



Standard and Quality
Report
2023-24

Development Priority 1: Writing

Nursery: Within the Daisy (2-3) playroom, the children have daily opportunities to develop their fine and gross motor skills through fun, sensory experiences such as shaving foam, drawing and painting.

The Sunflower room (3-5) provides a literacy rich environment with children's work and signs displayed prominently for children to see. There are opportunities to write and share their own written message in a variety of learning spaces indoors and out. We will continue to promote and extend this further with clipboards outside

The children are all equipped to 'have a go' expressing themselves through mark making. There have been more opportunities set up in the playroom and almost all children will attempt to mark make.

Development Priority: Writing

All teaching staff attended 6 training sessions. Impact: Staff evaluated their own teaching skills as progressing and their confidence in using the pedagogy increasing.

Support and teaching staff attended training at Biggar P.S. Impact: This consolidated teacher understanding of the pedagogy. Support staff evaluated the CLPL as one of the most valuable and are more confident in supporting learners when using this approach due to their increased understanding of how this impacts on pupil understanding of language. HMle feedback commented on the skill of S.A in supporting learning.

Jotter monitoring evidenced that children are able to apply writing knowledge and skills across the curriculum more readily, particularly after the repetitive nature of the activities and learning. Children have evaluated the approach positively.

Development Priority: Writing

Visits to other schools were reassuring to staff after seeing modelling of a text in another class and how to fit writing into the daily curriculum. Impact: All teaching staff evaluated their engagement with the pedagogy as improved with positive impact on learning.

All teaching staff engaged in the moderation process with local schools and attended a training session led by West Partnership Impact: the moderation activities supported self-evaluation and self-reflection of the writing process, with staff gathering their evidence; sharing good practice and identifying next steps. Staff feel upskilled and confident as a result.

Parents attended a workshop to gain an understanding of the approach and to participate in a lesson with their child. Evaluations were very positive with parents rating the afternoon as “very informative” and an improved score in how to support their child at home.

Development Priority: STEM

Nursery: Both playrooms have worked hard in developing a STEM programme for the under 3's and 3-5's. Learning Journals evidence the impact of these. STEM experiences and the skills that children have developed are enhanced as a result.

Primary: All staff used the year 1 of SLC STEM programme to ensure progression across the curriculum, alongside the new technology planners. This has provided a good scaffold to support staff development and confidence.

Impact: By the end of the year STEM learning opportunities were observed in all classrooms and embedded across the curriculum.

Development Priority: STEM

Training has allowed staff to explore a range of resources and implement in class. This was delivered by SLC Development Officer. Impact: Teachers' knowledge of resources enhanced and this was used to embed STEM opportunities into taught curriculum

The two "whole school" STEM sessions were evaluated as very positive learning experiences by all stakeholders. Linking last sessions Gender work to the STEM fortnight was a successful strategy. A £300 grant from the British Science Association paid for the resources. Impact: these learning activities enables pupils to apply their prior knowledge of gender stereotyping into a STEM context. Teachers were able to observe the pupils working in mixed class groups and evidencing their application of skills and stem knowledge.

Development Priority: STEM

The digital STEM book written by the pupils with STEM activities to do at home was well received by parents as evidenced by their evaluations on the launch day. Impact: This enabled teaching staff to assess pupil ability to transfer knowledge and skills into a new context. Most pupils were able to do so.

Pupils can more clearly link their skills to their learning using visual displays in the classroom and during learning conversations. This reported as a strength by HMle

Development Priority: Music

Nursery: An initial introduction has been made. Focus has continued with basic percussion instruments and Bookbug.

Primary: The staff are beginning to build their confidence in delivering the programme and responding to pupils' needs often adapting lessons.

Staff engaged in peer observations and evaluations evidenced that observing the Level before /after their own class was a valuable learning experience, enabling staff to see clearly how the programme build on prior skills and knowledge

Children are confidently linking skills to the music programme

Children have had the opportunity to use percussion and tuned instruments in a relevant context, applying their knowledge of notation / rhythm when doing so

Development Priority: Attendance

H.T continued to monitor attendance and issue attendance letters monthly as required. Families requiring support were met and support offered. Multi agency meetings were held if required and supports put in place such as LIAM.

Impact: HMIE reported “The H.T has in place highly effective approaches to monitoring and improving children’s attendance. She works with parents to identify quickly the factors that impact on attendance. The H.T works with parents to create an attendance support plan to help families overcome any identified barriers. This includes strong partnership working with other agencies including Women’s aid, social work colleagues and the school nurse. Almost all children with an attendance support plan now attend school regularly”

Development Priority (Nursery): Pupil voice

H.T attended a conference workshop “Listening to Children: The National Context” . This discussed the importance of play based activities to develop pupil voice/ how to respect pupil voice/importance of relationships/ to listen actively so children can influence change. A “PLAYFUL” acronym summarised best practice. This shared with EYW at staff meeting and is being implemented.

Some children are beginning to identify what rights are e.g having a name, having a safe place to live, food, water, a family. Almost all children are able to identify the rights flag and all have experienced watching “We all have rights” YOUTUBE video.

Development Priority: Attachment

HMIe reported that;

There is an extensive range of support to improve children's wellbeing
Children feel valued, supported and make good progress with their wellbeing through their participation.

Staff have engaged in meaningful professional learning and research to develop their understanding of the range of factors that may impact children's wellbeing, relationships and behaviour. They used this to refresh the "Better Relationships, Better Learning, Better Behaviour" policy. This shared understanding.....ensures children experience a consistent approach from all staff. Children value the restorative approach used by staff when they experience conflict with their peers. Children are developing important skills to help them manage their emotions, reflect on their behaviours and interactions and resolve conflict independently". p8

Most children believe the school deals well with bullying behaviour p9

Development Priority: Attachment

The school community were successful in gaining the “RespectMe” Anti-Bullying Award - 1 of 2 schools in south Lanarkshire to do so

The school community were successful in gaining two pledges from SLC Attachment Awards - “Prepared to make a difference” & “Pupil Voice”

Development Priority: Attachment

Nursery: Active on Clydesdale Attachment Informed Practice Network Google classroom and have raised awareness of training opportunities.

We have many positive relationships with our parents and families, our welcoming ethos is evident and is often commented on. We have supported individuals by listening, offering support, working in partnership and signposting. This ensures that we continue to support the emotional and social development of our children.

Possibly adding attachment as a standing item to staff meetings would encourage a more consistent approach to sharing information.

Having a Nursery Attachment Lead enables us to stay up to date with SLC's Attachment Strategy in order to enhance knowledge and skills of attachment informed practice and its application at Tinto.

Biggar L.C Development Priority: Skills

All primary, support, nursery staff from across the Biggar LC attended an awareness raising session regarding the SLC Skills Framework, delivered by the Development Officer and two schools. Staff participated in discussion groups to share their next steps.

Staff met again in February and shared a PowerPoint detailing their progress. Staff were able to take ideas to use in their settings – all staff evaluated this as a positive experience. The powerpoint was requested by Education Scotland to share more widely as part of their Skills agenda.

The August/May audit completed by all staff evidences that knowledge of the framework and consistent use of skill language has improved for all staff. Skills are consistently linked to L.I /S.C by S.A and teachers.

Tinto H.T plus 2 others in the L.C attended the 6 sessions run over the year by Education Scotland on skills development. The material will support next steps Session 2024-25

Biggar L.C Development Priority: Skills

It was agreed that YLOL would lead the initiative in paired schools, facilitated by the P.T's. Tinto partnered with Black Mount, with both HMI Inspectors commenting positively on both skill development in the schools and the role of YLOI. Tinto P.S were asked to submit a "Sharing of good Practice" to Education Scotland regarding YLOL and their skills journey.

"The role of children influencing and leading change in their school is a significant strength. The YLOL are responsible for the school improvement priority on skills development. They have created a character, Skills Steve, to help their peers understand the skills they are developing through their experiences at school. The YLOL work with a group from another primary school to extend this work across the learning community. Children are clear about the difference they are making and why this is important to the school and community" p13

Biggar L.C Development Priority: Skills

HMIe also wrote in the report that

“ The strong focus on skills supports children to make clear links with their learning in school and activities beyond the classroom. They articulate confidently how their communication, problem solving and listening skills help them succeed in class and at clubs and activities in the community” p5

“Teachers make use of the well developed school grounds to plan progressive outdoor learning experiences that develop team building, resilience and problem solving skills” p5

Biggar L.C Development Priority: Skills

Parents have received monthly updates regarding progress in newsletters and over the year at Parent Council meetings. Parents have a good understanding of how skills are developed across the curriculum.

Tinto staff have developed a digital pupil profile to record skills and this is being piloted currently. The Education Scotland national group has asked that the staff member responsible sit on the national group and contribute.

Nursery: Skills language is used across the nursery in a natural way with children. Some children can now talk about their own skills and what these skills enable them to do.

Achievements

Gold and Silver Reading School Awards Achieved

Bronze UNCRC Award achieved

RespectMe Award achieved

SLC Attachment Pledges x 2 achieved

Digital Schools Award submitted

Young Leaders of Learning (Primary) & High Quality Interactions (Nursery) noted as examples of good practice to be shared on HMIE website

Parent Council Fund Raising - all pupils able to attend pantomime / all P4-7 pupils given opportunity to attend residential experience for 50% of the cost