P1/2 Nativity performances. Festive traditions continued with the ELC and School Scottish Poetry Competition, regional representation at the Clackmannanshire Primary Schools Burns Competition and a musical showcase with the P6 participating in The Big Sing at Alloa Town Hall.



P7 Scottish Poetry Competition Winners



P6 Scottish Poetry Competition Winners



P4 and P5 Scottish Poetry Competition Winners



P2 and P3 Scottish Poetry Competition Winners



ELC and P1 Scottish Poetry Competition Winners

- Curriculum Focus Weeks: Classroom learning expanded into themed discovery periods, including Maths Week Scotland, Strathdevon's Book Week, and a Health and Wellbeing Week. Our senior pupils put their regional and language skills to the test during the P6 Euro Quiz and our collaborative P6 and P7 Europe Day.



Our P6 pupils taking the lead during Strathdevon's Book Week.



P1 to P7 sharing their favourite books as part of a Book Buzz during Book Week.



Our P6 Euro Quiz Team who were runners up in the regional competition.



P6 talking about their favourite books and characters as part of a daily challenge set during Book Week.



The whole school showcasing their favourite character from a book during Book Week.



P6 participating in The Big Sing at Alloa Town Hall.

- Learning on the Move: Our classes took their learning out into the wider world with tailored educational excursions:
 - ELC, P1 and P1/2 explored hands-on learning at the Dundee Science Centre.
 - P3 travelled to the Glasgow Science Centre for interactive STEM activities.
 - P4/5 and P5 investigated historical treasures at the National Museum of Scotland in Edinburgh.
 - Our P6 classes travelled to the Glasgow Science Centre with P3, whilst our P7 took off for a historic trip to the National Museum of Flight in North Berwick. Together, both our P6 and P7 pupils proudly showcased their teamwork and school spirit at the Clackmannanshire Primary Schools Athletics Competition and Term 4 was capped off by the P7 Residential Trip to Lendrick Muir to build lasting lifeskills.



P1 and P1/2 enjoying their trip to Dundee Science Centre.



P1 and P1/2 putting their medical skills to the test at Dundee Science Centre.



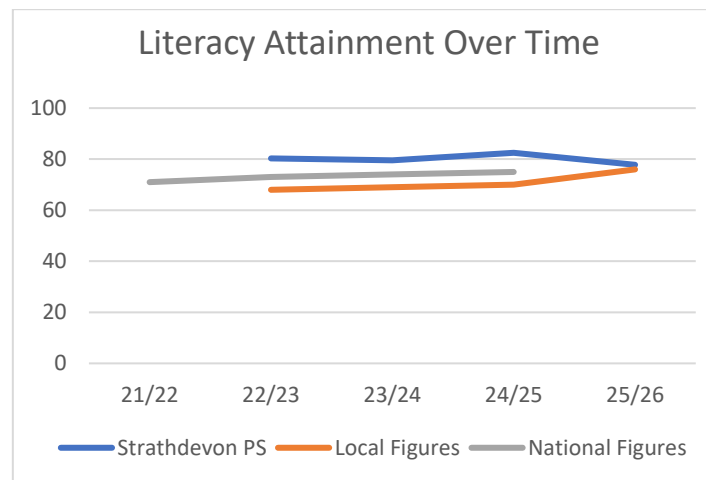
Our P6 and P7 Athletics Team at the Clackmannanshire Primary Schools Competition.



P6 and P7 demonstrating their track and field skills.

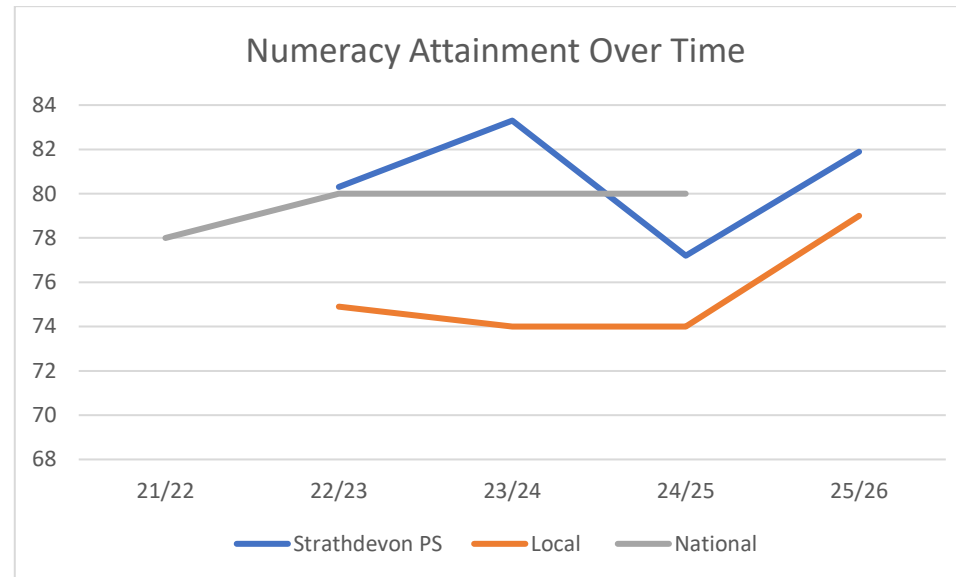
Literacy Attainment Over Time

In Session 2025/26, our overall Literacy Attainment was 77.8% 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 Literacy attainment over the last four years where we consistently performed above both local and national attainment targets. A majority of learners targeted through Pupil Equity Funding have made gains in their Literacy attainment.



Numeracy Attainment Over Time

In Session 2025/26, our overall Numeracy Attainment was 81.9% with most learners in P1, P4 and P7 reaching the expected level of achievement in Curriculum for Excellence. This demonstrates a trend in our Numeracy attainment over the last few years where we consistently perform above local attainment targets. A majority of learners targeted through Pupil Equity Funding have made gains in their Numeracy attainment.



What Our Children Think about Strathdevon?

Children's rights are strongly woven into our day-to-day culture. Following our proud achievement of the UNCRC Bronze Rights Respecting School Award in June 2026, our learners shared highly positive and confident views about life at Strathdevon:

- **Rights and Respect:** Almost all learners in P4 – P7 demonstrate a strong, clear understanding of their rights and feel respected within our school.

- **Enjoyment and Choice:** Most of our P1 – P3 learners explicitly shared that they feel motivated, safe, and happy learning new things through our Early Years play model.
- **Digital Confidence:** Almost all of our older pupils report feeling highly confident using digital tools to complete their schoolwork, with a majority stating it makes learning significantly more exciting.
- **Valued and Heard:** A majority of our senior pupils feel that their views, opinions and choices are genuinely listened to, acted upon, and respected by adults in the school.



What Our Families Think about Strathdevon?

We deeply value our partnership with families and work hard to ensure our school remains a welcoming, collaborative hub for the community. In our May 2026 Parental Survey, our families provided really positive feedback:

- Almost all parents and carers agreed that our staff treat their children fairly and with genuine respect.
- Almost all parents and carers agreed that Strathdevon successfully helps their child feel confident, safe, and happy.
- Families expressed high confidence in approaching the school with questions, suggestions, or problems, highlighting that leadership and staff truly know their children as individuals.

Our families also told us that:

- *It is a well led school with some fantastic teachers. Works closely with parents and families. Supportive of all pupils and encourages inclusivity.*
- *We feel that the culture of Strathdevon is a really healthy and encouraging environment for our children. The school approach feels very values-led, for example in promoting outdoor time and physical activity, pupil involvement and a holistic based view of child development (not all academically focused which we really like).*
- *Overall, we feel very grateful that our children have such a healthy, nurturing and kind school environment to learn and grow in, one which we feel is giving them the best grounding in their education we could ask for - thank you to all at Strathdevon.*

Priority 1: Redesigning and Strengthening our Early Years Model

Our Goal

To implement a seamless, child-centred and responsive curriculum across our ELC, P1 and P1/2 classes.

How We Achieved This

Our Early Level Team engaged in collaborative planning to successfully align daily timetables and routines across the ELC, P1 and P1/2. To physically bridge the environments, we installed "free-flow" Paxton doors, allowing children to navigate spaces fluidly. Staff co-designed high-quality indoor and outdoor learning areas specifically structured around the principles of *Realising the Ambition*, Scotland's national guidance for Early Years. These spaces were enriched with specialised resources to promote purposeful play, discovery and creative mark-making.

The Impact on Our Learners

The structural and physical changes made the transition from ELC into school remarkably smooth, secure, and exciting for our youngest learners. Our play-based model has fostered a high degree of learner autonomy; most children in P1–P3 demonstrate excellent independence during play sessions, and most explicitly shared that they feel they are discovering and learning new things while playing.

In May 2026, our parents also told us that staff *'have supported him lots and made him feel very welcome and he loves attending! My son loves going to visit the P1/2 class and loves seeing one of the teachers, he talks about her at home. It is great the nursery can visit the classroom as I know this will help my son for when he starts school!'*

Our Next Steps for Session 26/27

Next year, we will partner with *Play Scotland* to continue developing our Early Years model and play pedagogy across ELC to P2, including working towards the national Play Pedagogy Award. We will also expand classroom spaces and resources to ensure the minority of P1–P3 learners who wanted more choice during play are fully supported.

Priority 2: Elevating Learner Voice and Leadership

Our Goal: To increase opportunities for pupils to lead their own learning, express their views, and actively shape our school community.

How We Achieved This

This session, we completely refreshed our pupil leadership model for the upper school. Moving away from traditional roles, we ensured that all P6 and P7 children were given active responsibilities by launching five child-led leadership teams: the Senior Squad, Gardening Gang, Housekeeping Team, Reading Club and Active Team. Furthermore, we handed over the ownership of major school-wide calendar events directly to our classes.

The Impact on Our Learners

Instead of just talking about leadership, our pupils now experience it every day through real, meaningful responsibilities. In November, our P5 children brilliantly took the lead during Maths Week. P6 pupils demonstrated outstanding organisation by planning and leading Book Week in March, running daily "Book Buzz" activities and school-wide reading sessions. In June, P5 stepped up again to design our Health and Wellbeing Week, highlighted by a highly successful school-wide sponsored walk that challenged everyone to virtually walk to John o' Groats. Our older students also took an active, confident role in leading our Parents' Evening appointments. Today, a majority of our older pupils confidently agree that their voices are genuinely listened to and respected by adults in the school.

Our Next Steps for Session 26/27

We will address findings from our UNCRC Survey by designing highly visible "you said, we did" feedback loops to explicitly show how learners' input shapes school policy. Additionally, we will review and improve the recruitment process and role clarity within our pupil leadership teams to ensure it is engaging and valuable for all P6 and P7 pupils.

Priority 3: Embracing Digital Technology

Our Goal

To embed digital tools to enhance teaching, unlock creativity, and improve how we share learning journeys with families.

How We Achieved This

We completed the successful rollout of our 1:1 device initiative, ensuring every child at Strathdevon has access to a personal learning device (iPads for P1–P3 and Chromebooks for P4–P7). Alongside this infrastructure, we expanded our online Learning Journals by integrating their built-in family communication tool. This allowed us to streamline our external communications, successfully bringing the ELC and the entire school onto a single digital platform. To further strengthen our home-school partnership, we introduced a brand-new Weekly Roundup newsletter and established weekly, in-person Strathdevon Surgeries with Mrs Tomlinson. We also provided targeted training for our P4–P7 pupils on digital profiling and trialled a newly developed reporting to parents cycle.

The Impact on Our Learners and Families

Digital technology is now seamlessly embedded into daily learning, making schoolwork significantly more engaging. Almost all of our P4–P7 pupils reported feeling highly confident using digital tools, and a majority agreed that technology makes their learning more interesting. By training our older pupils to capture their own progress, a majority of P4–P7 children are beginning to independently select and share learning of their own choosing with their families. Furthermore, by introducing regular class-level updates across all stages, parents enjoy a clearer, more immediate window into classroom life, which was further supported by developing our new reporting to parents cycle. The introduction of the Weekly Roundup and the face-to-face Strathdevon Surgeries has significantly improved accessibility, providing families with predictable, multi-channel communication routes that offer both clear digital overviews and valuable opportunities for personal contact with the School Leadership Team.

Our Next Steps for Session 26/27

We will build on our success by continuing to develop our use of online journals, expanding our training to include our P1 to P3 children so they can also learn how to share their learning profiles. We will fully implement our newly developed reporting cycle and extend the use of digital technologies at all stages by formally embedding digital technology progression pathways.

Looking Ahead: School-Wide Future Priorities

While we celebrate a highly successful year, we are always looking for ways to improve. Based on comprehensive feedback from our families, staff, and pupils in May 2026, our overarching improvement steps across the school will be:

1. Targeted ASL Professional Learning: Using the invaluable insights gained from our staff-wide ASN audit, we will map out a targeted programme of professional training for next session. This will focus on addressing identified development areas to further strengthen our universal, enhanced and targeted supports, ensuring our teaching strategies directly evolve to match the diverse profiles of our learners.
2. Enhancing Home-School Communication: We will enhance communication regarding learning support and reporting pathways, specifically targeting the minority of parents who expressed uncertainty regarding how progress is shared and how to support learning at home.
3. Standardising Writing: We will fully implement our newly streamlined writing genres and assessment toolkits across all stages to actively raise writing attainment and secure consistent teacher professional judgment.
4. Progressing to Silver: Building upon our rights-respecting culture, we will map out our journey to progress from the UNCRC Bronze Award toward achieving our Silver Rights Respecting Schools Award.
5. Unified Numeracy Approach: We will continue our participation in the Cluster Numeracy Improvement Priority, shifting our focus to establishing a unified lesson model and consistency of teaching approaches for specific areas of Numeracy and Maths.

We would like to extend our heartfelt thanks to all of our families, staff and community partners for their continued support, dedication, and collaboration throughout Session 25/26!

Evaluation of Quality Indicators

Following rigorous self-evaluation involving staff, pupils, and direct evidence, our school has graded itself against the national standard framework (How Good Is Our School? 4, Education Scotland), which can be found at:

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

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