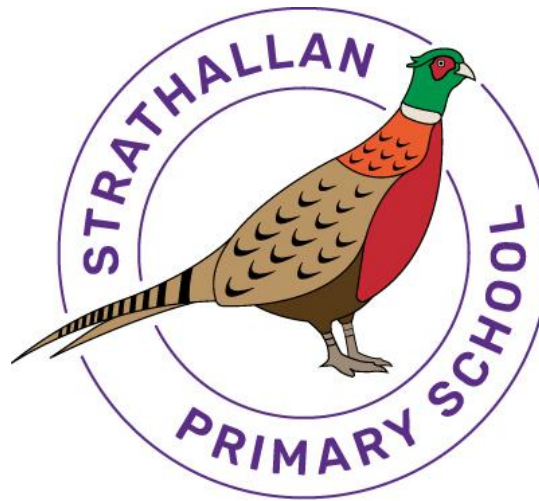


Strathallan Primary School & ELC



Standards & Quality Report

2025/2026

Strathallan Primary School & Early Learning Centre

Context of the School

Demographic	School Roll: 278 (ELC – 60, P1-P7 – 268, Enhanced Provision – 17) Classes: 10 mainstream, 1 Enhanced Provision + 2 ELC FME: 7.89% SIMD Profile: Average SIMD7.1 with 86% of the roll live within SIMD Quintile 3-5. EAL: 8.27% Following a consultation during the 2024/2025 session, we have opened a Primary Enhanced Provision at Strathallan this session.			
Vision, values and aims	Vision – “Inspiring the Future” Values – Ambition, Caring, Included, Respect Aims – We want our school to be a happy, safe place where everyone feels welcome, cared for and proud to be part of our school community. In our school, children receive their entitlements within a Broad General Education. This means they learn lots of different things in fun and interesting ways that help them grow and progress over time. Our curriculum helps everyone become Successful Learners, Confident Individuals, Responsible Citizens and Effective Contributors, ready to take part in the world around them. In our school, everyone is included and treated fairly. We make sure all children get the help they need to do their best. Everyone gets the same chances to learn and grow in ways that suit them. We learn important things for life, like how to think, solve problems, be creative and work with others — these are called meta-skills and they help us now and in the future. In our school, we work together with families and our community to make sure everyone feels welcome, respected and included. We celebrate our differences and treat each other kindly and fairly. We believe everyone should have the same chances to learn and grow, no matter who they are — because everyone is special and important!			
Attendance	Authorised	4.35%	Unauthorised	3.20%
	Stretch Target	94.82%	Actual Attendance	92.43%
Exclusions	0.02%			
Summary of consultation with stakeholders	All stakeholders were given the opportunity to review our SIP/PEF priorities in 2025-2026 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 2026/2027 – 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 in June and informed 2026/2027 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 fundraising 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: "Readiness for Learning" – To support all children to access learning, evaluate existing practice and engage in professional learning to develop our universal, additional and intensive supports across our School, ELC and ASC.

HGIOS 4/HGIOELC Quality Indicators: 2.4 Personalised Support; 3.1 Ensuring Wellbeing, Equality and Inclusion

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

- All staff across the school, PEP and ELC engaged in professional learning on CIRCLE with ELC staff also embedding their use of the Up, Up and Away resource.
- During Inservice sessions, all teaching and pupil support staff engaged in professional learning undertaken by the Additionality Teacher around Daring Ventures, Universal Supports, Rupture and Repair cycle. This work has also been fed into consultations to refresh our Relationships and Behaviour Rationale and Anti-Bullying Rationale, alongside working with the newly devised rationales by the education directorate.
- There has been an introduction of Decider Skills, rather than Tree of Knowledge, to support children's understanding of emotional regulation and resilience at Together Times and encouraged within classrooms.
- Within this priority, there have been strategic adaptations to enhance the Hive and Quad in relation to the additional level within our developing continuum of support, led by the Headteacher and Additionality Teacher.

Impact

- All staff have implemented learning from CIRCLE into practice, resulting in consistent use of universal support across almost all classrooms. This is evidenced through almost all observations, where children confidently identify and articulate how these supports help them to engage in learning. In a few classes, staff have involved children in co-creating strategies, leading to increased ownership and in a few classes, children independently self-select support to maintain focus and attention.
- Overall, across the school and ELC, most children experience appropriate and well-planned universal supports, as reflected in their individual and class planning documentation. These approaches are supporting the creation of inclusive learning environments where learners' needs are identified and met through consistent, proactive strategies.
- Professional learning delivered by the Additionality Teacher has significantly increased staff understanding of nurturing approaches, including rupture and repair and universal support. This has made meaningful contributions to the refreshed Relationships and Behaviour and Anti-Bullying Rationales, ensuring these reflect both current practice and local authority direction with next steps identified.
- The introduction of Decider Skills has been successfully implemented across the school. As a result, all children have been introduced to key strategies for emotional regulation, with most able to describe these and explain how they support them. Almost all staff now use this shared language consistently, contributing to a more coherent and supportive approach to wellbeing. Opportunities for children to share their learning with parents/carers have further strengthened understanding and engagement across the school community.
- Strategic enhancements to the Hive and Quad have strengthened the school's continuum of support at an additional level. Targeted interventions, including sensory circuits, have led to improved readiness to learn for identified children, resulting in increased engagement within classrooms. Additionally, the

development of the Quad and structured play opportunities, including P6 leadership of playground activities, has had a measurable impact on inclusion and wellbeing. This has contributed to a reduction in playground incidents and increased independence in play for a few children, particularly those requiring additional support.

Next Steps

- Launch the refreshed Relationships and Behaviour Rationale and Anti-Bullying Rationale to all stakeholders to ensure a shared understanding and consistent application across the school community.
- Further develop and embed the continuum of support, ensuring all staff and children have a clear and shared understanding of universal, additional and intensive levels, leading to more consistent identification and planning for support.
- Finalise the revised Support for Learning referral process to strengthen clarity, consistency and timeliness of referrals, resulting in more effective and responsive interventions.
- Within the Enhanced Provision, there will be further development of the use of universal approaches to structures and routines alongside individual targets and supports.

School Improvement Priority 2: "Progression in Learning"

1. All children will receive their entitlement to a BGE through the planning of a progressive curriculum across 8 curriculum areas. Children's progress and achievement of a level will be informed by professional judgements supported by the use of a range of assessment evidence and the benchmarks across all curriculum areas.
2. All staff will engage in professional learning in digital technology to support and enhance the delivery of high-quality learning, teaching and assessment. Children will experience a more inclusive, engaging and personalised learning environment that will lead to improved outcomes through staff use of digital technologies.

HGIOS 4/HGIOELC Quality Indicators: 1.2 Leadership or Learning, 1.3 Leadership of Change, 2.2 Curriculum, 2.3 Learning, Teaching & Assessment, 2.4 Personalised Support, 2.6 Transition, 3.1 Ensuring wellbeing, equality and inclusion, 3.2 Raising attainment and achievement

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

- All teaching staff have engaged with the new planning documentation and all have used progression pathways for all curriculum areas.
- The 5 part learning model boards developed in 24/25 have been implemented in all classes and other areas of the school.
- All staff have participated in moderation activity with cluster colleagues around reading.
- All teaching staff have participated in the Transforming Learning professional learning.
- The P6 and P7 teachers have integrated iPads within the classroom and utilised accessibility tools to support individual learners within their classes.
- The headteacher has developed and implemented new attainment spreadsheets to capture progress across all classes, drawing on a range of data including NSA, BASE and internal assessments.

Impact

- All children are experiencing planned, progressive learning experiences across the broad general education as a result of increased staff confidence in implementing the progression pathways. Progression pathways are displayed in the majority of classes, with a few children able to articulate their current learning and explain how the pathways support their understanding of next steps. This is beginning to strengthen children's awareness of progressions in learning.
- From observations in learning partnership and classroom visits, alongside pupil voice groups, the newly established 5-part learning model boards were evident in use across almost all classes, supporting greater consistency in learning and teaching approaches and included the integration of meta-skills which were introduced in the last session. Almost all learning intentions and success criteria were clear and, where appropriate, co-constructed with children. As a result, most children within lessons were able to confidently share what they are learning and how to be successful.
- There is a noticeable increase in the use of AifL strategies observed in most classes. In the majority of classes, approaches such as Think–Pair–Share were used effectively to maximise learner engagement and maintain a purposeful pace throughout lessons.
- The Attainment Spreadsheets are beginning to support the robustness of teacher judgement. All teachers now use these spreadsheets, which form an integral part of Planning for Learning, Teaching and Assessment meetings.
- Across P6 and P7, the introduction of the iPads has increased engagement and motivation whilst supporting individuals and cohorts of children in accessing their learning easier. Most children are utilizing the iPads effectively to creatively share their learning through apps such as Showbie.

Next Steps

- Continue to embed consistent, explicit differentiation across all classes, particularly within self-selection models such as chilli challenges, to ensure all learners experience appropriate pace and challenge.
- Further opportunities for staff to moderate learning across levels and stages to support teacher judgement in relation to achievement of a level.
- Revisit assessments conducted throughout a school session to create clear assessment pathways across stages in the school.
- Further integration of Transforming Learning across wider stages in the school.

Improving Outcomes

Attainment

Stage	Listening and Talking	Reading	Writing	Numeracy
	Actual	Actual	Actual	Actual
P1	86.6%	86.6%	86.6%	86.6%
P4	90.0%	83.3%	76.6%	83.3%
P7	95.9%	93.8%	81.6%	83.6%

Overall Attainment for 2025 - 2026

	Literacy		Numeracy	
	Stretch	Actual	Stretch	Actual
P1	86.2% (25 children) Based on 29 Children	86.6% (26 children) 30 Children	93.1% (27 children) Based on 29 Children	86.6% (26 children) 30 Children
P4	73.3% (22 children)	76.6% (23 children)	80.0% (24 children)	83.3% (25 children)
P7	81.6% (40 children)	81.6% (40 children)	85.7% (42 children)	83.6% (41 children)

- Overall, most children across P1, P4 and P7 have achieved expected outcomes in Literacy and Numeracy.
- In Session 25-26 most children in Primary 1 attain national expected levels in literacy across all organisers with most achieving in number, money and measurement. Overall, most children in Primary 1 attain the expected national levels in numeracy.
- In Primary 4 almost all attain national expected levels in talking and listening, most in reading and most in writing. Overall, most children in P4 attain national expected levels of attainment in literacy. In Primary 4 most (83.3%) attain expected levels in number, money and measure.
- In Primary 7 almost all children attain national expected levels in talking and listening and reading and most in writing. Overall, most children in Primary 7 attain national expected levels in literacy. In Primary 7 most children attain national expected levels in number, money and measurement.

- Analysing data over time highlights a fluctuation, however over the past three school sessions this has remained more consistent because of an increased focus on moderation to support teachers' professional judgements. We are confident that with the focus on school improvement and increased moderation, this will remain on an upward trend over the next few school sessions. Further analysis of data over time for P1, P4 and P7 cohorts demonstrates that most children continue to achieve expected outcomes across literacy and numeracy. Tracking the P4 cohort specifically shows a 8.7% increase in attainment between P1 and P4 with a 24.7% increase between P3 and P4 in literacy. This would continue to support our evaluations that staff confidence in identifying achievement of a level has increased as we have embedded the Fife Writing Assessment guidance which has supported our planning for next steps in learning, teaching and assessment. This increase in attainment is also reflected across numeracy where a majority attained in P3 whereas this is now most children. For our P7 cohort, there are similar trends of an increase in attainment from P4 in literacy and numeracy. There is an 11.6% increase in this cohort attaining in Literacy and a 7.6% increase in numeracy. Overall, demonstrating that most children continue to make good progress across the curriculum.
- The continued use of our Attainment Spreadsheets has allowed us to identify gaps in learning for our P3 and P6 cohorts 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 – Readiness for Learning

Progress:

- Boxall Profiles were completed as a baseline and end of intervention measure for all identified children.
- Supported by the Additionality Teacher and PSA team, identified children engaged in 6–8-week blocks of nurture sessions focusing on key areas identified from the Boxall Profiles.
- All staff have had training on Emotion Works and Decider Skills with all children being trained on Decider Skills in Together Times.

Impact:

- As a result of targeted intervention evidence from follow-up Boxall Profiling showed that almost all had made progress in the areas targeted for intervention.
- We used the evidence gathered from follow-up Boxall Profiling to identify further areas of support required for a few children which included working with partner agencies to support emotional and social wellbeing. This has ensured that children now have access to further support to increase their engagement in their learning and development.
- Almost all children have a sound understanding of the Decider skills with the majority demonstrating their ability to implement these when required.

Intervention 2 – Progression in Learning

Progress:

- Attainment meetings in Term 4 of session 24/25 identified cohorts of children not attaining expected outcomes in literacy. All children identified participated in a baseline assessment on Lexia in August 2025.
- All children identified have engaged in Lexia lessons 3 times a week within their classroom environment. The Support for Learning teacher and class teachers have begun to analyse the data from Lexia to make further interventions within class.
- Attainment meetings have been held to identify progress and/or further areas of development for identified learners.

Impact:

- There is emerging evidence that targeted Lexia interventions are supporting improved engagement and early gains in literacy, with most identified learners showing progress. However, further robust, triangulated evidence is required over time to confirm sustained impact and will be gathered through attainment and tracking meetings next session.

Achievements

There have been a wide variety of wider achievements 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 in the cluster Rugby, Netball, Football and Cluster festivals this session. This session, our P7 pupils won the Rugby and Football cluster festivals with a team representing us at the Fife Football finals coming 4th in their group.
- We have worked in partnership with the INSPIRE Theatre Company to develop responsible citizens by delivering anti-bullying workshops with all classes and our Parent Council funded this opportunity to ensure that all children benefited from this experience. As a result, most (78.6%) children reported in the most recent Pupilwise Survey (June 2026) that they felt confident in raising issues about bullying with school staff with almost all (88%) reporting that they believed the school dealt well with reported incidents of bullying.
- A pupil in P7 was celebrated for their achievement at the Fife Schools Swimming Championships where they qualified for the national finals in Aberdeen. A pupil in P2 was recognised for their achievement in signing for Hibernian FC Youth team.
- Our P6/7 and P7 pupils have embarked on a social enterprise this session, setting up a Tuck Shop, with P7s also organising a successful Bake Sale, to raise funds for Leaver's Events within school. They have demonstrated their ability to be confident individuals and effective contributors throughout this venture; gaining appropriate enterprising skills for learning, life and work throughout.
- Our P3 pupils participated in a cross-stitch competition demonstrating metaskills of creativity and focus. One of our P3 pupils won the competition with their completed work being shown at the exhibition in July.
- As a school and in partnership with the Parent Council we participated in a sponsored Colour Run which raised £3,000 for the Parent Council Fund. They have supported us in purchasing new literacy resources for next session. Our ELC children participated in a sponsored Triathlon event, raising £1000 for the Nursery fund.
- P6 and P7 children have displayed their ambition and been successful learners as they engaged in the Young STEM leaders programme achieving certificates and badges for their participation.

- Inspired by a parent's career based in Antarctica, P3 children embarked on a learning experience all about the continent. A flag created in class, made the journey to the RRS Sir David Attenborough where it was photographed. This increased motivation and engagement of all children in the P3 class topic.
- Our PEP children have had the experience of participating in physical activity sessions delivered by Paralympian Derek Rae. These sessions have been inclusive, motivating and engaging for all children participating in them.
- Within the ELC, we have established Wider Achievement displays across the setting. Children regularly share their achievements out of school including winning medals and certificated at judo, dance, taekwondo and park runs.

Evaluations (School)

	2023-24	2024-25	2025-26	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) – HGIOELC

	2023-204	2024-25	Inspection Evaluations
1.3 Leadership of Change	Good	Good	
2.3 Learning, teaching and assessment	Good	Good	
3.1 Ensuring wellbeing, equity and inclusion	Good	Good	
3.2 Securing children's progress	Good	Good	

Shared Quality Improvement Framework (ELC)

	2025-26	2026-27	2027-28	HMIE/Care Inspectorate Evaluations
Curriculum	Good			

Learning, Teaching and Assessment	Good			
Wellbeing, Inclusion and Equality	Good			
Children's Progress	Good			
Statement about feedback from HMIE/Care Inspectorate if inspected this session.				