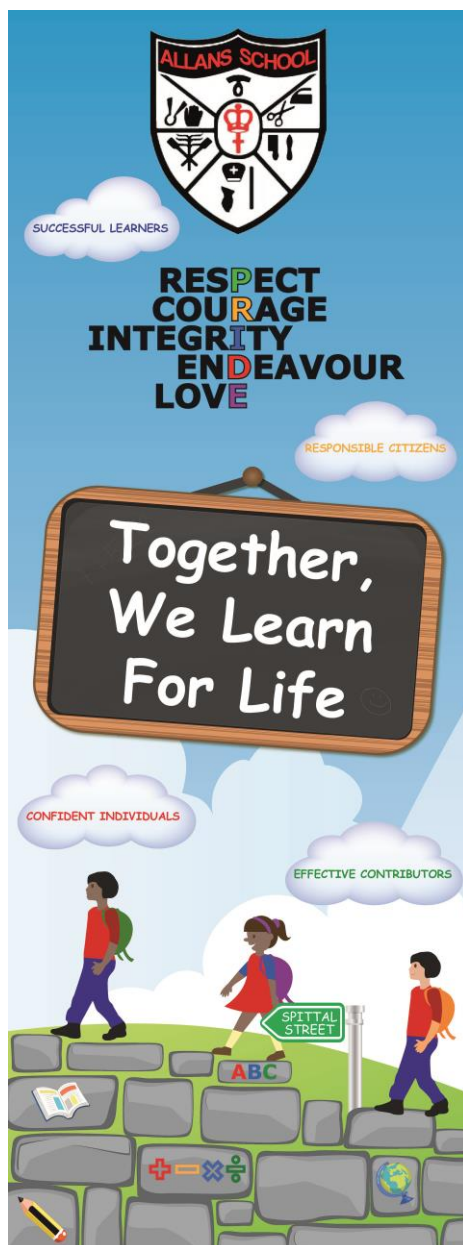


Allan's Primary School Standards & Quality Report



2022/23

Context

Our School Community

Allan's Primary School is situated in the heart of the city of Stirling and has a diverse catchment area as well as 40% placing requests from outwith. In BRIEFING NOTE: Scottish Index of Multiple Deprivation (SIMD) 2012: Results for Stirling Council Area, it was stated that one of the zones within the catchment area moved deeper into the most deprived 5%. In session 2022-23, the school roll was 173 where the school supports 37% of children from families living within Deciles 1 – 4 and 42% living in families from Deciles 8 – 10. In session 2022-23, the school remains with a polarisation of deciles; a wide gap in terms of children's starting points.

Allan's Primary historically has many children with English as a Second Language (EAL), Session 2022-23 sees the school start the year with around 58 children with EAL (34%)

The school has a broad range of socio-economic factors which are taken into consideration by staff as they plan their teaching and learning experiences and aim to meet the needs of **all** our children. Our attendance sits at 94% and we monitor attendance and late coming on a monthly basis.

We strive to support the whole school community through putting GIRFEC at the heart of everything we do. This is reflected in our staged intervention data which supports our 44% learners who have different and individual requirements, e.g. English as a Second Language (EAL), Dyslexia, Dyscalculia, Autism, ADHD and social and emotional needs.

We are anchoring school developments firmly in the philosophies of the National Improvement Priorities (NIP), Regional Improvement Collaborative, Closing the Attainment Gap, How Good Is Our School 4 (HGIOS4), Journey to Excellence, Curriculum for Excellence (CfE); Assessment is For Learning (AifL), Nurturing Principles, and Respect Me (Scotland's anti-bullying guidance).

Vision, Values and Aims



In Allan's Primary School, we strive to be a learning community which prides itself on continuous improvement, with a very good quality of learning and teaching, consistent across the whole school. We place nurture and GIRFEC (Getting it For Every Child) at heart of everything we do. We offer a learning environment in which children are encouraged to be successful learners, effective contributors, confident individuals and responsible citizens. We firmly believe that this can be best achieved through partnership working and we have established a learning culture in which children help shape their learning and celebrate success. Through a thorough self-evaluation and consultation process we have developed and agreed our vision, values and aims with and for the whole of our community.

Vision

- ❖ 'Together, we learn for life'
- ❖ 'Together'— represents our whole community, everyone involved in the life and work of Allan's Primary and beyond.
- ❖ 'Learn'— represents the knowledge, skills and attitudes we all foster and promote and the connections we make in learning in a variety of contexts.

- ❖ 'Life'- represents the fact that we aim to offer experiences which will give children skills for learning, skills for life and skills for work. Aiming to develop successful learners, confident individuals, responsible citizens and effective contributors to the world of tomorrow.

Values

Allan's Primary School community has agreed to uphold our key values of:

- ❖ **RESPECT:** To be considerate of ourselves, others and our environment
- ❖ **COURAGE:** To face challenges with confidence and self-belief
- ❖ **INTEGRITY:** To be honest in your intentions
- ❖ **ENDEAVOUR:** To be all you can be
- ❖ **LOVE:** To feel and act sincerely

Our Curriculum Rationale

Our school community worked together to develop, promote and sustain an aspirational vision which reflects the uniqueness of our context, demonstrates a strong commitment to raising attainment in maths and literacy and secures our children's rights and wellbeing. Our curriculum rationale below highlights our value driven vision for every single child and member of our school community. We are now in the process of reviewing our curriculum rationale to ensure that it reflects current priorities and developments.



School Priorities

Throughout session 2022-23, we have been recovering from the global pandemic and our priorities have focused on our children's health & wellbeing, literacy and numeracy skills and with strong emphasis on bridging the attainment gap through effective use of our Pupil Equity Funding. Throughout the session, we have conducted numerous self-evaluation activities to ensure that our evaluation of progress is echoed from all stakeholders and that our identified priorities are agreed and supported by everyone. We believe that we are community where we are ALL striving to enable our children flourish and grow.

Priorities for session 2023-24

- To re-design our maths progression pathway and pedagogy
- Continue to develop and embed a creative curriculum which is rich in humanity as in knowledge
- Develop a non-fiction reading strategy across the school
- Continue to improve our children's mental wellbeing through developing their emotional literacy
- Provide after-school activity club to ensure wrap around care for our children
- To develop children's understanding and use of evaluative language (Young Leaders of Learning & Pupil Parliament)
- Our School Improvement Plan demonstrates our strong commitment to The Promise where priorities are identified and impact will be measured to ensure improved outcomes for our Care Experience children

Review of Progress 2022-23

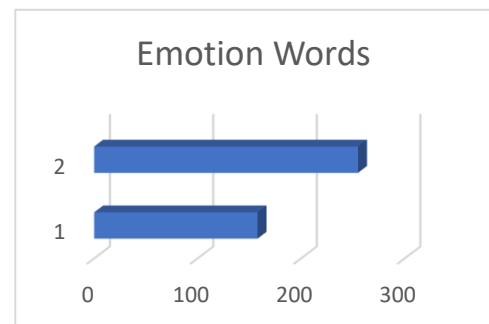
School Priority 1 : Improving children's health & wellbeing	
NIF Priority : Improvement in children's health and wellbeing	HGIOS?4 QIs : 3.1 Ensuring Wellbeing, inclusion and Equity
NIF Driver : improving children's health and wellbeing	3.2 Raising attainment and achievement
Progress and Impact <ul style="list-style-type: none"> • To continue to embed Nurturing Schools Principles and Trauma Informed Practice by gaining accreditation and developing a whole school and nursery coherent nurturing approaches by effective staff development, family learning sessions, pupil participation • To develop emotional literacy in our children through embedding Emotion Works programme • To use outdoor learning approach across P1 -3 and beyond to enhance children's wellbeing, creativity and respect for the natural world. • To collaborate with Sense project to enable our learners to use augmented and enhanced haptic technology confidently 	
Nurturing School/Trauma Informed Schools <p>Throughout this session have been busy embedding our Trauma Informed Practice through use of Dan Hughes PACE model which ensures that our staff are interacting consistently using this model. PACE stands for P – playful, A –acceptance, C –curious and E – empathy. Developments to our environments have also enriched our children's sense of belonging and calmness within school.</p> <p>During inservice sessions throughout this year, our team engaged in staff development activities on our trauma informed strategy to upskill and reinforce their learning. In February, our staff team were given a questionnaire asking them to identify areas for development in their Trauma Informed practice. We then tailored our training around the needs of the team. 97% of our team agreed that the training was extremely useful and could be used immediately after the session. One member stated, "I feel that this training has enabled our team to segment the prior learning which will help us put this into practice more readily."</p>	

We are delighted to announce that after two years of working extremely hard on our trauma informed pedagogy, we were inspected by Trauma Informed Schools UK on 8 March. This visit was a huge undertaking as it was a whole day of scrutiny by the inspector observing interactions, learning and teaching and meeting groups of children, staff and parents. The inspector used the criteria of Protect, Relate, Regulate and Reason to make her assessment and gave a very full report under each criteria. Overall the assessor report "Allan's Primary is a warm, engaging and welcoming school. Relationships are extremely strong and a real strength of the school. The children are polite, kind, and compassionate. The team know their children and families well and make a concerted effort to get to know them as well as possible. The management team say they are a family, and this was echoed strongly by staff, children, and parents. Allan's is an extremely nurturing school that wishes to provide its children with the very best education and experience. Good quality training and mutual support has been a key driver in the school's trauma informed journey. It was an absolute delight to visit Allan's Primary School." In session 2023-24, we will continue to embed our trauma informed practice by sharing our philosophy with our community through learning together sessions.



Emotional Literacy

This session we implemented Emotion Works to develop our children's emotional literacy. We targeted a group of children from P2 – P5 to assess their emotional literacy development throughout the implementation of the programme and we delighted to report that a significant improvement with 100% of the group demonstrating a huge increase (75%) in naming words to describe emotion words and 50% improvement in children describing self-help ideas to improve their mood, etc. We will continue to embed this practice in session 2023-24.



Outdoor Learning/Forest Schools

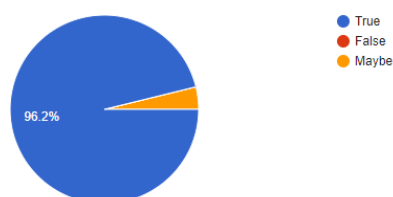
Throughout this session, we have operated full day outdoor learning sessions for our P1 & P2 children. We monitored the impact of our sessions by targeting a group of children who needed extra support in learning and play. Each child had 4 targets to work towards, e.g.

- Nurturing positive friendships/relationships
- Confidence – nurturing self-esteem and building a sense of who she is/personal strengths/areas of interests
- Numeracy – awareness of numbers to 10 (formation, understanding if number after/before, etc.)
- Sounds – begin to form an understanding of Set 1 sounds and apply her knowledge and understanding within play/writing/reading.

67% of identified group of children made significant progress and now are on track with their learning.

I can tell that my child is making deep connections during Outdoor Learning Day (sense of place, appreciation for nature, risk assessing physical boundaries, discussing learning at home).

26 responses



Copy

96.2% of our parents believe that outdoor learning days provide the children an opportunity to make deep connections with their learning through exploration of sense of place, appreciation of nature, risk assessing physical boundaries and promoting discussion of learning at home.

Many of parents have commented positively about outdoor learning especially on impact it has had on children's wellbeing, love of nature, etc. Most parents surveyed highlighted that they would like to see outdoor learning offered from P1 – P7 “my child absolutely loves outdoor learning day it's her favourite day of the week. She often shares her new knowledge and learning experiences with family and friends. She has a new found love of nature from these sessions and often says “I just love nature like Mrs X- she knows all about the animals and the world.” I feel on these days she is less anxious and much happier. We would love to see this opportunity expanded to every class in the school. I feel it has a huge positive impact on her mental health and well-being. Many of children in P4 – 7 when surveyed about their learning stated that they wanted the opportunity to do outdoor learning as a regular occurrence. Thus, we are extending outdoor learning (full day sessions) to P1 – P4 next sessions and will be using the information gleaned from the Glasgow Motivation and Wellbeing Scale to measure impact on children's agency, autonomy, health and safety.

Unfortunately, P3 did not experience the deep, meaningful engagement with Edinburgh University's SENSE research project as expected therefore we are unable to report on the impact of this initiative as the input from the researchers/project leads was minimal.

NEXT STEP IN IMPROVING CHILDREN'S HEALTH & WELLBEING IN 2023/24

- To continue to develop emotional literacy in our children through embedding Emotion Works programme
- Track & monitor children's motivation and wellbeing using Glasgow Motivational & Wellbeing Profile
- Use data from GMWP to target individual, group, class or whole school interventions
- To use outdoor learning approach across P1 -4 to enhance children's wellbeing, creativity and respect for the natural world.

School Priority 2 :2.3 Learning, Teaching & Assessment 3.2 Raising attainment & Achievement**NIF Priority :** Improvement in attainment,**HGIOS?4 QIs :** 3.2 Raising attainment and achievement 2.3 Learning, Teaching & Assessment**NIF Driver :** Assessment of children's progress**Targets**

- To improve and raise attainment of children in literacy across the school by embedding whole school literacy approach including Genre writing methodology
- To develop and improve pedagogy, the teaching of reading and writing
- To embed new literacy approach by high emphasis on methodology through Quality Improvement focus throughout the session, class observations, jotter sampling, moderation mates etc.
- To track individual, group, class and whole school writing attainment
- To inform parents on how they can support their child in improving reading and writing

Progress & Impact**Reading**

Our vision is to build on the already well-established pedagogy of teaching reading skills associated with fiction texts through an **Active Literacy** approach. Most children in the middle-upper school already have a sound understanding of the 6 key Active Literacy reading strategies; **Using Prior Knowledge, Metalinguistics, Visualisation, Inference, Main idea and Summarising.** This session we have started to develop a similar consistent and progressive approach linked to the teaching and analysing of **non-fiction texts**. In January 23, teaching staff took part in CLPL session focusing on exploring our current practice in terms of the learning and teaching of non-fiction reading (looking inwards) together with developing a deeper understanding of non-fiction research (looking outwards). A non-fiction reading framework was created detailing our vision, approach, teaching the features of non-fiction text etc. Staff continue to work on the creation of a non-fiction progression pathway to sit alongside the framework.

Non-fiction reading for enjoyment boxes were introduced to all classes, the impact has been that almost all children have reported enjoying the non-fiction focus. The children played an instrumental part in purchasing these new information books and these resources have also supported very successful paired reading sessions throughout this year.



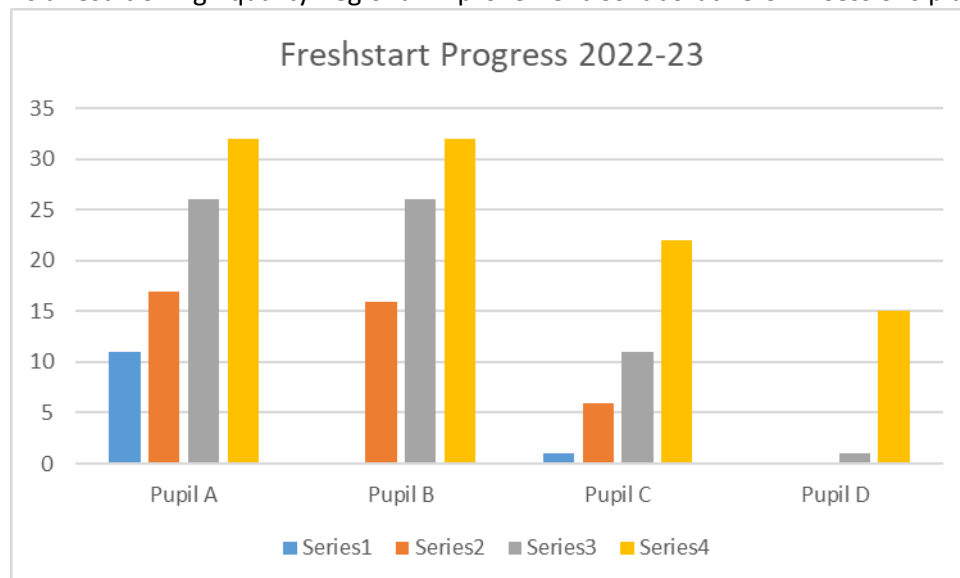
"I have really enjoyed being a reading buddy with the P2's. The new non-fiction books are great!"
(P4 learner)

Various interventions to improve individual children's reading and writing attainment through Freshstart, Toe by Toe, Read, Write Inc implemented by our Support for Learning Teacher or

Support for Learning Assistants. All children made significant progress in their reading with can exemplified in the chart below

Writing

As a result of high quality Regional Improvement Collaborative CLPL sessions planned throughout



the session, all teaching staff developed an increased understanding of the remaining four writing genres to be explored following our writing focus last session - Discussion, Narrative, Reporting & Explanation. In each of these

sessions staff revisited the importance of involved identification of audience and purpose, identifying key structural and grammatical features of the genre, and using the 5 stages of the writing process resulting in an increased confidence in the teaching of writing. All staff agreed that the format of revisiting Describing Bubbles at the start of the sessions across all stages worked well to enhance descriptive language skills with most children.

Staff have continued to develop Success Criteria for the remaining 4 writing genres and have also decided to ensure the marking ladders have a section for both the children and staff to evaluate writing. This self-assessment addition has helped most children develop an increased understanding of their writing next steps. Quality assurance procedures have also included writing jotter sampling, with our education ministers from the pupil parliament (see image below) highlighting a need for more consistent use of self and peer assessment.



Shared Learning Experiences (SLE) with SLT provided opportunities to observe the learning and teaching of writing. SLE recording sheets were devised in consultation with our Regional Improvement Collaborative (RIC) Writing partners and included discussion prompts linked to staff CLPL sessions, e.g. the stage of the writing process the learning experience is focused on (planning, drafting, revising, editing, publishing). All staff reported that these proved to be useful in supporting professional dialogue and development around writing pedagogy.



National Standardised Assessments (NSA) data confirmed that our children living within deciles 1-3 continue to do well in both reading and writing. Children who are not on track have had interventions to ensure that they have met their individual milestones.

% of children living in deciles 1-3 not achieved expected level of attainment

Year group	Literacy	Reading	Writing
P1	7% (2 children)		
P4		9% (2 children)	9% (2 children)
P7		3% (1 child)	3% (1 child)

Moderation of Writing- in February 2023 all staff took part in a successful in-service day event which focused on collaboration and building professional connections with Stirling Learning Community colleagues through an increased understanding of the moderation cycle. Each of the three schools taking part had adopted different approaches for the teaching of writing, however, most staff felt that professional connections had been established and all agreed that further sessions focusing on developing staff confidence in using the literacy benchmarks would be beneficial in supporting their teacher judgement.



Dyslexia Friendly Pedagogy

Last session we identified the need to develop a Dyslexia Friendly pedagogy to ensure consistency of approach across the school. In April 2023, as a starting point, Stirling Council's Dyslexia Self-Evaluation for Schools document which is linked to the quality indicators in How Good Is Our School (HGIOS4) was completed by staff, the findings of which are summarised below.

Area 1- Whole School Commitment and Ethos

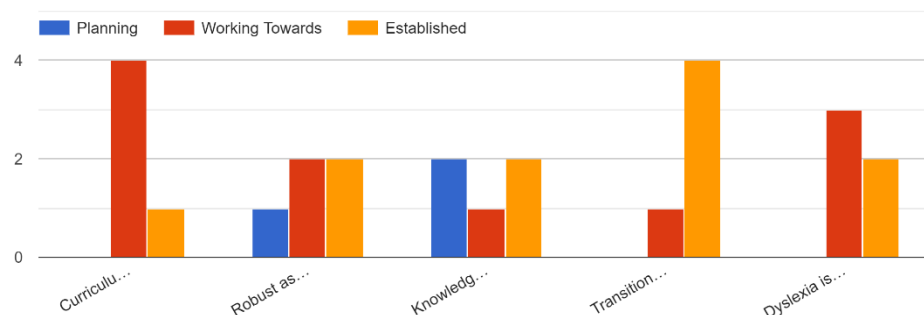
All staff believed the whole school community had a commitment and inclusive approach to dyslexia but that our practice was not consistent. Most staff considered that the school was "Working Towards" our data on literacy attainment informing our next steps. All staff recognised the importance of ongoing staff development to increase the knowledge of all staff in relation to supporting dyslexia.

Area 2 – Policies and Documentation

Most staff identified that staff should re-engage with the updated Stirling Council Dyslexia Policy and the role that they play within it.

Area 3- Learning and Teaching

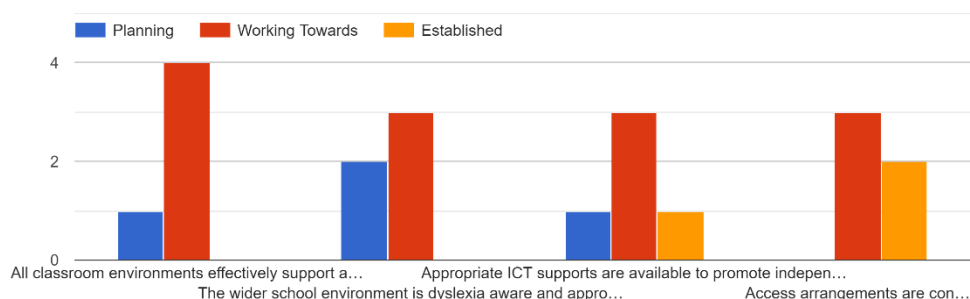
Area 3- Learning and Teaching



Almost all staff identified a strength in the management of Transitions between stages and sharing of information. Most staff agreed that practitioners are “Working Towards” curriculum planning being well matched to ALL children, including those with dyslexia. Again, most staff identified that their knowledge of dyslexia support strategies underpins teaching styles and approaches, but they would all benefit from up-to-date dyslexia training based on the 21st century of definition of dyslexia.

Area 4- The Learning Environment

Area 4- The Learning Environment



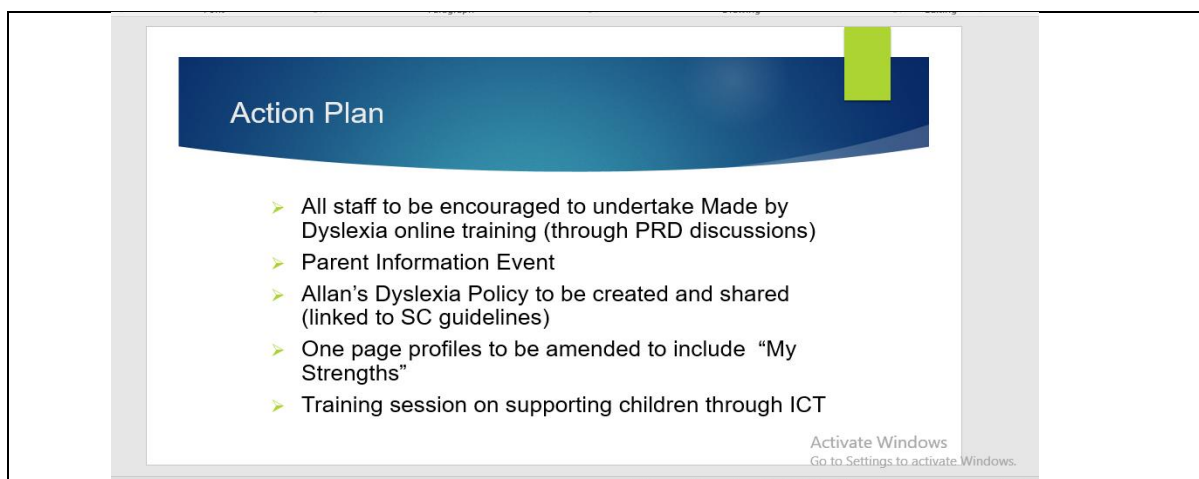
Most staff identified that the wider school environment would benefit from being more dyslexia aware, with appropriate supports being made available in e.g. the dining hall, corridors etc.

Area 5- Partnership Practices

In considering the co-creation of Allan’s Dyslexia Policy most staff viewed it important to link in with other Dyslexia support agencies, particularly in supporting our parents and carers.

Dyslexia Training

In April 2023, teaching and support staff took part in Dyslexia Training with all staff making a commitment, through the PRD process, to complete online Made by Dyslexia training and to implement the undernoted Action Plan.



Targeted Interventions to support Dyslexia

Throughout the 22-23 session there have been an increased number of children being identified through robust tracking and monitoring procedures and support for learning consultations as having challenges involving processing, working and auditory memory etc.

An increase from 12 to 20 children (40%) took part in weekly, small group activities focusing on developing these all-important strategies using a game-based approach. The sessions followed a similar format every week with children encouraged to practice memory and listening games at home too. One parent commented that *"we love practising the memory games in the car, my son's confidence has increased, and he now feels he can remember more things in class too"* (P5 parent)

Throughout this session we have had volunteers in school supporting learning, in particular, our Read, Write Inc lessons. To support our RWInc methodology we ran RWInc parent/volunteer workshops to increase our parents' knowledge. All parents who attended reported that they found the workshops helpful *"so far I have been learning in class, but from this workshop I have learned as a whole, and have a better understanding of the steps in detail."*

Next steps in our Literacy journey

- To improve and raise attainment of children in literacy through embedding a whole school approach to the teaching and analysing of non-fiction text
- To continue to develop our Non-Fiction Reading Framework together with the development of a progression pathway
- To embed our literacy approach by high emphasis on methodology through Quality Improvement focus throughout the session, class observations, jotter sampling, moderation using literacy benchmarks etc.
- To use the Stirling Council Literacy for Life self-evaluation toolkit to inform our practice and support whole school literacy attainment
- To continue to promote a love of reading across the school - gain our Scottish Book Trust GOLD Reading Schools Award
- To develop a whole school Dyslexia Friendly pedagogy based on the 21st century definition of Dyslexia

School Priority 3 : Improvement in employability skills and sustained, positive school-leaver destinations for all young people	
NIF Priority : Improvement in employability skills NIF DRIVER: Assessment of children's progress & Teacher Professionalism	HGIOS?4 QIs : 3.3 Creativity and Employability
<p>Priorities</p> <ul style="list-style-type: none"> • To create an exciting curriculum for our learners which is rich in humanity and also knowledge • Develop whole school curriculum mapping to ensure children are responding with active compassion and gives the 7 aspects of curriculum design • Our curriculum will be built on 5 Cs pillars – community, connection, compassion, creativity and credibility whilst delivering 5Cs skills – communication, creativity, curiosity, collaboration and critical thinking • IDL planning will be based on people, place, problem and possibilities • Implement the curriculum and review impact by gaining feedback from children, staff and community <p>Progress and Impact:</p> <p>P6 trialled a context using the Curriculum of Hope philosophy during Term 1 through 'Desert Island' context, requiring learners to navigate dilemmas, identifying knowledge required, and then using this to solve problems. Following this, feedback was collected from learners, with most pupils reporting increased engagement and enjoyment of learning, with one learner commenting "The island topic is my favourite because I liked creating a character and it is an island full of different learning because when we were creating our maps we did a lesson on map reading. And we did a whole lesson on discrimination, which I find good because we are having a topic but also learning about different things when we needed to solve a particular problem."</p> <p>Another commented "My favourite topic is the island topic in P6. I like it because it is super engaging and it is super fun coming across different challenges and having to get ourselves out of them."</p> <p>All staff were introduced to the philosophy and rationale of Curriculum of Hope during an information-sharing CAT session. Following this, almost all staff planned their Term 3 context using this approach. As most staff found this challenging initially, further CAT sessions were planned to collaborate in 'planning conversations,' where staff worked together to share ideas, developing a supportive network and capacity.</p> <p>IDL planners have been redesigned to support planning using Curriculum of Hope, so that teachers consider how their context provides opportunities for creativity, compassion, community links, content coverage and cohesion throughout the school. This has ensured a more consistent approach to planning, as well as to support staff in considering key aspects of their contexts. A one-page planning guide was created to support staff with question prompts.</p>	



In Term 4, a 'Golden Thread' of What If Children's Rights Didn't Exist? was devised through which to link all contexts from P1-7. Contexts and stories were based around particular dilemmas impacting on specific rights. This provided a progressive framework for children's rights to be explicitly taught through IDL in a meaningful way. In our successful Gold Rights Respecting Schools Award report, the assessor identified this as a strong example of how children learn about their rights, and the



impact of these on their own lives and others around the world.

Curriculum of Hope plans were moderated in Term 4, which highlighted that almost all staff have developed confidence with developing their own contexts, and are considering the 5 Pillars of Curriculum of Hope, as well as mapping out a story through which knowledge can be weaved. One staff member commented that their learners...

have been engaged in a more meaningful way allowing them to become quite bothered and believe that they can make a difference. It

gives them a sense of responsibility for our environment and the world we live in and rather than being passive recipients of all learning given to them, they are becoming passionate activists who believe they can make a change!

A parent information sharing session was held in February, raising awareness of Curriculum of Hope, as well as gaining feedback and suggestions. Feedback from those who attended was overwhelmingly positive and included:

- *The chance to deviate briefly from topic to explore other learning opportunities led by children is a great idea

- * I love the focus on active over passive learning

- *A very exciting approach to learning. This way of learning will engage the children and spark their interests!

- *Exciting! Finally, a new way of learning!

Our Curriculum of Hope journey was shared as part of an Education Scotland visit, which received very positive feedback, particularly the child-led aspect of this and opportunities for learners to develop their creativity whilst developing active compassion.

A strategic framework to support the timing of IDL contexts has been created for session 2023-24 to ensure consistency so that all classes are able to dedicate appropriate lengths of time to Curriculum of Hope contexts.

Our next steps include bundling all relevant Es & Os for each stage, working collaboratively to 3 storylines to explore over the school year. Introduction of a 'planning pal' next session will continue to support staff in developing confidence with designing their IDL.

Next Steps:

- To continue to create an exciting curriculum for our learners which is rich in humanity and also knowledge
- Develop whole school curriculum mapping to ensure children are responding with active compassion and gives the 7 aspects of curriculum design
- To improve outcomes for our Care Experienced children by rigorous attendance monitoring and implementation of bespoke alternative curriculum including Resilience Training (The Promise)

School Priority 4: Improvement in employability skills and sustained, positive school-leaver destinations for all young people

NIF Priority: Improvement in employability skills
NIF DRIVER:

HGIOS?4 QIs : 3.3 Creativity and Employability

Priorities

- To continue to develop a coherent play strategy across the nursery and school through embedding play-based learning approach in P1 -7 and outdoor learning activities for all classes
- Embed children's rights into everyday practice across school and nursery
- To increase learner participation and agency into learning and teaching practices
- To improve outcomes for our Care Experienced children by rigorous attendance monitoring and implementation of bespoke alternative curriculum including Resilience Training (The Promise)

Throughout session 2022-23, our P1 & P2 children engaged in outdoor learning one day per week and play throughout the day. In P3 – P7, we operated Curiosity Time every fortnight with our parent council purchasing resources to support the implementation. Our



children's survey highlighted that most of children wanted to continue with Curiosity Time next session however they would like more resources to promote their creativity and curiosity. 70% of our children highlighted that their learning was varied which includes learning outdoor and in the community however all of the children who commented reported that they want to learn outdoors more often. Next session we are extending outdoor learning to P4 and looking for ways to

support outdoor learning for our P5 – 7 classes per term.

Children's rights are the heart of everything we do at Allan's and to confirm this, we



applied for the Rights Respecting Schools Silver accreditation in September 2022. Our assessor was so impressed with the rights work going on the school and nursery that he encouraged

us to apply for gold accreditation in May 2023.

We are delighted to announce that we are the first school in Stirling to gain our gold accreditation. The assessor reported "it was evident that children's rights are embedded across the school and underpin every facet of school life. I observed very articulate children who demonstrate good knowledge and understanding of rights. They knew a wide range of articles and were confident in the concept of rights." The assessor recommended that we should continue to support our children to lead campaigns from a rights perspective.

Our Young Leaders of Learning and our Education Ministers have been involved in evaluating numeracy and literacy learning in school. The children were able to identify learning intentions and success criteria and to look for the link in the teachers' feedback to the children. The quality assurance process highlighted that most jotters lacked evidence of self/peer assessment. The

children reported their findings to the teaching staff and have confirmed that they will ensure that self-peer assessment will be a school priority in the improvement plan for session 2023-24 with the children leading on this priority.

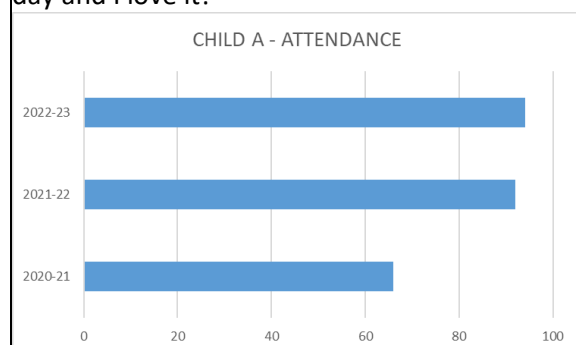
We have been part of the Promise Pilot which is to ensure that we ensure positive outcomes for our children who have experience of care. We operated three initiatives this session –

1. walking bus
2. resilience group
3. Champs group

Our Walking Bus

Children are collected from their home where our SLA is able to build trusting relationships with the family members and each child. Children engaging in the Walking Bus ensures that they arrive at school early and then they have their breakfast at breakfast club. This enables our children to feel ready for the day ahead.

One of our Care Experience children had an attendance record of 66% and through the intervention of the walking bus, attendance has risen to 94%. This has had such a positive impact on her attainment and she reported “before the walking bus, I did not go to school much. Now I go every day and I love it! “



When asking parents who use the walking bus about its impact – 100% parents stated that it was invaluable to their daily morning routine. One parent reported “the walking bus has been a Godsend as I wasn’t well and I did not know how to get my child safely to school. Using the walking bus lets me know that she gets to school on time and she is safe.”

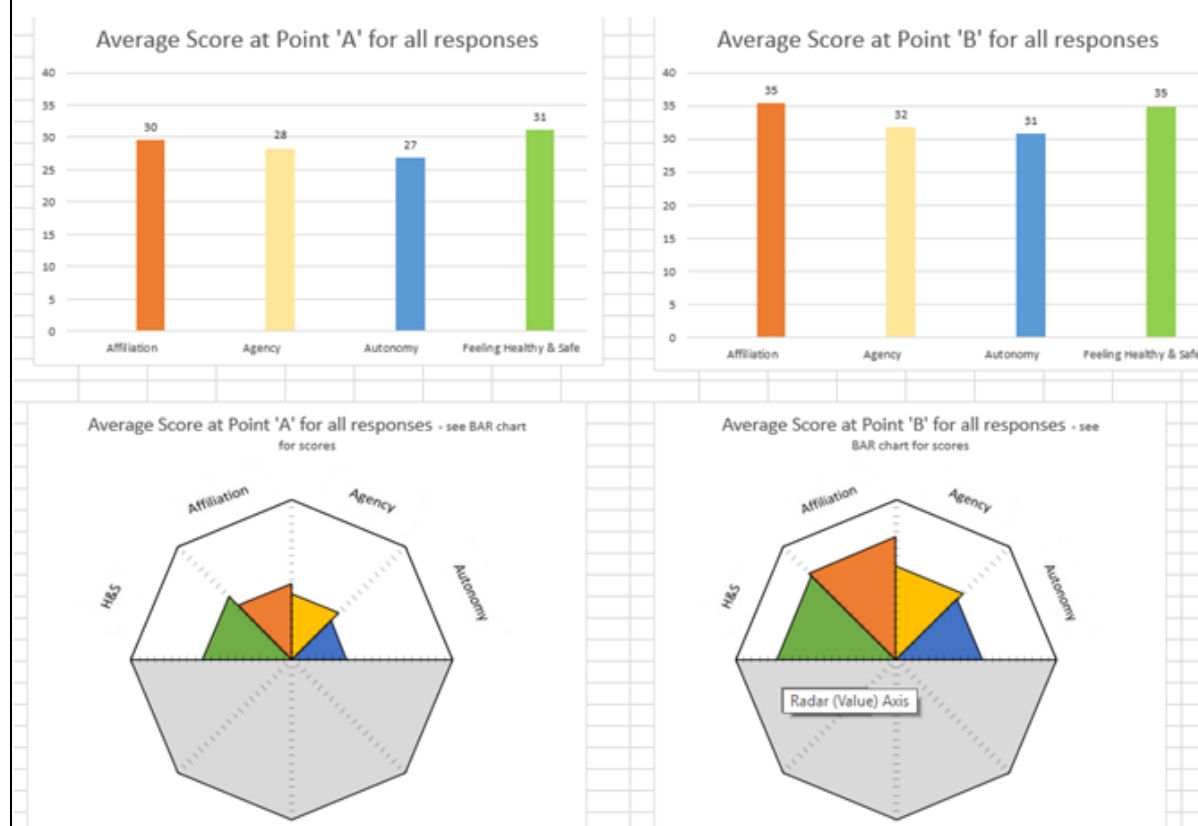
The Walking Bus will continue to be part of our PEF plan for session 2023-24 as it is an invaluable support to our school community as it enhances our relationships, raises attainment and improves children’s health and wellbeing.

Resilience Group

Purpose:

- To provide opportunities and experiences to children who get limited opportunity.
- To enable opportunities for growth in confidence and skills.
- To improve outcomes for these children.

We used the Glasgow Motivation and Wellbeing Profile to gauge the children's autonomy, affiliation, agency, health and feeling of safety before pre and post intervention. The children were exposed to series of fun-filled, challenging and new experience from rock climbing, outdoor residential activities, working with an artist, working on body conditioning and rugby skills, etc.



As can be seen from the bar charts and radar plots, average scores for every aspect (Affiliation, Agency, Autonomy and Feeling Healthy and Safe) increased significantly across the course of the study period. The children also reported positively about their experience, one child stated “the resilience group pushed me out of my comfort zone and gave me experiences I had never done before”. The children's attainment also increased – all children made good progress however 60% of the children participating were on track or above. The P6 & P7 teacher reported that the

resilience group had a positive impact on the children's motivation to tackle their learning.



NEXT STEPS

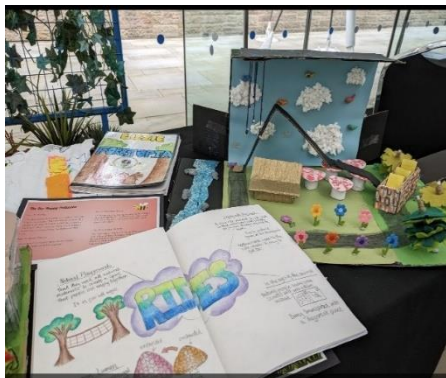
- TO CONTINUE TO IMPLEMENT THE PROMISE FOR ALL OUR CARE EXPERIENCED CHILDREN
- TO EXTEND OUTDOOR LEARNING TO P1-4
- TO CONTINUE TO OPERATE THE RESILIENCE GROUP NEXT SESSION

Other Achievements

In session 2022-23, we have had a lot to celebrate as we have implemented many initiatives which were not part of our school improvement plan.

Daydream Believers – Forestopia

P6 and Mr Downs participated in a project with Daydream Believers and Education Scotland called Forestopia. The children were challenged to reimagine a part of Forestopia - an eco theme park inspired by the



forest ecosystem to help people reconnect with the wisdom and wonder of the natural world. Motivate humans to rethink how we create entertainment spaces for future generations without harming our environment. All the children actively engaged in this project and really embraced the challenge. One child reported "I have loved Forestopia as it has allowed to



think out of the box and challenge myself! Mr Downs allowed us to follow our own ideas and develop them! I am really proud of what I have produced. A parent commented "my son always does the bare minimum however Forestopia has changed his attitude – he is now working at home, wanting to continue his learning!" The children were invited to share their learning at a Creativity Conference at Dynamic Earth in June where one delegate reported "I am blown away by these

learners and their teacher. Their presentation, scrapbooks and models were fantastic. Inspirational IDL learning! Real, rich learning!"

Visitors & Leading Conversations

year we have hosted many visitors who have come to see our creative approaches from class teacher, inspectors, Education Scotland members and reporters. We are always keen to share our philosophies with people, one visitor stated "we heard and saw so much about the wonderful creative approaches that through lots of hard work, are clearly embedded at Allan's Primary. We could see clearly that every child at Allan's is offered an appropriate, engaging and stimulating learning experience and I am sure that you will be an inspiration to other schools who are ready to try some new approaches."

The Lost Words



Mrs Gilmartin, P1 & P2 have been working on "The Lost Words" project which is based on a book in response to the removal of everyday nature words - among them "acorn", "bluebell", "kingfisher" and "wren" - from a widely used children's dictionary, because those words



were not being used enough by children to merit inclusion. The children then became "word protectors" ensuring that parts of nature were never to be forgotten. The children worked with song writer, film maker, singer, artists and felt maker to represent the words they did not want to lose – starling, adder, etc. They produced magnificent wall hangings which are part of an exhibition at Made in Stirling and have recorded two songs to represent their knowledge and feelings.

Our children have represented our school at numerous sporting competitions, Glee, country dancing and various conferences. Our P5 & P6 children have completed Bikeability – level 1 and 2. It has been an incredibly busy year and we have a lot to celebrate!

What is our capacity for continuous improvement?

The shared headship enabled us to capacity build for school improvement by extending our leadership team. We have 2 principal teachers who lead on school improvement priorities and our DHT who is non-class committed. Since the amalgamation of the school and nursery new horizons in collaborative working have been happening and we are looking forward to a another year of meaningful collaboration across both settings.

We also have various platforms to analyse our school context and data. The data will inform us accurately and, as a result, realistic and purposeful targets will be identified and implemented which will enable us to really drill down on our attainment and achievement across the school. Our Pupil Equity Funding has also allowed us to improve areas in literacy, maths and health and wellbeing and this will continue in session 2023/24.

We also have a highly committed community who are extremely loyal and dedicated to the school and will go the extra mile to improve every aspect of our school and we thank them all wholeheartedly!



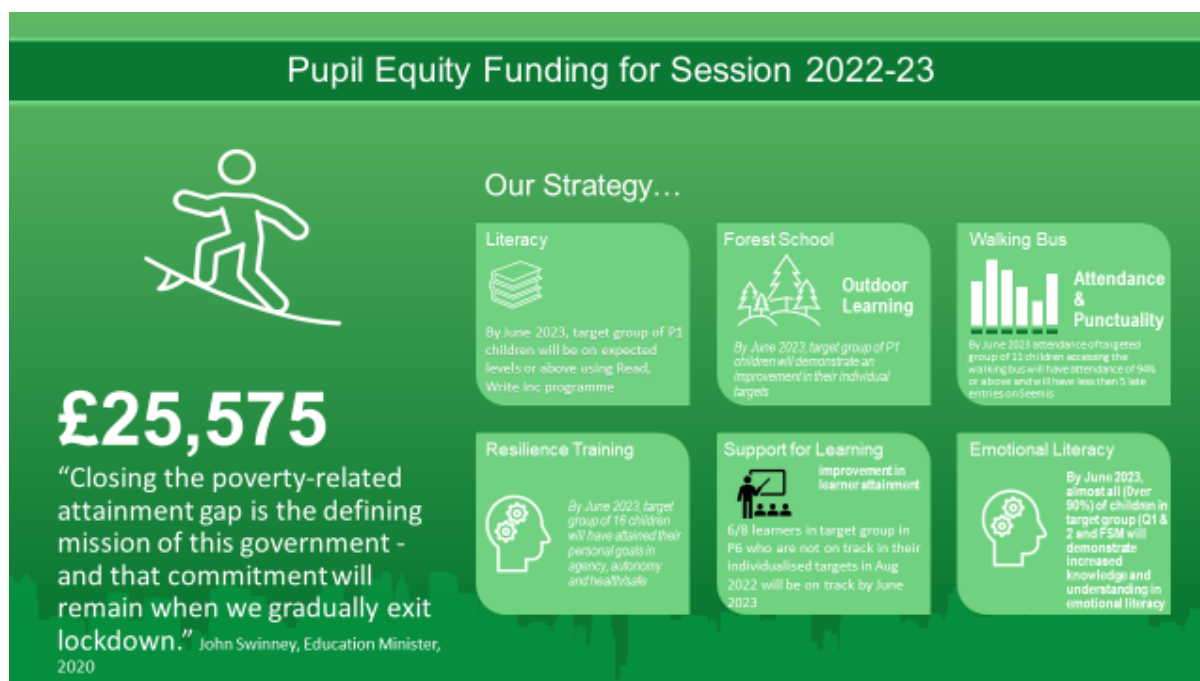
Progress and Impact of Pupil Equity Funding 2022-



Allan's Primary School received £25950 of Pupil Equity Funding through the Scottish Attainment Fund in 2022-23 to reduce the poverty-related attainment gap. Following data analysis and consultation with our school community, we focused on the following priorities:

- Improving social and emotional wellbeing
- Raising attainment in literacy & numeracy
 - Improving attendance and punctuality

The infographic below highlights the high level priorities we hope to achieve



The following report highlights the Pupil Equity Funding Plan targets which were developed in June 2022 after extensive contextual analysis and are illustrated in our PEF Plan 2022-23

Improving Social and Emotional Wellbeing

Target 1 – Breakfast Club

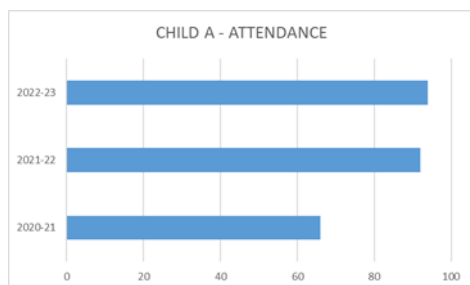
By June 2023 attendance of targeted group of 11 children accessing the walking bus will have attendance of 94% or above and will have less than 5 late entries on Seemis

Q1/Q2 attendance 91.45% in June 22

Q1/Q2 attendance 94% in June 23

60% of the children using the walking bus improved their attendance to 94% and above and 80% of the children had less than 5 entries on Seemis. We tracked individual attendance in this target group and saw continued, sustained improvement. This can be illustrated using the data from one of our Care Experience children who had an attendance record of 66% and through the intervention of the walking bus, attendance has risen to 94%. This has had such a positive impact on her attainment and she reported "before the walking bus, I did not go to school much. Now I go every day and I love it!"

When asking parents who use the walking bus about its impact – 100% parents stated that it was invaluable to their daily morning routine. One parent reported “the walking bus has been a Godsend as I wasn’t well and I did not know how to get my child safely to school. Using the walking bus lets me know that she gets to school on time and she is safe.”



The Walking Bus will continue to be part of our PEF plan for session 2023-24 as it is an invaluable support to our school community as it enhances our relationships, raises attainment and improves children’s health and wellbeing.

Target 2 - By June 2023, target group of P1 children will be on expected levels or above using Read, Write Inc programme

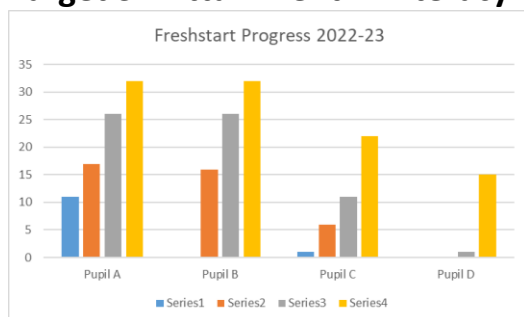
We identified 5 children receiving pupil equity funding within P1 who participated in a targeted group to receive Read, Write Inc support to ensure that they met expected levels. All children within this group made very good progress and 100% were on target for their reading and 83% were at the expected levels for their writing. The purchase of the online training resources enabled our p1 team



to share teaching videos with parents which allowed them to reinforce the sounds at home using the same philosophy. It also allowed us to upskill the parent volunteers in school supporting our Read, Write Inc lessons by running workshops to increase our parents’ knowledge. All parents who attended reported that they found the workshops helpful “so far I have been learning in class, but from this workshop I have learned as a whole, and have a better

understanding of the steps in detail.”

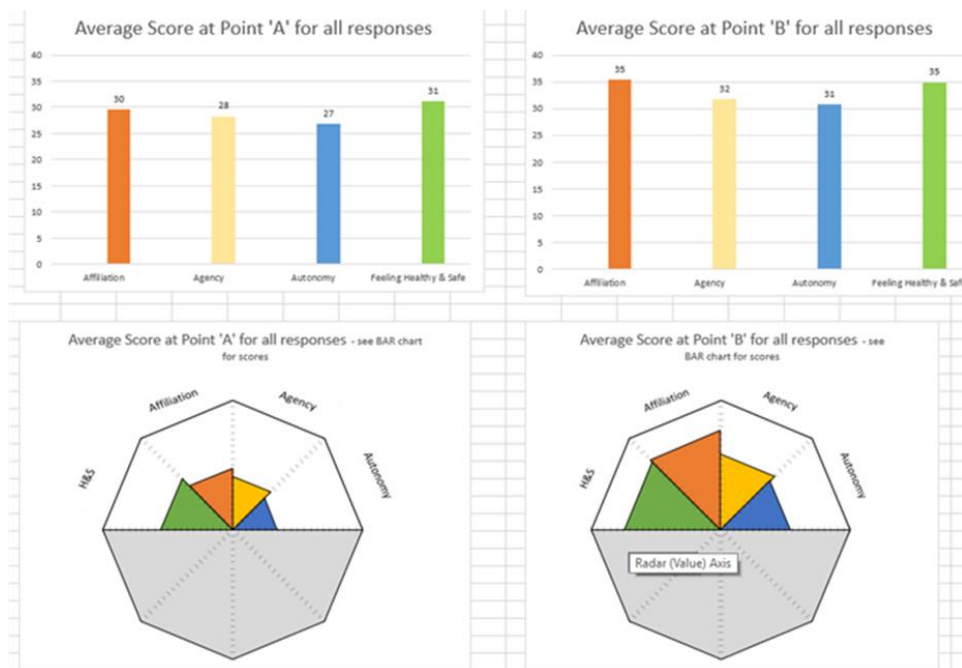
Target 3 - Attainment in Literacy



6/8 learners in target group in P6 who are not on track in their individualised targets in Aug 2022 will be on track by June 2023

All children within this target group in P6 made excellent progress both in reading and writing and achieved their individual targets. 75% of the group are on track to achieve second level in P7. The graph demonstrates the progress made using Freshstart intervention throughout the session.

Target 4 – By June 2023 a target group of 16 children from P6 & P7 will have attained personal goals to improve their feeling of agency, affiliation, autonomy, health and safety.



We used the Glasgow Motivation and Wellbeing Profile is a 20 item questionnaire that explores motivation and sense of wellbeing in the learning context. It elicits children's views of themselves and their emotions; it gives them an opportunity to reflect on their feelings and current experiences and encourages them to

consider how they can increase their own determination, motivation and sense of wellbeing. We gauged the children's autonomy, affiliation, agency, health and feeling of safety before pre and post intervention. The children were exposed to series of fun-filled, challenging and new experiences from rock climbing, outdoor residential activities, working with an artist, working on body conditioning and playing rugby. As can be seen from the bar charts and radar plots, average scores for every aspect (Affiliation, Agency, Autonomy and Feeling Healthy and Safe) increased significantly across the course of the study period. The children also reported positively about their experience, one child stated "the resilience group pushed me out of my comfort zone and gave me experiences I had never done before". It is recognised that children's motivation and determination is increased through positive engagement with staff. Learners are more engaged in involvement when agreeing structures, stimulation through setting own goals and dialogue through constructive feedback. Results in September 2022 highlighted that some of children felt that their own agency and autonomy scales were low. This analysis enabled us to tailor the resilience programme around their needs. To increase both aspects, we asked the children to plan a termly timetable of activities which suited their needs. Children got to choose the activities and events. The children's attainment also increased – all children made good progress and 60% being were on track or above. The P6 & P7 teachers reported that the resilience group had a positive impact on the children's motivation to tackle their learning.

Target 5 - By June 2023, target group of P1 – 3 children demonstrate an improvement in their individual targets over a 6 weeks' block.

We used Learner Centred planning approach to identify the children's individual targets. All targets had a common theme which were:

- Nurturing positive friendships/relationships




- Listening skills – group activities, individual tasks, routines.
- Concentration skills – applying skills for extended periods of time.
- Fine motor skills – focussing on precision and detail within written tasks.

Each child then had particular learner-centred targets:

- Listening skills – continue to work on sitting for whole class inputs, applying self-selected support system (fidget/quiet movement).
- Sounds – continue to build confidence/become secure with all set 1 sounds and begin blending.
- Concentration skills – continue to support pupil in becoming aware of how her body feels throughout the day and how to manage/channel her energy.
- Fine motor skills – nurture within writing skills in order to develop letter formation/add detail within her illustration.

The parents were aware of these targets and were asked if they could focus on similar targets at home and were asked if they were doing anything at home that we could nurture and reinforce. All children within the target group made significant progress which could be evidenced in their interactions, concentration and learning and 80% of the cohort achieved early level. A parent whose child was in the target group reported “Outdoor learning is my child's favourite day of the week. We know that the learning is creative, experiential, and helps connect learners with larger concepts. We value the opportunity for our child to learn without the physical constraints of the classroom walls and in a gentle shift away from screens and traditional classroom requirements. He speaks enthusiastically about outdoor learning. It's clear from those stories that he has more opportunities for positive physical risk taking and creative collaboration with peers than during his standard classroom time. I wish that children in every year could have an outdoor learning day.”

Our Pupil Equity funding was also used to upskill our early years team by our Forest Schools teacher. She trained our probationer and our P1 teacher. We will be upskilling 3 practitioners to ensure that we sustain this approach next session.



Learner Centred Planning at Allan's Primary

Pupil A

During Term 1 and Term 2 of Primary 1, we have been focussing on the following targets for Emily:

- Nurturing positive friendships/relationships
- Listening skills - group activities, individual tasks, routines.
- Concentration skills - applying skills for extended periods of time.
- Fine motor skills - focussing on precision and detail within written tasks.

School feedback:

A has settled in so well and appears comfortable and confident with the space, motivated within her creative and curious play. A continues to nurture friendships. She responded well to pre-planned movement breaks as a way of channelling her energy and developing her sensory profile. A is developing fine motor skills as she engages in writing opportunities across her play. More detail is being added to her structured writing tasks and A is beginning to apply her understanding of set 1 sounds. A struggles to listen in whole group inputs (class, school) without moving/doing alongside. We continue to support A in managing her impulses and recognising her body/feelings/emotions and strategies that will support her in her learning.

Family feedback:

This term, we are focussing on the following learner-centred targets for A:

- Listening skills - continue to work on sitting for whole class inputs, applying self-selected support system (fidget/quiet movement).
- Sounds - continue to build confidence/become secure with all set 1 sounds and begin blending.
- Concentration skills - continue to support A in becoming aware of how her body feels throughout the day and how to manage/channel her energy.
- Fine motor skills - nurture within writing skills in order to develop letter formation/add detail within her illustration.

Please let us know if there is anything specific that you are working on at home that we can also nurture in school (plus any other comments):