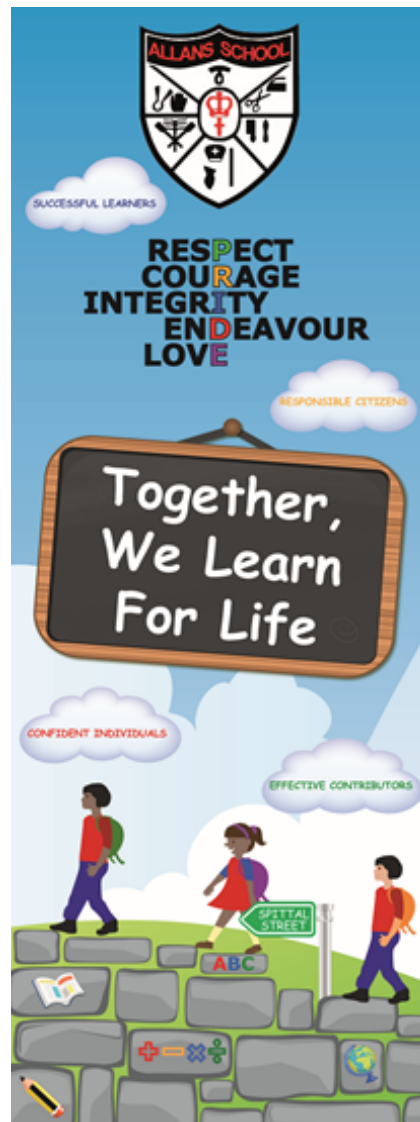
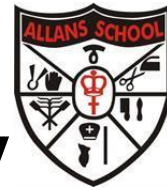




Allan's Primary School



Standards & Quality Report 2023-24

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 2023-24, the school roll was 168 where the school supports 34% of children from families living within Quintiles 1 and 2 and 46% living in families from Quintile 5. In session 2023-24, the school remains with a polarisation of quintiles; a wide gap in terms of children's starting points.

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.

Allan's Primary historically has many children with English as a Second Language (EAL), Session 2023-24 sees the school start the year with around 56 children with EAL (34%)

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), Trauma Informed and Nurturing Principles, Respect Me (Scotland's anti-bullying guidance), The Promise 2024-30 and findings from our participation in School Learning Circle OECD.

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 2023-24, we have been working hard to improve 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 and commitment to honouring the Promise. Throughout the session, we have conducted numerous self-evaluation activities to ensure that our evaluation of progress is echoed by all stakeholders and that our identified priorities are agreed and

supported by everyone. We believe that we are a community where we are ALL striving to enable our children to flourish and grow.

Priorities for session 2023-24

O

PRIORITY 1 3.1 - ENSURING WELLBEING, EQUALITY AND INCLUSION –

IMPROVING CHILDREN’S HEALTH & WELLBEING

- ❖ 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.

PRIORITY 2 – 2.2 CURRICULUM, 2.3 LEARNING, TEACHING & ASSESSMENT & RAISING ATTAINMENT AND ACHIEVEMENT - SCHOOL FOCUS

RAISING ATTAINMENT IN MATHEMATICS

- ❖ To develop a mathematics progression pathway to support the learning & teaching of maths
- ❖ To implement CPA approach with P2 and targeted group of learners

PRIORITY 3 - 2.2 – CURRICULUM, 2.3 LEARNING, TEACHING & ASSESSMENT & RAISING ATTAINMENT AND ACHIEVEMENT - SCHOOL FOCUS

RAISING ATTAINMENT IN LITERACY

- ❖ To improve and raise attainment of children in literacy
- ❖ To develop and improve pedagogy; the teaching of non-fiction reading
- ❖ To embed new literacy approach by high emphasis on methodology through Quality Improvement focus throughout the session, class obs, jotter sampling, moderation mates, etc
- ❖ To track individual, group, class and whole school reading and writing attainment

SCHOOL PRIORITY 4 – 2.2 CURRICULUM & 3.3 CREATIVITY AND EMPLOYABILITY

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

- ❖ 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

COMMUNITY PRIORITY TARGET 5 - 2.5 – Parental Engagement (Parent Council)

- ❖ To continue to connect the school and nursery community through deep meaningful family engagement sessions which further strengthen the Allan’s family community

❖ To support After-school Activity Club

Review of Progress 2023-24

School Priority 1 : To improve children's health & wellbeing	
1.NIF Priority : <ol style="list-style-type: none">1. Placing the human rights and needs of every child and young person at the centre of education2. Improvement in children and young people's health and wellbeing NIF Driver : <ol style="list-style-type: none">1. Teacher and practitioner professionalism2. Parent/carer engagement and family learning3. Curriculum and assessment	HGIOS?4 QIs: <ol style="list-style-type: none">3.1 Ensuring wellbeing, equality and inclusion2.2 Curriculum2.3 Learning, Teaching & Assessment3.2 Raising attainment and achievement

Progress and Impact

- 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 our outdoor learning approach across P1 -4 to enhance children’s wellbeing, creativity and respect for the natural world.

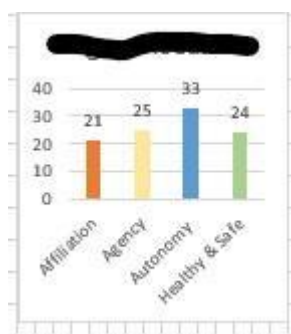
Impact

Developing Emotional Wellbeing & Emotional Literacy

The Team have continued to embed Emotion Works to ensure that our children are well equipped and articulate in identifying, discussing and understanding feelings and emotions. The teaching team use Emotion Works to ensure that there is a progressional pathway from nursery to P7 to enable children to have a deep understanding of emotions and feelings. Upon evaluating the programme it was noted “love the methodology of breaking down each emotion and feeling and allowing the children to understand the emotion. It gives us practical ways to support positive mental wellbeing” When asking the team to evaluate their knowledge and ability to deliver the lessons confidently, it was found that all staff improved their knowledge about teaching emotional literacy and supporting children’s emotional wellbeing. Before implementation of the programme only 50% were confident in teaching and competent in teaching emotional literacy and wellbeing however after three months of implementation, this had risen to all teaching team members feeling very confident and very competent. Feedback from the children highlighted that they enjoyed the activities and helped them understand feelings and emotions however some P6 children commented that they felt that it was rather repetitive.

Tracking Children’s Motivation & Wellbeing

Tracking our children’s motivation and wellbeing has had a significant impact on how we adapt and modify our practice to be responsive to each child’s needs. We implemented the Glasgow Motivational and Wellbeing profile in September 2023 and then again in May 2024. In September 2023, the team used the results to reflect upon their own practice to ensure that the children felt a strong sense of belonging (affiliation), agency, autonomy, safety and healthy. Staff forensically interpreted the data by analysing each child’s results and then used this data to target children individually. This can be demonstrated by the significant improvement made by a child in P3 whose results were quite low across each aspect; however with intervention from his class teacher, his results in term 4 increased dramatically. The teacher gave

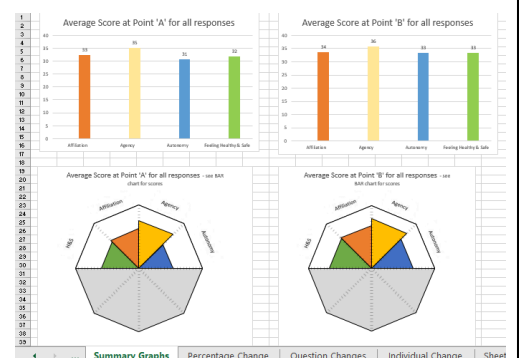


Term 1



Term 4

All teachers used the data at tracking and monitoring meetings to identify an area to target improvement. Our P7 teacher identified an area of improvement which was improving children’s autonomy. Even though this was an area that the teacher felt was strong within the classroom ethos, he focused on improving autonomy within the class by creating even more opportunities to develop within the children's sense of being capable, trusted and allowed to embrace responsibilities. This can be reflected in the May results which show improvement in all aspects in particular, autonomy which demonstrated an increase of 2 points.



We monitored the whole school using the Glasgow Motivational and Wellbeing Profile to identify trends potentially highlighting aspects within school we are doing well and not so well in. The data demonstrates an increase in all aspects. This improvement can be the result of a whole school focus on monitoring children’s motivation and wellbeing but also identifying strategies to improve particular areas.

The graphs below highlight a significant increase in the sparkline from term 1. During this term, the whole school was focusing on improving the six indicators within the self-determination theory - agency, affiliation, autonomy, health and safety. This is coupled with us putting children’s rights and GIRFEC agenda at the heart of our practice.

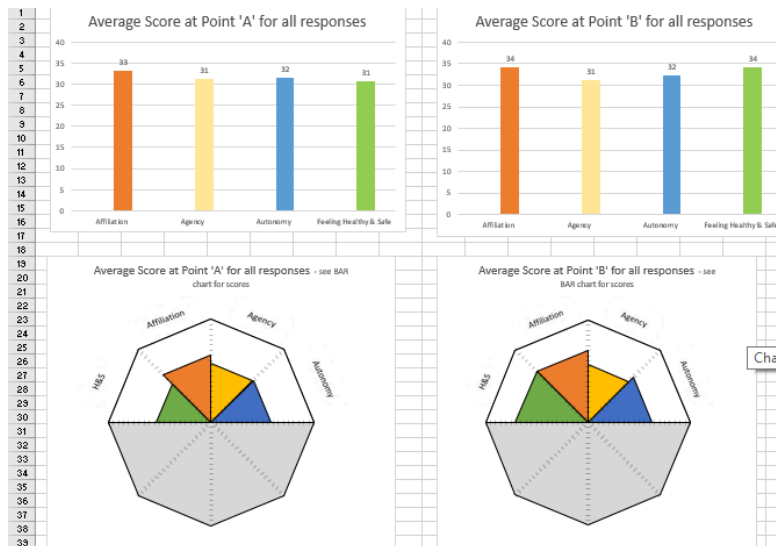
Indicator	Statement	Number of CYP who scored			Sparkline
		between 8 and 10 or said 'Yes'	between 4 and 7 or said 'Sometimes'	between 1 and 3 or said 'No'	
AFFILIATION	I like this School	53	26	5	██████
Nurtured & Included	I have friends in this School	63	16	5	██████
	People in school can help me if I get upset	50	29	5	██████
AGENCY Active & Achieving	I belong to this school / I feel important to this school	51	25	8	██████
	I work hard in this school	58	23	3	██████
	I am proud of the work I do in school / my work is good	58	22	4	██████
AUTONOMY Respected & Responsible	Teachers tell me what I am good at	54	23	7	██████
	I will keep trying even if the work is hard	58	19	7	██████
	I am good at working with others	38	39	7	██████
	I can wait until it is my turn	51	24	9	██████
FEELING HEALTHY & SAFE	I follow the school Rules	62	19	3	██████
	I stay calm even if I do not get what I want	57	21	6	██████
	I like being chosen to do things in school	45	29	10	██████

Indicator	Statement	Number of CYP who scored			Sparkline
		between 8 and 10 or said 'Yes'	between 4 and 7 or said 'Sometimes'	between 1 and 3 or said 'No'	
AFFILIATION	I like this School	64	16	3	██████
Nurtured & Included	I have friends in this School	69	11	3	██████
	People in school can help me if I get upset	56	28	4	██████
AGENCY Active & Achieving	I belong to this school / I feel important to this school	62	14	7	██████
	I work hard in this school	61	22	0	██████
	I am proud of the work I do in school / my work is good	65	18	0	██████
AUTONOMY Respected & Responsible	Teachers tell me what I am good at	51	35	7	██████
	I will keep trying even if the work is hard	66	16	1	██████
	I am good at working with others	52	29	2	██████
	I can wait until it is my turn	64	12	7	██████
FEELING HEALTHY & SAFE	I follow the school Rules	70	11	2	██████
	I stay calm even if I do not get what I want	55	19	9	██████
	I like being chosen to do things in school	51	25	7	██████

Outdoor Learning

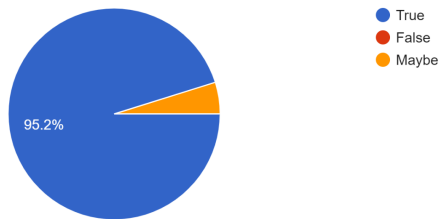
We have been lucky to offer the outdoor learning experience to all children in P1- 5 this year. Throughout this year we have focused on improving targeted children’s motivation and wellbeing through setting individual targets for each child and monitoring their motivation and wellbeing using the Glasgow Motivation and Wellbeing Profile (GMWP). During this session, we have observed a significant improvement in many children’s focus, motivation to learn and confidence to take measured risks in their learning and this can be evidenced through the collective results of our targeted children. The GMWP highlighted that there was a marked improvement in the targeted

group feeling of being safe, healthy and a sense of affiliation (sense of belonging). One child’s results demonstrated an increase of 65% in his feeling of affiliation. Outdoor learning has been established within our practice since 2020 and many parents have chosen Allan’s as we offer this experience on a weekly basis. Our annual parent survey on outdoor learning confirms that our parents value this experience for their child. One parent reported “Outdoor learning removes the walls- and therefore the barriers to movement and creative thinking- that can hinder engagement during indoor learning. On outdoor learning days, I know my child has had the space and time to experiment, consider, and engage with the topic using all



senses and a range of learning modes. This is healthier than desk based learning.” Over 95% of parents surveyed believed that during the outdoor experience that their child was developing a sense of place, appreciation of nature and an understanding of physical boundaries. Next session, our Forest School teacher will be class committed however the team within Allan’s is now ready and equipped to teach outdoor learning to their class independently

I can tell that my child is making deep connections during Outdoor Learning Day (sense of place, appreciation of nature, growing understanding of t...physical boundaries, discussing learning at home).
62 responses



Next Steps

- to continue to monitor children’s motivation and wellbeing using the Glasgow Motivational and Wellbeing Profile twice in an academic session
- to continue to offer outdoor learning with more class teachers implementing this approach rather than our Forest School teacher
- to continue to embed Emotion Works in our daily practice and target inclusion theme within our curriculum

School Priority 2 : 2.3 – LEARNING, TEACHING & ASSESSMENT & 3.2 RAISING ATTAINMENT AND ACHIEVEMENT

- ❖ To raise attainment in literacy through the development of a consistent and progressive approach to the teaching and analysing of non-fiction text
- ❖ To develop a consistent whole school Dyslexia Friendly pedagogy

NIF Priority :

1. Placing the human rights and needs of every child and young person at the centre of education
2. Closing the attainment gap between the most and least disadvantaged children and young people
3. Improvement in achievement, particularly in literacy and numeracy.

NIF Driver :

1. Curriculum and assessment
2. School and ELC improvement
3. Performance information
4. Teacher and practitioner professionalism

HGIOS?4 QIs :

- 2.3 Learning, teaching and assessment
- 3.2 Raising attainment and achievement
- 2.4 Personalised support

Priorities

- ❖ 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

Progress & Impact

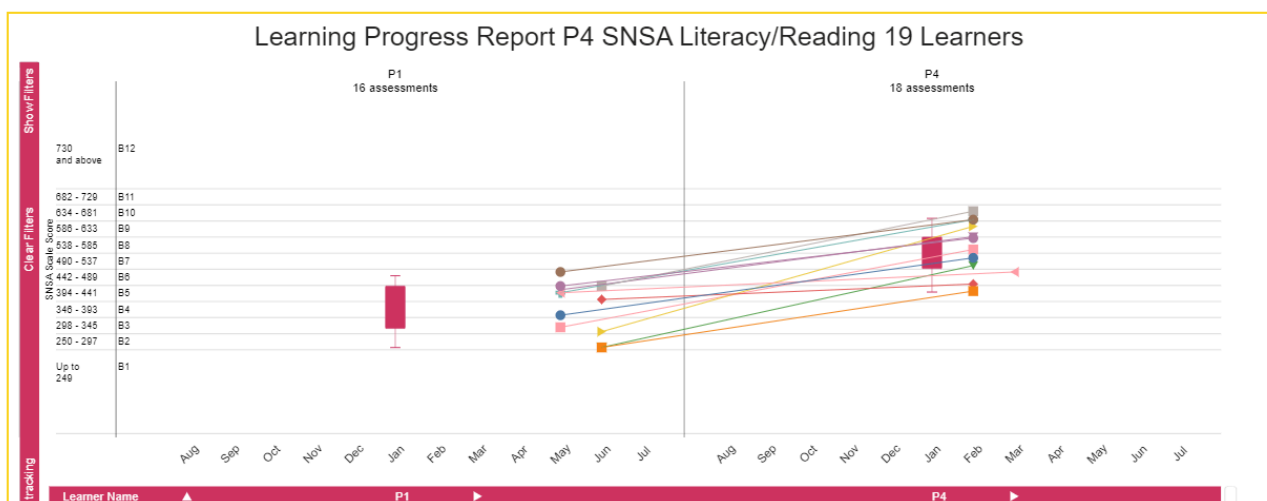
Literacy self-evaluation

In May 24 teaching staff evaluated our current practice using the Stirling Council's Literacy for Life self-evaluation toolkit. All staff reported that they found aspects of the resource eg. the literacy descriptors, challenging to interpret but when considering impact, did provide a useful framework for discussion which evidenced the highly effective practice which was already embedded across Early, First and Second levels. Engaging with the resource has had a positive impact on staff confidence, enabling them to identify some key Listening and Talking, Reading and Writing themes to explore further;

- Provide more diverse texts which ensure all children feel represented
- Colourful Semantics to be embedded consistently across the school through both universal and targeted approach eg. EAL learners
- Teaching Children to Listen- visual reminders in all classrooms
- The need to ensure both discrete and in context grammar lessons

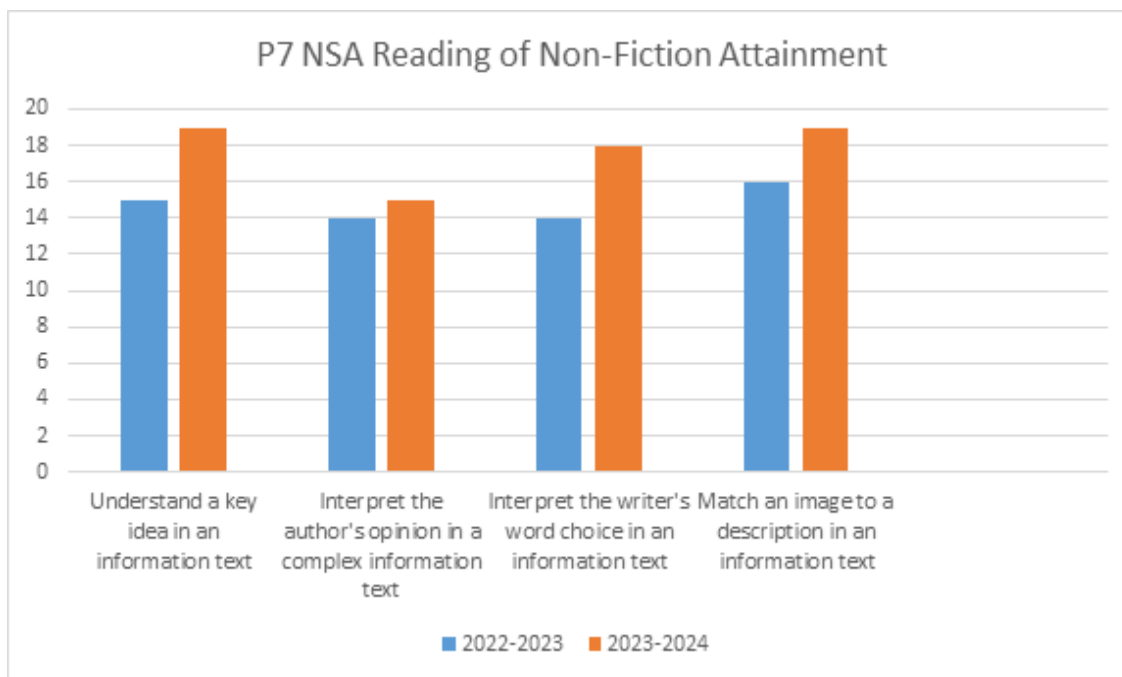
Firmly embedded Quality Assurance procedures eg. class observations, jotter monitoring and moderation of Literacy learning have ensured that all staff are becoming more confident in using the Literacy benchmarks to confirm attainment.

Literacy Attainment in Reading- Our robust tracking and monitoring procedures allows us to target our literacy interventions appropriately. The undernoted NSA Learning Progress Report (LPR) provided a useful tool in analysing children's progress over time and in confirming our tracking and monitoring decisions for individuals and groups of learners.



Non-fiction progression pathway- During the 2023-24 session an updated Literacy Progression Pathway was created and used to inform our planning, learning, teaching and assessment of non-fiction text. Staff used existing school non-fiction texts to teach specific strategies and worked collaboratively to begin to share resources on our Allan's Digital Hub. This approach to literacy development has worked well in the past; staff developed the teaching of reading through an Active Literacy novel approach in a similar way. The impact of ensuring that non-fiction is

taught consistently across the school is evidenced in our NSA analysis. In considering a sample of the non-fiction assessment questions, most children are becoming more confident in the reading and analysing non-fiction texts.



Non-fiction teaching resources will be updated next session in collaboration with the children. "Text" in the wider sense eg. digital text will be explored through IDL learning.

Promotion of "love of reading"- At Allan's we are committed to ensuring that reading for pleasure remains an important element to our curriculum planning. We continue to have a strong working relationship with Stirling Central Library who support us in our mission to ensure that reading for pleasure has a positive impact on learners' attainment by supporting wellbeing, critical thinking, creativity, empathy and resilience. Our long standing Book Breakfast continues to be well supported by families and our community partners.

"This was my first Book Breakfast and I thoroughly enjoyed the whole experience. Being with my child in their classroom setting, enjoying books together and talking to other parents, children and staff helped me to feel part of the school community" (P1 Parent).

Dyslexia Friendly Pedagogy- This session, all staff have embraced the 21st century definition of Dyslexia- viewing Dyslexia as a strength, encouraging all staff to "*spot, support and empower every dyslexic mind*".

Following the school's Dyslexia self-evaluation, which we initially completed together in May 23, it was apparent that all staff were committed to learning more and providing a more consistent approach to supporting our dyslexic learners across the school. All teaching and support staff made a commitment to complete online Made by Dyslexia training during the 2023-24 session . Developing a deeper understanding of the key Dyslexic Thinking Skills of; Visualising, Imaging, Communicating, Reasoning, Connecting and Exploring was at the heart of the online training and staff reported that;

"I really enjoyed the online modules and I wish I had explored them earlier. They provided an opportunity for me to rethink my current practice and bring my thinking up to date with international research" (class teacher).

Key themes from the Learning and Teaching section of our Dyslexia Self-Evaluation in May 24 are detailed below and will inform our action plan for the next session.

Dyslexia Self-Evaluation May 24	Planning	Working Towards	Established
		Curriculum planning is well matched to ALL children and young people, including those with dyslexia.	
	Robust assessment procedures are used and shared by the whole team around child/young person on an ongoing basis.		
		Knowledge of dyslexia support strategies underpins teaching styles and approaches.	
			Transitions between stages are well managed and information is shared between teachers.
			Dyslexia is addressed within a wider, more holistic picture of a child/young person to ensure self-esteem issues, frustration or other connected difficulties are also supported.

Next Steps

- **to implement recommendations from the Dyslexia Toolkit**
- **gain Gold Reading Schools Award**
- **monitor writing attainment**

School Priority 3 : Raising attainment in mathematics

1.NIF Priority :

1. Placing the human rights and needs of every child and young person at the centre of education
4. Closing the attainment gap between the most and least disadvantaged children and young people
5. Improvement in achievement, particularly in literacy and numeracy.

NIF Driver :

1. Curriculum and assessment
2. School and ELC improvement
3. Performance information
4. Teacher and practitioner professionalism

HGIOS?4 QIs :

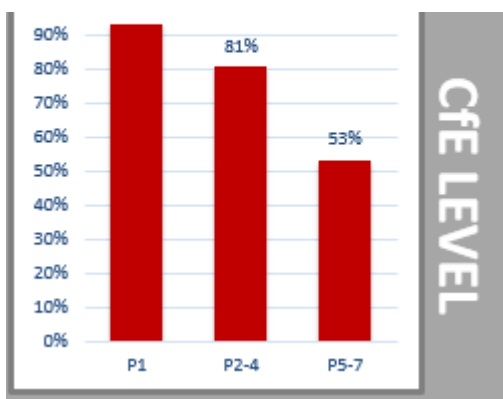
- 2.2 Curriculum
- 3.2 Raising attainment and achievement
- 1.3 Leadership of change
- 2.3 Learning, teaching and assessment
- 2.4 Personalised support

Priorities

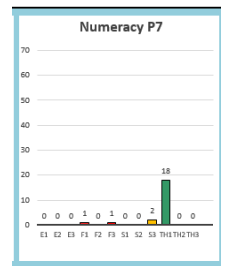
- To develop a mathematics progression pathway to support the learning & teaching of maths
- To implement CPA approach with P2 and targeted group of learners

Progress and Impact:

At the beginning of session 2023-24, a new maths and numeracy planner was introduced to enable teachers an effective overview of our maths and numeracy curriculum. Staff reported that they found the planner easy to use and provided important information on planning for assessment as the benchmarks were espoused with the planner. In term 3, this planner was then transferred onto our digital planning format which will enable the team to plan effectively and efficiently. Feedback from the team continues to be highly positive however they are reporting that they are identifying gaps between the current Big Maths progress drivers and the benchmarks. As a result, we have decided to continue to prioritise maths and numeracy pedagogy in our next School Improvement Plan to ensure that our



planning, implementation and assessment can be as effective as possible. When analysing maths attainment across the school, our tracking and monitoring demonstrates that there has been significant improvements with 82% of learners above on track.



During session 2023-24, our P2 teacher has been working alongside Education Scotland to develop numeracy within her learners and spread this learning across the school. The teacher hosted a staff development session on Number Talks and highlighted the use of Concrete, Pictorial and Abstract approach using various resources including Numicon. Staff then used this approach in their daily start-up tasks and found this approach highly useful. Focusing on maths and numeracy is proving to be successful as we have seen an improvement in our overall attainment across the school, in particular from P5 -7. This can evidenced by our attainment last session, as 53% were on track to achieve their expected level however now we are seeing an increase to 65%. This fact notwithstanding, by the time our children reach P7, we can identify a big leap in their attainment as 86% of our P7 children this year attained second level.

or

Next session, we aim to analyse our teachers judgement on maths attainment ensuring that it is accurately matched to the benchmarks.

Next Steps

- continue to develop a coherent numeracy and maths progression framework by auditing current practice and resources to ensure coherence, breadth, depth and progress.
- implement CPA across the school

School Priority 4: 2.2 Curriculum & 3.3 CREATIVITY AND EMPLOYABILITY

NIF Priority:

- Placing the human rights and needs of every child and young person at the centre of education
- Improvement in children and young people’s health and wellbeing
- Closing the attainment gap between the most and least disadvantaged children and young people
- Improvement in skills and sustained, positive school-leaver destinations for all young people

NIF Drivers

- School and ELC leadership
- Teacher and practitioner professionalism
- Curriculum and assessment
- School and ELC improvement

HGIOS?4 QIs :

- 2.2 Curriculum
- 3.2 Raising attainment and achievement
- 2.3 Learning, teaching and assessment
- 3.3 Creativity and employability

Priorities

- 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 Resilience training

Progress & Impact:

All teachers have continued to embed the methodology of Curriculum of Hope to plan IDL contexts, using dilemma-based scenarios for learners to explore learning, based on the pillars of Cohesion, Community, Compassion, Creativity and Content. Across the school, learners have become designers of sustainable cities, advisors to Greek Gods, and the first group of humans to set up civilisation in space. All Staff have used the Curriculum of Hope IDL planners, which are now located on the school ‘Hub’ on the Google Drive to design the learning experience. All staff have reported improved confidence levels in using this approach to planning. Staff have commented that:

‘I have learned that I can ‘let go’ of tight constraints of previous planning methods. I can be more responsive and it has reminded me of my creative abilities and how to use them.’

Staff have worked collaboratively across stages to moderate IDL planners to ensure consistency as well as providing support and challenge through professional dialogue. Additionally, in Term 3, staff collaborated to plan two assessment pieces for their IDL, to demonstrate application of knowledge and skills across the contexts. These pieces were then moderated at the end of the term, where staff engaged in professional dialogue to discuss the extent to which the evidence demonstrated the intended learning.

Most learners have developed greater compassion towards the characters in their contexts, and have demonstrated increased engagement with their learning:

'...was definitely one of the best topics I have ever done, it introduced me to a whole new way of thinking and learning within my topics that made me enjoy it 10x more than I usually would.'

'The reason why I really liked this topic was because it was very different from the previous topics we had done. Instead of us just learning fact, fact, fact, it was a roleplay.'

Staff have also noticed increased engagement, with learners particularly enjoying taking on a more active role in shaping the direction of their contexts. One staff member evaluated:

As my confidence and understanding of the COH methodology has increased, I have witnessed increased learner engagement and ownership of the context.



Throughout session 2023-24, we have been asked, including the children, to present at numerous creativity conferences and curriculum design online events. This has resulted in a variety of colleagues from across Scotland asking to visit our school and experience it firsthand. One colleague who visited reported "thank you so much for allowing us to visit your lovely school! It was an absolute pleasure to see the vision in action! The children were outstanding!" Feedback from a delegate at a conference highlighted "I particularly enjoyed Allans' presentation and the theory supporting their revised curriculum, and their passion."

Education Scotland visited the P7 classroom to create a short film as a snapshot of a Curriculum of Hope context where learners took on the role of Humanitarian Aid workers supporting people of Bangladesh who's lives had been impacted by flooding. This video will be shared as an example of good practice on the Learning For Sustainability Hub on the Education Scotland website.

Skills trackers for our 5Cs have been devised, based on our 5C skills progressions and all learners have self-assessed their progress with each of these in Term 3 and Term 4. P1-3 have completed these using their Seesaw Journals, whilst P4-7 have completed these using Google Forms. These skills trackers will continue on with each learner as they progress through the school as a record of their development over time.

Curriculum planning for our Care Experienced Children

Throughout this session, we have organised a variety of opportunities for our children who are either currently care experienced or previously care experienced. We operate different supports for each child by identifying what they need; whether it is picking up at foster carers or organising support in completion of homework by attending our homework club. We also offer Mini Champs scheme where every Friday, a group of care experienced children from P1 - 3 attend the Champions Board where they will feel loved, respected and supported. The children engage in highly motivating experiences which promote their feeling of belonging and safety. One child reported "I love a Friday because I go to mini-champs! I love baking and playing all the games!"

Children in our upper years attend a Resilience group every Friday which is Pupil Equity Funded, this enables our children to gain a sense of self, determination, belonging and resilience. Results from this initiative can be read in our PEF impact report.

Next Steps:

- to develop a designated space within our shared Digital Staff Hub for staff to share IDL planners to help build a bank of these for staff who are new to a stage or the school.
- to designate time within Collegiate Sessions to allow the team to work collegiately to share ideas when planning new Curriculum of Hope contexts
- to create further opportunities to plan and moderate assessment evidence to demonstrate learning within the contexts
- to continue to honour the Promise 2024-2030 with passion and conviction

School Priority 5 : COMMUNITY PRIORITY TARGET 5 - 2.5 – Parental Engagement (Parent Council)

NIF Priority :

- Placing the human rights and needs of every child and young person at the centre of education
- Improvement in children and young people’s health and wellbeing
- Closing the attainment gap between the most and least disadvantaged children and young people

NIF Driver

- Parent/carer engagement and family learning

HGIOS?4 QIs :

2.7 Partnerships

Priorities

- To continue to connect the school and nursery community through deep meaningful family engagement sessions which further strengthen the Allan’s family community
- To support After-school Activity Club

Progress and Impact:

This session, the community have come together to host a variety of fun, engaging events from discos, Christmas and Summer Family Fayres, fundraising and out of school social events. These events have been well attended from families across our catchment area (decile 1 - 10). Upon self-evaluation with the Parent Council, it was decided that in session 2024-25, family picnics would be arranged to engage families who may not be comfortable in busy environments. The Parent Council have been extremely busy over the session and have assisted at all family learning events, self-evaluation sessions, communication sharing and policy creation.

We have also established a parent run after-school activity club which has been highly successful for working parents and vulnerable children. This club will also run in session 2024-25 and will see new P1 children join in August 2024. The committee secured funding to improve the spaces which the club access and we were delighted that we were able to improve our playground area and H&W hub.

Other Achievements

Visitors & Leading Conversations

We have hosted many visitors who have come to see our creative approaches from class teachers, inspectors, Regional Improvement Collaborative colleagues, 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.” Our Walking Bus initiative gained national recognition which was turned into a film, please press on the https://www.youtube.com/watch?v=tS6gg7ohb_U for more information. 100% of the parents who use the Walking Bus stated that it was invaluable to their daily morning routine, with one adding: “The walking bus has changed my life as I am now able to work”.



We Make It!

In term 4, P1 - 5 during their outdoor learning experiences studied the uniqueness of Stirling to celebrate the city’s royal burgh status for 900 years. Each class studied a different aspect of Stirling: P1 - Stirling Castle, P2 have looked at the rich history of our school, P3 have been learning about the wolf of Stirling and the River Forth has been an inspiring topic for P4. This has all culminated in the children producing a video called “We Make It”. Please press on the link for find out more https://www.youtube.com/watch?v=L3_E7h1cR_c



The Promise Award

In February 2024, our team across nursery and school made a strong commitment to honour the Promise 2024-2030 to ensure that our care experienced children and young people will grow up loved, safe, and respected. The team had to undergo

training and sat an online assessment to make sure that they were informed and committed to this pledge. 100% of our team have made this commitment.

High Quality Continuous Professional Learning



In February, we were also incredibly lucky to have the eminent, Dr Suzanne Zeedyk spend a day with us to discuss and explore trauma informed practice. All staff thoroughly enjoyed her sessions and gained so much from them. One team member stated, “her message has had a deep impact on me as a person and practitioner”. Suzanne Zeedyk also commented “Superb day with the team from Allan’s. We heard lots of stories of courage and vision... I loved their clarity and confidence!”

What is our capacity for continuous improvement?

The shared headship enabled us to capacity build for school improvement by extending our leadership team however, due budget cuts across the council, both our DHT and HT are class committed next session which will undoubtedly have an impact on continuous improvement. We continue to have 2 principal teachers who lead on school improvement priorities. Since the amalgamation of the school and nursery new horizons in collaborative working have been happening and we are looking forward to 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 attendance, literacy, maths and health and wellbeing and this will continue in session 2024/25.

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!



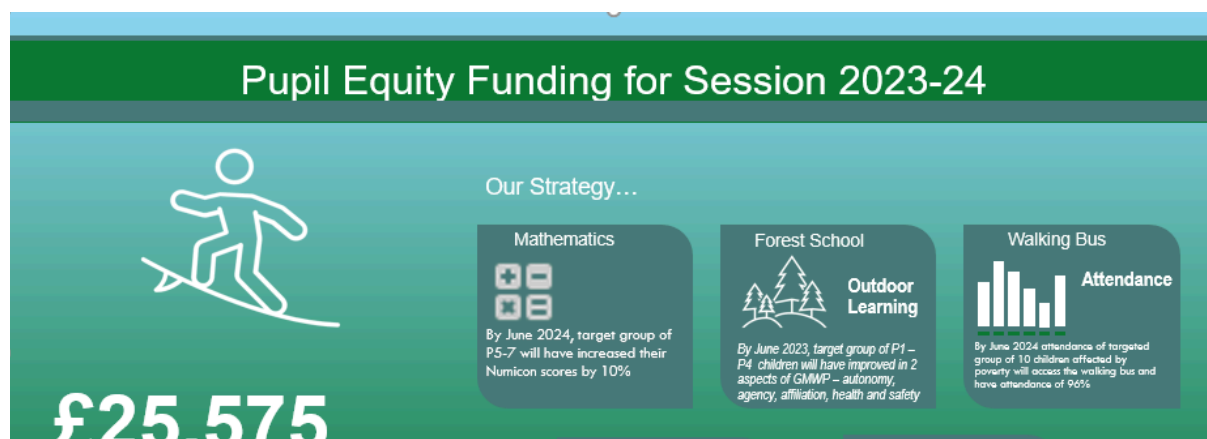
Progress and Impact of Pupil Equity Funding 2023-24



Allan's Primary School received £25,575 of Pupil Equity Funding through the Scottish Attainment Fund in 2023-24 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 2023 after extensive contextual analysis and are illustrated in our PEF Plan 2023-24

Improving Social and Emotional Wellbeing

Priority 1 – By June 2024 attendance of a targeted group of 10 children affected by poverty will access the walking bus and have attendance of 96% or above and will have less than 5 late entries on Seemis.

Our walking bus strategy received national recognition which was celebrated by our Regional Improvement Collaborative (FVWL RIC) and Education Scotland.



CASE STUDY: Improving attendance

Allan's Primary School
Stirling Council

Observation: A poverty-related gap was identified regarding attendance at the school. When data was analysed it became evident that many children, where attendance was a concern, came from a specific area of the school catchment.

Action: Following discussions with families, it was agreed that a walking bus would be established. It was developed to tackle the barriers around attendance and time keeping, and to provide support for some families affected by poverty, Covid-19 and the cost-of-living crisis. When parents who used the walking bus were asked about its impact, 100% of them stated it was invaluable to their daily morning routine.



the walking bus has a specific route that ensures children and families who would benefit from this support are collected from their home



children who engage in the walking bus arrive at school early and then have their breakfast at breakfast club



a senior team member and a school learning assistant (funded through Pupil Equity Funding) are responsible for delivering this intervention

Support

A video was also produced to communicate our strategy which can be accessed using this link https://www.youtube.com/watch?v=tS6gq7ohb_U for more information. 100% of the parents who use the Walking Bus stated that it was invaluable to their daily morning routine, with one adding: "The walking bus has changed my life as I am now able to work". 86% of the group achieved attendance of 96% with 3 children attending above 96%, in fact, one child's attendance was 99%. None of the children in this target group had any late comings. This strategy is now embedded within our daily routine and will continue to serve the families of our community.

Priority 2 - Outdoor Learning

By June 2024, almost all children within a targeted group impacted by poverty (as indicated through SIMD/ FSM/ other info) will increase 2 aspects of Glasgow Motivational and Wellbeing Profile - agency, affiliation, autonomy, feelings of health and safety.

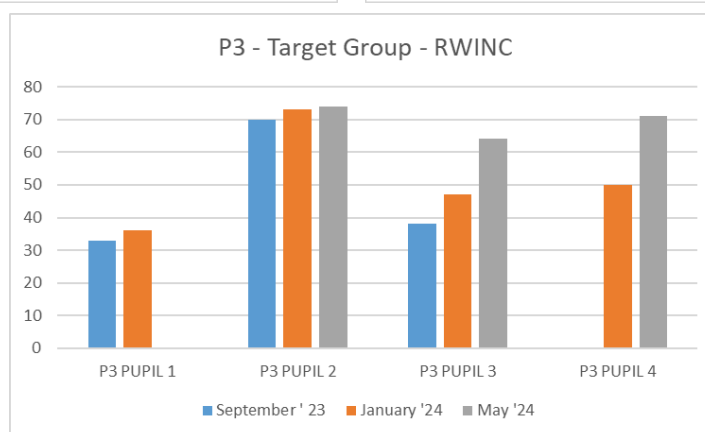
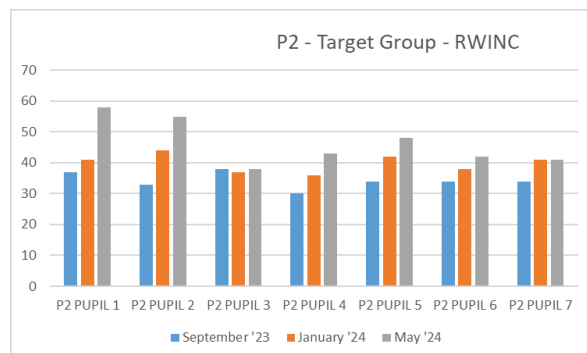
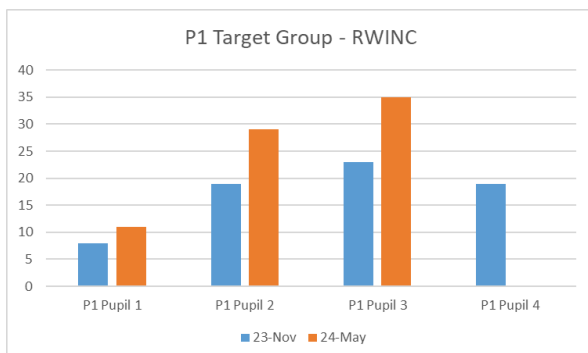
Almost all targeted children will meet all their individual targets each term through learner centred planning.

The GMWP highlighted that there was a marked improvement in the targeted group’s feeling of being safe, healthy and a sense of affiliation (sense of belonging). One child’s results demonstrated an increase of 65% in their feeling of affiliation. Outdoor learning has been established within our practice since 2020 and many parents have chosen Allan’s as we offer this experience on a weekly basis. Our annual parent survey on outdoor learning confirms that our parents value this experience for their child. One parent reported “Outdoor learning removes the walls- and therefore the barriers to movement and creative thinking- that can hinder engagement during indoor learning. On outdoor learning days, I know my child has had the space and time to experiment, consider, and engage with the topic using all senses and a range of learning modes. This is healthier than desk based learning.”

All children within the targeted group achieved their individual targets through learner centred planning in

- Confidence – nurturing self-esteem and building a sense of who they are/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 & 2 sounds and apply their knowledge and understanding within play/writing/reading.

We track our children’s sound knowledge and understanding of Read, Write, Inc Set 1 and Set 2 sounds. This can also be evidenced in their achievement within reading and writing with almost all children making significant progress. The graphs below evidence the progress :



Priority 3

By June 2024, the target group of 10 – most children will demonstrate an increase in 3 aspects of GMWP



This session our P6/7 Resilience Group used the JASS, Junior award Scheme for Schools, as a self-guided way to encourage, capture and celebrate

personal achievement. The JASS framework has worked well to capture achievement and celebrate successes. Staff reported that this has resulted in increased engagement, provided motivation and given children ownership over the way they keep track of their achievements. The children achieved the Red Award this year however they aim to achieve silver in session 2024-25.

Our Youth Participation Worker stated “this year we have used the Jass Award scheme to give us structure and a goal to work towards. The children have gained so much and have had a sense of achievement as they have had something tangible to aim for!”



The children’s motivation and wellbeing also improved. In our Pupil Equity Plan for session 2023-24, we aimed for the children to improve in three areas within their feelings of agency, affiliation, autonomy, safety and health. The results showed an increase across three areas - healthy & safe, affiliation and autonomy.

We also monitored the group’s attainment levels which can be evidenced in 23-24 Numeracy, Reading and Writing NSA P7 attainment figures. 83% of pupils in the Resiliency Group have confidently achieved 2nd Level in preparation for their transition to secondary education.

