



High Blantyre Primary School and Nursery Class

Standards and Qualities Report on last session: 2025/2026



Priority 1- Learning, Teaching and Assessment

Key Successes:

- All staff engaged in a range of Learning, Teaching and Assessment development activities and started to use identified approaches and Assessment is for Learning (AiFL) strategies in classrooms.
- Staff worked together and agreed on a shared vision for effective learning, teaching and assessment across the school and created a new whole school Learning, Teaching and Assessment Policy.

Next Steps:

- Continue to provide high quality professional learning opportunities to further develop staff confidence and consistency in the use of Assessment is for Learning strategies (AiFL) across the school.
- Implement the agreed programme of AiFL development, focusing on one strategy at a time and one main curricular area.
- Introduce new termly assessments and evaluate their content and effectiveness.

Priority 3- To create Makaton/French vocabulary planners to use across the school.

Key Successes:

- Staff working party created Makaton/French visual vocabulary planners using key French vocabulary for each stage.
- Makaton pupil voice group shared sign of the week with classes at assembly.

Next Steps:

- All classes P1-7 to use Makaton/French visual planners to teach core vocabulary.
- Makaton Pupil Voice Group to continue next session and to lead Makaton activities/engagement across the school.
- Makaton to be taught alongside French in all classes using new planners for each stage.
- Refresh input on Makaton at frequent points throughout the session.

Priority 2- : Review the structure and design of our curriculum.

Key Successes:

- An annual overview of Inquiry based learning blocks (Quests) and focus days, weeks, was created in collaboration with staff at the start of term. This enabled staff to plan their year in advance, ensuring a balance of time for focused inquiry cycles and other school events, celebrations, curricular areas, etc.
- All teaching staff engaged in Inquiry Based Learning training and are able to use the Inquiry Cycle to plan and implement 'Quest' projects.

Next Steps:

- Whole school focus weeks/fortnights will be planned for alongside Inquiry Based Learning Quests: Equalities fortnight, Health Week, RRS week, etc.
- There will be a focus on the development of a progressive skills framework across the school.

Excellence and Equity (PEF spend)- To continue to work towards closing the attainment gap in Literacy and Numeracy and improving Health and Wellbeing of targeted children.

Key Successes:-

- Children in our supported classes benefited from daily outings on hired bus.
- Improved wellbeing measures as a result of Health and Wellbeing, nurture, play, etc interventions for targeted children.
- Reading attainment improved for targeted children.
- Writing attainment improved for targeted children.
- Numeracy attainment improved for targeted children across the school.

Next Steps-

- PEF funded Teacher to continue to provide targeted support in literacy and numeracy for identified children.
- Nurture and wellbeing interventions to be used for targeted children across the school.
- Acting Principal Teachers of Equity to support targeted families to improve Health and Wellbeing and attendance outcomes for children.



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Calderside Learning Community Priority



Priority - To Improve the delivery of how we teach about Equalities and Diversity across the Learning Community.

Key Successes:

- Our first Learning Community focus, Challenge Poverty Week, included a leaflet produced by our newly established DHT network which was been shared with all families across the Learning Community. There was also a focus at assembly and some lessons delivered by staff to raise awareness of the impact of poverty on young people and their families. 'No Money Day' was also used to stimulate discussion.
- Following these events, the RRS Group organised the collection of food and toiletries to donate to Hamilton Foodbank. This was followed by a leaflet with a focus on race equality, timed to highlight 'Black History Month' in October. All this work was continually reinforced with our school Vision and Values at weekly assembly and in classes.
- All teaching staff across the Learning Community met in stages to plan and deliver a series of lessons linked to a text with an equalities/diversity theme. Links were made to UNCRC throughout the planning and implementation. Pupils met to engage in a Google Meet to share their learning. This was then showcased at a Learning Community event for all teaching staff to share their work. Feedback was very positive and staff have developed strong collegiate relationships across the Learning Community.

Next Steps:

- To continue to have a termly Learning Community focus on different aspects of Equalities and Diversity.
- To use an annual planner across the Learning Community with key Equalities and UNCRC activities, events, assemblies, etc.
- All schools in the Learning Community to continue to have an Equalities/RRS Pupil Voice Group to lead school improvement and Equalities and Diversity Events across their own schools.
- All teaching staff to work with colleagues from schools across the Learning Community on using The Circle Framework.