

Leadership

Staff have worked creatively as a team to meet the needs of learners. They have effectively used information about individual pupil's progress to plan interventions and activities to support pupils to reach their individual targets in Literacy, Numeracy and Health and Wellbeing.

Children have been empowered to lead and take responsibility through their roles within leadership groups and School Houses. These opportunities allow pupils to actively contribute to school improvement in ways that directly impact their learning experiences. Staff actively listen to pupils' voices and respond meaningfully, ensuring that children feel heard and valued.

Improvement initiatives are a shared responsibility, with staff, pupils, and parents all playing key roles. This collaborative approach has been particularly effective in projects such as Reading and Digital Schools development.

All teachers have engaged in professional collaboration with colleagues across the Bertha Park Learning Management Group, using training on Solution Circles to problem solve, evaluate and improve their practice. Both staff and pupils demonstrate a positive and adaptable attitude toward change. ELC and school staff work effectively together to plan and deliver learning experiences which motivate and inspire learners across the school.

Various buddy programmes where pupils learn with and from one another and take a role in supporting wellbeing of peers have a very positive impact on pupils across the school. Our House systems have enabled pupils to work collaboratively and by building on individual skills and talents we are seeing positive engagement from pupils throughout the whole school through a range of pupil led tasks and activities.

Our Parent Council is well-informed about the school's priorities and plays an active role in supporting improvement. Their contributions—particularly in initiatives aimed at reducing the cost of the school day and supporting trips—help ensure equity and remove barriers, enabling all children to fully participate in the wider life of the school.

Attendance

Our attendance has improved, however, the headteacher will continue to monitor attendance regularly and collaborate with families to promote positive pupil attendance and engagement. Term time holidays are a significant contributor to lower school attendance.

Attendance Report	June 2021	June 2022	June 2023	June 2024	June 2025
Average attendance	97%	93%	93%	95.5%	96.2%

We have evaluated our school against the following National Quality Indicators:

Leadership of Change	Good
Learning, teaching and assessment	Good
Ensuring wellbeing, equity, and inclusion	Good
Raising attainment and achievement	Good

Our capacity for school improvement is good and our **Improvement Priorities for 2025-2026** are:

- Further develop high-quality approaches to learning and teaching in Numeracy and Writing.
- Embed nurturing approaches across all learning environments to support the holistic development of pupils, enabling them to grow as Successful Learners, Confident Individuals, Responsible Citizens, and Effective Contributors.

AUCHTERGAVEN PRIMARY SCHOOL & NURSERY STANDARDS AND QUALITY REPORT 2024-2025

*This report has been produced in consultation with all school staff and the Parent Council
Catharine Findlay, Headteacher, June 2025*



Our Vision, Values and Aims

Our Vision

Our learning community values and includes everybody; we are building skills for life and learning together.

Our Values

Achieving – we persevere and aim high.

Healthy - our choices are healthy, safe, and active.

Happy – our actions make ourselves and others happy.

Responsible – we take responsibility for ourselves and our actions.

Resilient – we bounce back and keep trying.

Our Aims

We are safe, included, and ready to learn.

Our values guide us; our school is great.

We are inspired to be creative and curious.

Our relationships bring out the best in us.

We are all unique; we like that!

We care about the future; ourselves, our school, our community, and the planet.

Attainment - based on achievement data gathered in May 2024 of P1, P4 and P7

- In P7 almost all pupils (91-99%) have achieved Second Level in literacy and numeracy.
- In P4 most pupils (75%-90%) have achieved First Level in literacy and numeracy.
- In P1 most pupils (75%-90%) have achieved Early Level in literacy and numeracy.
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A wide range of assessment strategies are used to inform professional judgement on attainment and achievement of levels. Pupils are assessed through both formative and summative approaches, enabling them to demonstrate their knowledge, understanding, and skills, and to identify their progress and next steps in learning. Pupils in P1, P4 and P7 completed National Standardised Assessments in reading, writing and numeracy, the data from these assessments along with a range of other assessment has supported teachers in confirming their judgements about achievement of a level.

Achievement

Across the school, the majority of pupils continue to achieve expected levels of attainment, with a number exceeding these benchmarks. Where gaps in learning are identified, teachers work effectively with the wider support team to implement targeted strategies that meet individual needs. The use of Target Trackers has proven to be an effective tool for monitoring progress and facilitating communication between teaching and support staff. Notably, the Wave Three literacy intervention is contributing positively to raising attainment at First Level.

Children achieve success and develop confidence through educational outings, clubs and activities, such as cycling, coding and reading. Children enjoy when staff recognise and celebrate their skills and learning regularly. For example, in class, at assemblies, certificates and the 'over and above' board. Families also share children's achievements from their home life which are valued and displayed by staff. All children work together well gaining national accreditation, such as Digital Schools Award and Reading Schools Core Accreditation. Participation and wider achievement are celebrated and tracked to ensure all pupils are recognised and pupils do not miss out on opportunities. Staff help children to identify the skills and qualities they develop when participating in activities in and out of school which supports children to recognise and reflect on their achievements and progress.

All pupils and their families are regularly encouraged to share achievements out with school. Parents are invited to attend Sharing the Learning class presentations; these are well attended and receive positive feedback from parents and carers who enjoy hearing about contextualised learning.

Pupils continue to benefit from a wide range of opportunities to participate and compete in sports and physical activities. This session, we have collaborated with partners to deliver whole-school sessions in cricket, rugby, and football, as well as a variety of cycling events. In the Nursery, children enjoy frequent physical activity in the garden, engaging in running, climbing, and playing on the tyre swing. The "Play on Pedals" initiative has further supported the development of key Bikeability skills.

A highlight of the year was the P6 and P7s production of Peter Pan, performers and stage crew developed a range of skills and put on a fantastic performance which enthralled all pupils, parents, families and friends.

Learning

The school's core values are deeply embedded in the ethos of the school. The principles of *The Auchtergaven Way* are evident in how pupils make decisions and engage with learning experiences. Staff consistently use these values to encourage pupils to take responsibility for their actions and to grow as Responsible Citizens, Confident Individuals, Successful Learners, and Effective Contributors.

Positive relationships, inclusivity, and a strong commitment to high-quality learning and teaching are deeply embedded in our ethos. All pupils benefit from nurturing relationships with staff, and most children report feeling well supported, safe, and respected within the school environment.

Our focus on consistent, high-quality learning and teaching continues to have a positive impact on pupil outcomes. All teachers are now confidently implementing a shared model of effective learning and teaching. Lessons are thoughtfully planned and structured to provide both support and challenge, enabling pupils to understand the purpose of their learning and the steps needed to succeed.

Teachers follow whole-school progression pathways and collaborate closely to ensure coherence and consistency in planning across all stages. Termly planning and tracking meetings offer valuable opportunities for professional dialogue with teachers and keyworkers in ELC, allowing senior leaders and staff to gain a detailed understanding of each pupil's progress and needs. Staff are confident in using data to design and implement targeted interventions, particularly for those requiring additional support.

Regular opportunities for collaborative planning have strengthened differentiation and progression in learning. Professional dialogue and joint planning take place at class, stage, and whole-school levels. Whole-school book studies, such as *Martha Maps It Out*, continue to inspire and motivate learners.

Our learning environments have been enhanced with new carpets, flooring, and fresh paintwork, creating modern, welcoming classrooms. These spaces are regularly reviewed to ensure they meet the needs of all learners. Staff have also embedded digital tools into their practice, following recent training, which is having a positive impact on pupil engagement and success.

Teachers in P2–7 participated in a writing feedback project, using pupil voice to refine processes that help learners identify their strengths and next steps in writing. In the Early Learning and Childcare (ELC) setting and P1, staff have collaborated to develop play-based approaches to early writing, with clear impact observed during ELF (Early Learning Friday) time.

All teachers have participated in training around CPA (concrete, pictorial and abstract) approaches to teaching and learning in numeracy to support greater understanding and confidence for learners to choose the most appropriate strategy to solve calculations. Pupils have reported that this approach supports being able to visualise and manipulate numbers more confidently using the four operations.

This work fits in with our school improvement agenda and commitment for school development and our range of priorities has been in line with the National Improvement Framework.