

2024-25

STANDARDS & QUALITIES

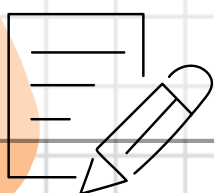
Report

PURPOSE

Our Standards and Qualities report provides information about the school's progress towards the improvement targets set in 2024-25.



TO FURTHER DEVELOP HIGH QUALITY TEACHING AND LEARNING IN SCIENCE AND PLAY/INQUIRY BASED LEARNING



- Children improved their STEM knowledge and skills through participation in 3 STEM days.
- Teachers undertook training in play to enhance the learning experience in P1-3. A new outdoor play space was created to provide a wider range of play experiences.
- Inquiry based approaches training led to engaging and motivating social studies lessons which empowered our children to find out about their world and to direct their learning by following their curiosity and interests.
- Teachers undertook training on aspects of teaching practice identified by HMIE to ensure consistently high quality outcomes across the school.

FURTHER DEVELOP HIGH QUALITY TEACHING AND LEARNING IN LITERACY & NUMERACY

- Writing: All classes benefitted from having 2 teachers supporting the teaching of writing. Some children continue to underperform, leading to a focus in 2025-26 on basic skills.
- Reading: Evidence of great reading practice has been gathered and submitted for the "Reading Schools Award" - we await the decision! The library is now ready to be used to develop children's love of reading for pleasure! Mobile trolleys will be purchased to support the needs of all children. Reading attainment remains stable BUT boys underperform. Research on supporting boys in reading will be undertaken in 2025-26.
- Professional judgements: Nursery staff undertook training and support in tracking the attainment of our nursery children. As a result all have further developed their knowledge of the Early Level curriculum and their skills in making accurate professional judgements of children's progress.

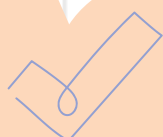


IMPROVE CHILDREN'S DEVELOPMENT AND LEARNING PHYSICALLY, EMOTIONALLY AND INTELLECTUALLY

- A new Health and Wellbeing framework was implemented across the school. Teachers and nursery staff deliver HWB lessons weekly and HWB is embedded throughout the school day e.g. feelings check ins, SHANARRI indicators used as a focus at whole school assemblies. Children's HWB needs continue to be monitored using the GWMP survey. Class teachers and nursery staff track children's responses, and any concerns are raised and appropriate support put in place. Children in the nursery follow a newly devised P.E. timetable which identifies skills and areas of the HWB curriculum that were not being met. This now ensures they have a well-rounded HWB experience.
- The gathering of evidence has begun for 'Attachment Accreditation' and we are confident that we will achieve the first 2 pledges in 2025-26.



ENHANCE TRANSITION EXPERIENCES NURSERY-P1 AND P7-S1



- Nursery-P1: Mrs McNulty led staff across the Learning Community in developing a consistent approach to supporting children in transitioning from nursery to P1.
- P7-S1: Miss Bryce supported the development of materials used to implement a Learning Community reading project which enhanced transition from P7-S1 and will be further developed in the first term of S1.