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| |  | | --- | | **Blairhall PS & Nursery**  **Standards and Quality Report 2024-25**  ***Achieving Excellence and Equity*** | | | | | |
| **Demographic** | Blairhall Primary & Nursery is a non-denominational school serving the villages of Blairhall, Comrie and surrounding areas. We currently have 3 multi-composite classes, P1-7, and a term-time nursery offering all-day places from 9am-3pm. We work in partnership with Tulliallan PS & Nursery under a Joint Headship. This provides opportunities to learn with and from one another: staff and children collaboratively lead improvements, capitalising upon the strengths of each school, but also reflecting the unique qualities and needs of each.  Nursery school roll: 32  Primary 1 to Primary 7 roll: 66  Total roll N-P7: 98  FME: 31.3%  SIMD: Average profile is 5.1  ASN: 21.2% | | | |
| **Vision, values and aims** | Our aim is ‘Blairhall Achieving Success Everyday’ (B.A.S.E.). Our children have identified our values as being Brave, Achieving, Supportive, and Equity.  These values shape our day-to-day interactions with each other and our ambitions for ourselves.  We value the strong partnerships we have developed with our local and wider community including our local community centre, the Social Enterprise Academy, Fife Active Schools, Fife Library Service, and Stephen’s Bakery. | | | |
| **Attendance 90.78%** | **Authorised** | **4.28%** | **Unauthorised** | **4.94%** |
| **Exclusions** | None | | | |
| **Summary of consultation with stakeholders** | As part of our approaches to self-evaluation, we try to engage stakeholders (children, families, and staff) in a range of ways so that we have robust data that informs our improvement priorities. This year, this has included:   * all children, staff, and nursery and P1-7 families had the opportunity to feedback on improvement priority work through questionnaires * children’s ongoing feedback collected through Blairhall Blethers, assembly groups, children’s committees, and class discussions. * pupil wise, parent wise and staff wise surveys * termly Parent Council discussions * Children’s Diversity and Equity baseline and progress questionnaires * Centenary Planning Group | | | |
| **Attainment Scotland Fund Allocation (PEF)** | £7371 | | | |
| **Cost of the School Day statement** | In Blairhall PS we recognise the need to reduce the Cost of the School Day for all our children, and particularly for our children who are already experiencing poverty. We try to keep costs as low as possible when thinking about school life. Some of the steps we have taken to reduce the cost of the school day are setting up Blairhall Vinted for people to swap or take some pre-loved school uniform; working with Fife Active Schools to offer free sports clubs like football; making use of local transport where possible when planning trips; having toast in classes twice a week for all children; and using funds raised by Blairhall Bakes to fund things like cooking in school. | | | |

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| **Summary of Progress and Impact from last session’s Improvement Plan and Next Steps** | | | | | | |
| School Improvement Priority 1: **Children’s active involvement & participation as part of an inclusive and equitable school community.** | | | | | | |
| **Focus QI:** QI 3.1 Ensuring Wellbeing, Equality and Inclusion  **Other Relevant HGIOS4 Quality Indicators:** QI 1.2 Leadership of Learning; QI 1.3 Leadership of Change; QI 2.1 Safeguarding and Child Protection; QI 2.2 Curriculum; QI 2.3 Learning, Teaching & Assessment | | | | | | |
| Has this priority been:  (please highlight) | Fully achieved | X | Partially achieved |  | Continued into next session |  |
| Progress:   * All teachers and Pupil Support Assistants (PSAs) have undertaken professional learning focused on diversity, equity, protected characteristics, and culturally responsive practice. * All teachers and EYOs have conducted self-evaluations of spaces, interactions, and experiences, leading to adaptations that better reflect and support children’s individual needs and identities. * A whole-school charter, co-created by children, outlines shared expectations for an inclusive and equitable school community. * All teachers and PSAs have engaged in training on the Clicker tool to support the development of literacy skills for a wider range of learners. * All EYOs and PSAs have participated in professional dialogue and reflection on inclusive practice, Summary of Support Plans, and sensory needs. Support plans are now in place for all children with identified needs. * A consistent approach to context learning walls and a revised planning format have enhanced coherence and supported children in making connections across learning. * Campaigning has been embedded in curriculum planning, giving children opportunities to engage with local and global issues and build citizenship skills. * Nursery planning has become more cohesive, with an improved balance of responsive and intentional, child- and adult-led learning experiences. | | | | | | |
| **Impact**:   * Most children say that differences are valued in our school and that they have the chance to celebrate achievements from outwith school. * Staff observations show that almost all children can ask a wide range of questions to explore concepts, contexts, and knowledge effectively. * Most children are making growing connections between their learning and real-life relevance, both locally and globally. * In all classes, children are actively involved in planning their learning using a consistent context planning format. In nursery, children increasingly lead their own play and learning experiences. * Clicker is now used across all classes, supported by a progressive framework outlining school-wide expectations. Its consistent use enables more children to create and access written texts in a way suited to their individual needs. * Children across the school are supported through differentiated learning activities and a blend of universal and targeted supports to promote equity and engagement. * In nursery, a broader range of universal and additional supports are in place, positively impacting wellbeing and learning. * All children with identified sensory needs receive personalised support through Summary of Support Plans, sensory circuits, and movement breaks. | | | | | | |
| **Next Steps**:   * Diversity and Equity policy to be created * Gold Rights Respecting School application | | | | | | |

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| School Improvement Priority 2: **Appropriate pace, challenge and differentiation, supported by effective tracking systems** | | | | | | |
| **Focus QI:** QI 2.3 Learning, Teaching & Assessment  **Other Relevant HGIOS4 Quality Indicators:** QI 1.1 Self-Evaluation for Self-Improvement; QI 3.2 Raising Attainment & Achievement | | | | | | |
| Has this priority been:  (please highlight) | Fully achieved | X | Partially achieved |  | Continued into next session |  |
| **Progress**   * All teachers participated in professional learning on the new Progress Tracking system, and both teachers and Early Years Officers (EYOs) engaged in training on the Progress Reports system. * Planning meetings between teachers and the School Leadership Team were restructured to support more coherent discussions around pace, progress, and challenge across and within curriculum levels. * Planning formats were reviewed and refined to place greater emphasis on breadth, depth, pace, and challenge. A long-term planning overview spreadsheet now helps monitor breadth and pace within and across levels. * Medium-term planning was updated in line with Fife guidance to ensure it remains manageable, focused, and relevant to children’s learning needs. * Nursery planning has been revised to provide a clearer balance between intentional teaching and responsive, child-led experiences. * A new reporting system has been implemented by all teachers and EYOs, offering families clear updates on children’s attainment across all curricular areas and the development of meta-skills. * Teachers and EYOs have engaged in ongoing professional learning, dialogue, and moderation activities to ensure reporting is consistent, accurate, and reflective of children’s progress. | | | | | | |
| * **Impact**: * Monitoring through planning reviews, pace and progress meetings, and class visits confirms that long- and medium-term planning supports progressive and relevant learning for all children. * Classroom observations show pupils are engaged in differentiated lessons, with appropriate challenge and support embedded across all stages. * The revised planning and pace/progress meeting structure has deepened professional dialogue around learning, assessment, attainment, and individual support needs. * The newly implemented Progress system offers a manageable way to monitor and evaluate children’s learning, with clear attainment data across curricular areas aiding targeted support. * Teacher Professional Learning Community (PLC) discussions demonstrate increased confidence in teacher judgement, supported by moderation of planning, learning, teaching, and assessment. * Standardised assessments (e.g., SNSA, BASE) affirm that school attainment data provides a reliable measure of children’s progress. * In nursery, the introduction of new tracking and next steps sheets has strengthened the focus on individual development. There is now more effective use of trackers to identify learning gaps and inform intentional, targeted planning. | | | | | | |
| **Next Steps**:   * Continue to embed and develop level planning meeting approach * Further develop peer learning visits to ensure consistent pace of learning and sharing of best practice * Develop assessment framework | | | | | | |

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| **Improving Outcomes** |
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| **Achievements**  Our confident individuals within Primary 5/6/7 created a song for our school. Working with Beatbox, children showed teamwork, creativity, confidence, and great communication skills.  This year we received a grant from the Gwen Mayor Trust to purchase a range of current texts that reflect diversity and equity themes. Our Blairhall Books committee were successful learners and effective contributors, working collaboratively to audit and organise our library to support reading for enjoyment across the school.  P2/3/4 have been successful learners and effective contributors with their enterprise activities in support of our Blairhall Blooms playground development work.  Our Primary 5/6/7 children took part in the Big Sing. The children have shown themselves to be confident individuals and responsible citizens. The organiser of the event commented on how enthusiastic and engaged the class were and said she had never felt more welcomed and included by a class.  Successful learners from Primary 1 to Primary 7 have been part of our Centenary planning group this year, working with community partners and parents/carers. Each child contributed their ideas and suggestions to help plan a celebration day for the school’s 100th birthday. Members of the group showed confidence and great organisation skills, communicating with the adults in the group and feeding back to their class the work that was undertaken.  Children from all classes have shown themselves to be effective contributors and responsible citizens as they have led improvement on an area of the playground. The work the classes have undertaken has linked to the Blairhall Place Plan to create more spaces within the community as green space, or places for relaxation. |

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| **Evaluations (School)** | | | | |
|  | **2022-23** | **2023-24** | **2024-25** | **Inspection Evaluations**  (since August 2024) |
| 1.3 Leadership of Change | Good | Very good | Very good |  |
| 2.3 Learning, teaching and assessment | Good | Good | Very good |  |
| 3.1 Ensuring wellbeing, equity and inclusion | Good | Very good | Very good |  |
| 3.2 Raising attainment and achievement | Good | Very good | Very good |  |
| **Evaluations (ELC)** | | | | |
|  | **2022-23** | **2023-24** | **2024-25** | **Inspection Evaluations** |
| 1.3 Leadership of Change | Satisfactory | Satisfactory | Satisfactory |  |
| 2.3 Learning, teaching and assessment | Satisfactory | Satisfactory | Satisfactory |  |
| 3.1 Ensuring wellbeing, equity and inclusion | Good | Satisfactory | Good |  |
| 3.2 Securing children’s progress | Satisfactory | Satisfactory | Satisfactory |  |
| **Care Inspectorate Evaluations (ELC)** | | | | |
|  | **2022-23** | **2023-24** | **2024-25** |  |
| How good is our care, play and learning? |  |  | Good |  |
| How good is our setting? |  |  | Good |  |
| How good is our leadership? |  |  | Good |  |
| How good is our staff team? |  |  | Good |  |
| Statement about feedback from Education Scotland/Care Inspectorate if inspected this session. | Children experienced nurturing relationships, child-led play, and a stimulating environment indoors and out. Staff worked collaboratively, engaging families and promoting learning through play. Improved facilities supported creativity and independence. Areas for improvement include strengthening quality assurance, enhancing planning and outdoor learning, increasing opportunities for risky play, and ensuring consistency at mealtimes. Further focus is needed on developing children’s self-care skills and emotional support across all learning environments. | | | |