

East Plean Primary School and Nursery



Standards and Quality Report Session 2023-2024



Introduction

This report tells you about the quality of education in East Plean Primary School and Nursery.

This Standards and Quality report summarises the progress the school has made in 2023-2024 in meeting our priorities in our annual School and Nursery Improvement Plan, which takes into account national, local priorities, and Learning Community priorities.

The sections of the standards and quality report will provide feedback on our improvement progress and outcomes for learners in relation to the following Quality Indicators from HGIOS 4:

- 1.3 Leadership of change*
- 2.3 Learning, teaching and assessment*
- 3.1 Ensuring wellbeing, equality and inclusion*
- 3.2 Raising attainment and achievement*
- 3.2 Securing children's progress (Nursery)*

Context of the school

East Plean Primary School and Nursery

East Plean Primary School is a non-denominational school with a nursery class. It serves the village of Plean. We have a school roll of 163 with 43 children on our nursery roll. We are a AAA rated school for energy with solar and thermal panels providing electricity and hot water. Our very active Parent Council meets monthly and contributes effectively to the development and continuous improvement of the school and nursery.

East Plean Learning Community is a nurturing, neurodiverse environment in which supportive relationships reflect our vision, values and expectations and ensure we provide an ethos which promotes learning and encourages our learners to have high aspirations and expectations for themselves.

It is the shared vision of all within our learning community that we want our young people to have high expectations and aspirations and that they will become confident, successful, responsible and effective within society. To learn effectively and achieve their potential a child must have their physical needs met, feel safe, secure and loved, be valued and listened to, have clear boundaries, expectations and positive role models.

East Plean is a strong, inclusive community with a clear emphasis on listening and caring. Our Positive Relationship, Aspire and Achieve Charter reflects our visions, values and aims and describes the approaches and strategies we employ to ensure our young people thrive, achieve and realise their aspirations.

Our school and nursery community values are:

Trust

In East Plean we show trust by building positive relationships with all in our community. Together we provide a safe environment where all can aspire and achieve.

Determination

In East Plean we show determination by not giving up when faced with challenge. We strive to achieve our goals through effort, attitude and commitment.

Compassion

In East Plean we are kind and caring to everyone. We strive to understand and empathise with others' differences and needs in a completely non-judgemental way.

Respect

In East Plean we show that we respect the rights of others. We do this by listening to each other, embracing who we are as individuals and by looking after our environment.

Our values are at the heart of our learning and teaching and underpin our vision and practice. Our ethos and expectations reflect our vision and ensure equity for our learners in a community, which is safe, fair, respectful and inclusive.

Review of Progress for Session 2023 2024

School Priority: To further enhance practitioners' pedagogical skills to ensure high quality learning and teaching in reading.	
National Improvement Framework Priority: <ul style="list-style-type: none">Improvement in attainment, particularly in literacy and numeracy.Closing the attainment gap between the most and least disadvantaged children.	Children's Services Plan Areas: <ul style="list-style-type: none">Improving outcomes for children with care experienceImproving outcomes for children with disabilitiesImproving outcomes for children in need of protection.
Nurturing Principles <ul style="list-style-type: none">Children's learning is understood developmentally	Regional Improvement Collaborative Priorities: <ul style="list-style-type: none">To improve the quality of the learning pathways of learners affected by poverty.To work collaboratively and proportionately to raise the attainment/achievement of learners affected by poverty.To facilitate support and professional development to support educational recovery and accelerate progress.
Key Drivers <ul style="list-style-type: none">Teacher professionalismAssessment of children's progressSchool improvement	HGIOS 4 2.3 Learning teaching and assessment 3.2 Raising attainment and achievement life and learning
The Promise: School improvement plans will value and recognise the needs of their care experienced pupils with robust tracking of attendance and attainment so that support can be given early.	
Progress:	<ul style="list-style-type: none">All teaching staff participated in dialogue about teaching and learning of reading and agreed clear reading expectations for each stage.

	<ul style="list-style-type: none"> • East Plein Reading approach and expectations guidance produced. • All teaching staff moderated and tracked reading progress with Work Buddies this session. • East Plein continued to work towards Gold Award accreditation with Scottish Book Trust Reading Schools. • Stirling Council Literacy for Life Toolkit incorporated into self- evaluation in school and nursery to ensure high quality literacy learning and teaching. • Nursery Lending Library established to promote enjoyment of reading at home. • Nursery story bags have been shared with some families during the course of the session.
Impact:	<p>80% of learners across Primary 1-7 are on track in Reading.</p> <p>Primary 1: 81% achieved Early Level Reading.</p> <p>Primary 4: 82% achieved First Level Reading.</p> <p>Primary 7: 84% achieved Second Level Reading.</p>
Next steps:	<ul style="list-style-type: none"> • To explore use of reciprocal reading strategies across all classes to ensure a progressive, consistent and comprehensive approach to embedding reading strategies across the school to support attainment in reading and engagement across the curriculum.

School Priority: To further enhance practitioners' pedagogical skills to ensure high quality learning and teaching in writing.	
<p>National Improvement Framework Priority:</p> <ul style="list-style-type: none"> • Improvement in attainment, particularly in literacy and numeracy. • Closing the attainment gap between the most and least disadvantaged children. 	<p>Children's Services Plan Areas:</p> <ul style="list-style-type: none"> • Improving outcomes for children with care experience • Improving outcomes for children with disabilities • Improving outcomes for children in need of protection.
<p>Nurturing Principles</p> <ul style="list-style-type: none"> • Children's learning is understood developmentally 	<p>Regional Improvement Collaborative Priorities:</p> <ol style="list-style-type: none"> 1. To improve the quality of the learning pathways of learners affected by poverty. 2. To work collaboratively and proportionately to raise the attainment/achievement of learners affected by poverty. 3. To facilitate support and professional development to support educational recovery and accelerate progress.
Key Drivers	HGIOS 4

<ul style="list-style-type: none"> • Teacher professionalism • Assessment of children's progress • School improvement 	<p>2.3 Learning teaching and assessment 3.2 Raising attainment and achievement</p>
<p>The Promise: School improvement plans will value and recognise the needs of their care experienced pupils with robust tracking of attendance and attainment so that support can be given early.</p>	
<p>Progress</p>	<ul style="list-style-type: none"> • New writing programme introduced and rolled out across all P1-7 classes during 2023 2024 session. • All teaching staff attended 5 CLPL writing sessions delivered by Stephen Graham, detailing how to teach explicit writing skills effectively. • All teaching staff participated in writing moderation with Learning Community colleagues regularly this session. • Literacy for Life toolkit has supported self-evaluation of literacy pedagogy in school and nursery this session.
<p>Impact:</p>	<ul style="list-style-type: none"> • Quality assurance and Validated Self- Evaluation visits observed PM writing programme being taught very effectively in all classes, with high levels of learner engagement observed also. • All learners have made progress in writing this session. • 67% of learners across Primary 1-7 are on tracking in Writing. Primary 1: 67% achieved Early Level Writing. Primary 4: 71% achieved First level Writing. Primary 7: 80% achieved Second level Writing • New approach has had a positive impact on learners' engagement with writing progress and purpose. Feedback from parents/ carers during Staged Intervention meetings highlighted the positive impact the approach is having on children's engagement in the writing process and their understanding of expectations in writing. • P1-7 learners shared positive feedback about the writing approach on their writing progress during learner dialogue sessions, family learning sessions and in Reflection jotters.
<p>Next steps:</p>	<ul style="list-style-type: none"> • Further embed PM writing programme across the school. • All staff to participate in continuing CLPL sessions with Stephen Graham. • Agree and embed a whole school approach, expectations and tracking for writing to ensure consistent high-quality learning, teaching and progress in writing for all learners.

School Priority: To ensure motivating and meaningful learning across the curriculum to develop learners' skills and achievement.

National Improvement Framework Priority:

- Improvement in attainment, particularly in literacy and numeracy.
- Closing the attainment gap between the most and least disadvantaged children.
- Improvement in employability skills and sustained, positive destinations.

Children's Services Plan Areas:

- Improving outcomes for children with care experience
- Improving outcomes for children with disabilities
- Improving outcomes for children in need of protection.

Regional Improvement Collaborative Priorities:

- To improve the quality of the learning pathways of learners affected by poverty.
- To work collaboratively and proportionately to raise the attainment/achievement of learners affected by poverty.
- To facilitate support and professional development to support educational recovery and accelerate progress.

Key Drivers

- School improvement

HGIOS 4

- 2.2 Curriculum
- 2.3 Learning teaching and assessment
- 3.3 Increasing creativity and employability

The Promise:

School improvement plans will value and recognise the needs of their care experienced pupils with robust tracking of attendance and attainment so that support can be given early.

Progress

- Teaching staff engaged in rich collegiate dialogue reflecting on East Plean's diverse curriculum.
- Through Assembly and the awarding of certificates, the profile and understanding of skills for work raised across all stages of school.
- Skills for learning, life and work included very clearly on IDL termly planners and incorporated effectively into learning.
- Outdoor learning experiences embedded effectively in planning, learning and teaching.
- Focused teaching and learning developing skills, knowledge and understanding of decimals and fractions at Second Level, ensuring effective use of manipulatives, problem solving and adaptive pedagogy, took place. (BLC Education Scotland Numeracy project)
- Support staff upskilled to provide targeted numeracy interventions across all stages. (BLC Education Scotland Numeracy project)

Impact:	<ul style="list-style-type: none">• All learners have an increased understanding of skills for work this session because of skills focus during assembly.• Support Staff confidence increased when providing targeted support to learners in literacy and numeracy.• 80% of learners across Primary 1-7 are on track in Numeracy.
Next steps:	<ul style="list-style-type: none">• To ensure focus on skills continues, with particular emphasis on skills for learning during 2024 2025 session.

<p>School Priority: Through Learning for Sustainability develop learners' ability to lead learning through wider school experiences.</p>	
<p>National Improvement Framework Priority:</p> <ul style="list-style-type: none"> • Improvement in attainment, particularly in literacy and numeracy. • Closing the attainment gap between the most and least disadvantaged children. • Improvement in employability skills and sustained, positive destinations. 	<p>Children's Services Plan Areas:</p> <ul style="list-style-type: none"> • Improving outcomes for children with care experience • Improving outcomes for children with disabilities • Improving outcomes for children in need of protection.
<p>Regional Improvement Collaborative Priorities:</p> <ul style="list-style-type: none"> • To improve the quality of the learning pathways of learners affected by poverty. • To work collaboratively and proportionately to raise the attainment/achievement of learners affected by poverty. • To facilitate support and professional development to support educational recovery and accelerate progress. 	
<p>Key Drivers</p> <ul style="list-style-type: none"> • School leadership 	<p>HGIOS 4</p> <p>1.2 Leadership for learning 2.3 Learning teaching and assessment 3.3 Increasing creativity and employability</p>
<p>The Promise: School improvement plans will value and recognise the needs of their care experienced pupils with robust tracking of attendance and attainment so that support can be given early.</p>	
<p>Progress:</p>	<ul style="list-style-type: none"> • Learner leadership groups led developments, opportunities and supported learning throughout the session successfully and effectively. • School achieved Speech and Language Silver Communication Award in May 2024. • Nursery Gardening Leaders established and worked in partnership with Inspiring Communities and a few parents. • Nursery Sport Leaders led gym time and outdoor physical experiences, selecting and setting up equipment. • House Captains led House Action Plans effectively through House Meetings, completing all actions successfully.
<p>Impact:</p>	<ul style="list-style-type: none"> • Learners across the school and nursery are empowered to play an active part in their school community, recognising the impact their actions and participation have for the whole school community. • Our effective visual environment ensures all learners feel safe, secure and ready to learn across the school.

Next steps:	<ul style="list-style-type: none"> Continue to develop and embed learner leadership in practice across nursery and school, empowering learners to lead, make a difference and develop key skills.
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Nursery Priority: To ensure the nursery environment is a communication rich setting in which literacy skills and progress can be nurtured, enriched and developed.

<p>National Improvement Framework Priority:</p> <ul style="list-style-type: none"> Improvement in attainment, particularly in literacy and numeracy. Closing the attainment gap between the most and least disadvantaged children. 	<p>Children’s Services Plan Areas:</p> <ul style="list-style-type: none"> Tackling child poverty
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<p>Nurturing Principles</p> <ul style="list-style-type: none"> Children’s learning is understood developmentally 	<p>Regional Improvement Collaborative Priorities:</p> <ul style="list-style-type: none"> To improve the quality of the learning pathways of learners affected by poverty. To work collaboratively and proportionately to raise the attainment/achievement of learners affected by poverty. To facilitate support and professional development to support educational recovery and accelerate progress.
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<p>Key Drivers</p> <ul style="list-style-type: none"> Teacher professionalism Assessment of children’s progress 	<p>HGIOELC 2.3 Learning teaching and assessment 3.2 Securing children’s progress</p>
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The Promise:
School improvement plans will value and recognise the needs of their care experienced pupils with robust tracking of attendance and attainment so that support can be given early.

Progress:	<ul style="list-style-type: none"> All staff participated in self- evaluation of listening and talking pedagogy across the nursery setting using Stirling’s Literacy for Life Toolkit resource. From self- evaluation activity, staff identified agreed actions to drive forward improvement in listening and talking experiences and pedagogy during session. Listening and Talking focus groups established to further develop skills. Learners’ listening and talking progress and next steps recorded effectively in online journals and through tracking and monitoring dialogue. Effective partnership with Speech and Language Therapy continued during session 2023 2024. All staff have made very good use of Adult Child Interactions to promote and extend listening and talking skills.
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	<ul style="list-style-type: none"> • Work has continued towards completion of Speech and Language Diamond Communication Award. • Targeted listening equity groups took place throughout the session. • Nursery staff and Speech and Language Therapy partners have provided targeted speech and language supports. • Two Senior ECEs participated in high quality moderation and professional discussion with Learning Community colleagues to ensure continuity, progression and depth of learning.
Impact:	<ul style="list-style-type: none"> • As a result of self-evaluation, a nursery narrative focus group was established. Targeted learners identified through tracking and monitoring dialogue. Learners participated enthusiastically in group experiences. • Increased opportunities provided by all nursery staff to develop listening and talking skills for all learners. • Improved interactions between peers observed. • Our effective nursery visual environment ensures all learners feel safe, secure and engage effectively in play and learning in nursery.
Next steps:	<ul style="list-style-type: none"> • Continue effective partnership working with Speech and Language Therapy. • Work towards achieving Speech and Language Diamond Communication Award. • Continue to gather rich data to establish targeted listening and talking impact groups. • All staff to embed self- evaluation practice using Literacy for Life Toolkit to ensure high quality literacy experiences for all learners in nursery.

School Priority: Parent Council: To support wider opportunity for all learners to enhance learning, attainment and experience.	
National Improvement Framework Priority: <ul style="list-style-type: none"> • Improvement in children and young people’s health and wellbeing. 	Children’s Services Plan Areas: <ul style="list-style-type: none"> • Improving children and young people’s mental health and emotional wellbeing
Nurturing Principles <ul style="list-style-type: none"> • The environment offers a safe base 	
Key Drivers <ul style="list-style-type: none"> • Parental engagement 	HGIOS 4 2.3 Learning teaching and assessment 2.7 Partnerships
Progress:	<ul style="list-style-type: none"> • Parent Council hosted Halloween parties, Spring parties, Pumpkin Patch Event and Christmas Fayre this session. • Parent Council provided funding for playground developments following a successful bid from our Young Leaders of Learning (February 2024).

	<ul style="list-style-type: none"> • Parent Council provided funding for sound equipment for the Disney performances in May 2024. • Parent Council have sought and applied for funding to further support improvements of the school and nursery grounds.
Impact:	<ul style="list-style-type: none"> • Almost all learners and majority of families attended Parent Council run activities and events throughout the session. • Purchase of playground equipment has enhanced play and learning experiences for learners across all stages.
Next steps:	<ul style="list-style-type: none"> • Continue to provide additional social and learning opportunities for learners and families through fundraising activities and social events during session 2024 2025.

Progress and impact of Pupil Equity Fund:

East Plean Primary School PEF Allocation: £45,325.00

Intervention: Literacy targeted support

53 individuals receiving bespoke and targeted supports across literacy evidenced steps of progress in their reading and writing skills.

68% of targeted learners improved timekeeping during session 2023 2024.

81% of targeted learners improved attendance from June 2023 to June 2024.

52% of targeted learners, who improved attendance this session, are also on track across literacy and numeracy.

70% of learners who did not improve attendance are not on track in literacy or numeracy or across the board. 57% of those who did not improve attendance and are not on track are on Staged Intervention.

79% of targeted learners, not on track this session, received targeted support consistently throughout 2023 2024 session.

Home learning was adapted this session and almost all targeted learners completed focused literacy and numeracy learning consistently.

Most targeted learners (P2, 3) evidenced achievement of at least two or more steps of progress in reading and writing First Level pathways this session.

Most targeted learners (P5, 6) evidenced achievement of at least two steps of progress in reading and writing Second Level pathways by May 2024.

Primary 1: 81% achieved Early Level Reading. 67% achieved Early Level Writing.

Primary 4: 82% achieved First Level Reading. 71% achieved First level Writing.

Primary 7: 84% achieved Second Level Reading. 80% achieved Second level Writing

Primary 1: 67% of Quintile 1 learners achieved Early Level Reading and 42% achieved Early level Writing.

Primary 4: 92% of Quintile 1 learners achieved First Level Reading and 83% achieved First level Writing.

Primary 7: 75% of Quintile 1 learners achieved Second Level Reading and 67% achieved Second level Writing.

Intervention: Meeting Learners' Health and Wellbeing Needs

Attendance tracked daily for all learners in Nursery- Primary 1.

There has been increased contact with our Health and Wellbeing Officer with 87% of P1-7 families making contact via Health and Wellbeing Officer's mobile phone by text and 58% by telephone call.

Direct intervention with families has improved attendance for 81% of targeted learners this session and of those learners, all evidenced steps of progress across literacy and numeracy. Being on time and in school provided learners opportunity to practise skills and learning and engage in targeted support. Support with routine, expectations and home learning had significant impact on attendance and learning engagement in school. This positive engagement was observed in class and recognised during progress and attainment meetings.

Parents/ carers of those learners whose attendance and timekeeping has improved this session recognise the positive impact this is having on their child's wellbeing, engagement and learning. This feedback was given during progress meetings, family learning and staged intervention meetings.

Learners whose attendance and timekeeping has improved this session recognised the positive impact this is having on their own wellbeing, engagement and learning during check ins and staged intervention updates.

- 96% of learners (P1-7) have an attendance of 85% and above this session.
- 68% of targeted learners improved timekeeping during session 2023 2024.

Intervention: Meeting Learners' Health and Wellbeing Needs

Our Wellbeing Coaches have ensured consistency in the availability of Marvel's Resilience Tools in calm areas in every classroom.

Clear expectations for the use of the classroom calm area shared regularly at Assembly and House Meetings.

Positive feedback received from parents/ carers about the positive impact of supports and interventions on learner wellbeing, progress and engagement. Feedback received during pupil progress meetings, staged intervention meetings and check in calls.

Health and Wellbeing Officer and Pupil Support Coordinator provided signposting and support to manage child's resilience and regulation regularly to parents / carers during 2023 2024.

Learners recognise the impact leadership opportunities have had on independence, organisational skills, time-keeping, confidence and peer interactions. Our leaders have had opportunity to share leadership skills with Parent Council, at a Head teachers' Meeting and during a Validated Self- Evaluation visit this session.

Home learning tasks completed by almost all learners across Primary 1-7.

All P2, P3, P5, P6 targeted learners evidenced steps of progress in reading pathways this session.

Primary 1: 67% of Quintile 1 learners achieved Early Level Reading and 42% achieved Early level Writing.

Primary 4: 92% of Quintile 1 learners achieved First Level Reading and 83% achieved First level Writing.

Primary 7: 75% of Quintile 1 learners achieved Second Level Reading and 67% achieved Second level Writing.

Almost all (P6 and P7) of targeted learners evidenced improved attendance as a result of positive engagement in leadership and wider school activity.

The majority of targeted learners completed the reading aspects of home learning weekly, at home or in school with volunteers and evidenced steps of progress in reading pathways this session. For those targeted learners who did not complete reading home learning consistently, in school reading support was provided by parent/ carer volunteers and P7 Curriculum Ambassadors.

All targeted learners, supported to regulate emotions, used the strategies and supports with increasing independence by June 2024.

Progress and impact of Excellence and Equity Champion (Nursery)

- Confidence identifying gaps and putting measures in place to support improvement in learning and development has improved through shared practice, moderation and collegiate dialogue.
- Consistency in delivery of focused Listening & Talking skills group, which ensured steady progress for all learners involved.
- Rich data gathered from Tracking & Monitoring Toolkit 4, listening scores, CHAT assessments and Strengths & Difficulties questionnaires to ensure effective identification of needs.
- Literacy for Life Self-Evaluation Toolkit and Play & Learning Framework Toolkit 3 (Listening & Talking) sections used effectively to prioritise and plan weekly sessions.
- Leuven scales completed at the end of each session for each learner to track overall wellbeing and involvement and monitor changes identified that engagement improved for all learners participating regularly in the focused group sessions.
- 12% increase in learners' listening scores recorded from formative assessment data.

Wider Achievement 2023 2024:

- Primary 7 Senior Leaders drew up clear action plans from "How Good is OUR School". All actions were addressed and completed through House Meetings, Assemblies and learner leadership opportunities. Actions completed included:
 - Supported whole school community to select and support two charities for session 2024 2025.
 - Embedded positive ethos in House Meetings through shared expectations and use of "House Meeting Charter".
 - Whole school involvement in playground improvements. Improvements led, actioned and monitored by Young Leaders of Learning.
 - Classroom Reading Captains appointed to maintain high quality reading areas in each classroom.
 - Through House Meeting activities, revisited Wellbeing Indicators to ensure all learners understand the Wellbeing Wheel.
 - Revisited Skills for Work through recognition activities at Assembly.
 - Record of Achievements maintained by House Captains.
 - Continued to develop learners' understanding of UNCRC through activities and discussion at House Meetings.
 - Good listening expectations reinforced consistently at House Meetings.
- House Captains stood for election in August and January. House Captains led House Meetings and school improvement activities confidently throughout the year.
- Our very successful Scholastic Book Fayre realised £76.19 commission for school funds.

- Primary 6 have been working in partnership with William Simpson Care Home on an Artlink project called “Remembering Together” (a Scotland wide project managed by Greenspace Scotland and funded by Scottish Government). This has been an autumnal themed project involving art, music and dance, celebrating seasons for life, nature and being together as a community. The most recent session took place at William Simpson Care Home with Primary 6 learners developing their expressive arts skills as they engaged in the experiences delivered by the artists.
 - Our Wellbeing Coaches were invited to attend the official launch of Cycling Without Age Scotland Trishaw Rides at William Simpson home on Thursday 26th October. One of our learners cut the ribbon for the first Trishaw Ride and East Plean learners tested the Trishaws. Trishaw rides are a fabulous innovation and will provide residents in William Simpson Care Home an excellent opportunity to enjoy the outdoors safely.
 - All Primary 5 learners participated in swimming lessons successfully.
 - We have been very fortunate to have been gifted a Life-saving Defibrillator. This was gifted by one of Stirling Council’s suppliers, as part of their annual community benefits offering. East Plean was chosen as a suitable site for the defibrillator. Our village is now fortunate to have two defibrillators. The new defibrillator has been situated on the front wall of the school.
 - All learners in P4-7 have been supported to apply and receive bus passes this session.
- East Plean’s chosen charities for the year:
- Our school and nursery community raised £ 213.66 for Save the Children.
 - Dog’s Trust £200.00
- East Plean Community also raised money in support of the following charities:
- Poppy Scotland £15.50
 - Children in Need £256.95
 - Red Nose Day £187.51
 - Nursery- Primary 7 completed the Sustran Hands Up survey in September 2023.
 - Whylers Photography visited the school/ nursery in September, took individual and family photographs, realising £284.55 commission for school funds.
 - Primary 7 participated in 4 successful “Adventure Days”, developing key skills for learning life and work.
 - Nursery families engaged positively with our 8 week Nurture Nature Outdoor Play and Learning project in November 2023.
 - 48% of nursery families attended Stay and Play opportunities in November 2023.
 - Forth Valley College led STEM activities with Primary 6 and 7 during term 4.
 - All classes have enjoyed class excursions to support interdisciplinary learning.
 - Mr Smith has visited Primary 3, 6 and 7 to develop learning across a range of contexts.
 - Primary 6 Buddies have carried out their playground and dinner hall duties conscientiously this session.
 - Primary 7 Curriculum Ambassadors have supported learning across Primary 1-4 classes this session.
 - Sports Leaders have provided a range of sports lunch clubs for Younger learners.
 - Inspiring Communities have worked in partnership with East Plean to deliver after school clubs for all classes and lunch clubs for the majority of classes this session.
 - Primary 5 learners completed Buddy training in term 4 in preparation for session 2024 2025.
 - 21 Primary 6 learners were successful in their application to become Curriculum Ambassadors and completed training in term 4 in preparation for 2024 2025 session.
 - The whole school participated in World Book Day in March 2024.
 - Rag Bag collection realised the sum of £131.70 during 2023 2024 session.
 - Our P7 Baristas hosted our Community Café fortnightly throughout the session, welcoming parents/ carers, members of our community and residents from our local

Care Home. Connecting with the local community has continued to inspire our learners and strengthen connectedness within the village.

- We developed a very effective partnership with Plean Cinema and MacRobert Arts. Primary 7 learners participated in an animation project; producing animation films which premiered at Plean Cinema in December 2023. Primary 6 learners participated in a Short Film Art Club with their completed art pieces being unveiled and displayed in Plean Cinema in March 2024. Both classes enjoyed a screening of a film of their choice in the cinema as celebration of their achievements.
- Our final Disney production, “Jungle Book”, was performed to 3 sell out audiences in May. The 3 year programme was run in partnership with Scottish Opera and Disney Musicals in Schools. 50 learners from P4-7 participated weekly in learning throughout the session.
- We achieved a 7th Eco Flag and a commendation for our community work.
- The school achieved a Silver Communication Award from Speech and Language Therapy.
- 60% of nursery families attended Make and Taste sessions throughout the session.
- Our Primary 6 and 7 classes participated in Virgin Bank’s Make £5 Grown project realising £430.00 for school funds.
- Our whole school/ nursery completed a successful community “Walkies” around Plean to raise funds for Dogs Trust and school/ nursery funds in June.
- Primary 4 participated in an string orchestra programme led by our music tutors during term 4. Each learner had opportunity to learn to play a stringed instrument. All learners in class performed as an orchestra to the whole school in June.
- Sport Week was held in June and all learners participated enthusiastically in all activities delivered.

Capacity for Continuous Improvement

Quality Indicator	Key Strengths	Areas for Improvement
1.3 Leadership of change	<ul style="list-style-type: none"> • Effective leadership opportunities for learners recognised by Education Scotland and The Pearson National Teaching Awards- Primary School Silver Winner. • Nursery and school families are empowered to approach staff: open door policy. • Strategic direction and pace of change is shared with families and staff: connectedness. • Commitment to positive outcomes and high expectations for all learners in nursery and school. • All staff are committed to change and improvement through active participation in moderation and self-evaluation processes. • All staff are reflective and evaluative of the vision for improvement. 	<ul style="list-style-type: none"> • All staff embrace leadership roles across the school to ensure continuous improvement. • Practitioner Enquiry plays a central role in school improvement. • Further develop nursery learners’ understanding of leadership groups and ensure all learners are part of a leadership group throughout session 2024-2025. • Review quality assurance procedures and expectations of online journals to support high quality observations across the nursery.

<p>2.3 Learning, teaching and assessment</p>	<ul style="list-style-type: none"> • Learners are a shining example of school values and proud of their school. (VSE feedback) • Most learners in P1-7 are on track in reading, numeracy and listening and talking. • Staff have a deep understanding of the context of the school and are at the heart of the community. • Trusting relationships permeate across all aspects of school and nursery life, creating high aspirations for all. • Learners' views are listened to and acted upon. • Consistent approaches across all levels ensuring learner readiness. • Celebration of achievement is exceptionally strong in the school allowing a wide range of opportunities, which permeate the community. • Warm, welcoming and responsive relationships ensure all learners and families feel included in the life of the nursery. • In nursery, observations are carried out through planned, spontaneous and purposeful play and staff know the children very well. • Rigorous tracking and monitoring of learners' progress across nursery and school is embedded in practice. • Effective use of visual environment approaches support and challenge individual and targeted children across nursery and school. • Online nursery learning journals evidence progression over time. 	<ul style="list-style-type: none"> • Explore, deliver and embed consistent and effective literacy approaches across the school and nursery. • Reinvigorate skills programme across the school. • To develop consistent and progressive digital technology practice across school to ensure effective progress in learning and skills for all learners. • To embed a comprehensive, consistent and effective learning and teaching strategy across the school and nursery. • Embed new nursery planning format to ensure a balance of adult initiated, adult led and child led experiences. • Continue to develop children's interest and understanding of their learning through the online journals. • Embed use of Literacy for Life toolkit for self-evaluation.
<p>3.1 Ensuring wellbeing, equality and inclusion</p>	<ul style="list-style-type: none"> • Family Engagement in life and work of nursery and school is high. • All staff have a very good knowledge of learners' wellbeing. • Strong relationships underpin shared values and expectations. • Very effective targeted and universal pupil support provided. • All learners and families are treated with respect, dignity and equality. • Staff support, respect and value each other across the board. • All staff complete annual Safeguarding and Child Protection Training. 	<ul style="list-style-type: none"> • Support Staff to complete the "Promise Award". • Embed East Plean's diverse curriculum in practice. • Ensure all new staff participate in Nurture principle training • Establish clear guidelines and/or a risk assessment that is responsive to individual learners' needs and development. • In nursery ensure all children's voices are

	<ul style="list-style-type: none"> • All nursery staff participated in training to achieve our 'We Promise' nursery certificate. • Very effective nursery individual care management plans. • Robust and effective calendar of Staged Intervention Meetings and Team around the Child meetings to support improving outcomes for learners and families across nursery and school. • In nursery clear medical guidelines are in place with 3 monthly checks. • Positive behaviour is embedded in practice across nursery and school. • Promote consistent approaches to ensure emotional check ins and emotional literacy is effectively used throughout the session • Our neurodiverse environment and ethos supports all learners and families across nursely and school to feel safe, secure and ready to learn. 	<p>recorded throughout the nursery wall displays</p> <ul style="list-style-type: none"> • Moderation of local authority Nursery Care Plans to make them more family friendly.
3.2 Raising attainment and achievement	<ul style="list-style-type: none"> • Literacy and numeracy continues to be a priority across the school. • Assessment evidence is valid and reliable and informs interventions. • A variety of assessment approaches are used to demonstrate learners' knowledge, understanding and listening skills. • Robust and effective tracking and monitoring system in place across school, ensuring clear information on achievement and attainment across the curriculum. • Wider achievement is valued and celebrated. • Learners have varied and rich opportunities to embrace leadership roles across the school. 	<ul style="list-style-type: none"> • Embrace Authority updated tracking toolkit to ensure robust tracking continues across school and nursery. • Continue to track and provide interventions to improve attendance and timekeeping. • Through robust tracking, provide targeted interventions to ensure all learners are engaged and making progress across literacy, numeracy and health and wellbeing.
3.2 Securing Children's Progress (Nursery)	<ul style="list-style-type: none"> • Robust tracking, monitoring and assessment procedures in place across nursery, which ensures effective identification of early intervention and equity for all interventions. • Learners' achievements are recognised, celebrated and displayed in the nursery environment. • Learners' progress and achievements are shared effectively with parents/ carers. 	<ul style="list-style-type: none"> • To create a nursery environment which addresses and meets the presumption of mainstream provision for all learners. • Continue to monitor and evaluate the outcome of the impact groups to ensure children are achieving and progressing over time. • Continue to promote the importance of learning

	<ul style="list-style-type: none"> • On -line learning journals track progress and evidence clear learning intentions, success criteria and targeted next steps. • Established high quality approaches enabling all children to develop early language skills. • GIRFEC paperwork used effectively to involve professional agencies in support, identification and reduction of potential barriers to learning. • Effective, consistent use of praise to encourage positive attitudes and encourage meaningful interactions. • Nurturing, safe environment where all learners engage and interact in meaningful learning opportunities. • Very well- planned transition programme, which supports all learners during home to nursery transition and nursery to school transition. • All nursery staff use the Play & Learning Framework effectively to support relevant children’s learning and development. 	<p>journals to ensure all families are connected.</p>
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Evaluation of school’s capacity for continuous improvement:

A rigorous self- evaluation process is in place.

- This involves staff, pupils and parents being consulted and involved in dialogue regarding school improvement.
- School and nursery self-evaluation calendars are in place to ensure continual self-improvement, which includes opportunities for moderation both within school and nursery and with colleagues from other settings.
- School and nursery participate fully in a Validated Self- Evaluation programme with partner nurseries and schools across the Authority.
- All staff in school participate in a self- evaluation process to support Professional Review and Development and improvement.
- Learners have been involved in regular discussions about learning through feedback, sharing learning sessions, profiles, pupil dialogue sessions, House Meeting activity and sharing on Twitter.

Key priorities for school and nursery improvement planning 2024 2025

- To develop consistent and progressive digital technology practice across school to ensure effective progress in learning and skills for all learners.
- Explore, deliver and embed consistent and effective literacy approaches across the school and nursery.
- To embed a comprehensive, consistent and effective learning and teaching strategy across the school and nursery.
- Nursery: To create a nursery environment which addresses and meets the presumption of mainstream provision for all learners.

- Parent Council: To work in partnership with school and nursery to provide rich, meaningful wider learning opportunities for all learners across school and nursery.