

Summarised Progress Report for Session 24/25

Writing Attainment and Curriculum Development

- **Attainment Increase:** Overall P1-7 Writing attainment increased from 52.7% to 71.3% (+18.6%). When looking at Mainstream P1-7 data only, attainment rose from 64.08% to 71.7% (+7.62%). Mainstream P1-7 attainment increased from 62.8% to 74.7% (+11.9%) when looking at P1-4 Mainstream data only.
 - P3 and P7 were the two mainstream year groups to raise attainment over 75%.
 - Attainment declined as pupils moved from Early Level onto First Level.
 - **Sentence Level Block:** The 4-week sentence level block was positively evaluated, and staff want to extend it to a 6-week block. A progressive outline was created for Sentences & Fragments, Sentence types, and Connectives.
 - **Resources:** Staff created a bank of Writing Frames with key learning/teaching points, which were reported as "very useful" for consistency and creating success criteria. A glossary of Grammar and Punctuation terminology was also created for consistency in language.
 - **Feedback:** Staff created a shared approach for feedback across the three stages of their writing approach (Modelled, Guided, and Independent), which has led to a consistency that staff find useful and which helps children understand lesson format and expectations.
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Moderation and Judgement Consistency

- **Internal Moderation:** An increase in moderation activities improved teacher confidence in making professional judgments, with 55% feeling very confident and 45% fairly confident.
 - **External Collaboration:** The Principal Teacher moderated with Larkhall Academy's English Department on assessment and teacher professional judgment.
 - The Head Teacher participated in discussions with Quality Link Officers and a comparator school to gain a clearer idea of what "achievement of a level" constitutes to other professionals, enabling staff to re-consider their own judgments.
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Pedagogical Practice and Professional Learning

- **Pedagogy Survey Results (May 2025):** A staff survey indicated that work on improving pedagogy was seen as **effective and successful** at both the individual teacher and school level.
- **Read Write IT Programme:** All staff received awareness training on the 'Read Write' IT programme to help with Literacy difficulties. Four children were identified for its

use, and three are now making progress or are on track, with all showing increased confidence/motivation. It was agreed to allocate Additionality Teacher time next session to teach the programme to individuals/small groups.

- **Differentiation:** Staff engaged with readings and implemented proven teaching strategies for differentiation (e.g., Create Your Own, Pick & Mix, Chilli Challenge). 60% continue to use Pick & Mix, 70% use Be the Teacher, and 50% use Chilli Challenge.
- **Feedback in Writing:** Focused CLPL on feedback resulted in changes to practice, with comments noting it helped with reducing workload and provided pupils with clearer next steps. 70% of teachers continue to use Live Feedback and Show-Me Boards, and 60% use Whole-Class Feedback.
- **Play-Based Learning:** P1 and P2 teachers attended a Pedagogy Showcase on Play, leading to P2 developing a Play approach that includes meaningful observations and an increase in play environment opportunities. Infant ASN introduced Sensory Circuits.
- **Inclusion Frameworks:**
 - Staff used **The Circle Framework** (Motivation, Environment, Structures & Routines) to audit classrooms and guide discussions on strategies.
 - Staff developed knowledge of, and commitment to, attachment informed practices, resulting in the school and nursery receiving Pledge 1 'Act to Make a Difference' accreditation from Psychological Services.

Diversity and Anti-Racist Education

- **Staff Training:** Staff completed a baseline survey, then engaged with resources from the Curriculum Hub, SLC's Framework for developing an Anti-Racist and Decolonised Curriculum, and summarized sections of Education Scotland's 'Promoting & Developing race equality and anti-racist education: an overview'. The HT participated in the Building Racial Literacy programme.
- **Book Study:** All classes participated in a book study focused on a diversity text recommended on the Curriculum Hub. Staff reported the texts were age/stage appropriate and that different diversity themes were taught. Staff in both schools felt more diverse texts were needed to ensure full, non-tokenistic implementation.
- **Parent/Carer Survey (March 2025):** A survey with 109 families yielded positive results:
 - 99% think Stonehouse PS is a place where everyone is welcome and safe.
 - 88% feel extremely confident the school would deal with racist comments appropriately.
 - 87% felt children hear frequently/regularly about the views or stories of people from different cultural backgrounds.

Health and Wellbeing / Learner Voice

- **GMWP Data Analysis:** Comparison of mainstream pupil data from May 2024 and May 2025 showed no common trend, but highlighted Autonomy as an area for action in 2025 (30 pupils scored 7 or lower).
 - Analysis was deemed worthwhile and insightful, but the subsequent universal action plan did not cover anything outside of routine HWB lessons. Future action planning will focus only on including 'suggested activities' from the GMWP resource in Term 1 HWB planning.
- **Targeted Interventions:** Interventions included a Dyslexia Empowerment Group (6 pupils, increasing their knowledge/understanding of Dyslexia) and a LEGO Build to Express group (fostering communication, creativity, and problem-solving).
- **UNCRC:** Staff received awareness sessions on the UNCRC. Pupil awareness has commenced through assemblies and class lessons, but full implementation is pending the availability of the Making Rights Real resource. Staff will implement their own class charters in August 2025.
- **Sustainability IDL:** All classes planned an IDL on sustainability ('How can we help the world we live in?') to promote pupil voice and develop responsible citizens.

Attendance

- **Overall Attendance:** The school's overall attendance figure remains at 93%, in line with SLC figures.
- **Parental Holidays:** Accounted for 41.7% of absences, with an average duration of 5.5 days.
- **Below-Average Groups:** P4 (92.4%) and P6 (90.8%) were below the school average.
- **Equity Impact:** Attendance is negatively impacted by the categories of Free School Meal (86.5%) and Quintile 1 (88%), with a combined Equity (FME and SIMD ½) rate of **88.6%**.
- **Targeted Intervention:** Targeted pupils across P3-P7 showed positive results from interventions (including a **Cooking Club**), with most increasing their attendance by an average of **4% to 6%**.
- **Procedures:** SLC attendance procedures resulted in SMPS meeting invites for 10 pupils.