



Fintry Primary School

Standards and Quality Report 2023/24

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Head Teacher

"Together we develop skills for our future"

School Priority 1: 1.1 Self-evaluation for self-improvement	
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 learners. Improvement in learners and young people’s health and wellbeing. Improvement in employability skills and sustained, positive destinations. 	HGIOS4 Quality Indicators <ul style="list-style-type: none"> Rationale and design Development of the curriculum Learning pathways Skills for learning, life and work Our Learning and Teaching
	HGLOURS <ul style="list-style-type: none"> Our Relationships Our Learning and Teaching Our School and Community Our Health and Wellbeing Our Successes and Achievements
Key drivers for improvement <ul style="list-style-type: none"> School leadership Teacher professionalism Parental engagement Assessment of learner’s progress School improvement Performance information 	Stirling Children's Services Plan 2023-2026 <ul style="list-style-type: none"> Improving children and young people’s mental health and wellbeing Tackling child poverty Enhancing whole family support Improving outcomes for children and young people with care experience Improving outcomes for children and young people with disabilities Improving support for children and young people in need of protection
The Promise-Plan 2021/24improve further 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.	
Context	<p>Stirling Council has embedded collaborative approaches to self-evaluation. Fintry Primary school works in partnership with Cowie Primary and St Ninian’s Primary to share good practice and support improvement. During Session 23/24, Fintry Primary was scheduled for a Validated Self Evaluation visit, VSE, involving 3 peer heads including 1 from Balfron Learning Community, and, our Balfron Collaborative Improvement Officer.</p> <p>We evaluated ourselves to be Very Good in the following HGIOS Quality Indicators:</p> <ul style="list-style-type: none"> 2.3. Learning, Teaching and Assessment 3.2 Raising Attainment and Achievement <p>The VSE team work with all our stakeholders to consider our self – evaluation and feedback their opinion. This was an opportunity to review our self- evaluation processes to ensure improvements to our learners and their families experiences.</p>
Progress:	<p>The aim was to ensure that our self- evaluation with stakeholders leads to improvements for the learner. All teachers worked collaboratively to motivate, support and inspire each other by:</p> <ol style="list-style-type: none"> Agreeing a driver diagram that sets out our vision and aims for self-evaluation;

Progress:	<ol style="list-style-type: none"> 2. Revisiting our shared vision with parents, staff and children. All stakeholders agreed that our current set of values were embedded and still current; <ul style="list-style-type: none"> ○ The ethos of the setting reflects respectful, responsible, safe, resilient and hardworking ○ As a result of this active collaboration, the school and community have ownership of the vision, values and aims. 3. Evaluating collaboratively <i>QI 3.2</i> to raise attainment and achievement led to: <ul style="list-style-type: none"> ○ Implementing a new Assessment Protocol that is linked to our Working Time Agreement and our Collegiate Calendar; ○ Reviewing our tracking of reading, writing and numeracy to make the process more efficient; and ○ Dedicating time at INSET to review the data gathered through assessment so that planning to support learners is responsive through appropriate universal and targeted approaches. 4. Evaluating collaboratively <i>QI 2.3</i> Learning, Teaching and Assessment led to: <ul style="list-style-type: none"> ○ Improving daily lessons in reading, writing and numeracy through an Excellent Lesson Protocol being put in place by teachers; ○ Including a wider range of digital experiences; and ○ Improving our learning to be creative and challenging 5. Participating in the Validated Self Evaluation Visit in March 2024; 6. Planning, by the Principal Teacher, for 2 self-evaluation sessions with learners using HGIOurS to gather their voice on Relationships, and, Learning and Teaching; 7. Reviewing our Driver Diagram and planning next steps throughout the session.
Impact	<p>The VSE in March validated our self-evaluation on <i>QI 2.3</i> and <i>QI 3.2</i> as Very Good. We have an effective self-evaluation culture within our school. All stakeholders have the opportunity to participate in a variety of self-evaluation activities which support our learners. 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 and numeracy. Most learners have achieved the expected levels in literacy in P4. Almost all learners achieved their expected level in numeracy at P4. 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"> • Successful Learners who can use self-evaluation to support improvements in reading, writing and numeracy. • Confident Individuals who have shared ownership of data and use it to support improvements in reading, writing and numeracy. • Responsible Citizens who work together to improve the life and work of the school • Effective contributors. Learners' voice is a strong feature of our approach to self-evaluation and continuous improvement. <p>Teachers feel confident that collegiate sessions lead to positive improvements for all stakeholders.</p> <p><i>A parent commented, I attended a session for parents to contribute their opinions and I felt this was a positive session where parents' voices could be heard.</i></p>
Next Steps	<p>Evaluating our position in June 24 we agree that our next steps will be to build upon our approaches to self-evaluation to ensure that the learner is always at the centre of our plan for improvement. <i>QI 3.3</i> will be a focus next session to increase creativity.</p>

School Priority 2: 2.3 Learning Teaching and Assessment	
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 learners. Improvement in learners and young people's health and wellbeing. Improvement in employability skills and sustained, positive destinations. 	HGIOS4 Quality Indicators and <i>HGIourS</i> <ul style="list-style-type: none"> Learning and Engagement Quality of our teaching Effective use of assessment Planning Tracking and Monitoring Our School and Community
	<i>HGIourS</i> <ul style="list-style-type: none"> Our Relationships Our Learning and Teaching Our School and Community Our Health and Wellbeing Our Successes and Achievements
Key drivers for improvement <ul style="list-style-type: none"> School leadership Teacher professionalism Parental engagement Assessment of learner's progress School improvement Performance information 	Stirling Children's Services Plan 2023-2026 <ul style="list-style-type: none"> Improving children and young people's mental health and wellbeing Tackling child poverty Enhancing whole family support Improving outcomes for children and young people with care experience Improving outcomes for children and young people with disabilities Improving support for children and young people in need of protection
The Promise-Plan 2021/24 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.	
Context	<p>In 22/23, we reviewed our writing programme and agreed that while attainment in writing was good there was room for improvement, particularly around the quality of learner's writing. Reluctant writers especially needed support to improve their writing. Staff agreed that learner's needed more challenge to write high quality pieces of writing. Staff shared that the writing programme needed refreshed.</p> <p>All staff engaged on an online training session by Talk for Writing to build their skills and knowledge in session 22/23 to allow collaborative working in the new session.</p>
Progress:	<p>In the first term of 23/24 the Head Teacher led a collegiate session to set out our vision to make improvements in writing. The aim was to improve our pedagogy in writing that would impact directly to improved attainment and achievement in writing. All teachers worked collaboratively to motivate, support and inspire each other by:</p> <ol style="list-style-type: none"> 1. Agreeing a driver diagram that sets out our vision and aims; 2. Consolidating practitioners' knowledge and skills through INSET training on the Talk for Writing process; 3. Reviewing and refreshing our Narrative Stories, Poetry and Plays Progression Pathway; 4. Linking Fintry Reading and Writing Challenges to Talk for Writing Toolkits and display in class; 5. Establishing a Talk for Writing Yearly Overview across our multi – composite classes; 6. Using the Educational Endowment Fund research on Talk for Writing, to develop a self-evaluation questionnaire on Making Learning Visible in August and February to support practitioners; 7. Agreeing the essential elements of an excellent writing lesson and using this as success criteria during Shared Learning visits;

	<p>8. Agreeing a timetable that would support the Talk for Writing process across the week and term;</p> <p>9. Using stampers for formative assessment: tickled pink and green for growth;</p> <p>10. Moderating writing at school, learning community and Authority level;</p> <p>11. In June a presentation was shared by the HT to parents on the Talk for Writing process. Additionally, parents visited classrooms to see activities demonstrated by learners. Writing displays shared the Talk for Writing process and parents read their children's writing. Parents were very positive about the information shared; and</p> <p>12. Reviewing our Driver Diagram and planning next steps throughout the session.</p>
Impact	<p>Almost all learners have achieved their expected levels across P1 and P7 in writing. Most learners have achieved the expected levels in writing in P4. Learners who are not on track are given additional support through the Support for Learning Teacher and Support Assistants.</p> <p>Using Talk for Writing strategies in Literacy ensures that almost all our learners are:</p> <ul style="list-style-type: none"> • Successful Learners who experience appropriately challenging and enjoyable writing lessons which are well matched to their needs and interests. • Confident Individuals who exercise choice, including the appropriate writing strategies, and take increasing responsibility as they become more independent in their learning. • Responsible Citizens who are eager and active participants who are fully engaged, resilient, and highly-motivated and interact well during activities. • Effective contributors during writing lessons to create successful pieces of writing. <p>A teacher questionnaire in Term 1 and Term 4 shared that learning and teaching has improved by:</p> <ul style="list-style-type: none"> • Developing their knowledge and ability to use effective pedagogies to teach writing; • Encouraging meta-cognition – children recognise, <i>what do I need to do to be a good writer?</i> • Encouraging deep learning giving children strategies to improve their writing; and • Inspiring even the most reluctant writers. <p>Children shared that during writing lessons their skills are improving by being:</p> <ul style="list-style-type: none"> • More confident at oral and written storytelling; • More confident at using figurative language; and • Better at grammar and punctuation. <p>Parents shared:</p> <ul style="list-style-type: none"> • <i>In the P5/6/7 class they have been writing short stories etc. Although my child struggles with reading they have a great imagination and has been really enjoying getting the opportunity to use their imagination to create new stories. It has also made them more passionate about reading and now they actively pick up a book to read on her own.</i> • <i>My child's writing has shown improvement.</i> • <i>I find that my child is able to write in a creative manner far better than in the past. Their stories are much more descriptive and very interesting to read which surprised me generally, his writing tended to be reserved and succinct.</i>
Next Steps	<p>Evaluating our position in June 24 we agree that to ensure that our achievement levels in writing continues to improve. Teachers teach effective writing lessons by:</p> <ul style="list-style-type: none"> ○ Modelling writing in shared writing lessons as this is a key element to the Talk for Writing process; ○ Improving our writing walls to make learning visible for learners; ○ Giving high quality feedback that supports learners' understanding of their progress; and ○ Sharing clearly what learners' need to do to improve their writing. ○

School Priority 3.2 Raising Attainment and Achievement	
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 learners. Improvement in learners and young people's health and wellbeing. Improvement in employability skills and sustained, positive destinations. 	HGIOS4 Quality Indicators and <i>HGIourS</i> <ul style="list-style-type: none"> Attainment in literacy and numeracy Attainment over time Overall quality of learners' achievement Equity for all learners
	<i>HGIourS</i> <ul style="list-style-type: none"> Our Relationships Our Learning and Teaching Our School and Community Our Health and Wellbeing Our Successes and Achievements
Key drivers for improvement <ul style="list-style-type: none"> School leadership Teacher professionalism Parental engagement Assessment of learner's progress School improvement Performance information 	Stirling Children's Services Plan 2023-2026 <ul style="list-style-type: none"> Improving children and young people's mental health and wellbeing Tackling child poverty Enhancing whole family support Improving outcomes for children and young people with care experience Improving outcomes for children and young people with disabilities Improving support for children and young people in need of protection
The Promise-Plan 2021/24 <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>	
Context	<p>We continued to work on QI 3.2 for a second year to allow further development of learners' Skills for Life, Learning and work to support attainment and achievement both in and out of school.</p> <p>'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.' Raising Attainment, Scottish Government, March 2012</p> <p>'Children's education should develop each child's personality, talents and abilities to the fullest.' United Nations Convention on the Rights of the Child, Article 29</p>
Progress:	<p>Our aim was to develop our learners' skills to facilitate wider achievements in school and beyond; to look for any inequality that may exist and put a plan in place by working with our community partners to support specific learners. All teachers worked collaboratively to motivate, support and inspire each other by:</p> <ol style="list-style-type: none"> Agreeing a driver diagram that sets out our vision and aims; Attending a training session from Skills Development Scotland on Meta Skills followed by the HT leading a collegiate session on Meta Skills with teachers; Developing our knowledge to put in place the Skills Development Scotland progression pathway; Developing learners' knowledge through Assemblies followed by opportunities for House Captains to lead outdoor learning to further develop Meta Skills within school;

	<ol style="list-style-type: none"> 5. Staging a workshop by parents on their hobbies to share how they have helped develop their metaskills; 6. Introducing a My Achievements Book with a focus on wider achievements and developing Skills for Life, Learning and Work; 7. Tracking of pupil involvement in after-school activities during Health Week and Achievements Assembly; 8. Working with Community Partners in Active Stirling provided additional clubs to support wider achievements of all learners; 9. Working with Music specialist, children in P5/6/7 have an opportunity to play recorder or ukulele; 10. Working with the Principal teacher, teachers planned for making wider achievements and skills more visible next session; 11. Responsibility of teachers shared for an area of outdoor learning and developing this across the school; 12. Sharing information with parents through Newsletters. In May 2024 a SWAY was shared with parents on Meta Skills. 13. Celebrating through an end of term Achievements Assembly
<p>Impact</p>	<p>Almost all learners have achieved their expected levels across P1 and P7 in literacy and numeracy. Most learners have achieved the expected levels in literacy in P4. Almost all learners achieved their expected level in numeracy at P4. 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"> ○ Successful Learners who have opportunities to experience success and achievement through the planned curriculum ○ Confident Individuals who achieve success in planned outdoor learning activities ○ Responsible Citizens who work together to make a positive impact on our community ○ Effective contributors who demonstrate their 4 capacities within our wider community <p>Teachers Shared:</p> <ul style="list-style-type: none"> ○ Our pupils have enjoyed learning about the twelve Meta Skills over this year. It has been interesting to hear how the children have been using more of the vocabulary of the Meta Skills and have been able to identify when they are using certain skills during learning. It would be wonderful to continue to build on this when sharing learning intentions and success criteria as well as when celebrating achievements. ○ I believe the Meta Skills are a great reminder and reinforcement for children of the skills that they use daily in a natural and structured way. Our play based environment is fundamental to these high order skills as children use play to learn to explore and focus on the different activities. Play allows children to suggest, investigate, explore and rehearse their learning in a relaxed and fun environment. Our early level children learn to use these skills to then be able to focus on activities through play which they then use across the curriculum and our first level use play to discover and develop the stages of a task to then progress in all areas of development. ○ Children’s emotional and social skills are also developed through Meta Skills enhanced by play as they learn integrity. At early level role play allows children to show kindness and develop understanding of feelings. At first level play particularly role play allows children to further develop this Meta Skill by learning that others have different feelings and ideas which promotes feelings of respect. Children then learn to adapt their behaviour accordingly.

	<p>Children Shared:</p> <ul style="list-style-type: none"> ○ We understand the skills better than before and we can put them into our actions; ○ I think teamwork through collaborating is a good skill to be working on; and ○ All the skills very helpful, but I feel I already knew them, not sure if they helped me. <p>Parents shared:</p> <ul style="list-style-type: none"> ○ Good at teaching about their integration within society ○ Bringing topics like the Romans to life with visitors and going on trips to the camera obscura was a great way of engaging and motivating pupils.
<p>Next Steps</p>	<p>To complete our improvement plan our next steps will be:</p> <ol style="list-style-type: none"> 1. Introduce OSCARS – Out of School Certificate of Recognition & Success from August 2024; and 2. All teachers have an achievement wall in class to celebrate achievements through the curriculum and link these to the Meta Skills. 3. Outdoor learning is planned for at least twice a week. 4. Continue to look for opportunities to develop wider achievements for all learners.

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 has improved writing across all classes in school.

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.

However, further work is needed to embed the strategies to improve attainment and achievement in numeracy and mathematics.

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. This year, we introduced the Stirling Children's Wellbeing Scale. The scale was completed four times throughout the year to support learner's health and wellbeing with targeted interventions:

Stirling Children's Wellbeing Scale (P1-2)

All children took part in the Stirling Children's Wellbeing Scale with the results showing almost all (94%) learners have a positive emotional state. Almost all learners (97%) have a positive outlook and almost all (90%) have shown personal growth due to their social desirability sub scale.

Stirling Children's Wellbeing Scale (P3-4)

All children took part in the Stirling Children's Wellbeing Scale with the results showing most (79%) learners have a positive emotional state. Most learners (78%) have a positive outlook and most (85%) have shown personal growth due to their social desirability sub scale.

Stirling Children's Wellbeing Scale (P5-7)

All children took part in the Stirling Children's Wellbeing Scale with the results showing the majority (74%) learners have a positive emotional state. Most learners (76%) have a positive outlook and all (100%) have shown personal growth due to their social desirability sub scale.

As a whole school, the results show most (82%) learners have a positive emotional state. Most learners (84%) have a positive outlook and almost all (92%) have shown personal growth due to their social desirability sub scale.

Following the Stirling Children's Wellbeing Scale data collection each term, either a focus group ran by the Support for Learning Teacher or a private discussion with the class teacher, provided a safe space for learners to share their thoughts and find practical solutions to these. Several children were identified and worked with a councillor from 'All Minds'. We have agreed that monitoring HWB is essential to supporting the mental health and wellbeing of our learners. Moving forward, next session we will continue to use the Stirling Health and Wellbeing Scale.

Wider Achievements:

- Fintry Forum and House Groups worked together to develop our relationships and connect our school vision and values to the School Charter.
- Enterprise is embedded in the Life and Ethos of Fintry Primary School. In Term 4, 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 Comic Relief and Children in Need have developed skills for life, learning and work.
- 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.
- 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 ended 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 hobbies. Active Stirling provided tasters to develop children's interests. The children had an opportunity to learn drumming and activities for mindfulness. The P3-P7 climbed Dunmore Hill.
- The P6 and 7 children took part in the Track and Field event at Stirling University.
- Learners completed the Primary Engineers project on designing a train.
- Citizenship is encouraged through projects. The school garden provides 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 our 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.
- The P5/6/7 class has participated in swimming lessons at Balfron High School.
- All Classes had a school trip:
 - P1/2 Stirling Castle
 - P3/4 Camera Obscura
 - P5/6/7 Riverside Museum
- Fintry Development trust supports school topics including the launch of the new bike station at the Sports Club.
- The P7 residential experience at Ardentinnny allowed a variety of life-long learning skills to be developed.
- The P5 children participate in peer reading with P1/2.
- The P6 children take part in the school gardening club which allow children to learn new skills.
- The P7 children lead house activities throughout the year.
- We have celebrated our school Dojo points with an Ice Cream Parlour, a Move Afternoon, a Harry Potter themed Break out Room and a fun day with a Bouncy Castle.
- 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 CommentsHG1ourS: Our Relationships

Fintry Forum worked together to discuss *How good is our relationships?* House groups discussed the questions:

- How well do you know what is expected of you in how you behave towards others in our school?
- How do our teachers help you to get on with one another?
- What difference does this make to how happy you are in school?
- How well do we demonstrate our school charter?
- How well does our school deal with situations involving unwanted behaviours?

The next step was the PT put together a Questionnaire on our school values: Children responded:

- Do we know how to be Safe in school? - 88% agree / 12% disagree
- Are we resilient in school? - 89% agree / 11% disagree
- Are we hardworking in our school? - 93% agree / 7% disagree
- Are we respectful in our School? - 93% agree / 7% disagree
- Are we responsible in our school? - 84% agree / 16% disagree

Our next step was to look at the values and match them to the School Charter more specifically so that it was clearer in our communication. This will be in place in August 2024. The impact will be assessed by revisiting the questionnaire in session 2025/26.

HG1ourS: Our Learning and Teaching

Fintry Forum worked together to discuss *How good is our learning and teaching?* House groups discussed the questions:

- Are we able to describe the skills we are developing through our learning and how we use these skills out of school?
- How do we know what progress we are making in school and is this shared with our parents?
- Are we all able to learn in ways that suit our needs or is everyone expected to do the same things in the same way?

The children worked together and agreed the top 3 areas for change. At the forum meeting and after a discussion with all house groups this was refined to 1 per house and then a final overall main issue. The top 3 were and ranked below:

1. Visual timetable/more outdoor learning.
2. Having time in the lessons to go and practise a skill in a group who like doing the same way of learning. For example, having group time to practise maths skills - Manipulatives group / Worksheet challenges group / Games group
3. Learn more about different ways of thinking and learning e.g. dyslexia, ADHD and dyscalculia.

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, 8 surveys completed out of a possible 39 families = 21%, shared:

- My child feels very safe and happy at school.
- Thank you for a great couple of years in middle school for Lucy. Thank you all for all your hard work and effort in making Fintry Primary a lovely, family- like school in which my children are cared for and can learn.
- I feel the staff and the children are very aware of the values and as a parent looking in, I think the school tries to follow these in day to day life at school
- My girls both really enjoy school and have been lucky to receive extra support when needed.
- I think you do really well at the supporting/confidence side, along with the integration within society. I feel there is a need to look to challenge pupils a bit more - whatever level they may be at.
- In terms of attainment and achievement, I feel that due to staffing issues this year, there has not been much positive progress in some curricular areas like maths, STEM and French this year.
- My children are both becoming confident learners in the Fintry primary school environment
- Excellent individualised support for my daughter to improve her reading.
- Involving the children in decision making for class topics, dojo rewards
- My second daughter was struggling with her confidence and her teachers have gone above and beyond to help and support not just her but myself also. She is improving every day because of them.
- Collaborating with families and community
- Provided resource to help with aspects of their confidence and anxiety

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

Evaluation of School's Capacity for Continuous Improvement

Fintry Primary School and Nursery 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 2024/25

2.3 Learning Teaching and Assessment with a focus on Beyond Number in Mathematics

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

2.4 Personalised Support

- Universal Support
- Targeted Support
- Removal of potential barriers to learning

3.3 Increasing Creativity and Employability

- Creativity skills
- Digital innovation
- Digital literacy
- Increasing employability skills