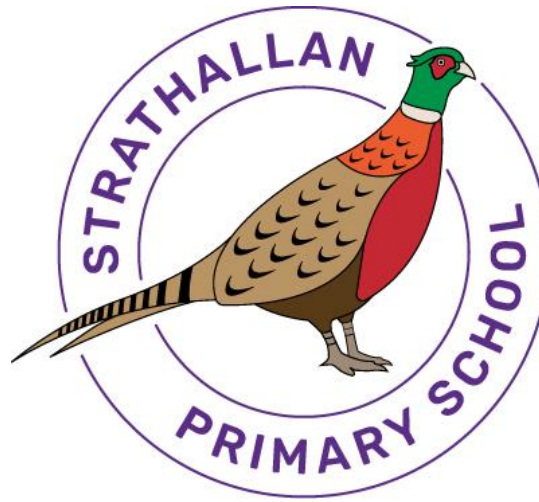


Strathallan Primary School & ELC



Standards & Quality Report

2024/2025

Strathallan Primary School & Early Learning Centre

Context of the School

Demographic	School Roll: 341 (ELC – 60, P1-P7 – 281) Classes: 11 + 2 ELC FME: 8% SIMD Profile: 63% of the roll live within SIMD8-10. EAL: 10%			
Vision, values and aims	Vision – “Inspiring the Future” Values – Ambition, Caring, Included, Respect Aims - Strathallan PS & ELC 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.			
Attendance	Authorised	3.86%	Unauthorised	3.06%
	Stretch Target	93.4%	Actual Attendance %	92.85%
Exclusions	1.19%			
Summary of consultation with stakeholders	All stakeholders were given the opportunity to review our SIP/PEF priorities in 2024-2025 through an online form. All staff across school and nursery were given the opportunity to complete this. All parents/carers were given the opportunity to complete a form on the SIP too. Throughout the session, parents/carers were informed of progress and impact of the current SIP through termly newsletters. In creating the priorities for 2025/2026 – our ongoing self-evaluation processes, learning partnerships, classroom visits, pupil focus groups and staff evaluation sessions identified key themes for development. All staff and parents/carers were given the opportunity to share their thoughts on proposed SIP/PEF priorities. These were concluded during the June inservice day and informed 2025/2026 SIP/PEF plans.			
Attainment Scotland Fund Allocation (PEF)	£25,725			
Cost of the School Day statement	At Strathallan PS & ELC we recognise the need to reduce the Cost of the School Day for all our children and recognise that there may be families experiencing “hidden poverty” in our demographic. We work proactively with our Parent Council to support us in reducing cost to families for school trips and travel. For school trips, we ask for voluntary donations to cover costs whilst making use of fund raising to reduce and cover part of the cost.			

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

School Improvement Priority 1: Develop a shared understanding of the learning, teaching and assessment of writing in order to raise attainment in writing for all learners.

HGIOS 4/HGIOELC Quality Indicators: 1.2 Leadership of Learning, 2.3 Learning Teaching & Assessment, 3.2 Raising Attainment & Achievement

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

- All staff participated in professional learning around the Fife Writing Assessment Pack and PM Writing Resources. As a result, a shared Writing Lesson standard has been devised collectively and to be implemented in all classes.
- All teachers took part in a short-scale practitioner enquiry adopting quality improvement methodologies modelled by the cluster PT to raise attainment in writing.
- All teachers have participated in writing moderation sessions with cluster colleagues to support professional judgements in achieving a level.

IMPACT

- During class visits, implementation of the new writing lesson standard is observed consistently in the majority of classes. This is providing a consistent experience for the majority of children in the school.
- All teachers confidently identified next steps in learning for children during the short-scale practitioner enquiry. From the targeted focus on learning, almost all children made improvements in their writing in the focused text type. Staff planned next steps confidently as a result of having robust data from the cold task and could measure impact from the hot task completed.
- Almost all staff have commented on the positive impact on children's understanding of text types by adopting the writing lesson standard. In most classrooms the use of WAGOLs allow most children to articulate how they support them to achieve their learning intention and success criteria in writing lessons.
- In P4 the majority, in P5 most and in P7 most children are now achieving expected outcomes in writing. Most notably, there has been a 21% increase in writing attainment in P4 and a 27% increase in P7 this session.

NEXT STEPS

- Embed the writing lesson standard in all classes to ensure a consistent approach is experienced by all children.
- A focus on moderation of PM Writing approaches and the Fife Writing Assessment pack to ensure that all staff are aware of progression in the use, particularly tools for writing.
- All staff to agree the teaching of the 9 text types across a level to ensure pace and challenge alongside breadth and depth.

School Improvement Priority 2: <ul style="list-style-type: none"> Plan a progressive curriculum for all children across 8 curriculum areas ensuring that all children receive their entitlement to a broad general education. Use benchmarks for all curriculum areas to measure children's progress and achievement of a level across the broad general education using a range of assessment evidence to inform professional judgements. 					
HGIOS 4/HGIOELC Quality Indicators: 1.2 Leadership of Learning, 1.3 Leadership of Change, 2.2 Curriculum, 2.3 Learning, Teaching & Assessment, 3.1 Ensuring Wellbeing, Equity and Inclusion, 3.2 Raising Attainment & Achievement					
Has this priority been: (please highlight)	Fully achieved		Partially achieved		Continued into next session
PROGRESS <ul style="list-style-type: none"> All staff have implemented a refreshed online planning format to support long term, medium term and short-term planning. All staff are now using the Fife Progression Pathways across all curricular areas for planning learning, teaching and assessment across the BGE. All staff have engaged in professional learning around the meta-skills with all staff introducing the meta-skills in their classes. The SLT have introduced and focused on meta-skills during Together Times. All staff are becoming familiar with the Progress reporting and tracking framework. A review of current IDL topics and bundles of Es and Os has been undertaken with almost all staff and a refreshed IDL programme has been designed to be implemented in Session 25/26. 					
IMPACT <ul style="list-style-type: none"> The move to online planning has been well received by all staff and this being easy to use with a clear colour coding is supporting all to plan learning for their classes and believe that this will support with transitions in learning moving forward. All classes have been introduced to the meta-skills with less than half of the classes linking this to learning experiences in class. In a few classes, children are articulately discussing how they are developing or applying a meta-skill to their learning. Although actions have taken place in relation to refreshing our IDL programme, there is little evidence of impact on children at this stage. 					
NEXT STEPS <ul style="list-style-type: none"> Continue to implement the new planning formats which will support assessment within all curriculum areas, linking to assessment evidence to inform professional judgements. Continue the implementation of meta-skills and support children in identifying the explicit links within learning. 					

- As identified in our Extended Learning Partnership, there should be continued focus on the key features of high-quality learning, teaching and assessment, in particular around effective feedback, higher order questioning skills and ensuring pace and challenge for those children who require this. A revisit of AifL strategies would support with this area of improvement.
- Consideration on gathering evidence to support professional judgements across the wider curriculum using the benchmarks to be implemented.

School Improvement Priority 3: ELC Specific

- Review and extend outdoor learning opportunities.
- Raise attainment in numeracy and maths.

HGIOELC Quality Indicators: 1.2 Leadership of Learning, 1.3 Leadership of Change, 2.3 Learning, Teaching & Assessment, 3.2 Raising Attainment & Achievement

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

- Almost all staff have engaged in professional learning including, conceptual numeracy training module, professional reading around a core text conducted in a working party approach and self-evaluation sessions using core provision audits to revise and refresh the outdoor learning environment and enhance numeracy and maths opportunities across indoors and outdoors.
- Almost all staff have been involved in refreshing areas across the indoors and outdoors informed by the professional learning undertaken.
- All staff have been involved in reviewing our shared expectations and standards for planning for high quality learning, teaching and assessment across the setting.
- As an additional focus, almost all staff have worked in partnership with the Inclusive Practice Team to make informed decisions on and implementation of effective universal and additional strategies to support all children withing the setting to access learning.
- Almost all staff have engaged in professional reading using the Up, Up and Away document to support and inform planning for individuals.

IMPACT

- All staff in the ELC appreciate being involved in working groups and communicated that they contribute to what improvement activities are being implemented. They particularly appreciated having time built into the collegiate calendar for working on improvement activity.
- The indoor and outdoor environments within the setting have increased in numeracy rich learning experiences with almost all children making good progress in achieving the targets within their PLJs. Staff are working proactively in planning sessions to identify gaps in learning and utilising intentional promotion opportunities to support in closing these gaps. Most children are making progress in the gaps identified.

- The shared expectations of planning are being implemented by most practitioners in the setting with learning experiences across the setting linking clearly to the planning formula.
- All children requiring additional support to access their learning have relevant and SMART targets within their PLJs. Staff use these to plan accordingly. Almost all staff are using agreed strategies in place for individuals. Almost all children are now engaged in learning and play throughout their session.
- Most staff are confident in adapting strategies and using resources such as Up, Up and Away to implement changes to support children.
- All children who require a summary of support have these in place which is supporting staff in their interactions supporting their play and learning.

NEXT STEPS

- A working party approach to support Nursery Improvement will be adopted into further sessions.
- Further develop numeracy rich experiences across all core provision. Extend this learning into literacy.
- Build on the professional learning from the Inclusive Practice Team to embed universal strategies. Seek opportunities to share this learning within the school setting.

Improving Outcomes

Attainment

Stage	Listening and Talking	Reading	Writing	Numeracy
	Actual	Actual	Actual	Actual
P1	92.5%	92.5%	92.5%	95.0%
P4	95.3%	76.7%	72.0%	79.0%
P7	88.3%	93.0%	83.7%	83.7%

Overall Attainment for 2024 - 2025

	Literacy		Numeracy	
	Stretch	Actual	Stretch	Actual
P1	85.0% (34 Children)	92.5% (37 Children)	90.0% (36 Children)	95.0% (38 Children)
P4	76.7% (33 Children)	72.0% (31 Children)	83.7% (36 Children)	79.0% (34 Children)
P7	79.5% (35 Children)	83.7% (36 Children)	84.1% (37 Children)	83.7% (36 Children)

- Almost all children in P1 have achieved Early Level across the three organisers in literacy. Most P4 and P7 children are achieving expected outcomes in numeracy. Most P7 children are achieving expected outcomes in literacy and the majority of P4 children are achieving expected outcomes in literacy.
- Almost all children in P1 have achieved Early level in numeracy with sustained progress on previous sessions.
- Our cluster PT has worked collaboratively with teachers in P4 and P7 across the session focused on improving attainment in writing which linked to our SIP priority. Collectively, most in P4 and P7 are achieving in writing. This is an increase from a majority at the beginning of the session. Most significantly, the rise in writing attainment in P4 from 58% to 72%.
- The majority of children in P4 have achieved First level in Literacy and most children have achieved First level in Numeracy. Staff confidence in identifying achievement of a level has increased over this session with the introduction of the Fife Writing Assessment guidance which has supported our planning for next steps in learning, teaching and assessment.
- Most children in P7 have achieved Second level in Literacy and Numeracy. Analysing data over time for this year group shows an increase in attainment across literacy and numeracy. In 21/22 when this cohort were in P4, Writing 61.9%, Reading 76.2% and Listening and Talking 97.6%. Numeracy was 76.2%. The data for this cohort in P7 demonstrated a sustained improvement in attainment at second level. This is true of the attainment over the last 5 sessions at second level.
- The staff team have developed Attainment Spreadsheets over the course of this session and identified gaps in learning for our P3 and P6 cohorts have been identified with next steps planned for the remainder of this term and into next session to close the attainment gap.

Pupil Equity Funding (PEF)

Intervention 1

Progress:

- All children have had summaries of support created by the SfL teacher to identify strategies to support them in emotional regulation.
- PSA staff engage in 2 sessions within the school day in "Room 6" that have focused on regulation, relaxation and socialisation activities.
- Individual children have participated in small group activities that support their social stories around turn taking, sharing, making good choices in the playground.

Impact:

- The majority of children with summaries of support are experiencing consistent experiences to support them in regulating their emotions.
- Almost all children participating in the activities in “Room 6” are having greater success in applying themselves in learning activities and having successful unstructured times in the playground.

Intervention 2

Progress:

- The classes have benefited from the School Improvement Priority work being applied within writing lessons.
- PSA staff have observed class teachers and cluster PT deliver writing lessons and observed how learning can be differentiated to support all.
- Although the 31 children were not identified in the data looked at, there has been progress across key cohorts of children identified in attainment discussions in September 2024. As a result, almost all of these children are now attaining expected level.

Impact:

- Although the 31 children were not identified in the data looked at, there has been progress across key cohorts of children identified in attainment discussions in September 2024. As a result, almost all of these children are now attaining expected level.

Achievements

There have been a wide variety of wider achievements opportunities across the ELC and School this session including:

- We have celebrated personal and collective achievement of pupils across P5-P7 who displayed our value of Ambition and were confident individuals as they participated and won in the cluster Rugby, Football and Curling festivals this session.
- As part of the Ethos & Life of the School, almost all pupils participated in a sponsored colour run organised by the parent council raising £5,000 to support the purchase of resources to enhance learning and teaching experiences.
- Our P6 demonstrated how they are responsible citizens by embarking on playground leaders and peer mediation training to support all children in our school. They have had to learn and apply social intelligence meta-skills in supporting children across our playground.
- A group of P7 pupils represented our school at the STEM festival at Carnegie Conference Centre showcasing their innovative “sustainable school building project.”
- A pupil in P6 was celebrated for their effective contribution to charity where they sold their old toys/items at car boot sales and donating all of the raised funds to the Cottage Christmas Appeal. This was celebrated at whole school Together Time where the first of the newly introduced “Golden Star” house token was awarded.

- A further element of the Ethos and Life of the School to celebrate is that all children in our ELC participated in a sponsored triathlon raising £2400 for nursery resources linked to the improvement priorities. All children across the school cheered the children on as they participated in their event.

Evaluations (School)

	2022-23	2023-24	2024-25	Inspection Evaluations (since August 2024)
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	

Evaluations (ELC)

	2022-23	2023-24	2024-25	Inspection Evaluations
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 Securing children's progress	Good	Good	Good	

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	

<p>Statement about feedback from Care Inspectorate when inspected this session.</p>	<p>Strengths</p> <ul style="list-style-type: none"> • Children were happy, engaged and having fun as they explored indoors and outdoors. • Play spaces were maintained, inviting and well resourced. • Children had some opportunities to develop independence skills through play, learning and routines. • Children's individual learning was recorded in personal learning journals that were of a high standard. • Staff supported children to make progress at a pace that was right for them. • Children and families worked closely with staff to agree next steps in learning. • The service was led well by a new head teacher that supported staff to have high aspirations for children. <p>Next Steps</p> <ul style="list-style-type: none"> • Staff should familiarise themselves with risk assessments that are in place and take action to minimise potential risks when identified.
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