Struthers Primary School and Early Years Centre

2022-2023

Standards and Quality Report

To support our children to reach their full potential we are a Rights Respecting School.

With this plan we support:

Participation Right 12 Be listened to and have opinions heard.
Participation Right 15 Meet together and join groups.
Development Right 13 get and share information.
Development Right 28 Free Primary Education.
Provision Right 42 Know what is in the convention.

Introduction

The purpose of this report is to provide an answer to the question – 'How good was our school in 2022-23?' This report tells you about the quality of education in the school and Early Years Centre (EYC) and how children benefit from coming here.

Vision, Values and Aims

At Struthers Primary School we look to support the development of an excellent curriculum based on a shared aspirational vision, values and aims. This session, our vision has been reviewed and developed in consultation with pupils, staff, parents and stakeholders. Our vision is to ensure we create an environment where pupils:

Flourish   Achieve   Belong

Our five core values are embedded in everything we do: Respect, Responsibility, Inclusion, Kindness, Honesty.

Our aim at Struthers is to ensure that all pupils fulfil their potential as:

Successful learners   **Effective Contributors**

Responsible Citizens   **Confident Individuals**

by engaging fully with school life and embedding our vision and values in our practice.

We take into consideration the national and regional developments and guidance. We strive to improve standards of learning and teaching and raise achievement for all learners whilst promoting equity and equality.

Struthers Primary Context

Struthers Primary is a non- denominational semi open plan school in a residential area of Troon close to North Shore Beach and Fullarton Woods which we use as an extension of our grounds for learning. The catchment area consists of mainly private housing and after a public consultation this has been extended. As a result of the construction of three large new housing developments in the local area, we are often unable to accommodate placing requests, or even new pupils moving in to the catchment area. There are plans to extend the school over the next 5 years and we celebrated the opening of a new Early Years Centre opening in April 2023. Our school roll for next session is predicted to be 336 with 60 pupils in the Early Years Centre. This session our Free Meal Entitlement was 7%.

SIMD [Scottish Index of Multiple Deprivation] Profile of the Struthers Primary % of pupils

QUINTILE 1	QUINTILE 2	QUINTILE 3	QUINTILE 4	QUINTILE 5
0.4%	0.6%	13%	40%	46%

We encourage safe travel to school and have 2 bike shelters available. The roads around the school can become very congested and we therefore encourage active travel through our Road Safety Committee and Bikeability programme.

Our playground is a mix of tarmac and grass. On fair weather days we also have access to the grass areas surrounding the school.

The school has 2 main teaching areas which at present, accommodate 12 classes. The room which previously accommodated the Early Years Centre will become a new P1/2 classroom next session, making 13 classes in total. The school capacity is 416 and currently we have 327 pupils in the school and 60 pupils in our Early Years centre. We have a newly refurbished school library in the centre of the school and an ICT suite which timetabled for all classes.

Throughout session 2022-23, we have continued to deal with an ever-changing COVID world which has continued to have a significant impact on our school community. The focus for the year has been ensuring a smooth return to school for all our children, whilst supporting their wellbeing and ensuring high quality learning and teaching experiences in Literacy, Numeracy and HWB. In May 2023, the Head Teacher was seconded to the local Authority and a new acting Head Teacher appointed. The Depute Head Teacher has been on maternity leave this session but returns in August 2023 on a flexible working agreement, working two days per week. The current acting DHT will continue in this capacity for the remaining three days per week. There have been three principal teachers in an acting posts this session, with two remaining in post next session.

What key outcomes have we achieved?

The school has robust processes and procedures in place to support self-evaluation in order to secure improvements. This data comes from a range of evidence but this session the evidence has been more limited:

Quantitative Data
• Analysis of pupils' progress and attainment using Curriculum for Excellence and Assessment for Excellence results.
• Attendance levels
• Exclusion levels

Documentation/Evaluative Data
• Annual evaluation of School Improvement Plan by staff and pupils
• Teachers' records and strategic and operational plans
• Pupil Progress Meetings
• Tracking of Monitoring of Individualised Education Programmes / Staged Intervention
• Plans and evaluations of interdisciplinary topics reflecting the children's involvement
• Transition plans for Early Years to P1, stage to stage and P7 to S1
• Minutes of meetings – monitoring progress and achievement of School Improvement Plan priorities
• Staff PRD/PDR and Professional Update
• Records and evaluation of CLPL activities
• Remits/timetables of teachers, support staff and specialist staff

Views/Questionnaires
• Questionnaires to pupils and parents
• Views from pupils through dialogue

PRIORITY 1 – Raising Attainment in Numeracy

NIF Priorities:	LINKS TO HGIOS4?/HGIOELCC:
Improvement in attainment, particularly in literacy and numeracy.	HGIOS 4/HGIOELCC QI's:
	1.2 Leadership of Learning
Closing the attainment gap between the most and least disadvantaged children.	1.3 Leadership of Change
	1.5 Management of Resources to Support Equity
NIF Drivers:	
School Leadership	2.2 Curriculum
Teacher professionalism	2.3 Learning, Teaching and Assessment
Parental engagement	2.4 Personalised Support
Assessment of children's progress	2.5 Family Learning
School Improvement	3.1 Ensuring Wellbeing, Equality and Inclusion
Performance Information	3.2 Raising attainment and achievement
	3.3 Increasing creativity and employability

PROGRESS AND IMPACT

Curriculum
All staff use the SAC Learning Pathways to plan relevant, progressive learning experiences for their pupils across all curricular areas. Across the school, staff refer to national benchmarks to ensure that the focus of learning and assessment is relevant and appropriate.

Almost all staff have a very good knowledge of expectations for Numeracy and Mathematics and have continued to develop their expertise in planning lessons and activities which develop pupils' mental agility. Most staff are confident in delivering Number Talks and Big Maths and this has had a positive impact for most children as they have become more confident to share and discuss their thinking as a class.

Active learning and planned, purposeful play is now embedded in P1 to support raising attainment and staff within these stages have taken part in a variety of CLPL courses to upskill their practice.

Most staff make links across the curriculum so that children have the opportunity to develop concepts and skills by applying them in different contexts. This should be continued and more links across the curriculum should be identified.

Almost all staff use digital technologies to enhance learning and teaching including, Sumdog and Maths Workout. This is having a positive impact. Children are motivated to learn and are receiving instant feedback on their performance.

Transition
Our P7 teachers worked in partnership with cluster P7 teachers and PT Maths at Marr College to share resources for pupils and parents featuring key numeracy and maths skills - including video links where p7 pupils demonstrated a range of strategies. Pupils will be able to utilise these as they transition to secondary school maths.

Family Learning
Teaching staff presented a virtual welcome evening to further explain play-based pedagogy and how this is embedded in our P1 curriculum. The aim was to broaden the mind set of parents and to reassure them that pupils receive high quality learning and teaching through a play-based approach. The parents have been able to support a play-based approach and have witnessed first-hand, the progress pupils have made. In addition, staff created a numeracy specific play-based video to accompany the initial session.

NEXT STEPS
- To improve attainment in maths and numeracy for all pupils while closing the attainment gap between our most deprived and least deprived pupils. We will continue to build on our approaches to concrete, pictorial and abstract concepts to ensure consistency across the school, especially with the addition of new staff members.
- Continue to work collaboratively with colleagues to plan and deliver a variety of activities through 'Maths Week Scotland'
- Deliver parent workshops to develop their knowledge and understanding of CPA approaches and how to use them with their child

PRIORITY 2 – Raising Attainment in Literacy

NIF Priorities:	HGIOS 4/HGIOELCC Qis:
Improvement in attainment, particularly in literacy and numeracy.	1.2 Leadership of Learning
	1.3 Leadership of Change
Closing the attainment gap between the most and least disadvantaged children.	1.5 Management of Resources to Support Equity
NIF Drivers:	2.2 Curriculum
School Leadership	2.3 Learning, Teaching and Assessment
Teacher professionalism	2.4 Personalised Support
Parental engagement	2.5 Family Learning
Assessment of children's progress	3.1 Ensuring Wellbeing, Equality and Inclusion
School Improvement	3.2 Raising attainment and achievement
Performance Information	3.3 Increasing creativity and employability

PROGRESS AND IMPACT

Leadership of Change

Attainment in Literacy is managed through a rigorous tracking system that enables staff to identify children with possible literacy barriers and ensure effective supports are in place. Staff work in partnership with the SLT, Pupil Support Co-ordinator Pupil Support Teacher and other partner agencies to set targets for individual pupils in Literacy.

Staff have open dialogue during Pupil Progress Meetings. Meetings ensure pupils' needs are discussed with SLT. All staff have high expectations for all learners with Literacy and English CfE levels being supported by confident teacher judgement. Class teachers and SLT work together to ensure close communication between home and school takes place to support continuity in learning. This includes behaviour, attendance and lateness being tracked weekly. Staff continue to engage well with attainment data, discussing and analysing the data to identify trends and attainment gaps within their own class/stage and across the school and to predict improvements in individual performance. They have engaged positively with SAC CfE 4 stages of progress to support teaching and learning and help raise attainment in literacy. Staff discuss how they are meeting individual learning needs, identifying next steps in learning and implementing timely interventions. Our aim is to continue to close the attainment gap whilst still challenging our most able learners.

All staff are committed to raising standards in Literacy and engage in professional learning to develop and upskill their ability to teach Literacy. Staff engaged in the SWEIC Literacy fortnight, selecting CLPL opportunities relevant to their own PRD. Staff attended a number of virtual workshops and shared their experiences during staff collegiate time.

Almost all children learn in nurturing and supportive classroom environments/EYC. In most lessons children are supported to learn through differentiated programmes of work, where extra support is offered to those who require it. Children's work is displayed and celebrated by visiting other classes or members of the SLT to share their writing.

Writing

This year's main literacy priority has been the development of teaching and assessing writing, implementing 'Talk for Writing from P2-P5. Through classroom observations, most teachers confidently deliver high quality writing lessons which are based on relevant and exciting contexts for children. Most teachers plan using a genre approach to writing, and link there (where appropriate) to their IDL or science contexts. In the best examples, teachers use pupil's prior knowledge to support them to construct interesting pieces of writing. In the best lessons, most teachers skilfully provide opportunities for children to co-construct their success criteria using their knowledge of writing targets and the genre being taught. In the EYC there is strong evidence of children engaging in mark marking, and some beginning to write single sounds and words in a range of play areas within the play room – writing is rightly not only confined to a 'writing table' – this supports children to see writing as an exciting and enriching activity.

In most lessons, children work well collaboratively to support their planning for writing. In most lessons, this allowed children to co-construct their thinking to then support them with writing. In most lessons, children children's learning is well scaffolded through questioning to elicit their understanding of key features of their genre. In most lessons, children can articulate their next steps in writing which is based on feedback from their teacher, or through self/peer assessment. In most lessons, digital tools are used to inspire imagination and/or to use digital tools to support their own writing – for example, our dyslexic learners use this. In some lessons, pupil support assistants are used to support learning of individuals or small groups of targeted learners.

Reading

Our new literacy programme is fully embedded in Struthers Primary. Pupils read, and are read to, daily and this has led to significantly increased levels of motivation and engagement. Most pupils across the school talk confidently about their enjoyment of reading for pleasure. Reading Ambassadors visit classes and share recommended books with pupils in person and with wider stakeholders on social media. They contribute to the audit of books in the school library and the purchase of new class novels. Pupils report to feel they have further developed leadership skills and confidence in speaking to larger groups at assembly. We hosted a successful 'Struthers Big Bedtime Read' where families attended school in the evening to read together in a calm, relaxed atmosphere. 100% of families reported this to be a successful event and requested similar events in the future.

Children on Staged Intervention have continued to make good progress. For those pupils with additional support needs, the school continues to use a range of resources and strategies to secure progress for all learners. 5 Minute Literacy Box, Toe by Toe, ReadingWise, Nessy and Catch Up Literacy continue to have a positive impact on pupils reading – word recognition, decoding skills, fluency and comprehension.

NEXT STEPS

- Use data from staff survey around their understanding of the teaching of reading to support well differentiated core and optional CLPL to support improvement planning in reading.
- Enhance our school reading areas to further promote diversity.
- Respond to the Parent/Carer Survey from May 2023, around increasing opportunities for family learning in reading and the use of resources used to support reading.
- Increase the tracking of interventions for children receiving additional support in reading.
- For all practitioners to be aware of their children at risk of not attaining in reading, and being clear on their approach to support them,
- Focus on the group of identified learners (mainly boys) to increase their attitudes and attainment in reading.
- Support practitioners in the planning of reading by evaluating how they plan for pace, challenge and differentiation.

PRIORITY 3 – Driving Excellence and Equity

NIF Priorities:
Improvement in Children's Health and Wellbeing
NIF Drivers:
School Leadership
Teacher professionalism
Parental engagement
Assessment of children's progress
School Improvement
Performance Information

LINKS TO HGIOS4?/HGIOELCC:
1.2 Leadership of Learning
1.4 Leadership and Management of Staff
2.1 Safeguarding and Child Protection
2.2 Curriculum
2.3 Learning, Teaching and Assessment
2.4 Personalised Support
2.5 Family Learning
2.6 Transitions
2.7 Partnerships
3.1 Ensuring Wellbeing, Equality and Inclusion
3.2 Raising attainment and achievement
3.3 Increasing creativity and employability

PROGRESS AND IMPACT

Safeguarding and Child Protection
There are clear policies and procedures for Safeguarding and Child Protection. All staff have participated in child protection training to ensure they have a sound knowledge of legislation and procedures.

Chronologies are kept up-to-date by class teachers. This allows a team approach to recording concerns and allows these concerns to be tracked and monitored. These notes are monitored by SLT. Pastoral Notes are updated by SLT for significant events and pastoral concerns. Attendance and lateness are monitored on a weekly basis, with daily monitoring taking place for the PEF cohort and children who are considered vulnerable for other reasons. Senior Leaders proactively follow up on children who are most at risk of missing out on their education.

Behaviour is also tracked weekly by the SLT and staff work in partnership with parents to support improvements. We have had no exclusions this session.

Nurture
A particular focus across the school this year has been the development of our school Nurture programme. Within school we have not only a nurturing ethos but also a specific nurture room that provides a welcoming safe, inviting and quiet environment for targeted pupils to access. As part of our PEF agenda the nurture room is used for our small group time including art and Lego therapy.

Most staff have embedded the relationships policy within their classrooms and use Zones of Regulation to apply the 'nurturing schools' principles. The behaviour of all pupils in the school is of a very high standard.

The school, with support from parents and partner agencies, will continue to provide support for those who face significant barriers to learning in terms of their presentation, attitude to learning and in regulating their emotions.

Personalised Support
Quality differentiated work programmes are implemented in almost all classes to support independence and ensure the needs of all pupils are being met. In most lessons, learners exercise choice, including the appropriate use of digital technology, and taking increasing responsibility as they become independent in their learning.

Staged Intervention Plans and Personal Plans are discussed and reviewed with families to ensure a collaborative approach to meeting children's needs. Team Around the Child Meetings are organised by the Pupil Support Co-ordinator to ensure effective multi agency

working. We maintain strong positive partnerships with outside agencies to ensure we meet children's needs effectively.

All teachers and the majority of support staff regularly review and update Staged Intervention to meet the needs of all individuals. All staff have an awareness of inclusive practice the Children and Young People Act and Additional Support for Learning Act through participation in staff training. Our new positive behaviour and relationship policy has strong links to our school values and the UNCRC.

Children have the opportunity to experience a wide range of digital learning opportunities in a safe and secure way. Pupils have access to assistive technologies to support them in their learning. They are confident in using digital devices to enhance their learning.

NEXT STEPS
- Increase staff and whole school community understanding of equity, nurture and inclusion
- Continue to ensure robust tracking of wider achievements
- Develop the use of digital profiles across the school
- Continue to monitor and increase pupil attendance

Evaluation Summary

Quality Indicator	School Self Evaluation
1.3 Leadership of change	**Developing a shared vision, values and aims relevant to the school and its community** Our school has as strong aspirational vision, developed with pupils, staff, parents and members of our local community. Our vision was revisited this session through ongoing reflection and active collaboration. We display our current vision through displays, website, and newsletters. We have a Struthers 'Value of the month' focus, where the values are linked to appropriate RRSA articles. Almost all parents/carers, teachers and children can now articulate the school's values and are becoming increasingly more confident in articulating how these relate to life at Struthers. **Strategic planning for continuous improvement** There is a clear collective responsibility for understanding our school community and pupils, for improving the education for all our children and working together to implement change. School priorities are identified by continuous self-evaluation and having a vision for continuous improvement. This session, staff and pupils have had to respond and adapt to continuous change. Communication between staff, pupils, families and SLT has kept our community connected and well informed. Led by the SLT, staff have engaged in critical and creative dialogue as we adapt to life beyond the pandemic. Now more than ever, we have a focus on equity and ensuring that we are improving outcomes for all learners. The

	change of school leadership is providing a refreshed perspective on the pace of change, and a revision of key priorities. As time progresses, the capacity for change will return to pre-pandemic pace. **Implementing improvement and change** All staff are involved in the process of change which results in improvements for all learners. The pace of change within our establishment is good. Staff enthusiastically engage in new initiatives, with opportunities to evaluate, support and challenge each other's thinking. Our School Improvement Plan links strongly to HGIOS4 and HGIOELCC, with leaders at all levels. Staff are motivated to drive forward improvement. Our priorities for improvement are clear and our focus is to ensure targets are measurable and have greatest impact on improving experiences for all our learners. Within leadership of change we are making very good progress across the school and EYC.
2.3 Learning and teaching	**Learning and Engagement** Our children are motivated to learn and are active participants in school life. Across our school, we adopt a nurturing approach where children are encouraged to be successful, confident and responsible. In classrooms, pupils are encouraged to take increased responsibility, working independently through well-planned differentiated work programmes that meet their needs. We are committed to creating a school culture based on positive relationships, with commitment to children's rights. As a Rights Respecting School, pupils feel listened to, with their views sought as they contribute to the life of the school. We celebrate children's achievements and encourage children to be the best they can be through regular discussion of our school vision of 'Flourish, Achieve, Belong'. **Quality of Teaching** Staff are committed to having high expectations for children's learning and achievement, underpinned by our aspirational vision. Teachers are skilled in using a range of teaching approaches and methodologies to plan and deliver creative lessons which engage pupils. Teachers know the very children well and cater for the varying abilities in the class. Throughout our school, work programmes in literacy and numeracy are used to ensure most needs are met. A range of teaching approaches ensure that children are supported and challenged. Most Staff use quality questioning to support and challenge children's thinking. Most Teachers use feedback effectively to identify next steps and progress learning. Through professional dialogue with SLT, most teachers can identify effective and timely interventions that will support children to make progress. Teachers are creative when planning lessons and our pupils work with enthusiasm and commitment in a range of learning environments.

	In P1, child led learning has promoted outdoor experiences with all teachers incorporating outdoor learning in their planning. Across our school, pupils experience learning in the community, using areas nearby to enhance learning experiences. Learning is enriched by effective use of digital technologies across the school. Almost all Children confidently use an increasing range of digital technology and staff use a progressive programme to build on skills throughout the school. Teachers are well supported by those who are highly skilled in ICT. **Effective Use of Assessment** Most teachers are immersed in the moderation cycle, using planning effectively to clearly identify what is to be learned and assessed. Staff work closely to moderate across stages to ensure consistency and shared expectations. Most use the benchmarks effectively to identify where children are in the 4 stages of a level. Teacher confidence continues to grow as they feel informed and skilled in assessing children's progress through CfE, using teacher judgements. In most classes, there is evidence of a variety of assessment approaches including self and peer assessment. Staff regularly participate in dialogue with pupils when setting and evaluating individual targets for literacy, numeracy and health and wellbeing. **Planning, Tracking and Monitoring** Our planning procedures are clear, with expectations set out by SLT. Staff are committed to using the SAC pathways to support long term planning to ensure pace and consistency across the school. Short term planning demonstrates how children are challenged and supported. Children are becoming more involved in the planning process with very good examples across the school and EYC, where floor books are used to guide the learning journey following the children's interests and questions. Progress in Literacy and Numeracy and Mathematics is tracked and monitored at key dates throughout the session, using a range of assessment data. Teachers confidently use data to inform their practice and support their assessment judgements. All staff engage in professional dialogue during Pupil Progress Meetings to discuss progress, achievements and make predications for individuals. All pupils are tracked frequently and rigorously. For targeted children, we monitor their progress and the effectiveness of interventions to ensure outcomes are improving. Within learning, teaching and assessment we are making good progress across our school and EYC.
3.1 Ensuring wellbeing, equity and inclusion	**Wellbeing** Across our school, there is a shared understanding of the rights of the child, wellbeing and inclusion. All staff are committed to improving outcomes for children.

Relationships are positive across the school community. Staff know children well and consider each child as an individual. Children's wellbeing is assessed and discussed using the Wellbeing Web throughout the year. Children feel listened to and they know concerns are acted upon in a caring and sensitive manner. Children's mental health continues to be focus in our school. Consistent language across our school in relation to the nurture principles is already having a positive impact on ensured shared values and high expectations. Our current Positive Behaviour policy was created in consultation with staff, pupil and parents and is used throughout the school with greater consistency and is beginning to be used to support ASN planning – where appropriate. Almost all children treat each other with respect. Behaviour is tracked and monitored on a weekly basis and individuals are supported when required. We ensure children are proactive in contributing to decision making in school. We have a proactive Rights Respecting Pupil Council group who confidently give ideas and opinions. Pupils take on leadership roles confidently and are successful in supporting their peers and driving forward initiatives within the school and community.

Fulfilment of Statutory Duties
We fulfil our statutory duties and meet the requirements of Child Protection, ASN legislation, CSP consideration, Care Plans, SSSC registration, Enhanced Disclosure and GTCS registration. Staff have received training in Child Protection, GIRFEC, the United Nations Rights of the Child, and Adverse Childhood Experiences as well as a group of our staff trained in nurture or specific learning needs such as Autism and Downs Syndrome. Staff are committed to 2 hours of quality PE. In addition, pupils throughout the school benefit from additional provision by the Active Schools Coordinator or through the Daily Mile.

Inclusion and Equality
Our vision, values and aims underpin our child centred approach to inclusion. SLT and teaching staff work closely to support many families and we have a strong emphasis on equity and equality. Staged Intervention is used effectively to identify and highlight areas of concern and implications for teaching. Targets are monitored regularly to ensure targets are evaluated and current. Parents are actively involved in the process. Our Pupil Support Coordinator leads our Team around the Child approach, ensuring we are supporting and parents and families when children need specific supports. Our staff have a very good understanding of barriers to learning and know the pupils well. We have effective and flexible approaches in place, to encourage all children to included, involved and engaged in our school community. Our staff have a clear understanding of the barriers that some children and families face and are responsive to the wellbeing of individual children in a kind, compassionate and sensitive

	manner. We acknowledge and celebrate diversity at our school. Overall, we are very good at ensuring wellbeing, equality and inclusion needs are met.
3.2 Raising attainment and achievement	**Attainment in Literacy and Numeracy.**

Attainment in Literacy and Numeracy.

Milestones in Early Years Class for Pre School pupils (above 8)	20-21	21-22	22-23
Communication & Language	50%	53%	86%
Maths & Numeracy	43%	84%	83%
Health and Wellbeing	70%	75%	97%

This year, the number of pupils achieving more than 8 milestones has risen, significantly. The impact of an additional staffing and a consistent EY teacher has contributed to the increased achievement. A focus on emergent writing skills and family understanding has been fundamental in improving communication and language.

CFE Levels- % of pupils who have achieved expected levels.

Reading	2020-21	2021-2022	2022-23
P1	55%	87%	92%
P4	75%	81%	84%
P7	58%	86%	88%

Reading – Overall, **almost all** pupils in P1 achieved Curriculum for Excellence levels in reading which were in line with or higher than levels expected for their age. This has risen by 5% since last year.

Overall **most** pupils in P4 achieved Curriculum for Excellence levels in reading which were in line with or higher than levels expected for their age. Again this is an increase from last year.

Overall **most** pupils in P7 achieved Curriculum for Excellence levels in reading which were in line with or higher than levels expected for their age.

Writing	2020-21	2021-22	2022-23
P1	95%	87%	90%
P4	70%	71%	81%
P7	25%	73%	88%

Writing – Overall, most P1 pupils achieved Curriculum for Excellence levels in writing which were in line with or higher than levels expected for their age.

Overall **most** pupils in P4 achieved Curriculum for Excellence levels in writing which were in line with or higher than levels expected for their age.

Most pupils in P7 achieved Curriculum for Excellence levels in Language which were in line with or higher than levels expected for their age. This was the largest added value from last session of 15%.

Numeracy	2020-21	2021-22	2022-23
P1	91%	96%	94%
P4	68%	73%	81%
P7	48%	80%	86%

Numeracy - Overall **almost all** P1 pupils achieved Curriculum for Excellence levels in Numeracy which were in line with or higher than levels expected for their age.

Overall **most** P4 pupils achieved Curriculum for Excellence levels in Numeracy which were in line with or higher than levels expected for their age with an increase of 8% from last session.

Overall **most** P7 pupils achieved Curriculum for Excellence levels in Numeracy were in line with or higher than levels expected for their age.

Attainment over Time
Tracking of attainment in literacy and mathematics is rigorous. Staff are becoming increasingly more confident in using a range of assessment data and the benchmarks to support their judgements. There is scope to further increase staff's knowledge and skills in using the national benchmarks to support their judgement of achievement of a level. Across stages and levels, staff moderate and discuss data. At Pupil Progress Meetings, class teachers use data and assessment information to analyse, make predictions and set targets. Staff know the data or their class and stage and therefore staff are able to identify targeted pupils who need further support. The tracking system along with interventions and support, ensure we are continuously striving to improve progress for all learners. All children are making progress from prior levels of attainment in Literacy and Numeracy and across the broad general education, however the impact of children not being in school during the previous 2 years has been significant.

Overall Quality of Learners' Achievements
Our pupils enjoy sharing their wider achievements at school with their class and SLT. Children's personal achievements both in and out of school are shared at assemblies and on Twitter. In school, we recognise children's achievements through certificates and our SLT award system. We need to now track and monitor wider achievements more rigorously. Our pupils are

	compassionate and contribute to the life of the school, wider community and as global citizens. Our pupils often suggest fundraising activities, both as part of pupil groups or to class teachers. Pupils value opportunities to exercise responsibly in real life contexts, to ensure they continue to build on skills for learning, life and work.
	Equity for All Learners
	Our pupils, most vulnerable or at risk of being disadvantaged due to financial circumstances are quickly identified and effective systems are in place to track successes and achievements. Staged Intervention and targeted use of Pupil Equity Funding ensure that pupil needs are met. Pupil Progress Meetings allow for teachers and SLT to discuss interventions and supports for pupils and families. Led by the Pupil Support Coordinator, families can be signposted to relevant supports either within school, the authority or the voluntary sector such as Barnardo's. Through the Digital Deprivation Programme, all pupils in our school now have access to digital technology at home, to support families with home learning activities. Access and completion of home learning is tracked by class teachers and support is given when required. Our school has also begun its journey considering the cost of the school day. We are working across the authority with colleagues to share practice and make suggestions of how we can support families and ensure equity through projects such as school clothing banks.
	Overall, we are **good** in this indicator.

What are the key priorities for improvement in 2022/2023

In line with guidance from the National Improvement Framework, the key priorities for Struthers Primary and Early Years Centre for session 2023-2024 are to continue to strive to close the attainment gap whilst stretching our more able pupils through continual improvements in:

- Learning, Teaching and Assessment: Differentiation, Assessment and Target Setting.
- Attainment in Literacy: Reading and continue to embed writing assessments.
- Attainment in Numeracy
- HWB/Inclusion: Whole school nurture approaches, with a clear focus on improving inclusive practices through staff development and training.

What is the capacity for improvement?

Staff within the school have the desire and are committed to further improving outcomes for all children. Our child-centred aspirational vision continues to give a clear focus and a shared purpose. Staff have a very good knowledge of children and their individual needs. Our positive engagement with HGIOELCC/HGIOS is well established and our rigorous tracking system is well embedded. This information helps us to identify our key strengths and next steps on our journey of improvement. Leadership at all levels has been a key strength of our school and helps to support and drive forward developments within our School Improvement Plan. Our strong partnership with parents is a key strength which we will continue to value and drive forward. Our school community knows its strengths and areas for development. This session has brought new challenges and opportunities for Struthers, as we work with an ever-increasing number of

children for whom the pandemic has had an impact. We also are working through a period of change of senior leadership within the school. However, all of these changes have highlighted the commitment and dedication of the team, the child-centred approach, the significantly positive support of our parents and the positive, 'can do' attitude of our young people. We relish the opportunity to strive forward and deal with the new session in a united and supportive manner to continue to ensure best outcomes for our young people and build on the many strengths of Struthers Primary and Early Years Centre.