



## Fintry Primary School

Standards and Quality Report 2022/23

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"Together we develop skills for our future"

<b>School Priority 1: 2.2 Curriculum</b>	
<p><b>National Improvement Framework Priority</b></p> <ul style="list-style-type: none"> <li>Improvement in attainment, particularly in literacy and numeracy.</li> <li>Closing the attainment gap between the most and least disadvantaged learners.</li> <li>Improvement in learners and young people’s health and wellbeing.</li> <li>Improvement in employability skills and sustained, positive destinations.</li> </ul>	<p><b>HGIOS4 Quality Indicators and HGIourS</b></p> <ul style="list-style-type: none"> <li>Rationale and design</li> <li>Development of the curriculum</li> <li>Learning pathways</li> <li>Skills for learning, life and work</li> <li>Our Learning and Teaching</li> </ul>
	<p><b>Learner’s Services Improvement Areas</b></p> <ul style="list-style-type: none"> <li>Improving mental health and emotional wellbeing</li> <li>Tackling child poverty</li> <li>Improving outcomes for children with disabilities</li> <li>Improving outcomes for children in need of protection</li> </ul>
	<p><b>Regional Improvement Collaborative Priorities</b></p> <ul style="list-style-type: none"> <li>Improve attainment in Literacy and Numeracy for children and young people</li> <li>Close the attainment gap between the most and least disadvantaged children and young people for numeracy and literacy</li> <li>Improve the health and wellbeing of children and young people Improve curriculum developments, learning and teaching to support employability skills and sustained positive destinations.</li> </ul>
<p><b>Key drivers for improvement</b></p> <ul style="list-style-type: none"> <li>School leadership</li> <li>Teacher professionalism</li> <li>Parental engagement</li> <li>Assessment of learner’s progress</li> <li>School improvement</li> <li>Performance information</li> </ul>	
<p><b>The Promise-Plan 2021/24 improve further</b></p> <p>School Improvement Plans will value and recognise the needs of their care experienced pupils and robust tracking of attendance and attainment so that support can be given early.</p>	
<p><b>Context</b></p>	<p>Working last session on play and inquiry learning; digital learning; and, developing creativity and employability was the catalyst to review our Curriculum Rationale. We recognised our Curriculum Rationale was not reflective of our pedagogical practices and it was in need of a refresh. We consulted with our families and learners to gauge their views and aspirations.</p> <p>Additionally, participation in the <i>Excellence in Headship Stretch</i> programme by the HT inspired curriculum change. Workshops by Education Scotland considered:</p> <ul style="list-style-type: none"> <li>The refresh of the Curriculum for Excellence with renewed emphasis on the 4 contexts of learning;</li> <li>Interdisciplinary learning and how to develop it as an important context for learning; and</li> <li>Bruce Robertson, author of <i>The Teaching Delusion</i>, his knowledge of cognitive science to support effective learning.</li> </ul> <p>All of the above factors influenced our change.</p> <p>We are confident that teachers are effective at working together to develop their skills and we have the capacity within our team to develop further. An ethos of professional engagement and collegiate working is evident.</p>

<p><b>Progress:</b></p>	<p>In the first term of 22/23 the Head Teacher led 4 collegiate sessions to set out our vision and expectations to refresh our curriculum narrative. The aim was to improve our curriculum across all 4 contexts, all teachers worked collaboratively to motivate, support and inspire others by:</p> <ol style="list-style-type: none"> <li>1. Agreeing a driver diagram that set out our vision and aims;</li> <li>2. Sharing developments in cognitive science to improve our learning and teaching; we considered the <i>development of long term memory, through the accumulation of knowledge</i>, specifically: working memory and long term memory; developing accurate schema and cognitive load theory;</li> <li>3. Encouraging teacher agency through working collaboratively and independently on improving learners' knowledge, specifically using: visible learning; forgetting; retrieval; overlearning for fluency; prior knowledge and assessment;</li> <li>4. Reviewing our curriculum, specifically to ensure that learning takes place across the 4 contexts: opportunities for personal achievement; interdisciplinary learning; ethos and life of school as a community; and curriculum areas and subjects;</li> <li>5. Looking again at delivering Interdisciplinary learning through inquiry learning methodology.</li> <li>6. Establishing a whole school curriculum overview that ensures coherence, relevance; breadth, progression and depth; personalisation and choice; and, challenge and enjoyment linked to our unique setting; and</li> <li>7. Establishing a new Curriculum Rationale which reflects the values and aspirations of our unique school community.</li> </ol> <p>Teachers agreed that the Inquiry Cycle would be displayed in classrooms and that the learning and teaching would document the cycle showing progress in learning. This would be either through display or through a floor book.</p> <p>Finally, to promote high expectations, the SLT agreed with staff a new observation sheet. Teachers took part in peer observations to collaboratively support the development of key success criteria for effective learning and teaching.</p>
<p><b>Impact</b></p>	<p>We have an effective learning culture within our school. All staff participate in collegiate activities developing their skills and knowledge to improve their pedagogical practice. Teachers continuously reflect to improve their teaching and learning which makes a positive impact on our learners' progress.</p> <p>Almost all learners have achieved their expected levels across P1 and P7 in literacy. The Majority of learners have achieved the expected levels in literacy in P4. Almost all learners achieved their expected level in numeracy. Learners who are not on track are given additional support through the Support for Learning Teacher and Support Assistants.</p> <p>Our curriculum rationale and architecture ensures that most of our learners are:</p> <ul style="list-style-type: none"> <li>• Successful Learners who think creatively and independently</li> <li>• Confident Individuals who pursue an active and healthy lifestyle</li> <li>• Responsible Citizens who are developing knowledge and understanding of the world.</li> <li>• Effective Contributors who work well in partnership and in teams to develop lifelong learning skills.</li> </ul> <p>Teachers shared that there is more opportunity for interdisciplinary to be pupil led, lessons are fluid allowing children more opportunity for higher order thinking and leading their learning. The clear structure allowed for metacognition and supporting learners thinking using a shared language. Knowledge and skills are clearly defined using the Learning Intention and Success Criteria.</p>

<b>Next Steps</b>	<p>Evaluating our position in June 23 we agree that our next steps will be to continue to develop the 4 contexts of the curriculum and share the termly learning journey with learner's and their families. Ensure our curriculum enables almost all learners are able to demonstrate the personal attributes of the 4 capacities.</p> <p>Through implementation of the Interdisciplinary Curriculum, teachers continue to develop play and inquiry learning and develop classroom environments to reflect this. Teachers share the meta skills from Skills Development Scotland and start to include them in the success criteria for learning.</p>
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<b>School Priority 2: 2.3 Learning Teaching and Assessment</b>	
<p><b>National Improvement Framework Priority</b></p> <ul style="list-style-type: none"> <li>Improvement in attainment, particularly in literacy and numeracy.</li> <li>Closing the attainment gap between the most and least disadvantaged learners.</li> <li>Improvement in learners and young people's health and wellbeing.</li> <li>Improvement in employability skills and sustained, positive destinations.</li> </ul>	<p><b>HGIOS4 Quality Indicators and HGIourS</b></p> <ul style="list-style-type: none"> <li>Learning and Engagement</li> <li>Quality of our teaching</li> <li>Effective use of assessment</li> <li>Planning Tracking and Monitoring</li> <li>Our School and Community</li> </ul> <p><b>Learner's Services Improvement Areas</b></p> <ul style="list-style-type: none"> <li>Improving mental health and emotional wellbeing</li> <li>Tackling child poverty</li> <li>Improving outcomes for learners with disabilities</li> <li>Improving outcomes for learners in need of protection</li> </ul>
<p><b>Key drivers for improvement</b></p> <ul style="list-style-type: none"> <li>School leadership</li> <li>Teacher professionalism</li> <li>Parental engagement</li> <li>Assessment of learner's progress</li> <li>School improvement</li> <li>Performance information</li> </ul>	<p><b>Regional Improvement Collaborative Priorities</b></p> <ul style="list-style-type: none"> <li>Improve attainment in Literacy and Numeracy for learners and young people</li> <li>Close the attainment gap between the most and least disadvantaged learners and young people for numeracy and literacy</li> <li>Improve the health and wellbeing of learners and young people Improve curriculum developments, learning and teaching to support employability skills and sustained positive destinations.</li> </ul>
<p><b>The Promise-Plan 2021/24</b></p> <p>School Improvement Plans will value and recognise the needs of their care experienced pupils and robust tracking of attendance and attainment so that support can be given early.</p>	

<b>Context</b>	<p>In 21/22, we reviewed our Heinemann Active Maths Programme and agreed that to avoid learners forgetting key learning in numeracy and maths we needed to revisit the topics often. A training session by Lynda Keith supported a review of the HAM programme. Collaboratively the staff team worked together to review Early, First and Second Level and re-organise the teaching order of maths and numeracy to avoid learners forgetting, build stronger schema and support working memory. The training session promoted <b>Concrete Pictorial Abstract (CPA)</b> to support mathematical understanding and deeper learning.</p> <p>We already used a variety of <b>Concrete</b> resources but after training and reflection realised we needed to link the <b>Pictorial</b> and <b>Abstract</b> in the teaching of numeracy and maths. An additional catalyst was training received by the Support for Learning Teacher from the Regional Improvement Collaborative (RIC) Numeracy Officer on Manipulatives in Maths and was using Cuisenaire Rods successfully with small groups of children. The staff team were enthusiastic and felt that training would be beneficial for everyone.</p>
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	<p>In August 2022, staff attended training by the RIC on manipulatives in Maths with a view to developing CPA and improve learning in numeracy and maths.</p>
<p><b>Progress:</b></p>	<p>All teachers participated in a full day's training by the RIC Numeracy Officers. Teachers agreed to take forward Cuisenaire Rods as a CPA tool to developing learners' knowledge and skills in numeracy and maths. Early years teachers implemented Numicon at P1.</p> <p>It was agreed to allow a few weeks of play across the school before more formal lessons. In a follow up collegiate session the Principal Teacher explored using mathsbot.com and HAM pictorial resources to develop pictorial learning in maths.</p> <p>The ideas and resources shared at the training session were used in class with children, peer observation by the staff team supported the development of CPA through discussion and feedback.</p> <p>We introduced a Learning Log jotter for Numeracy and Maths to support CPA learning.</p> <p>All teachers use CPA appropriately during maths lessons, all teachers use Cuisenaire rods. The P1 teacher has further developed CPA with Numicon.</p> <p>In March a SWAY was shared with parents on using manipulatives in numeracy and maths, photographs, videos and comments from children and teachers shared the benefits of using manipulatives through Cuisenaire rods.</p> <p>In April a presentation was shared by the HT to parents on developing a mathematical mind-set. Additionally, teachers shared classroom resources on CPA with parents and answering questions to support understanding. Parents were very positive about the information shared.</p>
<p><b>Impact</b></p>	<p>Almost all learners achieved their expected level in numeracy in P1, P4 and P7. Learners who are not on track are given additional support through the Support for Learning Teacher and Support Assistants.</p> <p>Using manipulatives as CPA strategies in numeracy and maths ensures that almost all our learners are:</p> <ul style="list-style-type: none"> <li>• Successful Learners who experience appropriately challenging and enjoyable numeracy and maths lessons which are well matched to their needs and interests.</li> <li>• Confident Individuals who exercise choice, including the appropriate use of manipulatives, and take increasing responsibility as they become more independent in their learning</li> <li>• Responsible Citizens who are eager and active participants who are fully engaged, resilient, and highly-motivated and interact well during activities.</li> <li>• Effective contributors during mathematics sharing how they have achieved their answer to build a mathematical mind-set.</li> </ul> <p>Teachers shared during Numeracy and Mathematics lessons their teaching skills had improved by more:</p> <ul style="list-style-type: none"> <li>• Regularly revisiting topics to stop learners forgetting;</li> <li>• Regularly using concrete manipulatives to teach, model and support learners to gain a deep understanding of numeracy concepts;</li> <li>• Regularly using visual representations to teach, model and support learners to gain a deep understanding of numeracy concept;</li> <li>• Regularly facilitating discussion amongst learners to build a shared understanding of mathematical ideas by analysing, comparing and evaluating pupil strategies and arguments;</li> <li>• Regularly using mistakes as a platform to encourage learners to take risks, try new methods, challenge their own thinking and problem solve using prior knowledge;</li> <li>• Regularly giving opportunities for learners to count in a variety of ways, both forward and backwards;</li> </ul>

	<ul style="list-style-type: none"> <li>• Confidence in their knowledge and ability to use effective pedagogies to teach numeracy and maths;</li> <li>• Confidence in asking more purposeful questions to assess learners’ reasoning and understanding and to extend their thinking; and</li> <li>• Confident that learners have a positive attitude to numeracy and maths.</li> </ul>
<b>Next Steps</b>	Evaluating our position in June 23 we agree that to ensure that our achievement levels in maths is maintained we will follow the HAM programme that revisits core learning frequently to ensure children are less likely to forget. Continue to promote a mathematical mind-set through learning and teaching. Continue to use CPA in maths to develop understanding and mastery. Learning Logs embedded for assessment of learning. Embed counting sticks to promote mental maths skills.

<b>School Priority 3.2 Raising Attainment and Achievement</b>	
<b>National Improvement Framework Priority</b> <ul style="list-style-type: none"> <li>• Improvement in attainment, particularly in literacy and numeracy.</li> <li>• Closing the attainment gap between the most and least disadvantaged learners.</li> <li>• Improvement in learners and young people’s health and wellbeing.</li> <li>• Improvement in employability skills and sustained, positive destinations.</li> </ul>	<b>HGIOS<sub>4</sub> Quality Indicators and HGIOS<sub>5</sub></b> <ul style="list-style-type: none"> <li>• Attainment in literacy and numeracy</li> <li>• Attainment over time</li> <li>• Overall quality of learners’ achievement</li> <li>• Equity for all learners</li> </ul>
	<b>Learner’s Services Improvement Areas</b> <ul style="list-style-type: none"> <li>• Improving mental health and emotional wellbeing</li> <li>• Tackling child poverty</li> <li>• Improving outcomes for learners with disabilities</li> <li>• Improving outcomes for learners in need of protection</li> </ul>
	<b>Regional Improvement Collaborative Priorities</b> <ul style="list-style-type: none"> <li>• Improve attainment in Literacy and Numeracy for learners and young people</li> <li>• Close the attainment gap between the most and least disadvantaged learners and young people for numeracy and literacy</li> <li>• Improve the health and wellbeing of learners and young people Improve curriculum developments, learning and teaching to support employability skills and sustained positive destinations.</li> </ul>
<b>Key drivers for improvement</b> <ul style="list-style-type: none"> <li>• School leadership</li> <li>• Teacher professionalism</li> <li>• Parental engagement</li> <li>• Assessment of learner’s progress</li> <li>• School improvement</li> <li>• Performance information</li> </ul>	
<b>The Promise-Plan 2021/24</b> School Improvement Plans will value and recognise the needs of their care experienced pupils and robust tracking of attendance and attainment so that support can be given early.	
<b>Context</b>	<i>‘Attainment is an individual’s passport to personal, social, cultural and economic opportunities. Raising attainment means improving life chances. This does not mean just focusing on exam results, but instead looking at attainment in its widest sense. It is this rich attainment which enables all of our children and young people to make good progress and develop the skills, ambition and know-how they need to improve life chances.’</i> Raising Attainment, Scottish Government, March 2012

	<p><i>'Children's education should develop each child's personality, talents and abilities to the fullest.'</i> United Nations Convention on the Rights of the Child, Article 29</p> <p>Self-Evaluation of 3.2 identified the following questions as our starting point to consider what we need to do better to ensure equity for all learners. We have effective systems in place to promote equity of attainment for all our learners. However, we felt there was still some questions to consider on tracking achievement and ensuring equity for all:</p> <ul style="list-style-type: none"> <li>• How well do we recognise and value the personal achievements of all learners?</li> <li>• How well do we track and recognise achievements?</li> <li>• How well are we capturing the impact of children and young people's achievements on our community?</li> <li>• What progress and achievement do children and young people gain from our outdoor learning experiences?</li> <li>• How well are we removing barriers to learning and ensuring equity for all?</li> </ul> <p>Our aim was to audit children's achievements inside and outside school to look for any inequality that may exist and put a plan in place to plug any gaps.</p>
<b>Progress:</b>	<p>A driver diagram is in place to ensure we have a shared vision across school to track Wider Achievements. An audit of what was in place showed that we tracked and recognised wider achievements in a number of ways:</p> <ul style="list-style-type: none"> <li>• Sharing the termly learning journey across the 4 contexts of learning with learner's and their families;</li> <li>• Our Across the Curriculum folder records achievements in school;</li> <li>• Achievement Certificates at Assembly;</li> <li>• Whole school Dojo points to encourage working together and realise the school vision, values and positive ethos;</li> <li>• Active Stirling promotes wider achievements through sport;</li> <li>• Instrumental tuition is available to all at Second Level learners and additional individual lessons are offered from P4;</li> <li>• Tracking of pupil involvement in after-school activities during Health Week; and</li> <li>• End of term Achievements Assembly</li> </ul>
<b>Impact</b>	<p>Almost all learners have achieved their expected levels across P1 and P7 in literacy. The Majority of learners have achieved the expected levels in literacy in P4. Almost all learners achieved their expected level in numeracy in P1, P4 and P7. Learners who are not on track are given additional support through the Support for Learning Teacher and Support Assistants.</p> <p>Tracking the wider achievements of our learners ensures that the majority of our learners are:</p> <ul style="list-style-type: none"> <li>• Successful Learners who have opportunities to experience success and achievement through the planned curriculum</li> <li>• Confident Individuals who achieve success in planned outdoor learning activities</li> <li>• Responsible Citizens who work together to make a positive impact on our community</li> <li>• Effective contributors who demonstrate their 4 capacities within our wider community</li> </ul> <p>We recognise that there is room for improvement and this will be our next steps.</p>
<b>Next Steps</b>	<p>We recognised that to plan, track and celebrate wider achievements more effectively we would need to plan for improvement in a number of ways, these are:</p> <ul style="list-style-type: none"> <li>• Collection of data and its interpretation improved to ensure that no child misses out;</li> </ul>

	<ul style="list-style-type: none"><li>• Creative approaches to additional clubs to encourage participation of all learners;</li><li>• Achievement walls in class celebrate achievements through the curriculum and beyond the classroom;</li><li>• Outdoor Learning planned for each week;</li><li>• Better opportunities for House Captains to lead clubs and activities for younger children;</li><li>• Stage a Hobbies Roadshow to share opportunities in school and local community;</li><li>• Introduce OSCARS – Out of School Certificate of Recognition &amp; Success; and</li><li>• Introduce a My Achievements Book with a focus on wider achievements and developing Skills for Life, Learning and Work.</li></ul>
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**Progress and Impact of Pupil Equity Fund****Literacy**

Almost all learners have achieved their expected levels across P1 and P7 in literacy. The Majority of learners have achieved the expected levels in literacy in P4. Learners who are not on track are given additional support through the Support for Learning Teacher and Support Assistants. The class teachers and support for learning assistants work together so that no child gets left behind.

Talk for Writing training in the final term this session has put the staff team in a good position for next term when we will work collegiately to improve our writing attainment, particularly at P4.

**Numeracy**

Almost all learners achieved their expected level in numeracy. Learners who are not on track are given additional support through the Support for Learning Teacher and Support Assistants.

The class teachers and support for learning assistants work together so that no child gets left behind. Working together on CPA and HAM progressions has improved our capacity to deliver successful maths lessons.

**Health and Wellbeing**

The Support for Learning Teacher has supported children to reach their expected levels through additional support in Literacy and Numeracy. As a school we are committed to supporting all learners' mental health as we are aware the effect this can have on attainment and achievement. In school all staff use Emotion Works Cogs to promote Mental Health and Wellbeing. We continued to use GL PASS Assessments twice a year to support learner's health and wellbeing with targeted interventions:

**PASS 1 (P1-3)**

All children took part in the GL PASS 1 Assessment survey with the results showing almost all (96%) learners have a High Satisfaction with their school experience.

Almost all sharing a High Satisfaction (93%) around learner self-worth. Very few (7%) shared that they have a Moderate Satisfaction / Low Satisfaction. A small decrease (-1.3%) from the beginning of the year was noted.

Almost all sharing showing a High Satisfaction (96.5%) on their feelings about school. Very few (3.5%) shared that they have Low Moderate Satisfaction on their feelings about school.

**PASS 2 (P4-7)**

All children took part in the GL PASS 2 Assessment survey with the results showing that most (80%) children have High Satisfaction with their school experience. Most children (81%) were showing high / moderate satisfaction in perceived learning capability, self-regard as learner (88%), preparedness for learning (85%), confidence in learning (73%) and response to curriculum demands (96%).

These were a slight decrease from the previous PASS 2 Assessments. However, the results show an increase from the beginning of the year in other areas, with most children showing high / moderate satisfaction in learner feelings towards school (88% to 96%), attitudes to teacher (88% to 96%), general work ethic (92% to 96%) and attitudes to attendance (92% to 96%).

Following PASS data collection, a focus group ran by the Support for Learning Teacher provided a safe space for learners to share their thoughts and find practical solutions to these. We have agreed that monitoring HWB is essential to supporting the mental health and wellbeing of our learners. Moving forward next session we will use the Stirling Health and Wellbeing Scale.

**Wider Achievements:**

- Fintry Forum and the House Groups worked together to help families with the cost of the school day. Each House group held an event to support families which included: Uniform Swop and sharing information about the cost of the school day. The Parent Council discussed the Cost of the School Day and continue to support school trips to keep costs low for families.
- Fintry Forum and House Groups worked together to embed Restorative Buddies in the playground.
- Enterprise is embedded in the Life and Ethos of Fintry Primary School. At Christmas an enterprise project encourages children to look at effective business models to make profits for school fundraising. Our curriculum develops our young workforce through interdisciplinary projects that allow learners to, learn new knowledge and skills; draw on prior knowledge and transfer and apply collective knowledge to new problems. Fundraising for a local Comic Relief and Children in Need have developed skills for life, learning and work. A project by P5/6/7 on the circular economy supported further knowledge on the economy and business.
- Creativity is evident throughout the school through almost all learners sharing an awareness of creativity skills. Additionally, very good displays of the learner's art and classwork allow them to share their learning. The Christmas show was a successful opportunity for learners to perform. The class show at Christmas showcased the learner's developing skills in Drama. Loose materials encourage creative play in the playground. Children enter their art work and writing into the Drymen show and Fintry Flower Show with considerable success.
- The Burns' Poetry Competition was successful throughout the whole school. Winners from each class performed at a Scottish Assembly.
- Primary 3-7 took part in the Scottish Country Dance day at the Peak.
- Sustainability is evident throughout school. Outdoor spaces are used effectively to promote positive relationships and wellbeing. Staff take account of research, linking benefits of outdoor learning and green space with wellbeing. The 'Daily Mile', Forum, Outdoor Learning and STEM contributed significantly to good use of outdoor space.
- Health Week provided lots of opportunities for children to look after their health through pursuing an active and healthy lifestyle. The Health Week started with a community sports day. Activities during the week included, opportunities to make healthy snacks and meals. Parents shared their skills and knowledge with children on their jobs in the health care system. Active Stirling provided tasters to develop children's interests. The children had an opportunity to learn drumming and origami to support mindfulness. The P3-P7 climbed Dunmore Hill and the P1/2 completed the same distance on the Daily Mile Track. Rookie Rock Stars explored bullying and the children presented a show to the community during Health Week.
- The whole school participated in NSPCC *Speak Out Stay Safe* Assembly and Workshop
- The P7 children took part in the Track and Field event at Stirling University.
- Two learners were successful at the Primary Engineers Awards receiving awards for best in area and best overall winner. All learners received either Merit or Distinction. The winners attended an awards ceremony at Dundee University with their teacher and parents.
- Citizenship is encouraged through projects. This year we participated in the Christmas Shoe Box Appeal. The school garden provided vegetables for older citizens in Fintry distributed at Harvest.
- Our music specialist worked with the children to develop their musical skills. P1/2 played percussion instruments. P3/4 learned to play tuned percussion. P5/6/7 learned to play the recorder and ukulele. All children played at the spring Assembly.
- Active Stirling worked with classes across a variety of sports, including lunch time clubs, Football and Netball clubs. The Football club plays against other school teams at Balfron High.
- The P5/6/7 class has participated in the small schools' football and netball tournament.
- Fintry Development trust supports school topics including promotion of the circular economy.
- P5/6/7 took part in an archaeological dig within the community.
- The P7 residential experience at Ardentinnay allowed a variety of life-long learning skills to be developed.
- Children celebrated the King's Coronation. All classes decorated the school hall for a coronation tea.
- A parent leads a gardening club at lunchtimes allow children to learn new skills.
- The Parent Council meets every term to enhance the work of the school. Valuable relationships have allowed financial support for outdoor learning including a school trip.
- The school communicates our achievements through Google Classroom, Sway, Newsletters and Twitter.

**Learners Comments**HGlourS: Our School and Community

Children responded to a class survey on what they like about Fintry Primary. The House Captains chose some of the comments:

- The subjects we get to do e.g. maths, writing, science, art and PE.
- Being challenged in maths
- I really like free play
- We use Chromebooks to help us learn
- There are lots of books in our library to read
- We learn interesting facts in our topics.
- We get to see our friends in school and get the chance to work and play with them.
- We have lots of good equipment in the playground.
- The teachers are nice
- We get treats
- Going on school trips is great

We asked all classes to suggest even better if...

- Eat outside on sunny days
- Have more school trips
- More playground areas such as a creative space, chill spot, sports area, and outdoor reading spot
- A new obstacle course, please!

**Parents Comments**

How well do we motivate and engage your child or children in all aspects of school life to develop the 4 capacities? Our returns from parents ,13 surveys completed out of a possible 36 = 36%, shared:

- 'Taking part in school shows increases confidence.'
- 'Behaving and being kind to others. Being aware of others feelings.'
- 'Over the course of the year we have observed his confidence grow in terms of how he presents information.'
- 'We have been impressed by how well his reading and comprehension are coming on.'
- 'Offering opportunities to develop skills, knowledge and confidence outside the classroom.'
- 'Offering positive reinforcement with special rewards for the school as a whole- ice cream parlour!'
- 'Helping to build self-esteem with positive praise and recognition when they do well' 'Nurturing classrooms with learning, social and emotional needs being met. Children feel happy and confident in school.'
- 'This year there has been a lovely variety of learning activities, from hands on experiments to outdoor learning experiences. He has enjoyed the variety.'
- 'Engaging children with the use of different resources such as Cuisenaire Rods instead of just worksheets.'
- 'Confidence has come from their involvement in the school play and other activities – well done!'
- 'Responsible citizens' attributes gained from being buddies with younger kids.'
- 'Encouraging confidence in mathematics through maths activities.'
- 'Clear easy to follow rules that she feels confident understanding and feel makes her safe.'

Capacity for Continuous Improvement		
Quality Indicator	Key Strengths	Areas for Improvement
1.3 Leadership of Change	<ul style="list-style-type: none"> <li>• Leadership at all levels</li> <li>• Positive Relationships</li> <li>• Collaborative Culture</li> </ul>	<ul style="list-style-type: none"> <li>• Embedding change across the curriculum</li> <li>• Strategic Vision shared by all staff</li> <li>• Self-Evaluation Review</li> </ul>
2.3 Learning, Teaching and Assessment	<ul style="list-style-type: none"> <li>• CFE and Progression Pathways support staff to deliver the Curriculum</li> <li>• Planning Assessment and tracking progress is embedded</li> <li>• PRD process and appropriate staff development</li> </ul>	<ul style="list-style-type: none"> <li>• Improve teacher engagement with learners to plan next steps and share with parents</li> <li>• Refresh of policy documents/protocols in Literacy, Numeracy and HWB</li> <li>• Focus on improving attainment in writing.</li> </ul>
3.1 Ensuring wellbeing, equity and Inclusion	<ul style="list-style-type: none"> <li>• Inclusive Practice</li> <li>• Girfec embedded in practice</li> <li>• Relationships and Positive Behaviour Policy agreed by all stakeholders</li> <li>• HWB curriculum supports mental wellbeing</li> </ul>	<ul style="list-style-type: none"> <li>• More celebrations of diversity</li> <li>• Audit Curriculum to evaluate if it is designed to develop and promote equality and diversity, eliminate discrimination</li> </ul>
3.2 Raising Attainment and Achievement	<ul style="list-style-type: none"> <li>• PEF interventions consistently add value to learners' experiences</li> <li>• Termly Planning Assessment and Tracking Meetings</li> <li>• Robust evidence gathered and shared at Impact Meetings</li> <li>• Girfec embedded in practice</li> <li>• Barriers to learning removed through timely and appropriate interventions</li> </ul>	<ul style="list-style-type: none"> <li>• Collection of data on Achievement and its interpretation improved to ensure that no child misses out</li> <li>• Creative approaches to additional clubs to encourage participation of all learners</li> <li>• Outdoor Learning planned for each week</li> <li>• Better opportunities for House Captains to lead clubs and activities for younger children</li> </ul>

### Evaluation of School's Capacity for Continuous Improvement

Fintry Primary has very good capacity for improvement. The senior leadership team is confident of what needs to be done to maintain standards and improve. A clear vision and School Improvement Plan is in place for next session. The leadership team will continue to promote high expectations for children and use our collective skills and knowledge to ensure all children achieve their expected levels of attainment and achievement. The Senior Leadership team will continue to build a collaborative culture to support staff work together on improvement priorities identified through self-evaluation. Working in partnership with Buchlyvie Primary School and Arnprior Nursery allows staff to share teaching skills which leads to improvements. Families support the school through a strong Parent Council who participate in our improvement priorities. The community has pride in Fintry Primary School.

Key Priorities for Improvement Plan

1.1 Self-evaluation for self-improvement

- Collaborative approaches to self-evaluation
- Analysis and evaluation of intelligence and data
- Ensuring impact on learners' successes and achievements

2.3 Learning Teaching and Assessment with a focus on Writing

- Learning and engagement
- Quality of teaching
- Effective use of assessment
- Planning, tracking and monitoring

3.2 Raising Attainment and Achievement

- Attainment in literacy and numeracy
- Attainment over time
- Overall quality of learners' achievement
- Equity for all learners