

<b>Falkland Primary School and Nursery</b> <b>Context of the School</b>				
<b>Demographic</b>	School Role: 112 Nursery Role (9.00am – 3.00 pm term time): 16 6 Classes: Nursery, P1, P2/3, P4, P5, P6/7 FME: 12 pupils/13.32% of school role SIMD: 7 Placing Requests: 38% /34 pupils Pupils with Support for Learning: 36.6% 41 pupils PEF: £29,080.00 SAC: n/a			
<b>Vision, values and aims</b>	<p><b>Vision Statement:</b> All Learning together.                      We aspire to be a nurturing, learning community where attainment is excellent, achievements are planned for and celebrated, and where all are involved in supporting a love of learning.</p> <p><b>Values:</b></p> <div style="text-align: center;">  </div> <p>Our values are reflected upon and celebrated through daily engagements with the curriculum, assemblies, self-evaluation activities, through our policies and in relation to pupils' wellbeing and achievement.</p> <p><b>Aims:</b></p> <ul style="list-style-type: none"> <li>• We are kind to ourselves, each other, our school, our community, and our world.</li> <li>• We have courage through ambition, risk-taking, challenges and self-reflection.</li> <li>• We show curiosity by having enquiring minds, being motivated and by developing a love of learning.</li> </ul>			
<b>Attendance</b>	<b>Authorized</b>	<b>3.87%</b>	<b>Unauthorized</b>	<b>0.98%</b>
<b>Exclusions</b>	0			
<b>Summary of consultation with stakeholders</b>	The School and Nursery Improvement Plan for session 2024-25 was shared and updated at Parent Council meetings throughout the session and shared through the weekly Update emailed to all parents throughout the session. The initial Draft of Standards and Quality Report 2024-25 was shared at Parent Council Meeting in April and views were sought for feedback and comment, and the report was edited. The proposed School and Nursery Improvement Plan for session 2025-26 was shared with the Parent Council at a meeting in April and views and ideas sought, and the document was edited. There is a display of the SIP in the main corridor for each session which is annotated as the session progresses. This is visible for all visitors and parents during visits throughout the session. The children's views were sought throughout the session through their leadership assembly groups, snack and chats with the HT and at lunchtime feedback sessions with the HT.			

Falkland Primary School and Nursery : Standards and Quality Report 2024/25

<p><b>Attainment Scotland Fund Allocation (PEF)</b></p>	<p>£29,080.00</p>
<p><b>Cost of the School Day statement</b></p>	<p>In Falkland Primary School and Nursery, we recognize the need to reduce the Cost of the School Day for all our young people and particularly for our young people who are already experiencing poverty. We reflect on this regularly. We minimize the cost of the school day by ensuring equity across all experiences for all learners.</p> <p><b>Clothing:</b> Uniform and Outdoor Learning or PE clothing: affordable uniform options are shared, and a Free Swap Shop in school for clothing, shoes, costumes. Clothing grants are promoted to all families.</p> <p><b>Travel:</b> No costs are passed to pupils when representing the school.</p> <p><b>Trips and Experiences:</b> We make applications for grants each session to support learning experiences, and we work closely with our Parent Council to actively support the reduction of the cost of the school day. In partnership with our Parent Council, we ensure no more than 60% of school experience costs are passed onto our families and are developing a 'pay as you please' approach to trips. For the P7 residential experience, at least 6 months is given to pay by installments, and the school will support any family who finds this a financial struggle.</p> <p><b>Food:</b> All children from P1-5 have access to free school meals, and this entitlement is promoted to all families. This also enables access and entitlement to free school milk. Fruit is available for children who do not have any snacks for whatever reason.</p> <p><b>Curriculum:</b> No costs for curricular activities are passed onto the children or our families.</p> <p><b>Home Learning: Digital</b> devices are provided for all P6 and P7 pupils.</p>

## Summary of Progress and Impact from last session's Improvement Plan and Next Steps

School Improvement Priority 1: **95% of pupils understand their current levels of learning and their next steps to ensure full engagement, pace and challenge within literacy and numeracy.**

HGIOS 4/HGIOELC Quality Indicators: **2.3, 2.4**

Has this priority been: (please highlight)	Fully achieved		Partially achieved		Continued into next session	
---	----------------	--	--------------------	--	-----------------------------	--

### Progress:

1. Setting and sharing targets – all classes now use SMART targets. All pupils receive quality conversations from their class teacher about their learning targets and next steps. The language “on track” is used across most classes and almost all pupils can state what their strengths are, their successes, what they find tricky and their next steps.
2. Data – As a school we met our stretch targets for attendance, and the targets for Literacy in P1,4 and 7 and numeracy in P4 and 7. All staff have detailed knowledge of every child in their class, shared through assessment and attainment meetings, collegiate sessions and moderation activities with next steps and actions to support ongoing achievement and progress.
3. Collegiate sessions, equity, diversity and inclusion: Sessions with wider collaboratives were successful, allowing for a group of teaching colleagues to have quality professional dialogue that directly impacted their learning and teaching and the attainment and/or participation of the children

**Impact:** Almost all children feel actively involved in their own learning and success. Older children are more aware of their explicit levels of achievement. A positive ethos of celebrating mistakes supports conversations around levels of achievement. Robust plans are in place and actioned for all children with a Summary of Support ensuring access to their education across the curriculum.

### Next Steps:

Class Teachers continue with data processes, analysis with a collegiate approach, particularly across composite classes.

Targeted support for small groups to close attainment gap particularly in writing.

Continue with explicitly teaching and supporting children to peer and self-assess with intent.

Continue with an adapted marking format and extend across the curriculum, developing marking techniques such as voice notes for P6 and P7.

<p>School Improvement Priority 2: <b>95% of pupils understanding their own skills, talents and areas for development across the BGE.</b></p>					
<p>HGIOS 4/HGIOELC Quality Indicators: <b>1.3, 2.2, 2.3</b></p>					
<p>Has this priority been: (please highlight)</p>	<p>Fully achieved</p>	<p></p>	<p>Partially achieved</p>	<p></p>	<p>Continued into next session</p>
<p><b>Progress:</b></p> <ol style="list-style-type: none"> <li>1. The Falkland Learning Skills were matched to the Skills Development Scotland Meta Skills and are actively displayed throughout the school and nursery and talked about through learning conversations.</li> <li>2. Almost all children have been explicitly taught what the learning skills are, how they can use them across the curriculum, and they can recognize what they do well and where they need to further develop their skills.</li> <li>3. Almost all staff have used the music platform Charanga and there is a musical instrument progression established from Nursery to P7 to provide all children with the opportunity to experience an instrument.</li> <li>4. Falkland Footsteps: School is registered with Natural Connections; new Fife Outdoor Learning Skills Progression has been launched. A plan to relaunch FF next session to encourage parental involvement and balance the need for PSA cover.</li> </ol>					
<p><b>Impact:</b> Almost all children in school can talk about the Learning Skills and how they use them within their learning and life and why they are important. The majority of nursery children know what learning skills are and the associated characteristics/visual characters. Learning Skills are part of learning conversations across most classes. Almost all children have felt the enjoyment of learning to play instruments and have experienced the opportunity and enjoyment of performing to an audience. All children from nursery to P7 continue to benefit mentally, physically and emotionally from experiences in the outdoors on a weekly basis, linking their learning to the wider world.</p>					
<p><b>Next Steps:</b></p> <p>Further implementation of musical instrument progression.</p> <p>Further development of Falkland Footsteps to be implemented as part of an individual staff member's devolved leadership role next session.</p>					

## Improving Outcomes

(Pupil cohorts change year on year which reflects our statistics in terms of attainment over time.)

Stage	Listening and Talking	Reading	Writing	Numeracy
	Actual	Actual	Actual	Actual
<b>P1</b>	93%	79%	79%	79%
<b>P4</b>	91%	95%	86%	95%
<b>P7</b>	83%	83%	67%	83%
Overall Attainment for 2024 - 2025				
	Literacy		Numeracy	
	Stretch	Actual	Stretch	Actual
<b>P1 (14 pupils)</b>	85%	85%	94%	79%
<b>P4 (22 pupils)</b>	71%	91%	82%	95%
<b>P7 (12 pupils)</b>	67%	78%	67%	83%

- Attainment data from teachers matched the performance of the children in the National Standardized Assessments in P4 and P7 with a few children performing better in some areas than expected.
- P7s have closed the gap in data handling which has positively impacted the overall numeracy attainment for this cohort. This is due mainly to PSA support, partially funded through PEF, which has allowed for targeted support for individual pupils.
- The robust ASN plans in place were highlighted as a key strength by the learning partnership.
- Falkland Footsteps Outdoor Learning Approach, partially funded through PEF, was used as an example of good practice from Education Scotland in a recent publication.

### Pupil Equity Funding

PEF 1: Targeted numeracy interventions of Plus 1 and Power of 2 as well as targeted literacy groups using Toe by Toe saw an increase in pupil confidence, recall and fluency.

PEF 2: Play resources were purchased for the P1/2 and P2/3 classrooms to support the development of Purposeful Play Pedagogy. This has seen an increase in pupil's participation and engagement in different parts of the learning/play process and has allowed ongoing opportunities for the children to be engaged in purposeful learning whilst the teacher implements small group teaching. This opportunity has enabled more detailed analysis of individual learning and more accurate support and data collection.

PEF 3: Monies were used to purchase Seesaw for continued use with our parents which has enabled school and nursery to link directly with parents and engage them with their child's learning. There has been an increase in the number of comments and likes across classes throughout the year.

PEF 4: A PSA was employed to further support individual and small groups of learners as well as to support individuals emotionally, particularly with the transition from home to school. At present we now have four

children who have increased their resilience and self-soothing strategies and now come into school calm and ready to learn. These additional PSA hours ensure that every class can participate in outdoor learning each week. Our Falkland Footsteps program was used as evidence of PEF impact in the recent Education Scotland publication.

### **Achievements**

Children from across the school shared their achievement including a pupil being named the National Creative Twirling Champion, a pupil signed to St Johnstone football Club, and many individual medals and certificates celebrating successful learners and confident individuals in judo, jujitsu, swimming, acro, trampolining, vaulting, football and dance. Our effective communications lead our pupil leadership groups as Digital Leaders, Health Ambassadors, Junior Road Safety Officers, Community Champions and Eco Warriors. They used their skills of creativity, communication, organization, responsibility and leadership to plan and organize events such as the development of the Zen Garden, Playground Games with Active School Coordinators, new speed signs, speed camera sessions, community Christmas sing-a-long in the village and the design of a logo for our Neurostars and F.A.B. Team. A pupil also used his technical skills to build a Mars Rover using microchips and gears. And again, as responsible citizens the pupils trialed a food and plastics recycling provision. As a school we won the small schools Sustrans Walk and Wheel event and all our P6 and P7 pupils have completed their Bikeability awards. As a school we also successfully gained a grant from the Falkland War Memorial Trust which we will use to install six SMART TVs into our classrooms.

<b>Evaluations (School)</b>				
	<b>2022-23</b>	<b>2023-24</b>	<b>2024-25</b>	<b>Inspection Evaluations</b> (since August 2024)
1.3 Leadership of Change	Good	Good	Good	
2.3 Learning, teaching and assessment	Good	Very Good	Good	
3.1 Ensuring wellbeing, equity and inclusion	Very Good	Very Good	Very Good	
3.2 Raising attainment and achievement	Good	Very Good	Good	
<b>Evaluations (ELC)</b>				
	<b>2022-23</b>	<b>2023-24</b>	<b>2024-25</b>	<b>Inspection Evaluations</b>
1.3 Leadership of Change	Good	Very Good	Very Good	Very Good
2.3 Learning, teaching and assessment	Good	Good	Very Good	Very Good
3.1 Ensuring wellbeing, equity and inclusion	Very Good	Very Good	Very Good	Very Good
3.2 Securing children’s progress	Very Good	Good	Good	Very Good
<b>Care Inspectorate Evaluations (ELC)</b>				
	<b>2022-23</b>	<b>2023-24</b>	<b>2024-25</b>	
How good is our care, play and learning?	--	--	Very Good	
How good is our setting?	--	--	Very Good	
How good is our leadership?	--	--	Very Good	
How good is our staff team?	--	--	Very Good	
Statement about feedback from Education Scotland/Care Inspectorate if inspected this session.	The feedback stated significant strengths in all five evaluations. A sample of the feedback: Children had developed strong connections to staff, where interactions were consistently respectful and gentle. Children confidently use their language skills well to hold one another accountable and seek support. Children were empowered as staff respected their voice, experience and knowledge and worked with them. Children benefitted from a well-resourced and comfortable playroom. Children enjoyed risky play. Kindness was a core value which was evident at all levels. The whole staff was self-reflective. Staff interactions were warm, calm, and nurturing. Children and families were kept well informed.			