

Strathallan Primary School and Nursery



Standards and Quality Report – June 2024 *Achieving Excellence and Equity*

Context

Setting/School Roll (including ELC/ASC)

Strathallan Primary School and Nursery opened in January 2007. The school is situated to the west of Kirkcaldy within an affluent housing estate and is part of the Balwearie High School cluster.

School

- The school has 13 classrooms with 11 classes this session, in use. All 13 classrooms are used as two non-class contact teachers use rooms. Our teaching staff consists of Headteacher, 2 Depute Head Teachers, 10 fte class teachers, 4 fte part-time class teachers and 1 Support for Learning teacher.
- We have 4 PSAs (full and part-time) and 1 classroom support assistant who are committed to enhancing children's learning.
- Strathallan is an inclusive and nurturing school, promoting equality, diversity, opportunity, respect and achievement for all.
- All pupils experience the broad general Curriculum for Excellence through high quality learning, teaching and assessment both indoors and through good use of outdoor spaces including the local forest. We aim to meet the needs of all learners through a variety of meaningful, differentiated tasks and activities which are suited to each child.
- We link curricular areas to the wider world of work in order to equip our young people with the skills necessary for their future.
- We have a house system into which each child is allocated a place. Tokens can be earned and awards achieved throughout the year and house competitions are arranged at points across the year to ensure children feel connected to their house.
- We have excellent support from our parents/carers, with whom we communicate in as many different ways such as our school app, groupcall and most importantly through Seesaw. Using seesaw keeps our parents informed on day to day learning for their children and it is widely regarded as a very useful communication tool by parents.
- We link with a variety of outside agencies, whose support we greatly value; these include Balwearie High School, other local secondary schools, other cluster primary schools, private nurseries, local businesses, Health, Social Work, Educational Psychologist, FACST, S.A.L.T, O.T, Active Schools, local councillors, Police Scotland and the minister from Abbotshall Church.
- The school building hosts an Out of School Club from 3.05 p.m.- 6.00 p.m. each evening.

Early Learning and Childcare Setting

- Strathallan Nursery can accommodate 60 children on a 9.00 a.m.- 3.05 p.m. basis offering flexible nursery placement. The teaching allocation is 0.5 peripatetic. The Nursery is an integral part of our school and we strive to ensure that all children are fully included in our whole school vision and ethos, attending learning opportunities, assemblies, events and participating in concerts.

Vision, Values, Aims

- Our vision for all at Strathallan is ... “inspiring the future”.

Our school values are now embedded and have a focus on **CARE** – Caring, Achieving, Respect and Equity.

- **Our school aims: Strathallan PS and Nursery will work together with all stakeholders to ensure all our children are afforded the opportunity to become successful learners, confident individuals, responsible citizens, and effective contributors. We will provide a safe, nurturing and supportive environment in which all children, families and staff are equal and respected. We will strive to deliver the very best learning opportunities and support our pupils to understand environmental and cultural issues. We will always encourage children to do their best and reach their full potential.**

FME	8 %					
SIMD Profile for establishment						
Attendance (%)	Overall	92.5	Authorised	5.01	Unauthorised	2.76
Exclusion (%)	0%					
Attainment Scotland Fund Allocation (PEF and SAC)	£21,000					
Cost of the school day statement	At Strathallan Primary and Nursery we are very much aware of the financial pressures facing all families. In order to support our school family we look at reducing the cost of uniforms, school trips, free extra-curricular school clubs with ideas generated and shared with our parent council. The Parent Council are hugely successful in supporting the school and the families we serve financially.					

**Strathallan
Primary School and Nursery**



Inspiring the Future

C.A.R.E

- **Caring**
- **Achieving**
- **Respect**
- **Equity**

Improvement Priority Session 2023 – 2024

Priority 1 – Increase the number of children achieving expected stage-related outcomes in Literacy. The schools focus for this session was on improving performance in writing and increasing the attainment of young people across the school in this area.

Directorate Improvement Plan (delete as necessary)
Equality & Equity
Achievement

HGIOS 4 Quality Indicators
HGIOELC Quality Indicators

- QI 1.2+1.3 Leadership of Learning/Change
- QI 2.3 Learning, Teaching & Assessment
- QI 3.2 Raising Attainment & Achievement

Has this priority been:
(please highlight)

Fully
Achieved

NO

Partially
achieved

√

Continued into next
session

√

Progress:

“Stephen Graham's approach to literacy emphasizes the importance of explicit teaching of writing strategies, developing students' understanding of the writing process, and the integration of reading and writing instruction.” We have upskilled staff in this area as well as purchased PM writing resources.

We have conducted a self-evaluation of Strathallan implementation of these principles to help identify strengths and areas for improvement.

- Our teachers have successfully integrated explicit instruction techniques into their teaching practices. Most teachers consistently model and demonstrate writing strategies, leading to noticeable improvements in most pupils writing skills.
- Writing lessons are now more well-structured, focusing on planning, drafting, revising, and editing. Almost all pupils are becoming more confident in their writing abilities and showing a clearer understanding of the writing process.
- Some writing workshops provided pupils and parents with opportunities to receive feedback at various stages of their writing. This helped them to better understand the writing process and improve their work. It also helped parents in the early years gain a better understanding of the writing process at P-P3.
- Pupils have been encouraged to reflect on their writing, set personal goals, and assess their progress. This reflective practice fostered a deeper understanding of their own writing development.
- Almost all pupils are demonstrating a strong connection between reading and writing, using insights from their reading to inform their writing tasks.
- The use of digital tools and platforms have supported writing instruction effectively for most young people. Tools like word processors such as clicker and word have aided a large number of pupils to produce successful written work.
- All pupils have had access to a variety of resources to support their writing development, this includes both the investment of “Big Books” and online resources, making it easier for them to research and improve their work.
- All teachers provide timely and constructive feedback, helping students improve their writing skills continuously.
- All pupils have begun training in peer and self-assessment techniques, which promotes a culture of continuous improvement and self-regulation in writing for all.
- The use of clear rubrics and standards has helped our pupils understand expectations and benchmarks for quality writing.

- All teachers have participated in ongoing professional development focused on the latest writing instruction strategies, including Graham’s methods.
- Regular collaborative planning sessions by all staff have allowed them to share best practices and refine their writing instruction techniques.
- The establishment of professional learning communities amongst some staff have focused on literacy has fostered a collaborative approach to improving writing instruction.

Impact:

- Most teachers report that they are more confident in using the instruction techniques and in ensuring that these are embedded in their teaching practices. Most teachers, through feedback at staff meetings are detailing that they are seeing positive results from this method.
- All teachers can see that writing lessons have a clear pattern and focus on planning, drafting, revising, and editing. Most pupils are producing extended pieces of work which are of an improvement quality from where they started off in September.
- Writing workshops were delivered within the infant department and parental feedback in this was very positive overall. Most parents questioned at the event spoke very highly about the input and felt that this would benefit other parents in their understanding of the writing process and improve their work.
- Most pupils have improved their ability to evaluate their own writing and in setting goals to improve their writing. Our recent learning partnership highlighted that almost all children who were spoken to were articulate in describing their learning strengths and development needs.
- Most children have improved in their use of digital tools to support their writing – this is particularly evident and evidenced for those children who use IT regularly as a learning support tool due to a barrier to learning. These have included Clicker and MS Word.
- The overall writing resources within the school has improved greatly due to investing in the Stephen Graham approach and the purchase of “Big Books” and the online planning tool for PM writing.
- Most children speak about feedback from their teachers positively, both in verbal feedback and in the written comments from teachers. This is particularly evidenced in the middle and upper stages from P4 – P7 although our Primary 3 class jotter monitoring was considered to be of a very high standard from external scrutiny.
- Some pupils are showing skills in peer and self-assessment techniques, and it is hoped that in continuing this priority that all children will become more skilled at supporting their peers through assessing each other’s work and their own work. Most children asked speak positively about using self and peer assessment.
- All teachers have spoken about a better understanding of the strategies and repetitiveness of Graham’s methods. The work of our Cluster PT in leading staff at P4 has been very successful. The learning partnership visit to P4 and jotter monitoring have evidenced this.
- Planning sessions throughout the year by all staff and at all stages have given opportunities to share practice and to learn from each other. All staff feel that they benefit from working collegiately with each other in moderation of writing. Some staff, particularly P7 have also benefited from looking outward to other P7 classes/pupils in other schools to moderate standards of writing – this has led staff to have more confidence in their predications of levels and as a result children’s attainment levels have increased more rapidly.

Next Steps:

- Continue to develop and implement differentiated instruction strategies to meet the diverse needs of all our pupils, ensuring that every child receives the support they need to succeed.
- Provide more personalised feedback to students to address specific areas for improvement and further develop their writing skills.
- Implement more writing opportunities across the curriculum, allowing pupils to apply their literacy skills in various contexts.
- Increase the focus on text analysis in reading lessons to help students better understand and apply different writing styles and techniques.
- Enhance students' digital literacy by incorporating more technology-based writing activities and projects.
- Explore additional online writing platforms and tools that can support collaborative writing and peer feedback.
- Increase opportunities for teachers to collaborate and share successful practices through professional learning communities and workshops.
- Implement the use of digital portfolios/tracking (Seesaw, Glow/Teams) so pupils can track their writing progress and reflect on their progression over time.
- Encourage children to set specific, measurable writing goals and regularly review their progress towards these goals.

Improvement Priority Session 2023 – 2024

Focused Priority 2: Assessment and moderation at class stages, across levels and by looking outwards to work with colleagues in our Learning Partnership and Cluster. *To ensure teachers and support staff are using high quality assessment to securely declare pupil levels and predicted levels.*

Directorate Improvement Plan (delete as necessary)

Equality & Equity
Achievement
Learning, Teaching and Assessment

HGIOS 4 Quality Indicators

HGIOELC Quality Indicators

- QI 1.2+1.3 Leadership of Learning/Change
- QI 2.3 Learning, Teaching & Assessment
- QI 3.2 Raising Attainment & Achievement

Has this priority been:
(please highlight)

Fully
Achieved

NO

Partially
achieved

✓

Continued into next
session

Progress:

A calendar of assessment and moderation was created to ensure that staff met collegiately within the school and externally with other schools.

Moderation meetings were built into the collegiate calendar termly and made a focus, fostering a collaborative and collegiate environment.

Planning and tracking meetings gave an opportunity to regularly analyse assessment data and to help identify trends, gaps, and areas for improvement.

Data-driven insights led to targeted interventions and support for children.

Impact:

As a staff we have successfully focussed on the assessment of writing and have been involved in moderation with other schools to improve understanding on assessment criteria. All teachers have indicated that they have a better grasp on standards within a level.

All teachers report a better understanding of what constitutes a pupil's performance in writing and have worked collegiately to assess, moderate and debate levels.

Termly moderation meetings have helped to foster a collaborative environment where teachers shared best practices and discussed our pupils work. This has meant that all pupils have had feedback which has come from all teachers who now have a clearer understanding of "What a good one looks like".

All teachers and support staff appreciated the opportunity to calibrate and to work collegiately – this has enhanced the "team" ethos within the school but particularly helped at key stages such as P1, P4 and P7. All teachers are keen to work collaboratively within departments/stages to increase confidence in identifying levels appropriately but to also make robust predictions for future attainment dates.

Almost all teachers demonstrated increased confidence and competence in their assessment practices. We had two probation teachers and a NCCT teacher who would still feel that they need to further increase knowledge in the writing methodology.

Some teachers have introduced self-evaluation checklists and reflective journals, and these have been positively received. Most child like to self-evaluate and assess their own work.

All teachers value feedback and insights gained from observing their colleagues. Throughout the year we have had some teachers deliver lessons during collegiate sessions and this was very well received as a modelling of teaching writing session. All teachers took part and all felt that these sessions were beneficial. Those that delivered the sessions had been to training sessions with colleagues across Fife and from the Assessment and Moderation network.

Pupil feedback was integrated into the assessment review process, making assessments more meaningful and relevant to their needs.

Almost all pupils have felt more engaged and valued in the assessment process as a result of the ongoing priority.

Regular analysis of assessment data has helped identify trends, gaps, and areas for improvement. All teachers indicated that they felt planning and tracking meetings were beneficial. All SLT felt the same and really valued the opportunity to have robust dialogue in relation to assessment.

All teachers used data-driven insights at points throughout the year to ensure that they made targeted interventions to support all the pupils in their class. As a result, we have seen an increase in writing attainment and in particular gains with identified young people with additional support needs.

Next Steps:

Continue to refine and update assessment criteria based on feedback from teachers and pupils to ensure they remain relevant and effective.

Increase the frequency and depth of moderation meetings to cover a broader range of subjects and assessment types.

Introduce external moderation by involving colleagues from other schools to provide additional perspectives.

Offer more advanced workshops focusing on innovative assessment strategies and the use of technology in assessment.

Encourage teachers to attend all training/CPD to bring fresh ideas back to the school.

Implement digital self-evaluation platforms to streamline the process and facilitate more frequent reflections in the upper school – Glow? Teams? Journals?

Continue to utilize advanced data analysis tools and software to gain more detailed insights into student performance. Possibly use of Power BI and other tools such as Sumdog.

Improvement Priority Session 2023 – 2024

- 1. Raising Attainment in Literacy through the introduction of WFL skills and Helicopter stories.**
- 2. Review and extend outdoor learning opportunities.**
- 3. Develop and extend the opportunities for children to use technology across the curriculum.**

Directorate Improvement Plan (delete as necessary)
 Equality & Equity
 Achievement

- HGIOS 4 Quality Indicators
HGIOELC Quality Indicators
- **QI 1.2+1.3 Leadership of Learning/Change**
 - **QI 2.3 Learning, Teaching & Assessment**
 - **QI 3.2 Raising Attainment & Achievement**

Has this priority been: (please highlight)	Fully Achieved	NO	Partially achieved	<u>✓</u>	Continued into next session	<u>✓</u>
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Progress:

The nursery team have engaged in training, professional reading and professional dialogue re Helicopter Stories and WfL. Some members of the team visited Kirkcaldy West ELC to observe HS in practice, cascading this to the wider team. The team agreed that they will all deliver HS, rather than it being led by one EYO, ensuring all EYOs are practised in the delivery of HS and the children have greater access to HS sessions. HS were introduced to the children and are now offered on a weekly basis. WfL resources and activities have been regularly added to Seesaw so that families can engage in the focused learning. This includes rhyme, syllables, describing a character, mark making, recognising their name, sequencing a story, relating stories to personal experiences, alliteration, person recall of experiences, identifying logos, making letters using dough.

This priority is ongoing and will be continued next session. The nursery team participated in training led by the PNT and EYDO in relation to outdoor learning. An audit of the garden was undertaken by the EYDO and was shared with the team in September 2023. The team discussed the audit and reviewed the areas for develop, agreeing a plan. Further engagement with the documents ‘My Active World’ and ‘Out to Play’ will be undertaken next session. The garden has continued to evolve over the course of the session. New resources have been created/purchased to replenish those which were broken or weathered, this includes plants, soil and pots. New areas have been developed, including a Fairy Garden to encourage co-operative play and storytelling, and a water pipe station. The mud kitchen is being re-developed and loose parts are being replenished. Literacy and numeracy opportunities within the garden have been improved, with activities and resources created/replenished throughout the garden area and outdoor classroom – this will continue to be developed next session. The grass areas are very worn and the plastic matting is showing through. Frequent usage and increased rainfall have made it difficult to maintain grass areas, especially on the hill. Permission from FES and Fife Council has been given to create a bike parking area within the concreted area outside the Squirrel Room. Stepping logs have been sourced, which will be numbered, but we are awaiting supplies becoming available.

This priority is ongoing and will be continued next session. The nursery team have engaged in professional reading, professional dialogue, and training, including the Tech Support Tool shared by the PNT and EYDO. The team have reviewed current practice and identified gaps within the PLJs. PICT progression planners are being used. The team promote technology opportunities across the curriculum. Since November 2023, the PNT has shared a technology focus fortnightly with the team and with parents via Seesaw. Parent feedback around this is positive. The EYDO created instruction cards for the BeeBots, which were used during intentional promotion activities. The children make good use of

the Smartboard and use the laptops and iPads, however, progress has been impacted by the quality of available devices. The laptops and iPads need to be refreshed. New iPads are on order but have not yet arrived. Cameras have been purchased and the children use these well. The internet signal in nursery continues to be slow and intermittent, which affects quality of engagement with devices.

Impact:

Evidence has been gathered through observations, floor books, PLJs, CfE tracking, Lending Library comment sheets, interactions/discussions with children and parental feedback. At least half of the children choose to participate in Helicopter Stories. The children are keen to share and act out their stories, and to record these in floor books. Parent feedback around the floor books is positive. Some children will ask for a story, bringing a book over for an adult to read, and others will then join. This in turn encourages others to do the same. There has been an increase in the number of children engaging in storytelling and character improvisation, as observed in the Fairy Garden and during Helicopter Story sessions. All children participate in the Lending Library, with many asking to choose/change a book more frequently, in between the planned days. Attainment in literacy has risen. Tracking for May 2024 indicates that 84% of N5 children have achieved EIE in reading, writing and talking/listening. In February 2024, tracking indicated 59% for reading, 65% for writing and 59% for talking/listening.

Evidence has been gathered through observations, audit of garden, SLT monitoring, interactions/discussions with children and parental feedback. Most children use the garden consistently and are engaging with the new/replenished resources. Almost all children are engaging in role play and storytelling in the fairy garden, which is an improvement on previous levels of engagement in the garden environment. Most children are able to demonstrate the process of buying and selling when engaging with the ice cream shop, many of them are engaging with the till and money. Almost all children using walkie talkies to communicate with peers. The children are frequently accessing areas where resources have been replaced/replenished, such as the outdoor balance scales and the ball run. Children are re-engaging with the outdoor classroom now that the activities on offer have been improved, including a comfortable reading area and opportunities to explore literacy and numeracy. Parent feedback notes that children share their enjoyment of the outdoor learning opportunities available and that there are a variety of opportunities, with plenty of space to move around.

Evidence has been gathered through observations, audit of PLJs, floor books, interactions/discussions with children and parental feedback. More children know where to find information, e.g., using the internet to learn about butterflies, and most are confident talking about how to do this. Most children are using the walkie talkies, all children used them during forest visits. All children have engaged with BeeBots through intentional promotion activities. Most children understand the language of position and direction. Some children are showing more interest in using technology to type in their name and sign in using a password. Progress has been impacted by the quality of available devices and the internet signal in nursery.

Next Steps:

Continue to embed Helicopter Stories and WfL strategies, providing opportunities for children to engage in Helicopter Stories as often as possible and sharing WfL activities with parents, via Seesaw (or alternative). Continue to offer Bookbug sessions – new lead EYO will take over following an EYO's

retirement in August 2024. As per parent feedback, include examples of Helicopter Stories in PLJs. Ensure new team members receive training and support in HS and WfL.

This priority is ongoing and will be continued next session. The team will continue to engage with the documents 'My Active World' and 'Out to Play'. They will engage with the new document, Nature Kindergarten in Fife, and will complete the ELC: Outdoor Learning e-learning module. They will continue developing the learning provision within the garden. FES will install Soft Pour surfacing during the summer holidays, replacing all or most of the grassy areas. Opportunities for planting and growing, exploring wildlife and playing on grass will be reviewed once the work is complete. Pedal bikes will be sourced and purchased. The Ketter storage unit needs to be replaced. As identified by the team, SLT and parents, broken objects placed near the garden gate for uplift, need to be removed promptly.

This priority is ongoing and will be continued next session. The team will continue to provide opportunities through play to develop and extend the children's technology skills. New iPads have been ordered and should be here by next session. Replacement laptops also need to be purchased. Recent support in relation to uploading apps to the iPad has proven helpful, the team will become familiar with this and support the children in using this. Aspects of technology from the Early Years Training grid which have still to be explored include: digital photo frame, remote control cars, digital microscope, whisks/blenders, metal detectors, digital scales, recording devices – talking pens/books. This will be reviewed next session.

Attainment of Children and Young People (Primary and Secondary)

Stage	Listening and Talking	Reading	Writing	Numeracy
	Actual	Actual	Actual	Actual
P1	96%	95%	98%	100%
P4	93%	93%	93%	97%
P7	94%	94%	92%	95%

Overall Attainment for 2023 - 2024				
	Literacy		Numeracy	
	Stretch	Actual	Stretch	Actual
P1	79%, 31 pupils	96%	87%, 34 pupils	100%
P4	77%, 30 pupils	93%	85% , 33 pupils	97%
P7	82% , 31 pupils	93%	87% , 33 pupils	95%

Evaluative statement of attainment over time.

Primary 1

CFE Achieved at Appropriate Level	2019-2020	2020-2021	2021-2022	2022-2023
	Primary 1	Primary 1	Primary 1	Primary 1
Numeracy and Maths	83.7%	87.8%	95.3%	75%
Reading	55.1%	80.5%	83.7%	85%
Writing	53.1%	80.5%	81.4%	85%
Listening and talking	73.5%	80.5%	95.3%	89%

P1 Literacy

By the end of Primary 1 almost all children have achieved in all three areas of Literacy including Reading, Writing and Talking and Listening and this year that has increased again. Almost all children in Primary 1 have exceeded the Fife and National expectations for reading, writing and talking and listening.

All children have made good progress from their prior levels of attainment in Literacy and English as shown in our follow base assessments which showed good value added.

P1 Numeracy

All children in Primary 1 have achieved the expected level of Early Numeracy and Maths.

Primary 4

CFE Achieved at Appropriate Level	2019-2020	2020-2021	2021-2022	2022-2023
	Primary 4	Primary 4	Primary 4	Primary 4
Numeracy and Maths	45.2%	74.4%	76.2%	74%
Reading	61.9.2%	76.9%	76.2%	83%
Writing	45.2%	79.5%	61.9%	72%
Listening and Talking	76.2%	92.3%	97.6%	89%

P4 Literacy

By the end of Primary 4 most children achieved in all three areas of Literacy including Reading, Writing and Talking and Listening and that has increased this academic year, . Most children in Primary 4 have exceeded the Fife and National expectations for reading, writing and talking and listening and have achieved First Level.

All children have made good progress from their prior levels of attainment in Literacy and English as shown in our NSA assessments which showed good value added from their previous achievements.

P4 Numeracy

Most children in our Primary 4 cohort have achieved the expected level of First Level Numeracy. Attainment in numeracy across the school is consistently improving and this group of P4s have achieved higher than the previous 4 years. As can be seen from the data, there are significant gains in attainment over the period between 2019-2020 and 2023-2024.

Primary 7

CFE Achieved at Appropriate Level	2019-2020	2020-2021	2021-2022	2022-2023
	Primary 7	Primary 7	Primary 7	Primary 7
Numeracy and Maths	55.1%	58.2%	72.0%	88%
Reading	49.0%	78.2%	86.0%	84%
Writing	49.0%	60.0%	74.0%	73%
Listening and Talking	49.0%	90.9%	88.0%	92%

Overall, attainment in literacy and English is good. Most children achieve CfE levels as expected at Second level. Most children achieve national expected levels of attainment at second levels in listening and talking, reading, writing and numeracy/mathematics. As can be seen from the data, there has been a significant increase in attainment for this group of learners since the pandemic and school closures.

Evidence of significant wider achievements

Event	Successful Learners	Confident Individuals	Responsible Citizens	Effective contributors	Respect	Kindness	Achievement	Inclusion
	Four Capacities							
All pupils had the opportunity to further develop their performing skills through our Christmas Nativity, and other shows at points within the year including our Scottish Celebrations.	√	√	√	√	√		√	√
Most children have been involved in Fund raising for various charities throughout the year including MacMillan and in raising funds for their own school.	√		√		√	√	√	√

Primary 4 - 7 learners have been given the opportunity to participate in a variety of sports events: Basketball, Tennis, Football and netball Tournaments at local and cluster level promoting interpersonal and resilience skills		√					√	√
Primary 7 pupils performed for the local Old Folks home residents	√	√	√	√	√	√	√	√
Primary 7 residential trip to Ardroy in June 2024 was hugely successful and allowed pupils to experience a range of outdoor activities which promoted many skills.	√	√	√	√	√	√	√	√
Some pupils have had opportunities to be involved in after school football clubs. These range from P1, P2, P3, P5, P6 (Girls) P7	√	√	√	√	√	√	√	√
All pupils have been given the opportunity to be involved in the decision making process of the school by being involved in discussions around purchasing playground equipment and equipment for their class. Each class was allocated £100 by the parent	√	√	√	√	√	√	√	√

council and were encouraged to discuss and debate the best use of this resource.								
Some Pupils were involved in developing the SIP, LP and fund raising			√		√	√	√	√

These have been shared throughout the session through a variety of mediums including: Newsletters, SWAYS, Facebook.

Weekly assemblies to celebrate the children’s successes, , stars of the week, birthdays, individual achievements and whole school successes proved popular and supported our school ethos and values (CARE – Caring, Achieving, Respect and Equity).

FACEBOOK, School website, Seesaw and school app are used regularly to showcase our work as a school and the wider successes of our pupils.



Some amazing wider achievements again from [Strathallan Primary School](#) pupils over the past few weeks. We have, dancers, gymnasts, footballers and drama stars. Very lucky to have such a range of wonderful and talented young people in our school. 🙌😊



Strathallan PS and Nursery - Wider Achievements Academic Year 23 24

We are keen to celebrate the wider achievements of ALL of our pupils and staff at Strathallan Primary School and Nursery, both in school, and in the wider community.

Whether it is learning something new, conquering a fear, a random act of kindness, using a skill in a different environment, raising money for charity or taking part in a sports competition, we want to hear about it.

This form will be open throughout the year for pupils, parents/guardians, all school staff, family members and anyone connected to our pupils and staff to submit any achievements no matter how big or small, so that we can celebrate them in our school.

We link these to the 'Five Ways to Wellbeing' as evidence to suggests these five steps can improve mental and physical health and wellbeing, these are: Connect, Be Active, Take Notice, Learn and Give. They are also linked to meta-skills, innate, timeless, higher-order skills that create adaptive learners and promote success in whatever context the future brings.

Some screenshot examples of the communication around wider achievement. There is also evidence from MS Forms held centrally with ALL pupil wider achievements.

Learning Partnership Report from March 2024 – Sinclairtown PS, St Pauls RCPS, SEIC Representative, Education Manager, QIO

Strengths identified:

Through classroom observations and discussions with groups of children and staff, there was clear evidence of positive relationships in almost all classrooms. Pupil support staff were also mentioned in terms of their support for children with significant needs; it was clear that support staff were very much involved in the planning of learning, teaching and assessments and knew the needs of their pupils well.

Almost all children were reported as engaged in learning throughout the learning partnership visit. Colleagues from the Learning Partnership felt that challenge was appropriate and that there were supports in place for those who required and that opportunities to extend learning were also provided for more able learners. This was the case in most classes but not all.

As mentioned, pupil support staff were deployed effectively and supported children with support needs effectively in ALL settings.

Almost all children were reported as well-mannered and polite. The children spoke highly about their school and their lessons and learning when asked.

The range of lessons observed included Literacy (SIP Priority 1), Numeracy, Spanish, Health and Wellbeing and a lesson focussing on Enterprise Evaluation through "Dragon's Den". Colleagues spoke highly about seeing the range of BGE lessons during their visit. Again, they spoke about high levels of engagement (almost all).

Learning Intentions and Success criteria were evident in all but one observation. Children were able to discuss with observers the focus of the learning rather than the task in almost all cases. They could articulate the skills and the learning they were involved in through the task/activity.

Differentiation was evidently attempted across all observations and very effective in most.

Learning environments were spoken about highly in terms of being well organised, appropriate displays and supports/challenge areas in most classes.

Children with additional support needs were supported well within the almost all classes – teachers planned for these young people and support staff were seen to be very much part of the learning and teaching process.

In some lessons, digital technology was effectively used to support learning, teaching and assessment.

The nursery rooms (Squirrels and Ladybirds) were described as "purposeful", where staff were fully engaged and were providing a good core provision.

An example of a PLP from a nursery child highlighted that staff were providing quality observations to ensure next steps are linked.

Our PSA staff group spoke about being included in the decision making process of the school and in particular felt involved in the planning for the specific young people they worked with. They spoke about de-escalation training and trauma informed training as well as other CPD such as clicker 8 and how it was supporting them to make good judgements to support children.

The Pupil Voice group who were spoken to were described as confident and articulate. They spoke highly about relationships with teachers and support staff and felt that they were supported when they needed to be.

Writing in jotters was of a good standard in some classes although not observed in some. Writing examples on writing walls showed the work that was taking place within the SIP priority 1.

Areas for Improvement/Planned Next Steps

All staff would benefit from a clear Moderation Plan being developed to ensure that over the course of the session there are opportunities for moderation across the curriculum built into the WTA and Collegiate Calendar. – Although this was not evident from the LP observations this advice came through discussion.

A closer look at planned assessment of learning should take place through collegiate discussions and through looking outwards to establishments who are further down the line with this work.

Consistency across all classes is still not fully established. There are occasions when “almost all” classes have strived to ensure 4 part model with differentiation whilst one or two classes fall short on specific aspects of this.

AIFL should be used to engage some learners in some lessons and a refresh of strategies would be of benefit in ensuring learners stay engaged in the lesson.

Digital technologies should be a focus for next session to ensure it supports L,T and A. Some good practice was observed but there were missed opportunities in a few lessons.

Within the nursery, checks should be done at the start of the day to ensure all areas are well resourced and ready for children to explore. An example of no paper in the art area stood out and so a focus on ensuring these areas are stocked should be mentioned and worked upon.

Consultation with Stakeholders:

All priorities shared with all Parents and Carers at the start of the session through a SWAY and an opportunity to attend some workshops. Priorities were also sent via email to all parents and carers on the school’s newsletter with signpost to “full SQR and SIP” on school website. A link to a MS FORM for feedback was also included in the SWAY for Parents and Carers to make comments about the priorities.

Headteacher met with representatives of the Parent Council at points across the year to update through Headteacher Reports and opened opportunities for questions around the supports.

Further opportunities were offered through “Coffee and Connect” session for discussion with Parents and Carers on the school’s direction and improvement priorities. These were not particularly well attended unfortunately although did give a smaller group of Parents and Carers worthwhile opportunities to get into dialogue about future for the school.

The Parent Wise survey was promoted to all Parents and Carers via the school office on several occasions. Parents and Carers used the opportunity to feedback on the school’s performance.

At Parent Evenings, SLT gather thoughts of groups of parents and carers through informal discussions and MS Forms.

This year we trialled a new approach to one of our Parent Meetings – a Questionnaire was sent shortly afterwards to consult with all Parents and Carers to help inform our next steps for session 2024-2025.

Likewise, after our Christmas performances, we consult via MS Forms to gather the views of all our Parents and Partners. SLT collate this information and it helps build a “picture” for the following performances.

Nursery Parents and Carers are often consulted whilst attending nursery events and information gathered supports the decision making process.

1. This year we opted to go for a two separate shows with an Infant Nativity followed by a middle and upper school concert on a different day. Please choose below what you thought of the format of the school shows/shows you attended.

More Details Insights

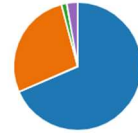
Excellent	13
Very Good	12
Satisfactory	2
Weak	0



7. I enjoyed the opportunity to view my child's classwork in their jotter and workbooks.

More Details

Strongly agree	50
Agree	20
Disagree	1
Strongly disagree	0
Neutral	2



How is SQR, IP and PEF Plan shared with stakeholders?

In early October our Improvement Plan and Standards and Quality Report are shared with all parents/carers through our normal communication e.g. School app, Seesaw, email, posted on website, through a SWAY.

Termly newsletters share with parents/carers progress throughout session.

Parent council meeting are given a progress update at each meeting through a Headteacher Report. This is then available for all parents/carers through PC minutes.

PEF Evaluation/Impact

Targeted Interventions:

Priority 1 - Literacy levels in writing will increase for specific children who are at risk of not achieving. Increase in number if PSA hours to support intervention. Investment in securing second probationer teacher in order to allow an experienced teacher to work with specific children.

Priority 2 - Children who have been identified as 1 year behind their chronological age will make gains in their reading and this will reduce over the course of the year.

Progress for Priority 1 and 2 linked to the input of investment in staff – Increase in PSA hours and release of experienced class teacher who has specific skillset in writing.

What is it that's happening in the classes day to day that is impacting positively on the data?

Primary 1 – 3 Literacy Writing Lessons supported by PEF intervention of additional PSA hours and experienced class teacher release due to investment in second probationer.

- Teacher modelling of new PM/Stephen Graham pedagogy regularly – PSA staff observe and support specific children.
- Jolly phonics, jolly grammar & fast phonics – whiteboard/pens.
- A weekly spelling programme
- Clicker 8
- IDL/workshop for literacy
- Regular writing opportunities including:
- Teacher modelling of writing including - note taking & spelling

Weekly diary
 Foundations of writing
 Modern languages
 Comprehension
 Writing table
 Library book review

Activity Areas

- Writing using materials e.g. paint, sand and playdough
- Letter formation activities

Cross Curricular Opportunities for Targeted Writing Primary 1 -3

Topic Social studies	ICT	Expressive Arts	Health	Science
Fact files Instructions Factual – information Letters Diagrams Reports Character description Setting description	Clicker Keyboard skills Word documents	Recording ideas Story board Planning	Posters Diagrams Information Personal Instructions	Predictions Recording results Tables Instructions Diagrams Reports

Primary 4 – 7 Literacy Writing Lessons

- A weekly spelling (including topic related spelling) & grammar
 - Regular writing opportunities including:
 - Teacher modelling of new PM writing including - note taking & spelling
- Workshop for Literacy
 Modern languages
 Comprehension
 Writing table
 Novel study
 Blooms taxonomy questioning
 Writers craft lessons e.g. personification
 Uplevelling writing – dictionary, thesaurus
 Re drafting – handwriting
 Clicker to support plus chrome books
 Write learning intentions
 Activities for fast finishers

Cross Curricular Opportunities for Targeted Writing Primary 4 - 7

Topic Social studies	ICT	Expressive Arts	Health	Science
Factfiles Instructions Factual information Persuasive Storyboards Posters Leaflets	Word processing PowerPoints SWAYS Creating posters Leaflets Fact files	Recording ideas Story boards Planning scripts	Posters Diagrams Information Personal Instructions Persuasive Leaflets	Full reports Instructions Diagrams Tables Predictions Flow diagrams Presentation of information

- Teachers and PSA's involved in planning for targeted groups within review meetings.
- Teachers delegate directed teaching to the PSA's.
- PSAs have been able to support all targeted children at times throughout the school year although with some staffing constraints our additional CT could not always support as planned.
- PSA's have been able to support other pupils in the classroom.
- Specialised SFL support has been able to be applied in specific class – P5, supporting LAC Pupils and children with ASN.

Impact:

- 12 Identified children were identified for a variety of reasons including LAC, SIMD, FME, ASN. At the beginning of the school year (and towards the end of the previous year which is why it influenced our plan) these children were not coping with classroom daily tasks and as a result were missing out on valuable learning and social opportunities – All of these children have made progress in their learning since August due to the support provided by increasing our PSA allocation. These pupil support assistants have been instrumental in communicating with parents, ensuring parents are kept involved in learning and are fully aware of their child's progress and how to support them.
- Releasing an experienced class teacher allowed us to be able to support small group teaching of targeted young people in writing. Although this was not always possible, the children in this group received more intense 1-1 supports and as a result continued to make good progress.
- The same class teacher has supported probationers very effectively throughout the year and has modelled, team taught and supported writing for specific and identified children throughout the year.
- Outriders were identified at the beginning of the school session for all classes. These were both children who were at risk of not attaining and children who required support in terms of challenge as they were more able. All of these children have made progress compared to their previous levels – some were at risk of not attending class at all.
- 3 children who are looked after and require significant input in order to remain in school have been supported daily due to our increased allocation in PSA hours and decision to release a class teacher. All 3 of these children have improved attendance within their classes and have significantly improved attainment as a result.
- A nurture base was able to be established to support identified children who required this at key points in the school day. Children have been able to access this much needed resource daily and it has helped them to regulate their emotions to spend more time back in class with their peers. It

has also meant they have been able to sustain lengthier periods of time in class with their teachers and support staff and as a result have progressed very well.

- A much needed lunch club has been established and has had a significant impact on all children who attend. This is evidenced by their parents' comments, their teachers view on the impact it has and their own voice as to how it helps them with their daily routine. The children who access this are more likely to remain in class afterwards, their attention span is increased and there are less episodes of poor behaviour choices because of this input.
- PSA staff, along with the Support for Learning Teacher have been able to roll out Nurture classes and training to staff on Trauma informed practices and de-escalation. The training has allowed all staff in the school to become better informed about these approaches. All pupils who are supported by these staff have benefited from this and have made significant inroads in improving their class attendance, their attainment, and their wider achievements.
- Evidence has been gathered from Parents and children involved in these interventions which indicates that they are happier at school and are enjoying their learning. Class teachers of these young people also speak positively about their class involvement, the input from PSA staff on the academic development and the overall wellbeing of the children.

School/Setting Name – Strathallan Primary School and Nursery

NIF Quality Indicators (HGIOS 4) School Self- Evaluation

Quality Indicator	2021-2022	2022-2023	2023-2024	Inspection Evaluation <i>(since August 2023)</i>
1.3 Leadership of change	Good	Good	Good	
2.3 Learning, teaching and assessment	Good	Good	Good	
3.1 Ensuring wellbeing, equity and inclusion	Good	Good	Good	
3.2 Raising attainment and achievement	Good	Good	Good	

NIF Quality Indicators (HGIOS ELC) Early Years Self- Evaluation (Nursery)

Quality Indicator	2021-2022	2022-2023	2023-2024	Inspection Evaluation <i>(since August 2023)</i>
1.3 Leadership of change	Satisfactory	Satisfactory	Good	
2.3 Learning, teaching and assessment	Satisfactory	Good	Good	
3.1 Ensuring wellbeing, equity and inclusion	Satisfactory	Good	Good	
3.2 Securing children's progress	Satisfactory	Good	Good	

Headteacher Drew Murray – Former HT (who completed SQR)