

# Strathyre Primary School

## Standards and Quality Report



# 2022-2023



## Introduction

Strathyre Primary School Standards and Quality Report 2022-2023 provides a record of the main achievements of the school this session. The report evaluates the progress the school has made, focussing on areas which have been priorities in our School Improvement Plan.

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

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

## Context of the school

Strathyre Primary School is committed to providing a welcoming, calm, happy and purposeful atmosphere in which to learn and grow. We are committed to providing the highest quality learning and teaching for all our learners. We strive to be a vibrant learning community where positive relationships, nurture and continuous improvement is at heart of all we do.

Our school values are:

***'Teamwork, Confidence, Honesty, Respect and an Eagerness to Learn.'***

Our school rules are:

***Ready***

***Respectful***

***Safe***

Strathyre Primary is a small, rural school set in beautiful environs. The school is situated at the foot of Ben Sheann and this provides an interesting and stimulating environment where the children can learn and play. It was built in 1960 replacing the original school. The school serves the villages of Strathyre, Balquhidder and Lochearnhead and the present school is built to a modern design on two levels.

Our current pupil roll is 33 children. We currently have a Senior Leadership Team comprising of a Head teacher and two Depute Head teachers who work across both Strathyre and Callander Primary Schools. Staffing comprises a teaching Depute Headteacher, a full-time teacher, a part time class teacher and a part time Support for Learning teacher. We have two part-time Support for Learning Assistants and a part time Administration Assistant.

Strathyre Parent and Staff Partnership meet throughout the school year. We have very effective community partnership links and the support and guidance of the community and our parent body greatly enhances the learning and experiences of the children.

## Review of progress for session 2022-2023

<p><b>School Priority:</b> To improve the attainment of all pupils in reading, writing and numeracy. Closing the attainment gap between the most and least disadvantaged children</p>	
<p><b>National Improvement Framework Priority</b></p> <ul style="list-style-type: none"> <li>● Improvement in attainment, particularly in literacy.</li> <li>● Closing the attainment gap between the most and least disadvantaged children.</li> </ul>	<p><b>HGIOS4 Quality Indicators</b></p> <ul style="list-style-type: none"> <li>● 2.3 Learning, teaching and assessment</li> <li>● 2.4 Personalised support</li> <li>● 2.5 Family learning</li> <li>● 3.2 Raising attainment and achievement</li> </ul>
<p><b>Key drivers for improvement</b> Assessment of children's progress Performance information</p>	<p><b>Integrated Children's Services Plan Outcomes</b> The attainment gap relating to poverty, additional support needs and looked after children and young people is reduced.</p>
<p><b>Progress:</b></p>	<p><b><u>Numeracy</u></b></p> <ul style="list-style-type: none"> <li>● Teaching staff have undertaken further professional learning with FVWL RIC Numeracy Academy to develop teacher confidence in approaches to deepen pupils' conceptual understanding of number</li> <li>● Teaching staff have worked together on supporting children to develop the skill of mathematical vocabulary and notation through a practitioner enquiry project supported by FVWL RIC Numeracy Academy colleagues</li> <li>● Teaching staff worked in partnership with each other to extend professional understanding of Cognitively Guided Instruction</li> <li>● A five week block of numeracy in everyday life focussed family learning opportunities were developed in partnership with Stirling Council Learning and Employability team.</li> <li>● Workshops sharing our approaches to numeracy were held for families</li> <li>● Videos and guides were developed for families sharing our approaches to numeracy</li> <li>● There is greater opportunity for application of numeracy across a range of contexts</li> </ul> <p><b><u>Literacy</u></b></p> <ul style="list-style-type: none"> <li>● Teaching staff have undertaken research informed professional learning around a balanced approach to planning, teaching and assessment of reading and writing</li> <li>● Teaching staff in P1-4 have undertaken professional learning focussed on early reading and writing at early/first level</li> <li>● Teaching staff have worked in collaboration to establish a more consistent and rigorous approach to teaching writing to include: grammar progression, reading into writing, a shared approach to handwriting</li> <li>● Workshops and information sessions sharing our approaches to teaching reading and writing were held for families</li> <li>● A reading leadership group consisting of children, staff and parents/carers was re-established to consolidate and further develop our approaches to promoting reading motivation and engagement. The group have been working towards re-accreditation of Gold level Reading school with Scottish Book Trust.</li> </ul> <p><b><u>Curriculum</u></b></p> <ul style="list-style-type: none"> <li>● We have reviewed and refreshed our approaches to Interdisciplinary learning to include more creative and skills based approaches.</li> <li>● Teaching staff have engaged in CLPL around Philosophy with Children with The University of Strathclyde.</li> <li>● We have reviewed and refreshed our moderation cycle and procedures</li> <li>● We have progressed our whole school to learners' understanding of their progress and their next steps in learning to include displaying targets</li> <li>● There has been an increased focus on Assessment is for learning.</li> </ul>

**Impact:**

In reading, writing and numeracy, almost all children have achieved appropriate levels by the end of P1. In reading, most children have achieved appropriate levels by the end P4 for first and almost all in P7 for second. In writing, almost all children have achieved appropriate levels by the end P4 for first and most P7 for second level. In numeracy, most children have achieved appropriate levels by the end P4 for first and in P7 for second levels. Where children have not achieved appropriate levels, progress has been made within the level.

**Numeracy**

- Attainment data shows that 85% children are assessed as achieving the expected levels of attainment for numeracy across the school. Of the children not yet meeting these targets, all have made significant progress from their prior levels of attainment.
- Improvements have been made in children's mathematical vocabulary and depth of understanding of notation supported by focused practitioner enquiry
- Parents and carers report feeling more informed about the schools approaches to numeracy.

*'The presentation was great for understanding the approach the school has to teaching maths. Doing some calculations with my children was a good way to apply the information we gained through the presentation. I liked seeing the resources that the children have to use to help them.'*

*'It was great to be in the daily learning environment, observing the visual aids on the walls and learning tools available to the pupils.'*

- Evaluation of the Cooking by Numbers programme showed an overall improved confidence in identifying opportunities to incorporate maths at home.

*'It was a great way to show how maths can be used in everyday life to make it seem more relevant for the children'*

*'We will use try the recipes and keep looking out for ways to incorporate maths into everyday life'*

*'Use numbers when we are shopping and cooking, we will definitely do that at home'*

**Literacy**

- Attainment data shows that 91% children are now achieving the expected levels of attainment for reading across the school. Over 40% of children are exceeding the expected levels of attainment in reading. Of the children not yet meeting these targets, all have made significant progress from their prior levels of attainment.

Parents and carers report feeling more informed about the schools approaches to teaching reading.

*'I felt the reading workshop was a really successful event which I enjoyed attending. It has encouraged my child to explore new books and authors'*

*'I really enjoyed seeing the children in their school environment, it makes it easier to see what they are learning and how the teacher interacts.'*

*'I enjoyed coming to school to see how my children learn and how they are taught and whilst it's hard to fit it into a working day it was worthwhile and the children enjoyed me being there.'*

- Attainment data shows that 82% children are now achieving the expected levels of attainment for writing across the school. Of the children not yet meeting these targets, all have made significant progress from their prior levels of attainment.
- Teaching staff have developed increased knowledge and understanding of foundational literacy to support a developmental approach to literacy, language and communication

**Curriculum:**

	<ul style="list-style-type: none"> <li>● Through a range of experiences, children have developed their creativity skills, including curiosity, imagination and problem solving skills.</li> <li>● Teacher confidence in the use of AiFL strategies has continued to increase leading to more targeted and differentiated learning and teaching across the school year</li> <li>● Teacher confidence and competence to plan high quality holistic assessments has increased.</li> </ul>
Next steps:	<p><b>To improve attainment, particularly in literacy and numeracy by:</b></p> <p>Improving attainment in reading and writing by:</p> <ul style="list-style-type: none"> <li>● Embedding our refreshed school approach to teaching writing, across a range of genre, and reading comprehension</li> <li>● Working towards re-accreditation at Reading School Gold level with Scottish Book Trust to sustain our comprehensive reading culture</li> </ul> <p>Improving children’s understanding and application of numeracy in context and skills by:</p> <ul style="list-style-type: none"> <li>● Develop our curriculum map allow children to apply their learning in real-life situations in line with a focus weeks (to include financial literacy and enterprise)</li> <li>● Fully embedding periodic holistic assessments as part of IDL</li> <li>● Adopting practitioner enquiry approaches to continue to develop the teaching of maths and numeracy skills</li> </ul> <p>Developing practitioner confidence in Cognitively Guided Instruction by:</p> <ul style="list-style-type: none"> <li>● Establishing a focus group to extend understanding of problem types and children’s solution strategies</li> </ul> <p>Improving attainment by ensuring effective use of assessment:</p> <ul style="list-style-type: none"> <li>● Ensuring an ongoing breadth in a body of assessment, including learners giving effective feedback to peers on their learning</li> <li>● Extending our moderation partners in order to extend skills and abilities</li> <li>● Reviewing our approaches to children’s profiling</li> </ul> <p>Improving breadth in our curriculum offer by:</p> <ul style="list-style-type: none"> <li>● Ensuring progressive opportunities to explore diversity and multi-faith issues.</li> <li>● Introducing philosophy with children and a more structured approach to support discussion</li> <li>● Developing teacher professional capital through team teaching and sharing expertise in: Digital skills (DM); Expressive Arts (JR); Outdoor Learning (SS)</li> <li>● Reviewing our approaches to planning</li> </ul> <p>Developing parental knowledge and understanding of ways to support their child’s learning across the curriculum through:</p> <ul style="list-style-type: none"> <li>● Information sessions at Parent Council</li> <li>● Family learning activities and workshops</li> </ul> <p><b>To close the attainment gap between the most and least disadvantaged children and young people by:</b></p> <p>Improving our range, analysis and evaluation of data across the school to support decision making by:</p> <ul style="list-style-type: none"> <li>● Ensuring an ongoing breadth in a body of evidence</li> <li>● Extending staff competence and confidence in the analysis of data across the school</li> <li>● Extending professional knowledge and understanding of effective supports and interventions leading to well-planned and targeted supports through:</li> <li>● Ongoing targeted professional learning and collegial working</li> </ul> <p><b><u>Learning Community:</u></b></p> <ul style="list-style-type: none"> <li>● To develop a transition learning context from P7 to S1</li> <li>● To re - establish Learning Community moderation events</li> </ul>

<p><b>School Priority:</b> To improve the health and wellbeing of all children through early and effective intervention, through close multi-agency partnerships and developing interventions to reflect Getting It Right For Every Child and the nurturing principles.</p>	
<p>National Improvement Framework Priority Improvement in children and young people’s health and wellbeing.</p>	<p>HGIOS4 Quality Indicators 2.6 Transitions 2.7 Partnerships 3.1 Ensuring wellbeing, equality and inclusion</p>
<p>Key drivers for improvement Parental engagement Assessment of children’s progress</p>	<p>Integrated Children’s Services Plan Outcomes All children thrive as a result of nurturing relationships and stable environments in their own school and community.</p>
<p>Progress:</p>	<ul style="list-style-type: none"> <li>• We have reviewed our approaches to physical education, physical activity and sport supported by our Active Schools Coordinator.</li> <li>• Teaching and support staff have engaged in CLPL to include gymnastics, tennis, JogScotland</li> <li>• We have extended our offer of extra-curricular sports clubs and activities</li> <li>• We have worked with local clubs to establish partnerships to offer coaching and taster sessions for learners</li> <li>• We have achieved our Sports Scotland Gold Award</li> <li>• Supported by our learning community Mental Health and Wellbeing Worker, staff and children were supported to develop deeper knowledge of approaches to build positive mental health and wellbeing.</li> <li>• A member of the teaching staff has undertaken the Decider Life Skills CLPL with Educational Psychology colleagues. Children in P6-7 engaged with the programme.</li> <li>• Support for learning staff engaged in professional learning around Autism.</li> <li>• Supported by the CIRCLE framework, we have evaluated and improved our learning environment</li> <li>• We have continued to develop staff and pupil understanding of UNCRC</li> </ul> <p><u>Learning Community</u></p>
<p>Impact:</p>	<ul style="list-style-type: none"> <li>• There is improved progression of skills in physical education across of the school</li> <li>• Children are becoming increasingly aware of strategies to support their own mental wellbeing and their own rights.</li> <li>• Children’s report feeling a sense of being understood, welcomed, connected and belonging at Strathyre Primary School.</li> <li>• Our physical environment and structures and routines are increasingly consistent</li> </ul>
<p>Next steps:</p>	<p><b>To place human rights and needs of every child and young person at the centre of education by:</b></p> <p>Supporting learners to develop knowledge, skills and attributes by for the 21st century across the four contexts by:</p> <ul style="list-style-type: none"> <li>• Further embedding our pupil leadership groups, including young leaders of learning</li> <li>• Introducing our skills for the future progression framework and refreshed planning approaches to our established focus weeks</li> <li>• Developing further creative and project based learning approaches to learning and fully embedding play in P1-3</li> </ul> <p>Ensuring inclusion and wellbeing entitlements support to all our pupils by:</p> <ul style="list-style-type: none"> <li>• A consistent approach in our physical and social environments and in our structure and routines with continued use of the circle framework</li> </ul> <p><b>To improve children’s health and well-being by:</b></p> <p>Developing children, staff and parent/carer knowledge of additional support needs, inclusion and nurturing approaches by:</p>

	<ul style="list-style-type: none"> <li>● Pupil Nurture Champion led information sessions and approaches</li> <li>● Supporting children’s understanding of neurodiversity by engaging in Learning About Neurodiversity at School (LEANS) programme</li> <li>● Focus themes as part of our school events, information sharing and parent partnership meetings</li> <li>● Embedding the first aid progression pathway from P1-7</li> </ul> <p>Developing children’s physical and mental wellbeing:</p> <ul style="list-style-type: none"> <li>● Further embedding Decider Skills within P5-7</li> <li>● Further developing staff confidence in the teaching and assessment of physical education</li> <li>● Continuing to offer a breadth of extra-curricular activities. Extending offer through partnership working.</li> </ul> <p><b><u>Learning Community</u></b></p> <ul style="list-style-type: none"> <li>● To develop a Learning Community approach to supporting attendance</li> </ul>
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<p><b>School Priority:</b> To improve children’s skills including developing skills for employability. Improvement in employability skills and sustained, positive destinations.</p>	
<p><b>National Improvement Framework Priority</b> Improvement in employability skills and sustained, positive destinations.</p> <p><b>Key drivers for improvement</b> Teacher professionalism Assessment of children’s progress</p>	<p><b>HGIOS4 Quality Indicators</b> 2.2 Curriculum 2.3 Learning teaching and assessment 3.3 Increasing creativity and employability</p> <p><b>Integrated Children’s Services Plan Outcomes</b> The attainment gap relating to poverty, additional support needs and looked after children and young people is reduced.</p>
<p><b>Progress:</b></p>	<p>We have worked to improve employability skills by:</p> <ul style="list-style-type: none"> <li>● Developing a skills for the future progression framework building upon our established focus weeks and school events</li> <li>● Further developing our pupil leadership opportunities by re-establishing a Reading leadership group and establishing school Nurture Ambassadors and Young Leaders of Learning</li> <li>● Extending links with local partners to develop employability skills in context</li> </ul> <p>We have worked to improve creativity skills by:</p> <ul style="list-style-type: none"> <li>● Extending our range of partners and joining Stirling Council Creative Learning Network.</li> <li>● Establishing workshops around developing creativity for learners in P4-7</li> <li>● Continuing to build play based approaches and developing a maker mentality across P1-7. This was supported by engaging with creative pedagogies and professional learning across the academic session.</li> </ul> <p>We have worked to improve digital literacy and digital innovation by:</p> <ul style="list-style-type: none"> <li>● Re-establishing a robotics club to support children to further their interests</li> <li>● Extending the range of digital tools children access</li> <li>● STEAM into Friday sessions developed and led by children</li> </ul>
<p><b>Impact:</b></p>	<p>Children have been able to exercise their rights effectively and developed skills through</p> <ul style="list-style-type: none"> <li>● pupil interest clubs, pupil led sessions and engagement in greater range of digital tools to further their interests and personalities (Article 29)</li> <li>● an improved curriculum offer which allows for greater creativity and child centred approaches (Article 29)</li> <li>● taking on leadership roles and taking a lead in school evaluation and improvement planning (Article 12)</li> </ul>

Next steps:	<p><b>To improve children’s skills by:</b></p> <p>Improving employability skills by:</p> <ul style="list-style-type: none"> <li>● Extending links with local business partners and the wider community to develop employability skills in context.</li> <li>● Developing our curriculum map allow children to apply their learning in real-life situations in line with a focus weeks</li> <li>● Further developing learners' experiences of growing and cooking food</li> <li>● Re-introducing My World of Work</li> </ul> <p>Improving Digital innovation by:</p> <ul style="list-style-type: none"> <li>● Introducing Digitize across P4-7</li> <li>● Further embedding our digital skills framework to further enhance digital pedagogy ensuring progression across the school.</li> </ul> <p><b><u>Learning Community:</u></b></p> <ul style="list-style-type: none"> <li>● To further enhance learners digital competencies and cyber resilience through the Digital Wellbeing award</li> </ul>
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<p><b>Progress and impact of Pupil Equity Fund:</b></p> <p>In session 2022-2023 Strathyre Primary received <b>£4900</b> of Pupil Equity Funding through the Scottish Attainment Fund to reduce the poverty-related attainment gap. Following data analysis and consultation with our school community we focused on the following priorities:</p> <ul style="list-style-type: none"> <li>● Provision of opportunities for wider achievement, with a focus on engaging children who are not already accessing these</li> <li>● Focus on reducing attainment gap in literacy and numeracy, particularly conceptual understanding of number, spelling and reading</li> <li>● Social and emotional wellbeing for identified groups and individuals</li> <li>● Promoting parental involvement in school life and in children’s learning</li> </ul> <p>The following table demonstrates the evaluation and impact of the interventions introduced.</p>
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## Strathyre PS PEF Evaluation and Reporting on Impact

Outcome	Impact Measures	Evaluation
<p><u>Reading</u> All children in the target group will achieve change in individual score on assessments above their baseline level by June 2023.</p> <p><u>Numeracy</u> By June 2023, all pupils in the target group will become more engaged in mathematics, showing increased confidence, independence and flexible thinking in numeracy.</p>	<p>Tracking progress from baseline indicates accelerated progress.</p> <p>Teacher and pupil feedback.</p>	<p>91% of children across the school are now on track for reading. This is an increase of 11% from the previous academic session. Small numbers of children impact these figures. The children in the targeted groups are making accelerated progress with the gap between their reading age and chronological age narrowing. Children are reporting increased confidence and enjoyment in reading.</p> <p>85% of children across the school are now on track for numeracy. This is an increase of 10% from the previous academic session. Small numbers of children impact these figures. Children in targeted groups are demonstrating increased willingness to tackle more complex problems and to persevere when things are challenging - able to draw more flexibly from their own or shared strategies with peers over time. Children who have experienced barriers to learning in the past have experienced increased success which has positively influenced motivation and confidence.</p> <p>Teacher and support staff professional knowledge and understanding of Cognitively Guided Instruction has been further developed through ongoing support and team teaching activities. The purchase of further manipulatives and core resources has supported this approach. Building on the development of skills through CGI, class teachers engaged with FVWL RIC / Education Scotland practitioner enquiry to develop an aspect of mathematical notation and/ or vocabulary. Initial pre-teaching assessment was carried out and repeated at the end of the input. Improvements have been made in children's mathematical vocabulary and depth of understanding of notation. A continued focus on developing professional capital in teaching the mathematics and numeracy skills through practitioner enquiry next session will build on this progress.</p>
Outcome	Impact Measures	Evaluation

<p><u>Wider achievement</u></p> <p>By June 2023, all children in the identified group will have opportunities to access at least two wider opportunities to increase confidence, develop social skills and provide opportunities for success.</p>	<p>Increase in opportunities provided by school (pre/post measures).</p> <p>Termly tracking of participation of wider achievements – increase in children from the target group accessing wider achievement opportunities..</p> <p>Feedback from children on impact on experience and confidence – focus group/questionnaire.</p>	<p>Increasing access to creativity opportunities/tuition proved more challenging than anticipated due to rural location. Started a music lunchtime club supported by a member of the staff team. Families had highlighted that access to inspirational people outside of the school community such as authors would be beneficial for our school community. As such, access to author’s events and creativity workshops were established. Working with Stirling Council creative learning officer to increase access to creativity and the arts in session 2023-24 as well and planning for further author events.</p> <p>All children in the identified group had opportunities to access at least two wider opportunities to increase confidence, develop social skills and provide opportunities for success.</p> <p>Participation in the High-5 Award is being used to support, recognise and encourage wider achievement.</p> <p>Children reported that their participation and leadership allowed them to:</p>  <p><b>Join in more activities   Work better with others   Gain more skills   Feel better about themselves</b></p> <p>● A lot ● A little ● The same</p>
<p><b>Outcome</b></p> <p>By June 2023, families will have a greater confidence to support their child’s learning in a range of ways</p>	<p><b>Impact Measures</b></p> <p>Feedback from families on impact on experience and confidence</p>	<p><b>Evaluation</b></p> <p>Family learning workshops and parental engagement activities were held across the year. Feedback from families was positive.</p> <p><i>‘The presentation was great for understanding the approach the school has to teaching maths. Doing some calculations with my children was a good way to apply the information we gained through the presentation. I liked seeing the resources that the children have to use to help them.’</i></p>

		<p><i>'It was great to be in the daily learning environment, observing the visual aids on the walls and learning tools available to the pupils. '</i></p> <p><i>'It was a great way to show how maths can be used in everyday life to make it seem more relevant for the children'</i></p> <p><i>'We will use try the recipes and keep looking out for ways to incorporate maths into everyday life'</i></p> <p><i>'Use numbers when we are shopping and cooking, we will definitely do that at home'</i></p>
<b>Outcome</b>	<b>Impact Measures</b>	<b>Evaluation</b>
By June 2023, all children in the identified group will show an increase in wellbeing, resilience and engagement scores	<p>Stirling's children's wellbeing scale will show an increase in scores</p> <p>Resilience in Schools and Education assessment will show an increase in scores</p> <p>Leuven scale of engagement will show improved level of wellbeing and engagement</p>	Individual children were supported through nurture activities. Individual children's scoring using Stirling's children's wellbeing scale has shown an increase in scores with children reporting increasing scores for getting on well with other people. The Resilience in Schools and Education assessment shows improvements in children's feeling of competence and improvement in overall resilience scores. Families and children are feeling supported through targeted individualised approaches. The Leuven scale of engagement will show improved level of wellbeing and engagement

## Wider achievements

### **Within the theme of learning for sustainability and children's rights:**

#### Learner participation

- Learners represented the school to share their experiences of learner leadership as part of leadership groups as part of the Stirling Council Voices for all conference
- We established Young Leaders of Learning, Nurture Ambassadors and re-established a reading leadership group

#### Community partnerships/sustainable development education:

- The community garden progressed with children working alongside members of the school community to develop the space across the session.
- The school developed a relationship with Ostero to develop children's understanding of a curricular economy.
- The school continued its partnership with Loch Lomond National park to support sustainable development education within our curriculum

#### Health and wellbeing:

- Learners across the school took part in learning community events including the Mini Stuc Race, Cross country, P5 athletics, gymnastics competitions
- Learners participated in a successful Health Week and Mental Health Week
- Learners have experienced increased opportunities for extra-curricular lunchtime sports clubs

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

### **Children:**

Children were asked about their sense of belonging.

Extremely / Quite / Somewhat / Slightly / Not at all

How welcoming do you find Strathyre Primary?



How much respect do the adults show you at Strathyre Primary?



Overall, how much do you feel you belong at Strathyre Primary?



'I like that we have our own freedom of speech and that we can always practise what we aren't so familiar and comfortable with.'

'I like that everyone knows each other and you get more mixed age friend groups'

### **Parents:**

'I really enjoyed Cooking by Numbers family learning. It was a great way to show how maths can be used in everyday life to make it seem more relevant for the children. Nice to be able to come into school and spend some time with my children in class.'

'I'm really impressed with the school and all the hard work that is put in to give the children the best possible start to life. Thank you.'

'Very happy with the school'

'I love the school and my child loves the school- you are all amazing!'

'Appreciate all you do for my kids'

### **Staff:**

'I've been really impressed by how the pupils have taken on a play-based and design philosophy this year. They are more able to lead their own events, work collaboratively, and share their learning more confidently with other adults, as shown in our product pitch, community day, vikings, pupil group events and play days. It has been wonderful to watch them design together and make use of the indoor and outdoor resources creatively, working as a team to achieve the same goal in very different and unique ways.'

'At Strathyre Primary, every child is regarded as an individual, not only in their learning needs but also regarding any health and well being issues they may have. All staff take time to listen to the needs of each child and each child is supported to achieve happiness, contentment and a feeling of safety. The school environment means that each child has access to a good amount of outdoor learning. As the school is surrounded by nature, children learn how to plant and grow and can spend time in nature. Children get access to a wide variety of after school clubs and the opportunities to learn a multitude of creative subjects is aplenty. '

'Strathyre School is an excellent example of what a school should be, caring, nurturing. It is very well led and everyone is committed to the children's learning and needs. All staff work together as a team to enhance and encourage good learning throughout the school.'

### **Partner Agency:**

'My experience working in partnership with the school was very positive and I think the school was extremely welcoming. Clear roles and outcomes were identified before the project began and there is a mutual respect

for skills being shared across the partnership project. There was open dialogue throughout the project, we were involved in the project planning from the beginning and developed the project together. The project was informed by feedback from parents and an evaluation process was put in place to ensure the project had met expectations and supported planning for the future.' (Learning and Employability Officer, Stirling Council)

'Strathyre Primary always seeks out and looks to explore opportunities for their pupils. Strathyre always reacts swiftly and takes any opportunities that are offered for the pupils, no matter how short notice. Strathyre has excellent communication, through emails and phone calls and I always feel fully prepared and organised coming to the school. I am involved in planning with staff and pupils, and everyone gets their say. Strathyre looks for my recommendations, and asks my opinion on anything they ask for and we run. There is a hunger for CPD and collaboration always. The team is so accommodating and friendly, which leads to my modern apprentice, sports leaders and myself always looking forward to attending the school. Such a positive environment with a can-do attitude. Strathyre is so welcoming and positive, this is from staff and pupils, who are always so appreciative of anything we provide. We have an excellent partnership with Strathyre who always try to attend events and drive their standards to benefit the pupils.' (Active Schools Coordinator)

## Capacity for Continuous improvement

Quality Indicator	Key strengths	Areas for improvement
1.3 Leadership of change	<p>Practitioner enquiry forms a regular feature of approaches to continuous improvement.</p> <p>Leaders at all levels motivate and inspire others to sustain collective commitment to the shared vision through daily actions.</p> <p>All staff are committed to change which results in improvements for learners.</p> <p>Senior leaders create conditions to support creativity, innovation and enquiry and guide the strategic direction and pace of change to ensure positive outcomes for learners.</p>	<p>Continue to build on parent and family involvement with learning. This will ensure pupils, parents and partners have greater involvement in planning for improvement.</p> <p>Continue to extend our partnerships to enable a wider group to exercise leadership within the ethos and life of the school.</p>
2.3 Learning, teaching and assessment	<p>The learning environment is built on positive, nurturing and appropriately challenging relationships.</p> <p>Learners play an active role in the school and wider community and regularly take on leadership roles, including leading learning.</p> <p>Staff access work together to draw from relevant findings from educational research to inform learning and teaching.</p> <p>Tracking and monitoring are well-understood and used effectively to secure improved outcomes for all learners.</p>	<p>Further strengthen approaches to ensure pre-planned high-quality holistic and ensuring an ongoing breadth in a body of assessment, including learners giving effective feedback to peers on their learning.</p>

<p>3.1 Ensuring wellbeing, equity and inclusion</p>	<p>All staff and partners are sensitive and responsive to the wellbeing of each individual child and colleague.</p> <p>Children's needs, risks and rights are considered, respected, and addressed according to their individual circumstances.</p> <p>Children's report feeling a sense of being understood, welcomed, connected and belonging at Strathyre Primary School.</p>	<p>Continue to develop our curriculum to ensure it provides children with progressive opportunities to explore diversity and multi-faith issues.</p> <p>Ensure staff engage in regular professional learning to ensure they are fully up-to-date with legislation affecting the rights, wellbeing and inclusion of all children.</p> <p>Ensure children are increasingly knowledgeable about equalities and inclusion.</p>
<p>3.2 Raising attainment and achievement</p>	<p>Attainment levels in literacy and numeracy are a central feature of the school's priorities for improvement and are raising attainment.</p> <p>Very good progress is demonstrated through robust tracking of attainment over time in all curriculum areas and at all stages. At least 85% of children are attaining appropriate levels across literacy and numeracy across the school with some children exceeding these.</p> <p>The school empowers children and young people to have a say in the quality of their learning experiences and how to improve.</p> <p>Attendance levels are high.</p> <p>Children have a say in the quality of their learning experiences and how to improve.</p>	<p>Ensure consistent rigour in our approaches to learning, teaching and individualised approaches across all stages</p> <p>Ensure an appropriate range of assessments are informing teacher judgement leading to effective support and improvements in attainment.</p> <p>Extend our reach with partners and businesses to improve positive opportunities and outcomes</p> <p>Extend analysis of data across the school with the support of the Data Champions and engaging with the Data Champions programme.</p>

**Evaluation of school's capacity for continuous improvement:**

Strathyre Primary school uses rigorous self-evaluation to identify its strengths and areas for development. Through robust analysis of attainment data and information gathered from self-evaluation processes the school demonstrates that it can plan for continuous improvement.

- Key priorities for improvement planning 2023-24**
- Improvement Priority 1 - To place human rights and needs of every child and young person at the centre of education.
  - Improvement Priority 2 - To improve children's health and well-being through early and effective intervention - through multi-agency partnerships; developing the Health and Well-being curriculum, and interventions to reflect Getting It Right For Every Child and the nurturing principles.
  - Improvement Priority 3 - To close the attainment gap between the most and least disadvantaged children and young people and improve in attainment, particularly in literacy and numeracy.
  - Improvement Priority 4 - To improve children's skills including developing skills for employability. Improvement in employability skills and sustained, positive destinations.