

# Callander Primary School

## Standards and Quality Report



**2020-2021**



## Introduction

Callander Primary School Standards and Quality Report 2020-2021 provides a record of the main achievements of the school this session. The report evaluates the progress the school has made, focussing on areas which have been priorities in our School Improvement Plan.

The report is based on a wide range of evidence, including quality assurance throughout the session, evidence of pupils' learning, analysis of data including teachers' professional judgements, holistic and standardised assessments, How Good is Our School 4 Quality Indicators used by staff and children for self-evaluation and school improvement consultation carried out with pupils, parents and staff.

The report is produced as part of the process of self-evaluation, improvement planning and quality assurance. It aims to provide helpful information to parents, pupils, our local community, Stirling Council and Education Scotland.

## Context of the school

Callander Primary School and Nursery is committed to providing the highest quality learning and teaching environment for all our learners. We strive to be a vibrant learning community where continuous improvement is at the heart of teaching and learning. We have adopted the following motto:

***"Dream, Believe, Achieve."***

This encapsulates our desire for all learners to have a passion and enthusiasm for learning and an ability to challenge and drive their learning forward.

We have also adopted the following values:

***Honesty   Respect   Co-operation   Fairness   Responsibility***

and following consultation with the children this session we have also identified the following school rules:

***Ready   Respectful   Safe***

The motto, core values and rules have a high profile within the school and nursery community and underpin all that we do and explicitly link with the United Nations Convention on the Rights of the Child.

Callander Primary School is situated on the southern edge of Callander in the Loch Lomond and Trossachs National Park. Outdoor learning is a key aspect of our curriculum as we make the most of our setting by visiting Coilhallon Woods, Ben Ledi and using the open farmland along the River Teith as well as other locations within the National Park. The catchment of the school takes in children from the town of Callander and surrounding area. Callander Primary School is a non-denominational primary school which has, an autism provision and a nursery. Our roll is 309 including an extended year nursery. We have a Senior Leadership Team comprising of Head teacher, Depute Head teacher, Principal Early Years Educator, two Senior Early Years Educators, and four Principal Teachers. This session we had 14 classes including two classes within our Autism Provision and two daily nursery sessions. We had a teaching complement of 16 teachers, including a 0:4 Support for Learning teacher, 10 Early Childhood Educators, 1 Modern Apprentice, 14 Support for Learning Assistants and two administrative assistants. We have had a visiting specialist teacher in Music. Callander Parent Partnership has met regularly during the year. Parents and other volunteers are usually welcomed in our school and help support a wide range of lunch clubs and after school clubs, as well as assisting in classes with learning and teaching activities. This session due to Covid restrictions we have been unable to have volunteers and parents in school to help. We have offered support to parents through our remote learning offer across the school year.

**August 2021 June 2022 Covid 19 Impact:** Following on from school closure in March 2020, school and nursery returned on August 10<sup>th</sup>, 2020, as part of the Scottish Government's response to the ongoing Covid-19 pandemic. In January 2021 Scottish Government announced that all schools would close for a second time until February 2021 for Primary 1-3 and March 2021 for P4-7. During this second period of closure, we provided remote learning opportunities for all children as well as an offer of a placement in a school hub for children of key workers and vulnerable families. As schools return once again in August 2021, the recovery from the impact of these closures is reflected within this report with a focus on recovery, renewal and improvement.

## Review of progress for session 2020-2021

<p><b>School Priority:</b> To improve the attainment of all pupils in reading, writing and numeracy. Closing the attainment gap between the most and least disadvantaged children</p>	
<p><b>National Improvement Framework Priority</b> Improvement in attainment, particularly in literacy and numeracy.</p> <p>Closing the attainment gap between the most and least disadvantaged children.</p> <p><b>Key drivers for improvement</b> Assessment of children's progress Performance information</p>	<p><b>HGIOS4 Quality Indicators &amp; HGIOELC</b> 2.3 Learning teaching and assessment 3.2 Raising attainment and achievement</p> <p><b>Integrated Children's Services Plan Outcomes</b> Develop creative pedagogies which are engaging, effective and appropriate. Implement strategies to raise attainment and close the equity gap. To further develop staff confidence to support individual progress in literacy, numeracy in Early Years</p>
<p><b>Progress:</b></p>	<p>An effective approach to remote learning was developed which ensured progression of learning with a focus on literacy, numeracy and health and wellbeing.</p> <p><b><u>Nursery:</u></b></p> <ul style="list-style-type: none"> <li>• Children have taken part in baseline assessment for listening skills. Small groups made up and a 6 week program identified in 'Teaching Children to Listen' was undertaken to improve outcomes for all.</li> <li>• Progression in learning is documented on e-Journals using Stirling Councils Play &amp; Learning framework on 3 key areas Literacy, Numeracy &amp; HWB.</li> <li>• Staff have identified learning intentions and have given parents examples of experiences to support the learning at home.</li> <li>• The Early writing and mark making focus has ensured writing materials are available to explore in all areas of nursery.</li> <li>• Home learning PEEP, numeracy and literacy bags have been introduced for all families to access.</li> </ul> <p><b><u>Autism Provision:</u></b></p> <ul style="list-style-type: none"> <li>• Planning formats have been reviewed with a focus on Interdisciplinary Learning to ensure a breadth of learning is planned for and small steps of progress can be assessed and evaluated</li> <li>• The use of digital technology to improve engagement in learning both in school and at home has been developed.</li> <li>• Individual tracked targets have been introduced using the online learning journals.</li> </ul> <p><b><u>School and Autism Provision:</u></b></p> <ul style="list-style-type: none"> <li>• A whole school approach to home learning was established using the four contexts of learning as the foundation for planning.</li> <li>• We achieved our Reading Schools Gold Reading Award from the Scottish Books Trust for developing an effective reading culture across the school.</li> <li>• The further development of Read Write Inc Phonics (RWINcs Phonics) in P1, 2 and 3 and Reflective Reading in P4-7 has ensured a consistent approach to teaching of reading across the school. Online Family Learning tutorials have helped to ensure parents can engage with these approaches at home also.</li> <li>• All classes have continued to plan writing using aspects of the Talk 4 Writing approach. This includes an emphasis on using published texts and discussion to identify, role model and recall quality examples of writing to support development in writing and the use of story mapping to support the sequencing of ideas.</li> <li>• All classes have continued to develop Number Talks as part of daily practice. All classes have successfully continued to ensure fluid maths groupings are planned for the teaching of numeracy and maths resulting in an increase in learner confidence within numeracy.</li> </ul>

	<ul style="list-style-type: none"> <li>• Learners have experienced a wider range of learning and teaching materials and approaches designed to support deeper conceptual understanding within numeracy.</li> <li>• Learners in Primary 1 and Primary 2 have continued to engage successfully with the conceptual understanding of maths project with the RIC Numeracy Academy. All learners are engaging confidently with mathematical vocabulary and concepts.</li> <li>• Regular assessments within literacy and numeracy continuously monitor learners' progress and ensures individuals receive targeted support when required.</li> <li>• All classes have focused on writing and letter formation and high- quality presentation.</li> <li>• Regular planned opportunities have been built into the curriculum map for learners to engage in dialogue with their teacher focusing on progress in learning and next steps. Children's next steps are available in the form of target statements for children to always access.</li> <li>• A play-based approach for some aspects of learning within Primary 1 has been introduced following Covid risk assessment guidance.</li> <li>• Staff have continued to increase the range of data they gather to plan universal and targeted approaches.</li> <li>• Where children have required support in literacy, numeracy and health and wellbeing following school closure and remote learning, targeted support has been established with support from the Support for Learning Teacher, Support for Learning Assistants as well as additional teaching staff.</li> </ul> <p><b><u>Learning Community:</u></b></p> <ul style="list-style-type: none"> <li>• Due to Covid guidance the transition learning context from P7 to S1 based upon John Muir award could not proceed.</li> <li>• Due to Covid guidance the Learning Community approach to the teaching of Spanish as L3 was not progressed this session.</li> <li>• Due to Covid guidance Learning Community moderation events were paused this year.</li> </ul>
<p><b>Impact:</b></p>	<p><b>Nursery:</b></p> <ul style="list-style-type: none"> <li>• An improvement in listening skills has been identified and observed in almost all learners.</li> <li>• Educators have been able to identify areas for appropriate support and challenge and have identified next steps in learning for all learners using the e-journals platform. This has also provided parents with ongoing access to their child's learning progress and targets also and has enabled them to support home learning opportunities across the session. An increase in parental engagement during and after nursery closure observed as a result.</li> <li>• Wider access to early writing experiences has resulted in an increase in children engaging more often with early writing activities across all areas of the nursery.</li> <li>• The home learning PEEP, Literacy and Numeracy bags have been welcomed by families and though consultation have been evaluated and adapted to suit the needs of the families.</li> </ul> <p><b>Autism Provision:</b></p> <ul style="list-style-type: none"> <li>• The progress of learning for each individual child is regularly evaluated, planning is adapted as appropriate and next steps identified. Online journals have provided evidence of progress for both staff and parents to engage with.</li> <li>• A variety of different approaches using different digital technologies has been introduced with an increase in pupil participation being demonstrated.</li> </ul> <p><b>Nursery, School and Autism Provision:</b></p> <ul style="list-style-type: none"> <li>• In listening and talking, almost all children are on track to achieve appropriate levels of attainment by the end of P1, P4 and P7 for early, first and second levels. Where children have not achieved appropriate levels, progress has been made towards individual milestones.</li> <li>• In reading, writing and numeracy, most children are on track to achieve appropriate levels by the end of P1, P4 and P7 for early, first and second levels.</li> </ul>

	<p>Where children have not achieved appropriate levels, targeted interventions have been put in place or progress has been made towards individual milestones. Monitoring and Tracking procedures have identified some children's progress is not as expected due to very low engagement during school closure periods relating to Covid.</p> <ul style="list-style-type: none"> <li>• There has been an increase in the number of children being awarded the Star Writer award.</li> <li>• Almost all learners are engaging regularly with their teacher to discuss their progress in learning and can identify their next steps in a more informed manner. Learners can readily access this information within their classes to support their learning.</li> <li>• Increased participation in learning in Primary 1 has been observed during play based opportunities with some Primary 1 children demonstrating greater focus and more resilience when engaging in play based activities.</li> <li>• Staff have adapted strategies and planned for a wide variety of targeted approaches following analysis of the attainment data gathered.</li> <li>• Targeted supports for individual children following school closure have begun to improve progress in attainment in literacy, numeracy and have supported children's mental health and wellbeing.</li> </ul>
<p>Next steps:</p>	<p><b><u>Nursery, School and Autism Provision:</u></b></p> <ul style="list-style-type: none"> <li>• To further develop a consistent whole school approach to home learning that ensures progression of learning for all learners with a focus on literacy, numeracy, health and wellbeing, the Four Capacities and the four contexts of learning.</li> <li>• To create a framework for the planning, learning, teaching and assessment of reading across the school with support from Regional Improvement Collaborative</li> <li>• Read, Write Inc., Jolly Phonics, Fresh Start, reciprocal reading and Reflective Reading further developed through the introduction of staff, support staff and parent workshops</li> <li>• Further development of a robust approach to the development of writing skills using, Bookbug, Talk 4 Writing and VCOP strategies including teaching and assessing skills across the four contexts of learning, including home learning, writing in different genres and for different purposes and the development of a "learning wall".</li> <li>• Further developing confidence in boys writing skills across all stages.</li> <li>• To develop whole school approach to spelling using RWInc / Jolly Phonics in P1 and 2 and "Wrap Around", Nessie and Active spelling approaches from P3-7.</li> <li>• To further develop staff confidence in assessing and moderating writing from nursery to Primary 7 by developing high quality assessments combining both school and home learning evidence.</li> <li>• To create a framework for planning, learning, teaching and assessment of numeracy across all stages in school</li> <li>• To further develop staff confidence in using a variety of resources and strategies including an introduction to cognitive guided instruction and "learning walls" to support effective teaching of numeracy.</li> <li>• To further develop staff confidence in assessing and moderating numeracy from nursery to Primary 7 by developing high quality assessments combining both school and home learning evidence.</li> <li>• Introducing a play-based curriculum across Early Level and beginning of First Level including nursery, Autism Provision, Primary 1 and Primary 2.</li> <li>• Fully embedding a whole school approach to developing learners understanding of their progress and next steps in learning using Individual Learning Records within mainstream and online journals within nursery and Autism Provision.</li> <li>• To further develop and enhance robust systems to analyse available data to raise attainment.</li> <li>• To develop CLPL opportunities for professional learning focusing on learning and teaching.</li> <li>• Further developing learner's participation in identifying and evaluating school improvement priorities.</li> </ul>

	<p><b><u>Nursery:</u></b></p> <ul style="list-style-type: none"> <li>• To further develop staff confidence in planning motivating and enriching approaches to play and learning focusing on further enhancement of the communication environment, including outdoor learning whilst considering the Covid – 19 risk assessment.</li> <li>• To further develop motivating experiences for two year old learners by developing staff confidence in planning and developing enriching and appropriate learning opportunities.</li> <li>• To develop approaches to moderation of learning within pre-birth to 3 and Early Level learning within the nursery.</li> <li>• To develop Family Learning Workshops focusing on Literacy and Numeracy ( dependent on Covid risk assessments and guidance. Possibly through virtual meetings.</li> </ul> <p><b><u>Autism Provision</u></b></p> <ul style="list-style-type: none"> <li>• To further develop, review and implement planning formats with a focus on IDL planning and bundling E's and O'S to ensure coverage and maintain evaluation of the small steps and learning experiences learners engage in.</li> <li>• Further develop and increase the use of digital technologies to enhance and increase engagement in home and school learning including further development of use of e-journal platform.</li> </ul> <p><b><u>Learning Community:</u></b></p> <ul style="list-style-type: none"> <li>• To develop a transition learning context from P7 to S1 based upon John Muir award.</li> <li>• To further develop the Learning Community approach to the teaching of Spanish as L3.</li> <li>• To re - establish Learning Community moderation events.</li> </ul>
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<b>School Priority:</b> To improve the progression of skills of children; including skills for employability.	
<p><b>National Improvement Framework Priority</b> Improvement in employability skills and sustained, positive school leaver destinations for all young people.</p> <p><b>Key drivers for improvement</b> Teacher professionalism Assessment of children's progress</p>	<p><b>HGIOS4 Quality Indicators &amp; HGIOELC</b> 2.2 Curriculum 2.6 Transitions</p> <p><b>Integrated Children's Services Plan Outcomes</b> Support all young people to further develop skills and knowledge which allows them to fulfil their potential in both their careers and wider life. Empower colleagues to deliver a rich set of learner experiences and pathways which meet and address the aspirations of young people leading to positive destinations.</p>
<b>Progress:</b>	<p><b>Nursery , Autism Provision and School:</b></p> <ul style="list-style-type: none"> <li>• A whole school approach to remote and home learning was established which focused on the Four contexts of Learning.</li> <li>• Increase access to digital technologies was established across the school.</li> <li>• All children in P5-7 received individual Chromebooks</li> <li>• Families with limited access to digital technologies in P1-4 were offered access to digital devices.</li> </ul> <p><b>Nursery:</b></p> <ul style="list-style-type: none"> <li>• All staff identified key learning intentions for key children and share this with parents via e-journals.</li> <li>• Staff developed the children's creativity and curiosity through hthe enhancement of experiences and activities and then shared these with colleagues on SPEC platform.</li> </ul> <p><b>Autism Provision:</b></p> <ul style="list-style-type: none"> <li>• Due to Covid restrictions, guidance and school closure partnership working was not further developed this session.</li> </ul>

	<p><b>Autism Provision and School:</b></p> <ul style="list-style-type: none"> <li>All classes have continued to participate in progressive computational thinking and coding learning activities underpinned by progressive pathways of learning.</li> <li>Due to covid restrictions and school closure food technologies and Maker Spaces were not developed this session</li> </ul>
Impact:	<p><b>Nursery:</b></p> <ul style="list-style-type: none"> <li>Parental engagement with children's learning increased by 30%.</li> <li>Children have further developed their explorative and investigative skills and knowledge throughout all aspects of the nursery.</li> <li>Colleagues across the local authority accessed the staffs planning ideas through the SPEC platform.</li> </ul> <p><b>Nursery, School and Autism Provision:</b></p> <ul style="list-style-type: none"> <li>An increased engagement with remote learning was observed and recorded by staff.</li> <li>Staff have been able to target support where children were less engaged during periods of remote learning.</li> <li>Children have confidently developed programs using simple coding technologies such as coding caterpillars, created simple animations using programs such as Scratch as well as developing basic websites</li> </ul>
Next steps:	<p><b><u>School, Autism Provision and Nursery:</u></b></p> <ul style="list-style-type: none"> <li>To further develop a home learning approach for all children across the school that provides equitable access to technologies through the use of online journals, Seesaw, Google Classroom and Google Meets and other relevant/appropriate digital and online resources.</li> <li>To further develop cooking and food technology skills by embedding a progressive pathway across all stages in nursery and primary school -dependent on COVID risk assessment.</li> <li>To further develop a progressive pathway across all stages focusing on opportunities for developing engineering and textiles skills.</li> <li>Further develop staff confidence in planning motivating and enriching approaches open-ended, child-led and investigative learning including the use of loose parts, outdoors and developing a maker mentality</li> </ul> <p><b><u>Autism Provision:</u></b></p> <ul style="list-style-type: none"> <li>To further develop and embed partnership working within our school community and wider context which has a positive impact on the skills for life, learning and work of our pupils e.g. High schools, Active Stirling, Parents, Community links – dependent on COVID risk assessment</li> </ul>

<p><b>School Priority:</b> To improve the health and wellbeing of all children through early and effective intervention, through close multi-agency partnerships and developing interventions to reflect Getting It Right For Every Child and the nurturing principles.</p>	
<p><b>National Improvement Framework Priority</b> Improvement in children and young people's health and wellbeing.</p> <p><b>Key drivers for improvement</b> Parental engagement Assessment of children's progress</p>	<p><b>HGIOS4 Quality Indicators &amp; HGIOELC</b> 2.1 Safeguarding and child protection 3.1 Improving/ ensuring wellbeing, equality and inclusion</p> <p><b>Integrated Children's Services Plan Outcomes</b> To promote inclusion and nurturing relationships to enable all children to participate fully. Improve children's mental health and wellbeing Improve outcomes for children with Additional Support Needs.</p>

	To further develop staff confidence to support individual progress health and wellbeing in Early Years
Progress:	<p><b><u>Nursery, Autism Provision and Primary School:</u></b></p> <ul style="list-style-type: none"> <li>• A clear and robust risk assessment was established and embedded to ensure the safety of the whole school community.</li> <li>• A robust transition programme focusing on the six nurturing principles was introduced and developed across the whole school.</li> </ul> <p><b>Nursery:</b></p> <ul style="list-style-type: none"> <li>• Ongoing risk assessments updated from centre and personalised to nursery with all staff contributing.</li> <li>• Children's voices added to play assessments.</li> <li>• A new approach to transition was established following Covid restrictions with increased use of digital technologies.</li> <li>• Small nurture groups established based on the colour monster storybooks with staff using the characters on lanyards with corresponding Boardmaker and Makaton symbols.</li> <li>• Small group discussions about going to school and recognising friends who are going undertaken.</li> <li>• Video of children asking questions to be shared with current P1's and their responses video created.</li> <li>• Transition Google sites and a page on Facebook created which was shared with families to learn about and be introduced to buddies and important key staff and information from primary school.</li> </ul> <p><b><u>Autism Provision and Primary School:</u></b></p> <ul style="list-style-type: none"> <li>• Staff's knowledge and understanding of the Neuro-Sequential Model for Education was increased.</li> <li>• Staff further developed the use of the SHANARRI Indicators (P1-3) and the Stirling Health and Wellbeing scale (P4-7) to monitor and assess children's health and wellbeing.</li> <li>• Emotion Works was introduced a cross all stages of the school to support children's resilience and emotional literacy.</li> </ul> <p><b><u>Autism Provision:</u></b></p> <ul style="list-style-type: none"> <li>• Regular discussions using Emotion Works have been planned and undertaken.</li> </ul> <p><b><u>Learning Community</u></b></p> <ul style="list-style-type: none"> <li>• A digital / online approach to transition was created by P7 teachers and McLaren High School</li> </ul>
Impact:	<p><b><u>Nursery, Autism Provision and School:</u></b></p> <ul style="list-style-type: none"> <li>• All staff, children and visitors were able to easily follow new routines and protocols. Whole school community felt safe in school and confident in supporting each other. Excellent levels of hygiene and cleanliness were maintained.</li> <li>• A recovery curriculum was planned, developed and implemented across the whole school which with nurture, health and wellbeing as its foundation resulting in almost all children, staff and parents confidently re-engaging in learning within school.</li> </ul> <p><b>Nursery:</b></p> <ul style="list-style-type: none"> <li>• Children settled quickly into new class and school routines.</li> <li>• The use of digital technologies had allowed for new relationships and familiarisation with key staff and peers to be established before the beginning of term.</li> <li>• All staff and children were able to engage and follow risk assessments. Children able to discuss their contribution to risk assessments and can share ideas on why we need to keep safe.</li> <li>• An increase in children's abilities to identify and talk about their emotions and openly discuss strategies to calm down when needed has been observed along</li> </ul>

	<p>with an increase in children's resilience and their ability to cope at times of change.</p> <ul style="list-style-type: none"> <li>Nursery children and families engaged well with transition programme with nursery children becoming familiar with primary school building and key staff.</li> </ul> <p><b><u>Autism Provision and Primary School:</u></b></p> <ul style="list-style-type: none"> <li>Staff have an increased understanding of brain development and impact of trauma and are beginning to introduce appropriate strategies into classrooms that can support anxieties and help regulation.</li> <li>Staff have identified individual children quickly and have introduced targeted interventions to support children within their classrooms.</li> <li>Almost all children have increased their understanding of the language of emotions and are beginning to use this knowledge when discussing their own and others' wellbeing.</li> </ul> <p><b><u>Autism Provision:</u></b></p> <ul style="list-style-type: none"> <li>Through stories the children have been able to describe key emotions, their triggers and can identify their behaviours. They have been able to identify senses in their bodies and have used gross motor equipment to support regulation.</li> </ul> <p><b><u>Learning Community</u></b></p> <ul style="list-style-type: none"> <li>P7 learners were able to meet and build relationships with key high school staff.</li> <li>P7 learners were able to participate in transition activities to enable them to become with some high school routines, protocols as well as some subject areas.</li> </ul>
<p>Next steps:</p>	<p><b><u>Nursery, Autism Provision and School:</u></b></p> <ul style="list-style-type: none"> <li>To further develop and plan a robust transition programme for all children following school closure based upon the six nurture principles.</li> <li>To embed staff knowledge and understanding of Neuro-sequential Model of Education (NME) and Decider Skills.</li> <li>To develop and improve Parent/Carer knowledge of additional support needs including nurturing approaches.</li> <li>To further develop a whole school approach to emotional resilience and self-regulation through further development of the whole school use of Emotion Works and all classes using a 5 point scale.</li> </ul> <p><b><u>Nursery:</u></b></p> <ul style="list-style-type: none"> <li>To further develop and implement an innovative approach to transition for nursery learners moving on to primary school.</li> <li>Use the Colour Monster resource to further enrich and develop children's emotional check-ins during each session.</li> </ul> <p><b><u>Learning Community</u></b></p> <ul style="list-style-type: none"> <li>To develop and implement an innovative approach to transition for Primary 7 learners moving on to McLaren High School</li> </ul>

**Progress and impact of Pupil Equity Funding:**

In session 2020/2021 Callander Primary received £19,972 of Pupil Equity Funding through the Scottish Attainment Fund 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
- Widening opportunities for achievement
- Raising attainment in literacy and numeracy including developing the communication environment within the nursery and Autism Provision.

The following table demonstrates the evaluation and impact of the interventions introduced.

## Evaluating and Reporting on Impact – Callander Primary Pupil Equity Fund 2020-2021

Outcome	Impact Measures	Evaluation
By June 2021, 75% of children who are in receipt of FSM will achieve their expected level in reading and writing.	Teacher judgement and assessment evidence will show an increase in attainment from 50% of those accessing FSM to 75% of those accessing FSM by June 2021. SNSA data will show an increase in banding over time for targeted learners.	Teacher Judgement predictions and assessment evidence in May 2021 demonstrate that 66% of children who are in receipt of FSM have achieved their expected level in reading and 62% of children who are in receipt of FSM have achieved their expected level in writing. On analysis of the children who did not achieve in reading and writing, 89% of these children are on Staged Intervention and are directly supported by the Support for Learning teacher for literacy. 89% of these children were also recorded as having very low engagement during the last period of home learning. This will continue to be a focus next academic session.
Outcome	Impact Measures	Evaluation
By June 2021, 75% of the targeted male group in P5-7 will achieve the expected level in writing.	Assessed work using Highland Writing Rubrics will demonstrate an increased standard for most of the targeted group. Teacher judgement and assessment evidence will show an increase from 67% of males achieving expected levels to 75 % of males achieving expected levels by June 2021. SNSA data will show an increase in banding over time for targeted learners.	Teacher Judgement predictions and assessment evidence in May 2021 demonstrate that 67% of the targeted male group in P5-7 have achieved the expected level in writing. This figure has remained static since last year. On analysis of the children who did not achieve their expected level in writing, 77% of these children are directly supported by the Support for Learning teacher for literacy. Out of the remaining children who are not supported by Staged Intervention currently, 67% of these children were recorded as having very low engagement during the last period of home learning. This gap in learning could be attributed to not meeting the anticipated levels despite the interventions in place.
Outcome	Impact Measures	Evaluation
By June 2021, most (75-90%) of our targeted group will demonstrate an increase in their use of emotional language and understanding and be able to develop emotional competence and resilience.	Observations and time frame data gathering of targeted children will show an increase in their use of emotional vocabulary pre and post intervention. Assessments from Emotion Works (pre and post and if appropriate during) will show improved knowledge and understanding of emotional literacy.	Data from classroom time samples and pre and post Emotion Works assessments demonstrate that 75% of the targeted learners demonstrated an increase in their use of emotional vocabulary which in turn allowed them to manage their emotions more effectively in order to be supported to self-regulate. This has resulted in fewer assistance required incidents and SMT intervention. 76% of children demonstrated an increase in their scores when using the Stirling Children's Wellbeing Scale or SHANARRI scale post intervention.

	Stirling's Children's Wellbeing Scale or SHANARRI (depending on age of child) will show an increase in scores for almost all children (pre and post intervention)	
<b>Outcome</b>	<b>Impact Measures</b>	<b>Evaluation</b>
<p>By April 2021, 100% of AP learners will demonstrate increased positive engagement in a variety of activities.</p> <p>By April 2021, AP learners will cope better with transition and show increased ability to regulate on return to class to attend to their learning.</p>	<p>A baseline Leuvan scale will monitor participation and involvement over time.</p> <p>A baseline Likert scale will monitor levels of adult intervention and support required on return to class.</p>	<p>Due to COVID restrictions, this outcome of targeted intervention from the employment of an Active Stirling Modern Apprentice has not been able to be undertaken.</p>

#### Wider achievements:

- We created and implemented a robust Covid-19 risk assessment which was evaluated and adapted throughout the session which ensured the safety and wellbeing of the whole school community.
- We developed and implemented a recovery curriculum that allowed all members of the school community to reconnect and re-establish relationships following the school closure periods.
- We established effective ways to support remote and home learning through Google Classroom, Seesaw and other online resources for all children and provided alternatives where this was requested. We provided access to technologies where this was identified or requested.
- We established and further developed communication with families through the use of Seesaw, Google Classroom, Facebook and the school app.
- We developed the use of online platforms such as Microsoft and Google Forms to gain parent/carer and children's views on remote learning, school improvements and Pupil Equity Funding.
- We established effective partnership working with local charities including Callander Youth Project, Callander Masonic Lodge and Callander Tangled to support families throughout the pandemic.
- We developed, evaluated and adapted approaches to outdoor learning for most areas of the curriculum and have achieved the NHS Natural Health Award (as part of a pilot initiative) as a result.
- We have achieved the Scottish Book Trust Reading School's Gold Award
- We have achieved our second Scottish Enterprise Award.
- We maintained our Gold Sports Award.
- All P7 Learners achieved skills in Bikeability Level 1.
- We have organised family learning virtual tutorials focusing on reading and numeracy for Primary 1 and 2 families.
- Our new approach to home learning has provided a platform for children to share their achievements and learning with their peers and their class teachers across the Four Contexts for Learning.
- Our termly Snapshot Jotter format was adapted to become an online resource for children to share with parents.
- Our Primary 7 cohort organised a successful Health and Sports Week as well as a successful ECO week for the whole school.

Please read some of comments we have received from pupils, parents, stakeholders, staff:

#### **Children:**

"In our school the teacher's explains everything a lot! We have Learning Intentions and Success criteria. We follow our visual timetable. We talk about what we want to learn in a topic and have choices. We like to be creative."

"We can work independently or with a partner or a small group. Our work is different and unique to us. We are creative and use our imagination in our work." (

"We think feedback is very helpful and helps us to understand what to do. It helps me with ideas and also to improve my work by using next steps."

"We can tell you what we are good at and what we need to practice more of."

#### **Parents:**

"A huge thank you to all! Callander primary is such a nurturing and wonderful school and the staff all deserve a big big thank you!"

"Thank you all so much for keeping our children safe and for allowing them to continue their education. Seeing their friends every day and having the structure and nurture of the school community around them is keeping life as normal as possible for them."

"Thank you so much for all the hard work and dedication all the staff is putting on for the mental and academic health of our children. You are amazing people, every single one of you."

Your commitment to our children wellbeing is extraordinary. Keep up the good work!"

"As newcomers to the school the welcome we have received has been amazing!"

"As parents of ASN children it is amazing to see their inclusion and how comfortable they are. You are doing amazing work and no amount of thanks can ever convey our gratitude!"

"The commitment to working together with parents to ensure children are respected and included is second to none. This have resulted in my child thriving at school. I have been so impressed by the pro-activeness of the staff team in this matter."

**Staff:**

"Staff have worked collaboratively and effectively to support each other to develop their digital skills in order to ensure children and families were very well supported for both home learning opportunities and during periods of remote learning. In a short period of time staff's technology and digital skills have sky rocketed!"

"Following school closure, a Recovery Curriculum has been developed and implemented, taking the six Nurture Principles into account. Learners' Wellbeing has been tracked using both SHANNARI grids for early years and Stirling Children's Wellbeing scale. We have successfully undertaken a whole school implementation of Emotion Works, in order to develop learners' self-regulation and emotional resilience. These measures have increased staff confidence in understanding and supporting learners' Emotional and Mental Wellbeing."

"Learners are becoming more confident in using numeracy manipulatives to aid their understanding. They are using them effectively to progress their learning and beginning to transfer these skills to other areas of the curriculum. "

"The resilience of our learners and our families this year in adapting to the different methods of teaching has been amazing. They continued to engage and progress their learning in very difficult and trying times."

**Partner Agency:**

"The school is an enthusiastic and committed early adopter of new initiatives and training that our service provides. The school ensures agencies work together in the child's best interest and are skilled at facilitating shared problem ownership." Educational Psychologist

## Capacity for Continuous Improvement

Quality Indicator	Key Strengths	Areas for improvement
<b>1.3 Leadership of change</b>	Children, staff, parents and stakeholders are continually involved in self-evaluation and are aware of schools strengths and areas for improvement.	To continue to use practitioner enquiry as a driver to improve outcomes for learners. To further develop a whole school approach to identifying children's next steps in learning. To further enhance approaches to home learning.
<b>2.3 Learning, teaching and assessment</b>	Well structured, engaging lessons provide opportunities for children to work collaboratively. Children have opportunities to take on various leadership roles within the classroom and at school level, developing their awareness of the world of work and enterprise skills.	To further develop approaches to support parental engagement.  To develop practical opportunities for creativity and problem solving through Maker Spaces  To develop whole school approaches to the teaching of reading, writing and spelling.
<b>3.1 Ensuring wellbeing, equity and inclusion</b>	The school continues to have a nurturing, positive and inclusive ethos with supportive relationships between staff and pupils.  Each child's needs, risks and rights are considered, respected and addressed according to their individual circumstances.	To further develop children's resilience and regulation through high quality staff CLPL and development of key HWB approaches and initiatives.  To further develop wider communities understanding of ASN.
<b>3.2 Raising attainment and achievement</b>	CfE levels attained in session 2020-2021 demonstrate that most pupils achieved appropriate levels of attainment in listening and talking, reading, writing and numeracy. Pupils who did not achieve these levels were supported through targeted interventions or made very good progress towards appropriate individual targets and milestones	To further improve attainment in reading by introducing support staff and parent workshops focusing on Reflective Reading in P4-P7 and Read, Write, Inc in P1-3. To further improve attainment in writing by establishing a whole school approach to spelling. To further improve attainment in Numeracy by developing a whole school approach to planning and teaching numeracy and maths using practical resources.  To further embed approaches for children to identify their progress and next steps in learning.

Evaluation of school's capacity for continuous improvement:

The school uses rigorous self-evaluation to identify its strengths and areas for development. Through robust analysis of attainment data and information gathered from self-evaluation processes, including effective Parent Partnerships and School Improvement Partnerships, pupil voice discussions and validated Self-Evaluation visits, the school demonstrates that it can plan for continuous improvement.

Key priorities for improvement planning 2021-2022:

- Attainment in reading and writing and numeracy through the development of workshops and consistent whole school approaches to the teaching of numeracy, reading and writing.
- To develop play based learning approaches in Early Years classes.
- To further develop the communication environments with school, nursery and the Autism Provision.
- To further develop bespoke learning contexts for learners within the Autism Provision.
- To further develop parental engagement within School, Autism Provision and Nursery through workshops and online journals.
- To further develop knowledge and understanding of nurture and additional support needs for all stakeholders.
- To further develop children's resilience and emotional intelligence using consistent whole school approaches.

