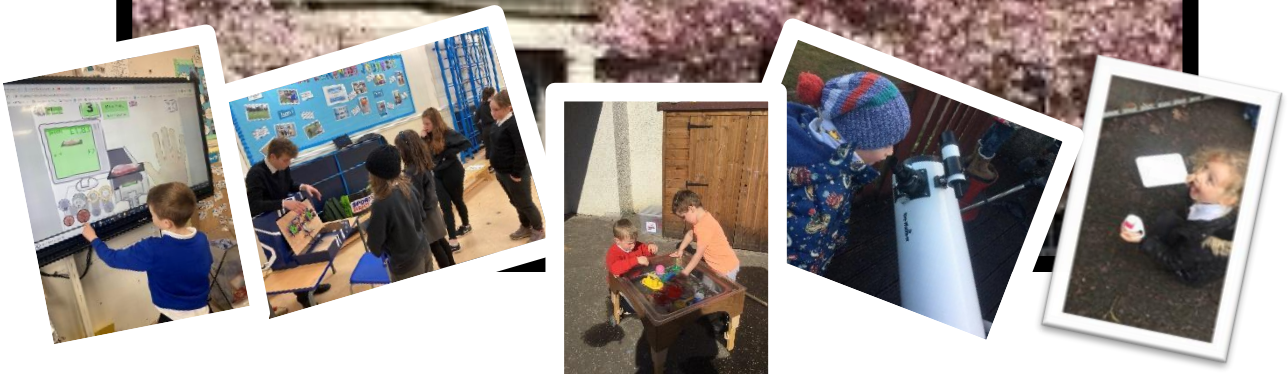


# Callander Primary School

## Standards and Quality Report 2022-2023





## Introduction

Callander Primary School Standards and Quality Report 2022-2023 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 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 Coilhallan 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 339 including an extended year nursery. We have a Senior Leadership Team composed of Head teacher, Depute Head teacher, Principal Early Years Educator, two Senior Early Years Educators, and four Principal Teachers. This session we had 15 classes including two classes within our Autism Provision and two daily nursery sessions. We had a teaching complement of 20 teachers, including a Support for Learning teacher, 9 Early Childhood Educators, 2 Support Worker Early

Childhood Educators, 13 Support for Learning Assistants and two administrative assistants. We have had visiting specialist teachers in Music and P.E. Callander Parent Partnership has met throughout the year. Parents and other volunteers are 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. Callander Primary has shared leadership and works closely with Strathgryre Primary School.

## Review of progress for session 2022-2023

<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	
<b>National Improvement Framework Priority</b> Improvement in attainment, particularly in literacy and numeracy.  Closing the attainment gap between the most and least disadvantaged children.  <b>Key drivers for improvement</b> Assessment of children's progress Performance information  Covid - 19 Recovery Plan focus: recovery, renewal and improvement  UNCRC Articles: 3, 5,12,13 ,14,17, 28	<b>HGIOS4 Quality Indicators &amp; HGIOELC</b> 1.1,Self evaluation for self improvement 1.2 Leadership of Learning 2.1 Safe guarding and Child Protection 2.3, Learning teaching and assessment 2.4, Personalised Support 2.5, Family Learning 3.2 Raising attainment and achievement  <b>Integrated Children's Services Plan Outcomes</b> Ensure learners experience creative pedagogies and play remains a key driver Ensure learners progression is assessed robustly, evidence consistently and reported effectively To ensure staff are skilled, reflective, work collaboratively and are empowered
<b>Progress:</b>	<b>Nursery:</b> <ul style="list-style-type: none"> <li>• All staff have engaged in self-evaluation with a view of recording and tracking children's learning on eJournals and information transferred to toolkit 4.</li> <li>• Staff plan rich learning experiences for children ensuring opportunities for support and challenge where identified. All staff access elearning journals to record and document children's progress.</li> <li>• Learning intentions are shared on planning wall. Keyworkers complete observations on eJournals and give parents suggestions on how they can support the learning at home</li> <li>• SLT have Identified children's understanding of vocabulary using Key word assessment and Renfrew word finding assessment in August &amp; January. Small groups were identified where children require additional support and progress is recorded. Going forward keyword assessments will be recorded in children's personal learning plans.</li> <li>• A consistent approach by educators to enhance and provide literacy enriched experiences in both indoor and outdoor learning environments has been developed.</li> <li>• Parents are encouraged to sign up for supporting visits to the local library for bookbug sessions. Over the past year 14 parents have joined in these sessions.</li> <li>• Children's attendance is monitored and any barriers are identified with families. Flexible start times and additional sessions have been provided. This has had a positive impact for the children as this has enabled families to access our service more regularly.</li> <li>• There has been an overall increase in children contributing to their learning journal and children's voices are recorded with smiley face emoji's and quotations.</li> <li>• Educators are using Stirling Councils Play and Learning Framework to track children's learning and identify next steps. These are individual to each child.</li> <li>• Communication champion worked closely with speech &amp; language therapist to deliver refresher training to some staff on ACI and communication environment. Secured Diamond award after COVID and working towards Platinum.</li> </ul>

	<ul style="list-style-type: none"> <li>Using a universal approach offering Peep bags and story sacks for parents to take home and share with their children.</li> <li>Parents are encouraged to sign up for supporting visits to the local library for bookbug sessions. Over the past year 14 parents have joined in these sessions.</li> <li>Children's attendance is monitored and any barriers are identified with families. Flexible start times and additional sessions have been provided. This has had a positive impact for the children as this has enabled families to access our service more regularly.</li> </ul> <p><b><u>Autism Provision:</u></b></p> <ul style="list-style-type: none"> <li>The P7 mainstream teacher planned for a pupil's academic learning this year.</li> <li>Online journals continue to be an important tool to record, track and plan pupils learning in AP.</li> <li>Knowledge of SCERTS has been shared with key staff and has been used to plan interim IEP targets March - June. Play based learning has been trialled in AP1 throughout the year.</li> </ul> <p><b><u>School and Autism Provision:</u></b></p> <ul style="list-style-type: none"> <li>Whole staff professional learning was undertaken to develop staff knowledge of phonics and reading approaches.</li> <li>Regular phonics sessions focusing on Read write inc and individual phonic skills within Autism Provision</li> <li>Links with the local library have been reestablished and classes are beginning to make regular visits</li> <li>The school library was refurbished and each class timetables to make class visits.</li> <li>Some classes piloted the development of a literacy and numeracy working wall</li> <li>Wrap around spelling was further developed from P3-7</li> <li>Within Autism Provision wrap around spelling has been accessed via their mainstream class. Other children accessed Nessy and multisensory spelling activities via the afternoon phonics session. Regular speaking and listening games accessed also</li> <li>All classes were introduced to the FOCAL approach to encouraging good and effective listening skills. Class Teachers have completed a test of change with targeted children to assess progress with listening skills.</li> <li>Some classes further developed Number Talks and introduced problem solving using cognitive guided instruction strategies.</li> <li>Teaching staff developed a shared vocabulary for numeracy concepts.</li> <li>Within Autism Provision, pupil progress is recorded in IRLS via a traffic light system. Photo, video evidence is put on the learning journals at the end of Literacy and Numeracy Topics. As a Literacy or Numeracy topic is revisited new targets are chosen.</li> <li>.Homework based upon the four contexts of learning was further embedded.</li> <li>Staff continued to access available data to ensure progress and next steps in learning were clearly identified</li> <li>Parent Reps focus group was reestablished.</li> <li>Young Leaders of Learning focus group was established.</li> <li></li> </ul>
Impact:	<p><b><u>Nursery:</u></b></p> <ul style="list-style-type: none"> <li>Recent audit of learning journals showed a 30% increase in parents commenting on their child's learning and sharing how they are taking the learning forward at home Uploading photographs of what children are experiencing outwith nursery enables staff to celebrate children's achievements from home.</li> <li>Most children are leading their own learning</li> </ul>

- A listening assessment was completed with 95% of preschool children scoring 16 (top score) showing they are on track for listening and talking.
- This led to small targeted group sessions for a small percent of children.
- Keyword assessment identified most children were on target. 5% of children are supported by speech & language therapist with keyworkers working as therapy parents to implement planned strategies. All children are making progress.
- 6% of our children are EAL all are making progress within literacy with the addition of Makaton and rich communication environment.

#### **Autism Provision:**

- Collaborative working between AP and mainstream class teachers resulted in increased inclusion and increased confidence and therefore attainment for AP learner.
- SCERTS planning ensured pupils communication, regulation and skills are planned for in a coherent and individualised way. This has been an excellent tool for planning and evaluating pupils' individual learning goals and experience.
- Joining pupils' play and interests has had a positive impact as a way to engage our pupils in interaction. It builds interest and trust in the adults which better supports us to provide engaging opportunities for learning. It has also provided opportunities to observe pupils developing and applying social skills and communication.

#### **School and Autism Provision:**

- 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.
- 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. Where children have not achieved appropriate levels, targeted intervention has been put in place or progress has been made towards individual milestones.
- 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.
- Children requiring further support with phonics and reading have been supported through a variety of strategies with staff more confident to support phonics throughout all stages.
- Children's engagement with reading has increased due to access to school and local library
- Literacy and Numeracy learning walls have allowed children to evaluate and reflect back upon their progress and previous learning and apply this learning to new contexts.
- Wraparound and Nessy spelling has begun to show positive results with most children making good progress in spelling age.
- The FOCAL approach to listening and talking has shown most children have increased the ability to maintain eye contact and focus on the information being shared (see PEF evaluation for more detail)
- Children are able to articulate the strategies they use to solve number problems. Cognitive guided instruction approaches have encouraged children to use a variety of strategies to solve numerical word problems.
- Children's learning targets in numeracy have been developed using a consistent vocabulary for numeracy.
- Homework now provides opportunities for home learning across a variety of contexts and allows a wide element of personalisation and choice.
- Data sources available to staff have allowed targeted and timely interventions to be identified, introduced and developed.
- Parent Reps group evaluated and updated the school's approach to homework as well as participate in self evaluation activities focusing on school environment and pupil voice



	<ul style="list-style-type: none"> <li>Young Leaders of Learning evaluated other schools' approaches to learning and evaluated the school's pupil questionnaire identifying next steps.</li> </ul>
Next steps:	<p><b><u>Nursery:</u></b></p> <ul style="list-style-type: none"> <li>To further develop literacy skills through the introduction of focused literacy walks</li> <li>To further develop family engagement with literacy by introducing reading sessions for dads.</li> <li>To embed high quality learning experiences in numeracy using the Rainbow toolkit.</li> <li>To further enhance numeracy learning experiences through the use of outdoor e.g. number hunts etc.</li> </ul> <p><b><u>Autism Provision:</u></b></p> <ul style="list-style-type: none"> <li>To contribute to the whole school curriculum rationale and capture the uniqueness of the provision and the individualised nature of their planned learning experiences.</li> <li>Develop and embed tracking and monitoring systems that are effective in demonstrating individual pupils' learning journey.</li> <li>To review content of learning journals and encourage pupil participation in reviewing their learning</li> </ul> <p><b><u>School and Autism Provision:</u></b></p> <ul style="list-style-type: none"> <li>To further develop children's self evaluation and pupil voice through the Young Leaders of Learning initiative</li> <li>To further enhance children's learning experiences and improve engagement in learning through creative curricular approaches (play based, maker space, outdoor learning) across all stages in school</li> <li>To further develop children's understanding of the knowledge, skills and attributes they are developing and applying through the introduction of metaskills framework</li> <li>a cohesive, joined up approach to reading and writing using Read, Write, Inc, Reflective Reading and Story Kitchen Writing approaches to literacy.</li> <li>"learning walls" to reflect learner journey</li> <li>a consistent whole school approach to spelling and grammar using RWI, Wraparound spelling and Story Kitchen approaches</li> <li>staff and child led interactive workshops for parents/carers to enhance understanding of how to support literacy at home</li> <li>a consistent approach to listening and talking using FOCAL/Teaching children to listen approaches</li> <li>Further support for learner progress in numeracy and problem solving through regular CGI learning experiences</li> <li>To embed consistent whole school approach to Number Talks</li> <li>To identify appropriate and relevant approaches to whole school numeracy assessments</li> <li>staff and child led interactive workshops for parents/carers to enhance understanding of how to support numeracy at home</li> <li>Further develop robust approaches to planning, assessment and moderation of numeracy to ensure consistency across the nursery.</li> <li>Further develop robust approaches to planning, assessment and moderation to ensure consistency across the school.</li> <li>To continue to embed and enhance robust systems to analyse available data to raise attainment including a focus on care experienced children.</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</li> <li>To re - establish Learning Community moderation events</li> </ul>

<b>School Priority:</b> To improve the progression of skills of children; including skills for employability.	
<b>National Improvement Framework Priority</b> Improvement in employability skills and sustained, positive school leaver destinations for all young people.  <b>Key drivers for improvement</b> Teacher professionalism Assessment of children's progress  <b>Covid 19 Recovery Plan focus: recovery, renewal and improvement</b>  UNCRC Articles: 3, 5, 12,13,14, 17, 28	<b>HGIOS4 Quality Indicators &amp; HGIOELC</b> 2.2 Curriculum 2.3 Learning, Teaching and Assessment 2.6 Transitions 2.7 Partnerships 3.3 Increasing Creativity and Employability  <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.
<b>Progress:</b>	<p><b><u>Nursery:</u></b></p> <ul style="list-style-type: none"> <li>● Children have been involved In the planting and caring for our growing garden.</li> <li>● We have a well established culture in nursery to reduce waste and reuse materials where we can.</li> <li>● Children learn through music and sing the recycle song</li> <li>● Recycle survey sent out to families in October responses showed over 80% of our families encourage children to recycle at home.</li> <li>● We have established close links with Tesco and COOP who provide us with food items to save them going to landfill</li> <li>● We have developed a sharing food larder and clothes rail for children and families.</li> <li>● We have a basket of preloved nursery jumpers for children to wear.</li> </ul> <p><b><u>Autism Provision:</u></b></p> <ul style="list-style-type: none"> <li>● This year we have re-engaged with Active Stirling's disability team. Pupils have engaged in the sessions to have a taster of a variety of sports AP1 have attended a Jumping Beans session at the Peak supported by Active Stirling.</li> <li>● Artlink have also supported the pupils to experience expressive art opportunities with visual artists and storyteller..</li> <li>● We have also welcomed the opportunity to have the music specialist share her expertise for 5 weeks in Term 4.</li> <li>● We held a community cafe and have started to introduce Cuppa and chat drop in sessions for parents</li> <li>● AP swimming sessions have been accessed to give 1-1 lessons to some pupils and some children have joined their mainstream classes for lessons.</li> <li>● Transition to High School and links with Katrine House at McLaren were implemented</li> </ul> <p><b><u>School and Autism Provision:</u></b></p> <ul style="list-style-type: none"> <li>● A progression pathway for Early through to Second level has been created for Computer Science</li> </ul>

	<ul style="list-style-type: none"> <li>Some classes have further developed play based learning. All classes participated in a small test of change focusing on developing and introducing creative curriculum pedagogies such as a “hook” to increase learner engagement.</li> <li>Teaching staff developed action plans with their citizenship groups.</li> <li>Most classes have continued to develop their knowledge and skills using a digital platform.</li> </ul>
Impact:	<p><b><u>Nursery:</u></b></p> <ul style="list-style-type: none"> <li>Most children can talk about materials to recycle and why. All children are supported to recycle materials in lunch boxes and most children are aware and can talk about what things are made of, paper, plastic, wood etc.</li> <li>All children have had the opportunity to take materials to recycle containers in the school community and information is shared with families.</li> <li>All children have the opportunity to care for our growing garden. Potatoes grown have been used in soups and surplus shared with families.</li> </ul> <p><b><u>Autism Provision:</u></b></p> <ul style="list-style-type: none"> <li>Children were able to develop skills related to a variety of sports.</li> <li>Children responded positively to sessions and have created pieces of artwork related to their latest IDL to brighten the playground</li> <li>Drop in sessions and community cafe were warmly welcomed and a great opportunity for the parent community to meet in person with positive feedback from those that attended.</li> <li>Children attending swimming sessions all made individual progress</li> <li>Transition plans to high school have ensured children are familiar with locations and some new routines with increasing confidence.</li> </ul> <p><b><u>School and Autism Provision:</u></b></p> <ul style="list-style-type: none"> <li>Most classes have accessed a variety of digital platforms to further develop their programming skills.</li> <li>Teaching staff observed greater engagement and motivation in learning when using play based approaches or when using a “hook” to introduce new contexts.</li> <li>All citizenship groups had a focus relating to enhancing and/or supporting the local, national and global environments.</li> <li>Classes in P3-7 can confidently access and use Google Classroom as the main digital platform for their learning.</li> </ul>
Next steps:	<p><b><u>Nursery:</u></b></p> <ul style="list-style-type: none"> <li>To enhance children's engagement and learning through the use of a variety of digital resources</li> </ul> <p><b><u>Autism Provision:</u></b></p> <ul style="list-style-type: none"> <li>To further develop children's skills by continuing to connect with partner agencies</li> </ul> <p><b><u>School, Autism Provision:</u></b></p> <ul style="list-style-type: none"> <li>To enhance Citizenship Groups to ensure all groups are skills based and contribute to the Ethos and Life of the School and/or local community</li> <li>To further develop learner engagement in STEM through the creation of STEM focused curiosity boxes</li> <li>To enhance children's engagement of digital learning through the development of staff knowledge, understanding and confidence of different platforms</li> </ul> <p><b><u>Learning Community:</u></b></p>



	<ul style="list-style-type: none"> <li>To further enhance learners digital competencies and cyber resilience through the Digital Wellbeing award</li> </ul>
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**School Priority:** 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><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>Covid 19 Recovery plan focus: recovery, renewal and improvement</b> UNCRC Articles: 3, 5,12,13,14, 17, 27, 28, 39</p>	<p><b>HGIOS4 Quality Indicators &amp; HGIOELC</b> 1.2 Leadership of Learning 1.3 Leadership of Change 2.1 Safeguarding and child protection 2.6 Transitions 2.7 Partnerships 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. To further develop staff confidence to support individual progress in health and wellbeing in Early Years</p>
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<b>Progress:</b>	<p><b><u>Nursery:</u></b></p> <ul style="list-style-type: none"> <li>All staff know the children and families really well and are able to offer support at times of transition.</li> <li>All staff took part in restorative approaches training and recap on nurture training. Positive behaviour policy is sent to all parents as part of induction to nursery.</li> <li>Full staff introduction to 'Inclusion starts with I'</li> <li>New personal learning plans are in place, staff are becoming more confident using these and acting on information given from parents.</li> <li>Children's attendance is monitored and any barriers are identified with families. Flexible start times and additional sessions have been provided. This has had a positive impact for the children as this has enabled families to access our service more regularly.</li> </ul> <p><b><u>Autism Provision:</u></b></p> <ul style="list-style-type: none"> <li>All staff within AP participated in bespoke CPI training to develop individual support strategies for individual children.</li> </ul> <p><b><u>Primary School and Autism Provision:</u></b></p> <ul style="list-style-type: none"> <li>Classes further developed a range of strategies to support regulation across the school day.</li> <li>The Inclusion Ambassadors group was created.</li> </ul>
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	<ul style="list-style-type: none"> <li>• The CIRCLES inclusion framework was introduced to all classes focusing on inclusive practice, ensuring both the physical environment and emotional supports in place were supporting all learners.</li> <li>• Person centred planning approaches were introduced for some learners.</li> </ul> <p><b><u>Learning Community</u></b></p> <ul style="list-style-type: none"> <li>• P7 learners participated in transition visits to the high school with some learners participating in enhanced transition visits.</li> </ul>
Impact:	<p><b><u>Nursery:</u></b></p> <ul style="list-style-type: none"> <li>● All children use emotions daily check in board. Older children are confident and can name and talk about their emotions.</li> <li>● All staff know families well and share important information with the team so children are fully supported in nursery.</li> <li>● All children's routines are supported and personalised support and care plans are respected. Some children have individual care plans these are monitored and updated with parents and team around the child through staged intervention process.</li> <li>● Our nurturing ethos is evident through sensitive and timely interactions. Some children have a home link diary so key information can be shared of parents are unable to drop off or collect their children due to work commitments.</li> </ul> <p><b><u>Autism Provision:</u></b></p> <ul style="list-style-type: none"> <li>● Children are supported using individualised, bespoke support strategies.</li> </ul> <p><b><u>Primary School and Autism Provision:</u></b></p> <ul style="list-style-type: none"> <li>● Children were able to regulate by accessing and/or using a variety of approaches and resources both within and out with the classroom.</li> <li>● Inclusion Ambassadors identified the impact of poverty of families at Callander Primary as well as poverty in the wider community.</li> <li>● Following self evaluation using the CIRCLES framework, all classes established effective approaches to ensure all children were included. Where appropriate class teachers developed a learner-centred planning approach for targeted children</li> <li>● Where person centred planning approaches were used learners felt empowered and listened to and there was some decrease in dysregulated behaviours.</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 which enable them to become familiar with some high school routines, protocols as well as some subject areas.</li> </ul>
Next steps:	<p><b><u>Nursery:</u></b></p> <ul style="list-style-type: none"> <li>● To embed and implement an innovative approach to transition for nursery learners moving on to primary school.</li> <li>● To further develop and improve Parent/Carer knowledge of additional support needs and inclusion including nurturing approaches.</li> <li>● To further support approaches to inclusion by developing staff knowledge and understanding of Neuro-sequential Model of Education (NME) and ELC's inclusion starts with "I" framework</li> </ul> <p><b><u>Autism Provision:</u></b></p> <ul style="list-style-type: none"> <li>● Embed SCERTS as the supporting document to plan, create and embed targets for individual pupils around regulation, communication and social interaction.</li> </ul> <p><b><u>Autism Provision and School:</u></b></p>

	<ul style="list-style-type: none"> <li>• To further enhance staff knowledge and understanding of the Neuro-sequential Model in Education (NME) through the LEANS initiative including increasing parental knowledge</li> <li>• To further develop the Inclusion Ambassadors/Social Justice Ambassadors initiative with learners including awareness raising opportunities for whole school community e.g anti - bullying, autism, dyslexia, ways to reduce the impact of poverty and establish equitable opportunities for all</li> <li>• To embed our approach to inclusive classrooms using the CIRCLES framework.</li> <li>• To embed Decider Skills approaches within senior classes.</li> <li>• To enhance approaches to tracking the wellbeing indicators for all children across the school</li> <li>• To further develop of support staff knowledge of targeted strategies for individual learners</li> <li>• To ensure care experienced children are accessing appropriate supports to make progress in learning</li> <li>• To further develop and enhance children's understanding of their rights and the rights of others</li> </ul> <p><b><u>Learning Community</u></b></p> <ul style="list-style-type: none"> <li>• To develop a Learning Community approach to supporting attendance</li> </ul>
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<p>Progress and impact of Pupil Equity Funding:</p> <p>In session 2022/2023 Callander Primary received £23,953 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:</p> <ul style="list-style-type: none"> <li>• Improving social and emotional wellbeing</li> <li>• Widening opportunities for achievement</li> <li>• Raising attainment in literacy and numeracy including developing the communication environment within the nursery and Autism Provision.</li> </ul> <p>The following table demonstrates the evaluation and impact of the interventions introduced.</p>
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## Evaluating and Reporting on Impact – Callander Primary Pupil Equity Fund 2022-2023

Outcome	Impact Measures	Evaluation
By June 2023, most (75-90%) children who are in the lowest decile in the P5-7 stages will increase their attainment level in reading.	Teacher judgement and assessment evidence will show that 75% of children in the targeted P5-7 group will show an increase in attainment level by June 2023. We continue to recognise that 4 children will be continuing to work on individual milestones.	Targets were to have 75% of our targeted group achieve an increase in attainment level for reading and be on track. Currently 81% of learners in the targeted group are on track. On analysis of the 19% not increasing their attainment level, it is noted that all of those children are on staged intervention and are receiving targeted support for literacy.
Outcome	Impact Measures	Evaluation
By June 2023, the majority (50-74%) of children who are in the lowest decile in the P5-7 stages will increase their attainment level in writing	Teacher judgement and assessment evidence will show that 70% of children in the targeted P5-7 group will show an increase in attainment level by June 2023. We continue to recognise that 4 children will be continuing to work on individual milestones.	Targets for writing were to have 70% of our targeted group achieve an increase in attainment level for and be on track. Currently 69% of learners in the targeted group are on track. On analysis of the 31% not increasing their attainment level, it is noted that, 2 children have just been moved onto staged intervention for literacy support and the remaining children are on staged intervention and are receiving targeted support for literacy
Outcome	Impact Measures	Evaluation
By June 2023, the majority (50-74%) of our targeted group's spelling age will be within 17months and above of their chronological age.	Assessments using Nessie Spelling and Single Word Spelling Tests completed in September and May will show that the majority (50-74%) in the targeted group have decreased the gap between their spelling age and chronological age to within 18 months or less.	This outcome was too ambitious for the targeted group of individuals with only 13% decreasing the gap between their spelling age and chronological age to within 18 months or less. Regular data capture from Nessie was positive but this has not transferred over to the SWST data at the end of the academic session. A more realistic outcome would be to have examined if progress increased beyond the 8 month gap between baseline assessment in term 1 and final assessment in term 4. On analysis of this, 51% of the targeted group increased their spelling age by a greater amount than stated above.
Outcome	Impact Measures	Evaluation
By June 2023, there will be an increase in attainment to reflect that almost all learners in P1, P4 and P7(90% and above) will achieve their expected level in listening and talking.	Baseline assessments completed in term 1 and term 4 will demonstrate a universal increase of children achieving their expected levels in listening and talking. This will equate to: P1 90% P4 93%	Class Teachers have completed a test of change with targeted children which has shown most children have increased the ability to maintain eye contact and focus on the information being shared. ACCEL judgements demonstrate that listening talking level for P1 are 86% (4 PP below prediction) P4 – 94% (1 PP above prediction) P7 – 92% (2 PP above prediction) On analysis of the children not achieving in P1, it is noted that 2 children are working towards individual milestones and the remaining 3 children have just been moved to Stage 1 of the

<p>This breaks down as an increase in 2 percentage points in P1 and an increase in 1 percentage point in P4 and P7</p>	<p>P7 90%</p>	<p>Staged Intervention process due to difficulties with attention and focus. Last year's ACEL judgements are P1 – 88%, P4 – 92%, P7 – 89%</p>
<p>By June 2023, almost all (90% and above) children in the targeted group will have demonstrated an increase in confidence and resilience to tackle maths problems using manipulatives.</p> <p>By June 2023, almost all staff (90% and above) will share an increased confidence in their use of robust assessments to back up teacher judgements.</p>	<p>Qualitative data will show an increase in confidence in almost all (90% and above) of the targeted group by June 2023 following the purchase of whole class sets of manipulatives.</p> <p>Qualitative data will show an increased confidence from almost all (90% and above) staff when recording teacher judgements. This will be monitored during impact meetings.</p>	<p>Qualitative data gathered has been very positive in terms of levels of confidence and independence in learners and teacher confidence. Some of the data is qualitative data is recorded below:</p> <p>"I use both assessments and teacher guides regularly. They have updated my assessment resource to match targets more accurately. The teacher guide has good interactive ideas and is well structured. "</p> <p>"The Teacher Guide and Assessment Pack are fantastic; they are both well used and have provided additional assessment materials for those learners who are secure in their understanding. My class are more confident with using the manipulatives because they can access them independently. Their overall understanding of concepts has increased. "</p> <p>"I have found the Leckie teacher guide very useful as it gives lots of practical ideas when supporting learners on particular topics. Having our class sets of manipulatives has also been useful. I have made use of the 1's,10s and 100's cubes/squares with some learners this term with work on addition and subtraction and feel this has given them more confidence when approaching their learning and when completing calculations. The assessment books are useful when looking at assessing exactly what has been taught at the end of a topic."</p>

#### Wider achievements:

- We established a Young Leaders of Learning self evaluation group who visited other schools as part of the evaluation process.
- We have undertaken successful Love Literacy, DYW, STEM and Health focused weeks of learning making effective links with external partners such as local authors, Forth Valley College, Bridges for Schools, CMAC future manufacturing, McLaren rugby, Active Stirling and McLaren High School to support the children's learning
- All children in P3-7 participated in first aid and CPR training.
- We held a hugely successful whole school outdoor music festival for families to attend.
- We have worked with National Parks as part of the tree planting project to further enhance our current school grounds.
- Primary 3-7 children represented the school at the annual Glee event.
- Primary 5 learners participated in the Fun in Athletics event with other Learning Community Schools
- Our school coding team participated in McLaren High School robotics competition.
- Representatives from our P5-7 classes participated in the Mini-Stuc hill race.
- Our P1-7 learners have participated in regular sports sessions led by McLaren High School Sports Leaders, parent leaders and Active Stirling
- Our P7 learners participated in Bikeability Level 1 and 2
- We participated in the Callander Horticultural show, gaining awards for the fruit and vegetables grown in the school garden as well as gaining awards for the art work submitted by each class.
- Our P7 Sports Ambassadors led after school clubs for younger classes.
- Staff participated in PE CLPL led by P6 children
- Our P5 learners trained as Peer Mediators and our P6 learners undertook training to be buddies for nursery children moving into P1.
- We were supported by Stirling Inclusion Support Services to provide Resilient Kids training to some classes.
- We were represented at the Stirling Educational Psychologist conference by two of our Nurture Champions
- Our Social Justice Ambassadors begun to look at the impact of poverty and ways to reduce its impact.
- P3/4 children participated in a Fair Trade event with the CO-OP
- Our Primary 7 learners planned and organised our Spring Fayre in collaboration with our Parent Council.



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

**Children:**

"Thank you for everything you have done for us"

"I like this school because we do lots of activities to keep us healthy and we have lots of resources to help us with literacy and numeracy."

"School is amazing"

"I really love the school lunches and the trim trail for us to play on."

"As a Young Leader of Learning I liked to visit other schools and gather ideas from them to help us improve our school. It was really good to receive positive feedback about our school when the other schools visited us."

"I like the variety of sports activities we have."

**Parents:**

"Very happy with my child's progress at nursery and all the staff are lovely, helpful and supportive. We feel very lucky to have this facility for him."

"My opinions are always asked for and listened to"

"Always a warm welcome, even when visiting prior to starting nursery - sometimes unannounced! - and a willingness to provide opportunities for familiarisation with the nursery. Willingness to provide individual feedback when collecting her at the end of each session."

"Callander Primary is a nurturing and inclusive school that has allowed my child to progress."

"Our child has flourished thanks to the teachers' gentle and nurturing approach."

"The support given to me and my child has been amazing."

"Thank you very much to all the teachers that make the school truly wonderful."

"The whole school has an excellent community spirit"

**Staff:**

"This session, our whole-school curricular focus weeks have been a huge success. Within our STEM and Health weeks, outside agencies were invited into school to work with our learners, as well as parents and carers joining us for some exciting hands-on design challenges! Our ECO week demonstrated how effectively our school community work together to achieve a common goal, the organisation of our school garden."

"It has been fantastic to see so many parents engaging with opportunities to support and join in the learning within the school."

"It has been good to strengthen the partnerships with our ASN team and enrich the experiences of all learners."

"Following the successful implementation of the Neurosequential Model in Education in 2021/2022 whilst working in partnership with Stirling Educational Psychology Service, all of our class teachers have worked hard to embed the principles of NME in the classroom. This has resulted in classrooms that are calmer and responsive to individual needs. All staff now have a greater understanding of brain development and the impact that this has on learning. This allows staff to adapt learning to suit the needs of all where appropriate."

**Partner Agencies:**

"A clear interest in the child is evident in the school to work together to support the child."

"I enjoy working in Callander PS and feel part of a supportive team."

"I feel well supported when visiting Callander Primary."

"Callander School, the staff, parents and young people are a delight to work with. A school that clearly strives to ensure inclusion and getting it right for every child is at the heart of their values. The staff team aim high, to create the best opportunities and outcomes for all."

## Capacity for Continuous Improvement

## Standards and Quality Report

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/tests of change as a driver to improve outcomes for learners. To further develop a whole school approach to play based learning and creativity To further enhance approaches to pupil voice and pupil participation
<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 further develop use of outdoor spaces and play to enhance and support learning To develop practical opportunities for creativity and problem solving through creative curriculum approaches and Maker mentality across all stages To develop whole school approaches to the teaching of grammar, spelling and listening and talking. To further develop learner's digital skills
<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 emotional literacy and regulation through high quality staff CLPL and development of key HWB approaches and initiatives.  To develop approaches to supporting building children's resilience.  To further develop the wider school communities' understanding of ASN. To ensure care experienced children are accessing appropriate supports to make progress in learning  To further develop and enhance children's understanding of their rights and the rights of others
<b>3.2 Raising attainment and achievement</b>	CfE levels attained in session 2022-2023 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 further developing 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 writing, spelling and grammar using Story Kitchen approaches. To further improve attainment in Numeracy by further developing cognitive guided approaches and number talks. To further embed a variety of digital skills to support children's learning. To further enhance children's understanding of skills across all areas of the curriculum. To further enhance approaches to moderation to ensure consistent, valid, evidence based decisions are made regarding learner progress.

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 2023-2024:

- **Improvement Priority 1**

Placing the human rights and needs of every child and young person at the centre of education

- **Improvement Priority 2**

To improve the attainment of all pupils especially in reading, writing and numeracy.

Closing the attainment gap between the most and least disadvantaged children.

- **Improvement Priority 3**

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

- **Improvement Priority 4**

To improve children's skills including developing skills for employability.

Improvement in employability skills and sustained, positive destinations.

