

STANDARDS & QUALITY REPORT

INFORMATION FOR 2024-2025



WHAT DID WE DO?

- ◆ We introduced Skills Development with focus on the language of skills and what skills are being developed through learning intentions and success criteria
- ◆ Some pupils accessed Animal Me, an online profiling tool helping identify personal skills linked to world of work
- ◆ Achievement certificates now show link to skills being developed
- ◆ Created new Skills for Life & Learning wall where wider achievements are celebrated showing skills being developed by our pupils
- ◆ Introduced new pupil leadership teams incl. Young Leaders of Learning who partnered with Kirkton PS and self-evaluated the work of our school

IMPACT

- ◆ Increase in development of skills as part of learning and teaching
- ◆ Pupil leadership teams inform school improvement and increase achievements recognised through awards gained

NEXT STEPS

- ◆ Further develop pupil engagement in self-evaluation through HGIOURS
- ◆ Introduce profiling of skills

PRIORITY 1 Supporting Skills Development

WHAT DID WE DO?

- ◆ Launched new Green Team with focus on ECO Schools Award creating action plan to achieve green flag
- ◆ Gained School for Nature Award and P1 pupils achieved Bronze RSPB Award
- ◆ Increased whole-school projects including recycling & food waste
- ◆ Established Rights Respecting Schools Group who organised calendar of events throughout the year including Sign Languages Week, Earth Day, Soccer Aid
- ◆ All classes, including ELC participated in sustainable development goals project, Jacob's Butterfly Effect linked to sustainable development goals.
- ◆ Staff training with Learning Through Landscapes incl. Playtime Revolution for Support Staff.

IMPACT

- ◆ Achievement of RRSA & School for Nature Award
- ◆ All pupils participating in LfS projects
- ◆ Increased use of all our outdoor spaces; increased pupil motivation during loose parts play, Games Crew and open use of grass, bushes and tree areas.

NEXT STEPS

- ◆ Global citizen projects will continue to be implemented across all stages
- ◆ Achieve 1 ECO Schools Green Flag
- ◆ Achieve Silver: Rights Aware Award by March/April 2026
- ◆ implementation of updated *Making Rights Real* framework
- ◆ Teaching and support staff complete second session of training from *Learning Through Landscapes*

PRIORITY 3 STEM Development

WHAT DID WE DO?

- ◆ Introduced Read&Write Toolbar, a powerful digital tool that supports learners across the curriculum.
- ◆ Our YLOL (Young Leaders of Learning) team, along with staff have started creating a dedicated STEM Room in our school
- ◆ Our PTA, donated funds allowing us to purchase Kapla construction blocks and Make-Do kits.
- ◆ Gillian Reilly, SLC Development Officer, delivered staff training based on the 6 Brick LEGO Challenges, as well as introducing wide range of resources and support available incl. SLC Science Skills Framework; RAiSE and SLC Primary Science websites; and the SLC Engineering Challenges Progression Planner

IMPACT

- ◆ Increased staff confidence in implementing STEM based learning and teaching
- ◆ Increased levels of pupil engagement observed through play-based learning and STEM sessions
- ◆ Increase in resources and space available to develop STEM activities

NEXT STEPS

- ◆ Establish STEM Nation & Digital Schools Award pupil/staff group
- ◆ Self-evaluate knowledge, skills, attitudes in Science Skills Passports
- ◆ Develop STEM Lab providing physical space for learning and teaching
- ◆ Technologies planners introduced
- ◆ Further teacher training to improve digital literacy and computing science

PRIORITY 4 (LC) Raise attainment in writing

WHAT DID WE DO?

- ◆ Learning Community improvement group established with focus on improving moderation of writing across all local schools
- ◆ Staff survey carried out
- ◆ Evidence gathering of pieces of writing
- ◆ Moderation of writing pieces from all stages
- ◆ All teaching staff participated in LC moderation groups using writing criteria to support assessment of writing pieces

IMPACT

- ◆ Increased confidence in teacher professional judgements
- ◆ Improvement group created writing criteria for assessing writing at all stages

NEXT STEPS

- ◆ Implement writing criteria when assessing writing leading to more accurate teacher professional judgements
- ◆ Create bank of writing exemplars supporting the assessment of writing at all stages
- ◆ Continue to moderate writing with teacher colleagues across the learning community further supporting robust and evidence-based professional judgements