

Strathblane Primary School and Nursery Class



Standards and Quality Report - June 2020

Strathblane Primary school and Nursery Class Standards and Quality Report provides an evaluation of the progress made with the School and Nursery Improvement Plan and the learning community shared action plans over this academic year. This report is part of the improvement planning cycle of self-evaluation, improvement planning and quality assurance.

The report is based on a broad range of evidence including

- Analysis of data and pupil attainment,
- Observations of children's learning and work,
- Observations of teaching, learning and assessment
- Self-evaluation (using Education Scotland's, How Good Is Our School 4),
- Care Inspectorate Report
- Validated Self Evaluation visit by the Local Authority
- The views of parents gathered from feedback at events e.g. Open Afternoon, comments on reports, questionnaires by the school, nursery government or local authority, information from consultation activities (e.g. key skills consultation/PEF consultation) or focus groups
- The views of children gathered through Leadership Groups, questionnaires, consultation activities (skills/PEF) and focus groups.

Context of the school

Strathblane Primary School and Nursery Class serves the community of Strathblane and Blanefield. The school has seven classes and a Nursery Class that can accommodate 24 children am and 24 children pm. The nursery is in phase three for the expansion to 11.40 hours. This provision will commence August 2020 in a newly refurbished nursery classroom providing extended hours between 8am and 6pm all year. Building work to extend the Nursery starts in July 2020 and during this time P1 and the Nursery Class will be in mobile units on the school playground. Normally the school and Nursey Class are together in one two story building which is set in beautiful grounds at the foot of the Campsie Hills. The grounds continue to be enhanced and maintained by a hard-working Parent and Teacher Grounds Group. Strathblane Primary School and Nursery Class is a thriving Learning Community where children have every opportunity to develop the four capacities of Curriculum for Excellence, confident individuals, effective contributors, successful learners and respectful citizens in an ethos that is supportive and nurturing. We provide children with a broad and varied curriculum which reflects the principles and practices of Curriculum for Excellence. An ethos of achievement is evident, and this is fostered through celebration of achievement in its broadest sense. The school embraces outdoor learning and provides a range of extra-curricular opportunities provided by highly committed staff, volunteer parents and Active Stirling. Parents are very supportive of the work of the school and nursery and the active parent Council supports the school though fundraising to support improvement priorities and almost all families are actively involved in their children's learning, enjoying involvement in school activities, open afternoons and family events. Our children are engaged and enthusiastic learners. The motto of our school is 'Be All You Can Be' and reflects our children's desire to be successful and to achieve personal best. Our nurturing, inclusive approach ensures that all children are valued and have equal opportunities. The work of our school is enhanced by wider partnerships such as Balfron Learning Community Partnership, Early Years Network, and the School Improvement Partnership as well as community partnerships with the local library, local sports venues and local businesses. These all contribute to and enhance the work that we do on behalf of our children.

Philosophy

'It Takes a Whole Village to Raise a Child.' This old African proverb reflects the importance we place on the positive partnership we have with our parents and carers, community and other agencies who contribute to our children's' learning and development. We have an active Parent Council, hardworking committed staff, supportive parents and motivated enthusiastic children. It is this that makes our school what it is. .

The work of our school is also enhanced by the wider partnerships of Balfron Learning Community Partnership, Early Years Network, and the School Improvement Partnership and local businesses. The school is very well supported by Active Stirling and the 'Lead Learners in PE' from Balfron High School who visit regularly to contribute to sporting events and provide extracurricular activities for the children. The school has achieved its second Gold Sport Award

School Motto

Our school motto is 'Be All You Can Be' and our children strive to achieve personal best by aiming for this in all that they do in school.. Our children understand our philosophy and motto.

"A whole village just means everybody around us can help us in different ways and nobody can do it on their own" P2

"If everybody helps everybody it is better." P1

"Being all you can be means being the best you can at everything. It even means being the best friend you can be." P4

"We are not all good at everything but we can work hard and try our best to be the best we can" P6

Our Aims

Our aims are linked to Stirling Council Priorities, National Priorities and Legislation for Education. The work we do reflects Stirling Council's Mission Statement, **"Improving Life through Learning"**.

We aim to raise standards of attainment and achievement by

- Providing opportunities and learning experiences that foster a love of learning and encourages our children and staff to, 'be all they can be!'
- Working in positive partnership with parents, carers and the wider community to help our children develop the skills and qualities necessary to become responsible citizens, effective contributors, successful learners and confident individuals.
- Ensuring our school and nursery have an ethos of achievement and high expectations for all.
- Being an inclusive and welcoming school which celebrates diversity and challenges intolerance.
- Working in positive partnership with all adults who support our children's learning and development to ensure that together we, 'Get It Right for Every Child.'
- Preparing our children for an ever changing world by fostering ambition, innovation and creativity.
- Celebrating achievement in its broadest sense within and beyond school.
- Striving for continuous improvement in all that we do.

In March 2020, all schools in the UK were closed due to COVID 19, a global pandemic. Staff immediately responded by adapting their approach, planning and providing learning at home and this remained their key focus until the end of term in June. As a result of school closures and no access to school buildings, school files and information this report has been written using the more limited information available. It reports on activity August 2019- mid March 2020.

Improvement Priority- STEM

- To increase STEM experiences within the school
- To increase exposure to STEM careers
- To involve pupils, parents, local communities and Education centres in engaging with STEM in Strathblane PS.

Outcomes for Learners

- To increase children's application of science, technology, engineering and maths and raise their awareness of STEM
- To increase children's computational thinking.

Evaluation/Analysis of Progress and Impact

The development group was created in August 2019 and consists of one member of staff from the school Nursery, and Primary staff teaching across Early, First and Second level. The group was led by Mrs Walker.

Through the self-evaluation toolkit, we discussed engaging parents and the community in STEM events as a key priority. In addition, one of the starting activities they suggest is to do STEM challenges and STEM week/days in school. Staff rated themselves as low in confidence when teaching STEM so to build up staff we are working with the community, parents and university/college staff to create a STEM week for the full school. CPD was offered to staff and was well attended- Microbes for Minors, Light & Teddy in the Park. The feedback was that these were useful and increased teachers' confidence in teaching STEM. The ideas have been used to develop lessons at Early, First and Second level.

We decided to plan a whole school STEM week. All staff in the development group were actively engaging in researching their area & planning the event. STEM council date on 13th January was attended by Gemma. Anna contacted the university who would get back in touch. Fiona contacted Balfron High, however they were unable to offer help. Laura sent a letter for parents to gather responses and we were encouraged by the number of responses. Ruth contacted the Science Centre however they had no funding or offer to help. The Early Years team researched block play as this is a key interest of children attending the nursery school. This research was shared amongst the staff team. Joanna visited another setting to gain ideas on how to develop STEM in our setting. The focus was on processes and computational thinking skills. Staff completed online research on STEM e.g. NIH, glow tile, thought processes. Nursery and P1 decided to collaborate as Early years and plan STEM activities around computational thinking, block play and processes to link in with nursery to P1 transition.

Our next step was to engage pupils and encourage interest in STEM. We planned:

- to ask children what they would like to learn in relation to STEM
- to use the benchmarks to support the assessment of STEM learning
- to raise awareness of STEM
- for children (P6) to lead an assembly to highlight the STEM careers and teach the school all about the meaning of STEM.
- to highlight, in your lesson, that the children are doing a STEM task and ask questions such as: what skills are you learning? What careers use these types of skills?

A children's questionnaire was designed and prepared to go out on the first day of STEM week. We decided to compare the questionnaire results from the beginning and end of STEM week as well as at the end of the school year to use as a benchmark and progress. Due to the school closures as a result of the Covid 19 pandemic, this did not take place.

Parents were consulted about careers and asked to join in and to provide research & information regarding STEM to raise awareness at home and in school. Around 15 parents and companies volunteered to support the school STEM week. Children from nursery to P7 were planned for and a timetable was created to allow teachers to deliver lessons to multiple classes. STEM week was cancelled due to Covid 19. We now have the links with the parents and companies and hope to rearrange a suitable date to run the STEM week when it is safe to do so.

In early years, the impact of the research led to a redesigned 'block area' – creating larger more user-friendly space, with more girls now accessing block area. The RSPB bird watch created a home link with parents – bird watch station created in nursery developed through children's interests and developing STEM skills. The successful allocation of money led towards the purchase of a workbench to develop woodwork skills and technology skills. Due to Covid 19 some early years staff have completed CLP STEM module for ELC through homeworking. One of our teachers is also participating in the Early Years Virtual Nature School to improve the STEM skills developed in the outdoor classroom, with the aim of sharing this with the school team to support learning upon return to school.

We planned to evaluate the success of the STEM week (parents, pupils, staff evaluations) by collecting data following STEM week. This will be issued to children when appropriate and when STEM work continues in school. During distance learning, all children (E, 1st, 2nd Levels) had the opportunity to engage in STEM activities to challenge children, with an awareness of the limited resources children may have at home. This has promoted home school links with parents sending in photos and videos of children completing the challenges set. P6 also carried out some STEM activities in relation to their John Muir Award. Three of our P7s finished in the Top Gold (Top 10) section in Scotland in the annual Scottish Maths Challenge.

To develop an appropriate use of tracking and monitoring Es & Os we decided to use and develop the STEM progression pathways. Teachers were going to use the progression planner to plan and assess teaching and learning. Then we were going to reflect, adapt and make any changes to the planner after its initial use. This will be completed after STEM week to allow teachers the opportunity to familiarise themselves with the planner.

Next Steps:

- Continue to develop block play area through observation and research
- Observe gender balance in all areas – use Gender Equal Play document to support gender balance.
- Introduce woodwork bench to develop skills in STEM.
- Continue to observe children's interests and provide STEM experiences that link.
- Develop STEM in the outdoor classroom
- Use the progression planners to focus on skills development
- Continue links with parents and local companies
- Organise STEM week at a suitable date
- Continue with staff CLPL opportunities online
- Evaluate the impact of increased STEM CPD and training on teaching and learning in STEM using STEM self-evaluation.

Improvement Priority- Nurture (PEF)

To improve Health and Wellbeing through Nurture Principles, 'The Classroom as a Safe Base' and 'Behaviour is Communication' by:

- Improving the classroom and nursery environments to provide nurture spaces
- Providing resources in the school and nursery to support children with social and emotional needs
- Reviewing approaches to Promoting Positive Relationships-School/Nursery and Learning Community
- Creating a new 'Promoting Positive Relationships' policy

Outcomes for Learners

- Children will have access to small nurture spaces within their classrooms and nursery.
- Targeted approaches using appropriate resources to support social and emotional needs in children, improving wellbeing.
- Children will benefit from staff who understand that 'All behaviour is communication' and apply the nurture principle approach to behaviour management and promoting positive relationships thus improving relationships and children's wellbeing.

Evaluation/Analysis of Progress and Impact

The development group was created in August 2019 and consists of one member of staff from the school Nursery, one member of staff teaching at First Level and 2 members of staff currently teaching at Second Level. The group was led by the Principal Teacher with PEF remit.

Principal Teacher led a staff consultation (August 2019) on the development of nurturing spaces within the school using available PEF funding. Following staff and pupil consultation, purchases were arranged through Pupil Equity Funding. Refer to separate PEF Report.

All classrooms were set up with new nurture areas as at the start of September 2019. Nurture areas provide children with soft furnishings, seats, rug, bookcase etc. Additional PEF funding was provided to P1 and P2 classes for furniture, materials, resources and play equipment to support children's early development with a focus on social and emotional needs.

We conducted staff consultations, parent surveys, parent focus groups and pupil focus groups to engage feedback from all stakeholders on current approaches, Nurture principles and our current 'behaviour management policy' with a view to creating a new 'promoting positive relationships policy'. Parent surveys were issued in October 2019. Pupil focus groups were conducted week ending 4th November. On 25th November, PT led parent focus groups. As part of this process, pupils and parents were asked their views on Nurture Principles and key questions including a) How is SPS a nurturing school? b) What does the school do to help you get your learning right? c) What do staff do to help you feel safe at school? d) What helps you feel good about yourself in school? e) What does your school do to help support behaviour? and f) What could we do to become more nurturing?

As part of the parent focus group (and survey), parents were asked similar questions and also asked to comment on ways in which the existing 'behaviour management policy' should be adapted to reflect the principles of a 'promoting positive relationships' policy. Responses from parents and pupils were (on the whole) very positive. Pupils and parents provided the development group with a range of suggestions for the new 'promoting positive relationships policy'. See below.

Throughout October and November 2019, all staff engaged in professional reading including (Paul Dix) '*When Adults Change Everything Changes*' and '*Better Behaviour Better Learning*.' Following on from this, staff participated in a full day CPD event 'Pivotal Education' during the November INSET Day 1. On November INSET Day 2, all staff participated in a collegiate session with the following key foci:

- 1) The development group asked all staff to reflect on the 'Paul Dix' staff development day. Staff noted key themes and messages from the CPD training session. Staff worked in trios to review the current 'behaviour policy'. We brainstormed to discuss the policy points that we wanted to keep and discard. Next, we discussed what we wanted to implement within the new policy using all available evidence (surveys, focus groups etc).
As a staff we agreed to the following within the policy: a) set out 'our whole school approach' including our values and our philosophy b) simplify the policy and include a maximum of 3 simple key 'rules', c) focus on adult behaviour and common values, d) remove 'traffic lighting system' and similar approaches, e) focus on the immediacy of consequences, f) ensure consistency across the whole school, g) focus on the positive e.g. positive notes home and phone calls home, h) agree on clear steps to manage undesirable behaviour, i) include detail regarding restorative meetings, j) ensure 'triangulation' approach is central to the policy including staff, parents and pupils, k) set out our stepped approach to include key features such as 'meet and greet' and '5 point scale'.
- 2) As a staff we discussed and reviewed the key messages from the pupil focus group (conducted start Nov). As a result of our review, we noted that on the whole, most children felt we took a positive nurturing approach in the school. We noted some common themes to the question 'what can we do to become more nurturing' and as a staff agreed on how to address these going forward to ensure a consistent approach by all.
- 3) Next, we reviewed and discussed the key messages from both the parent survey and parent focus group.
 - 83% of parents agreed that Golden Time was an effective means of 'reward'. Parents felt that Golden Time should not be used a means of reward/consequence but rather a time for social interaction with a focus on pupil wellbeing.
 - 66% of parents agreed that children's names should not appear on a traffic lighting system. Focus group members felt that this promoted a naming and shaming culture and agreed this should be removed from the policy to reflect nurturing approaches and principles.
 - 90% of parents agreed that the school should continue to use 'extrinsic rewards'.
 - 73% of parents agreed that there should be a consistent approach within the whole school regarding 'promoting positive relationships' but with a degree of flexibility between classes to reflect the age and stage of the pupils and teacher/class relationships.

The parent focus group made a range of suggestions for the new 'promoting positive relationships policy'. Key suggestions centred around a need to declutter the policy and include a section in the new policy which specifies what **parents** can do to support the school staff in promoting positive relationships.

Over February/ March, the development group met to create a 'first draft promoting positive relationships policy' taking account of staff training as well as pupil, parent and staff consultations.

As of 11th March 2020 we had planned the following as our next steps:

- 1) *We planned to meet on 1st April to finalise the new draft Promoting Positive Relationships Policy*
- 2) *We planned to issue the draft policy to parent group on 1st April to provide feedback and comments by 20th April*
- 3) *PT planned a focus group meeting with parents on 20th April to discuss draft policy and parental input*
- 4) *Development group planned to issue the draft policy to staff at a staff meeting at end of April to comment on and return comments by 13th May*
- 5) *Development group planned to meet on 13th May 2020 to finalise the new policy taking account of input from Ed Psych, parents and staff team.*

The PT planned to gather quantitative data from pupils in Term 4 (April to June) to analyse the impact of 'nurture areas' within the school classrooms. Anecdotal evidence indicates that children are benefitting from access to quiet and nurturing spaces within the school – these areas target their social and emotional needs resulting in improved wellbeing. The gathering of data from pupils planned for Term 4 was postponed due to school closures as a result of Covid-19. This action will continue in the session 2020-2021.

In March 2020 the Scottish government announced the closure of schools as a result of the global pandemic (Covid-19). All actions noted above from March 2020 to June 2020 will be carried forward to session 2020-2021.

Nurture/5 point scale (Nursery)

Children used Boardmaker symbols to explore different emotions and associated behaviours. Children in the nurture group took photographs of themselves expressing different emotions these were then added to the Boardmaker cards. The children chatted about how feelings can impact on behaviour sharing strategies that supported emotional regulation. Observations showed children talking with their peers in this area about their feelings and pointing to the cards e.g. I feel sad when...., makes me feel happy. These symbols were displayed in a quiet area of the nursery where children can go to when they have heightened emotions. A quiet area was created using a small, dark space with pillows. Children used this space to have some one-to-one time or with one or two friends to have quiet chats and read stories. Children who found the environment too noisy or were feeling upset or anxious would use the space to de-escalate their emotions. A small group of children were involved in creating a large 'Happy Flower' on the wall of the nursery and through discussions with an educator established expectations for behaviour and learning. The group then shared this with the rest of the nursery. Most children have added to this values display throughout the year and have referred to it when they see a member of the nursery demonstrating the nursery values. Children are demonstrating they have a better understand the expectations of behaviour in the nursery and staff have been praise children for showing the nursery values which has been shared with parents. Observations show children replicating the adult interactions by praising other children for showing the nursery values, instilling a shared narrative for behaviour.

Care Inspectorate commented '*Staff approached behaviour management in a positive and effective way. For example, staff used language which supported children to find solutions to small conflict problems. A 'Happy Flower' project supported children's awareness of their emotions, feelings and friendship skills.*'

Next steps (Nursery)

- Continue to implement the 5 point scale by creating visuals to support de-escalation of emotions
- Continue to develop emotional literacy through conversation and stories.
- Continue providing one-to-one support for children needing de-escalation strategies

Improvement Priority - School/Nursery

To further develop learner engagement using How Good Is OUR School and How Good is our Early Learning and Childcare to further engage children in

- Planning for and leading their learning
- Planning for School and Nursery Improvement

Outcome for Learners

- Children are actively engaged in planning for improvement in their own learning and are further involved in School and Nursery Improvement Planning
- Children develop positive relationships and recognise that their participation is valued and their ideas considered and acted upon as appropriate.

Evaluation/Analysis of Progress and Impact

In term one the DHT spoke to pupils at assembly about the Rights of the Child and in particular article 12 '*You have the right to give your opinions, and for adults to listen and take you seriously*'. This was related to the Education Scotland document 'How good is OUR school?' and the importance of every pupil having a voice and being able to participate in the school self-evaluation. The focus for this year's pupil self-evaluation was 'Our Learning and Teaching'. A display under the heading of Learner Participation was created in the corridor with the statements pupils would be considering in term 2.

In term 2 the DHT spend time in almost all classes working with pupils to look at the statements. The importance of being honest was emphasised to each class. Pupils worked in pairs and looked at the statements and decided if they agreed with them or not. A whole class discussion then took place when pupils shared their decisions. Pupils were given the opportunity to justify their responses and also to question others. Many very good debates took place across all classes with pupils feeling they were given the opportunity to express their opinion and were being listened to.

Almost all pupils said –

- Everyone in our school understands that we all have the right to learn and achieve. We work together to ensure this right is respected.
- Our learning is planned so we can each build on what we already know and can do. Our learning is differentiated to meet our needs. It isn't always the same task for everyone in the class.
- Our learning is helping us to develop strong literacy and numeracy skills. We feel confident that we are able to use these skills to support us in different situations.
- Our staff plan learning and assessment well so that we feel a sense of achievement. Their approaches support us to have positive mental health.
- Our school provides a variety of learning opportunities that match our interests and aspirations. As we move through school, we are able to deepen our learning through specialising in some areas.
- Our learning is supporting us to increase our digital skills. We have access to a range of modern digital technology which we use in our learning.
- We get helpful feedback on our work. We all understand what we have done well and what we need to do to improve.

Most pupils said –

- We are able to talk confidently about the skills we are developing. We understand how these skills are helping us to achieve more in school, the community and as we prepare for the work of work.
- We are actively involved in planning what and how we learn. We get to make choices about our learning.

A few pupils said –

- During lessons and other learning activities, we listen attentively to our teachers. Everyone behaves well and we are able to get on with our learning. (On further discussion it was low level behaviours that concerned pupils e.g. fidgeting, not listening, distracting others)

In term 4 small group discussions were planned with pupils but due to school closures this was not possible.

Improvement Priority - School/Nursery/Learning Community

To improve attainment and achievement through

- Moderation of Talking and Listening N-S1 at school and Learning Community level.
- Engagement with LIFT –nursery

Outcome for Learners

- Children will be taught the key skills that develop good talking and listening skills.
- Children will understand their strengths and next steps and how to achieve these.
- Staff will have a clear understanding of what is required to achieve early, first and second level through moderation.
- Children with speech and language difficulties will be identified early and appropriate support put in place.

Evaluation/Analysis of Progress and Impact

Moderation of Talking and Listening

Staff participated in three talking and listening moderation sessions as well as one cluster moderation session. Staff assessed talking and listening skills against the benchmarks and judged attainment based on a bank of evidence. Throughout the moderation sessions (at school level and cluster level), staff worked in trios split into Early, First and Second Level. The moderation process has allowed teachers the opportunity to:

- evaluate learning, teaching and assessment
- check that assessment tasks and activities provide learners with fair and valid opportunities to meet the standards and expectations
- agree strengths in learners' performances and next steps in learning
- provide feedback on teachers' judgements to inform improvements in practices.
- ensure a consistent approach across the school.

Talking and Listening moderation has helped to raise standards and expectations and levels of consistency across the school. There is an appropriate focus on outcomes for learners. Learners are developing the skills for learning, skills for life and skills for work, including higher order thinking skills, which will allow them to be successful in the future.

LIFT (Nursery)

At the start of the year a LIFT champion for the nursery was agreed and attended training along with the peripatetic nursery teacher. A further member of staff attended a practitioner LIFT forum. Information from these two events was shared with the whole nursery team. Visuals were introduced to the playroom to communicate routines, label areas and resources which helped support children to follow routines and develop communication and literacy skills. Using the LIFT word and vocabulary assessments staff were able to identify the children with speech and language difficulties who would benefit from group or one-to-one support to develop their skills. As a result the nursery team were able to identify the needs of individual children and, with the support of the nursery teacher, successfully implemented a 6 week listening and talking group and also one-to-one interventions using the 'Encourage Children to Listen' resource. Children identified with low vocabulary were supported with quality adult-to-child interaction strategies including reading stories together and narrating play. Evidence of progress or next steps from these groups/individuals was gathered and used to plan future targeted learning experiences. Staff have now strengthened their ability to identify children with speech, language and communication needs.

As a result of the LIFT intervention -

- Staff now have a toolkit to develop language and literacy skills in the environment and can seek support from other professionals.
- Staff have greater confidence in using assessment tools to identify children requiring support.

- Children understand the listening skills required to show good listening supported by visuals displayed in the environment and will refer to these during the day.
- Children are being supported to develop their communication and literacy skills with timely interventions and progress is tracked.
- Children understand and talk about the nursery routines and resources using the visuals and share with peers and adults creating a calm and settled environment with smooth transitions.

Next Steps

- Identify a new LIFT champion in the nursery
- Ensure new members of staff are familiar with the LIFT approach
- Continue to develop the LIFT programme in the nursery by creating an effective visual environment in the mobile unit and new nursery building
- Complete an audit and self-evaluation

Improvement Priority – School and Nursery

To improve Teaching and Learning and improve attainment in literacy and numeracy in N-P7 by

- Reviewing approaches to AiFL to ensure consistency
- Ensuring appropriate pace and challenge
- Improve children's learning and development
- Identify gaps and offer timely interventions
- Secure improved outcomes in literacy, numeracy and health & wellbeing
- Engagement in 'Adventures with Alice Play and Learning Toolkit'-nursery

Outcomes for Learners

- Children benefit from a consistent approach that is age appropriate across stages.
- There is an age appropriate shared language linked to AiFL that is understood and used by children at all stages.
- Children develop the skills of self and peer evaluation over time.
- Children have a clear understanding of strengths and next steps in their learning.
- Children receive quality feedback that leads to improved attainment and achievement in their learning targets.

Evaluation/Analysis of Progress and Impact

Throughout the year, staff engaged in AiFL review and jotter/work sampling as a staff team. Staff discussed successful AiFL strategies across stages from Early Level to Second Level throughout the 'sampling of work' and sharing sessions. Successful strategies implemented across the school include:

- open ended questioning
- use of Blooms Taxonomy
- sharing success criteria and learning intentions
- development of thinking time through 'no hands up' approach and 'think pair share'
- importance of pupil/peer/ teacher dialogue to share understanding, success and next steps
- immediacy of feedback using age appropriate strategies (e.g face emotions stampers, reflections on learning comments, traffic lighting etc)

Staff agreed to implement whole class learning books to allow children the opportunity to reflect on and share their learning and through discussions, identify next steps. This was started in session 2019-2020 and will continue to be rolled out from August 2020 to give more time to embed this approach across the school. Tracking and monitoring spreadsheets continue to be updated and reviewed by teaching staff on a termly basis. Senior management team and all class teachers have tracking and monitoring meetings throughout the year to discuss pupil progress, identify any gaps in learning and ensure timely interventions are in place where necessary.

Adventures with Alice & Play and Learning Toolkit (Nursery)

In August, the SECE and DHT attended the Stirling Early Years launch of 'Adventures with Alice' and provided feedback to the nursery team on this exciting new resource. This resource has 7 minute video clips for staff to watch on different aspects of play and then discuss in order to develop and expand meaningful play in the nursery. All staff then attended training during the February in-service day and together watched the curiosity video and as a result new resources were purchased and also donated by parents to help develop curiosity in the environment. Children explored the new resources using questioning and narration to describe and understand what they might be for and came up with their own ideas on how to use them. This abundance in language encouraged vocabulary building, problem solving and social interactions. Staff will use the insight gained from this video to inform the set-up of

the mobile unit and also the new nursery. During lockdown due to Covid 19 this resource was shared with parents to help provide more ideas of how children's play can be developed using different resources at home.

During the November in-service day all nursery staff attended the launch of the Early Years Play and Learning Toolkit. As a result of this training staff have been using the toolkit to work with parents and children to identify areas for progression within numeracy, literacy and Health and Well-being. This has had a positive impact as parents are now more engaged in setting targets for their child's learning. Some children have taken ownership of this making reference to their targets within their journals which has then been celebrated with families on our 'Celebrating Success' wall. The children can now easily see their learning and proudly share it with others. Staff are now familiar with the new Play and Learning Toolkit which has enabled staff to be specific about using measurable lines of progression.

The Care Inspectorate commented - Staff maintained detailed personal learning journals for each child and used self-evaluation systems to continually reflect on practice to make improvements where possible. Children collected their own journals when asked by us and it was apparent that they had pride and ownership of their learning stories.

The Care Inspectorate commented - Children's achievements in nursery and from home were captured in a 'Celebrating Success' wall display. This ensured learning was visible and children had opportunities to talk about and share significant moments in their life.

Next Steps

- Continually evaluate the nursery for areas of curiosity – what are children interested in? Which spaces do they spend time in and why?
- Continue to view the Adventures with Alice videos and use these to continue to inform and develop nursery practice
- Continue to use the Play and Learning Toolkit to identify progressions for learning

Progress and Impact of Pupil Equity Funding 2019 – 2020

School Roll:

The school roll for 2019 – 2020 is 160.

Roll	P1	P2	P3	P4	P5	P6	P7	Total Roll (P1-7)
Girls	13	9	13	13	10	13	12	83
Boys	7	10	10	8	18	10	14	77
Total	20	19	23	21	28	23	26	160

Class Structure is as follows:

Year Group	P1	P2	P3	P4	P5	P6	P7
Class Structure	P1	P2	P3	P4	P5	P6	P7
Number of pupils	20	19	23	21	28	23	26

Attendance:

Academic Session	Attendance	Exclusions	
		No of cases	No of Pupils

2018-19			
Strathblane PS	96.7%	0	0
Stirling LA	95.10%	53	35

SIMD Analysis

SIMD at Sept 19	Decile 1	Decile 2	Decile 3	Decile 4	Decile 5	Decile 6	Decile 7	Decile 8	Decile 9	Decile 10
% of pupils	0%	0%	0%	0%	2%	0%	20%	35%	36%	0%

A small number of children are in a new housing development. SIMD data is not available for 7% of the school roll in the new development. The majority of the children attending Strathblane Primary are in deciles 7 to 9.

Free School Meals

No of pupils registered for FSM in Seemis	6	No of pupils entitled to FSM (Revs & Bens) at Dec 18	6	No of pupils Claiming Footwear and Clothing Grants (Revs & Bens) at Dec 18	8
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ASN Staged Intervention

ASN Staged Intervention	Stage 1	Stage 2	Stage 3	Stage 4	EAL	LAC Away	LAC Home
Number of pupils	3	19	1	0	0	0	0

Within the current school roll, 14% of pupils are on Staged Intervention (Stages 1 to 3).

Link between FSM and ASN Staged Intervention

	Stage 1	Stage 2	Stage 3	Stage 4	EAL	LAC Away	LAC Home
Number of pupils	3	19	1	0	0	0	0
Free School Meals	0	0	0	0	0	0	0

0% of children on Staged Intervention are in receipt of Free School Meals.

PEF Funding:

Strathblane Primary School received £8,640 of Pupil Equity Funding through the Scottish Attainment Fund in 2019-2020. The small number of children in Strathblane Primary School who have been allocated PEF funding, although in the lowest decile, do not all sit within the lowest attaining 20% of learners.

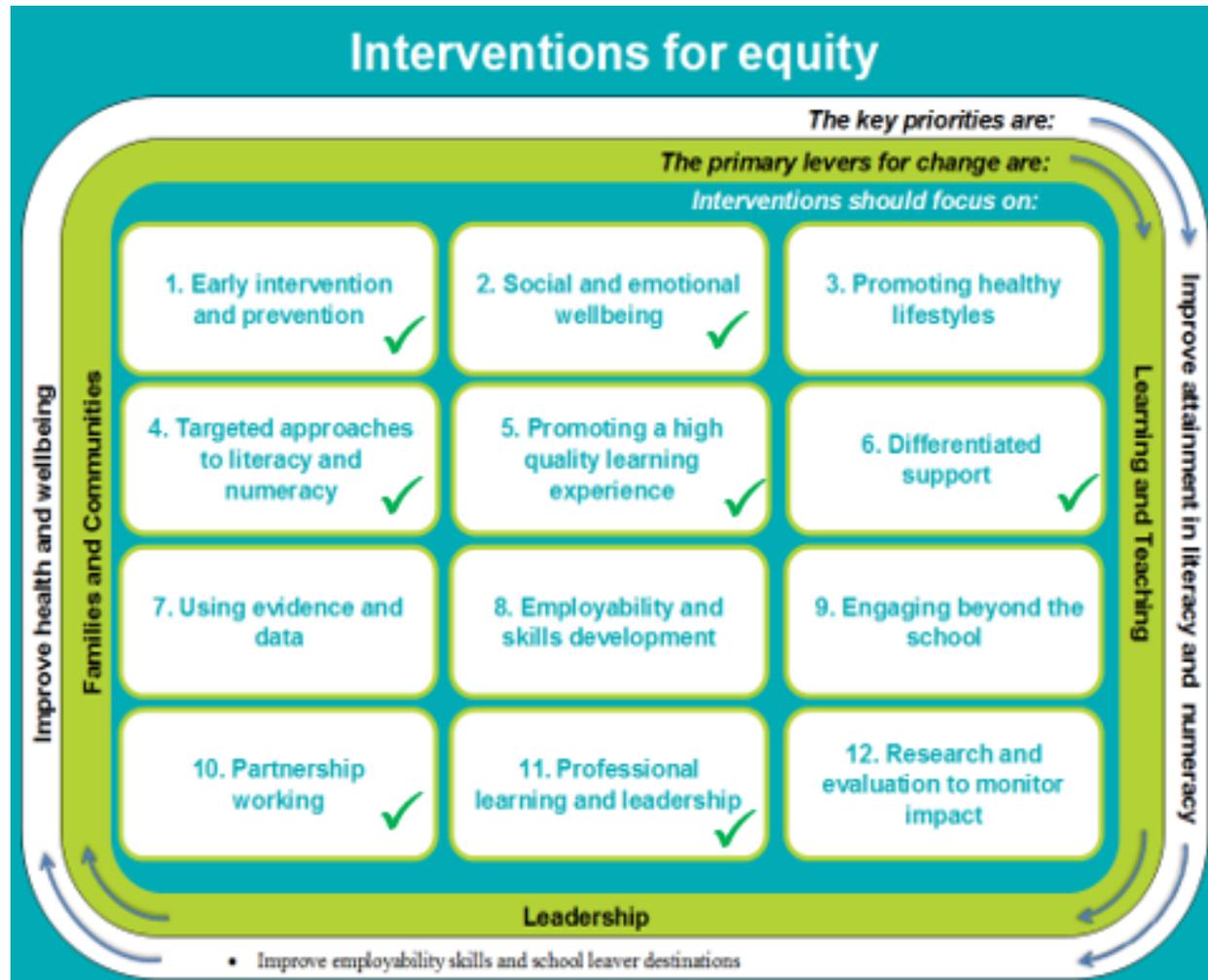
Consultation process for PEF (2019-2020)

- Parental focus group
- Parental survey
- Pupil surveys
- Pupil focus groups
- Staff consultation
- Staff surveys

We focused our key priorities for session 2019-2020:

- 1) To improve Health and Wellbeing through Nurture Principles 'The Classroom as a Safe Base' and Behaviour is communication' by
 - Improving the classroom and nursery environments to provide nurture spaces
 - Providing resources in the school and nursery to support children with social and emotional needs-
 - Reviewing approaches to Promoting Positive Relationships-School/nursery and Learning Community
- 2) To improve Teaching and Learning and improve attainment in Literacy and Numeracy across all stages.

Interventions for equity focused on the followed key aspects:



Allocation (for 2019-2020) Carried forward (underspend from session 2018-2019) Total Budget	£8,640 £90 £8,730
Intervention	PEF Spend
Staffing	N/A
Literacy	
a) Book Banded novels (including 'dyslexia friendly texts,' texts to target 'low attaining readers' and 'challenge able readers.' ** The small allocation of funds was set to 'top up' the brown level book banded novels targeting a specific cohort of children.	£287.36
b) Upgraded classroom libraries/bookcase next to nurture zone in class	£923.65
c) Read, Write Inc Spelling programme and spelling resources (including digital technologies renewal) *	£330.00
d) Linguascope *	£300.00
	Total = £1,841.01
Numeracy	
a) SUMDOG (Online support for Literacy and Numeracy. Tracking and monitoring attainment in Literacy and Numeracy) *	£340.00
b) Numicon ** (Early Intervention in Maths at Early and First Level – targeting P1 to P4)	£1,134.00
	Total = £1,474.00
Health and Wellbeing	
a) Nurture spaces within the P1 to P7 classrooms include the following: - Seating areas with beanbags, sofas, chairs, rugs, cushions	£4,371.76
b) Promoting play in Early Years (P1 and P2) including the following - Sand and water trays, puppet theatres, play corner, role play sets and play materials	£1,124.09
	Total = £5,495.85
Digital Technology Items noted above with * are digital technology resources	Incorporated in costs specified above
ASN Resources Items noted above with ** were purchased as ASN resources	Incorporated in costs specified above
Total Budget 2019-2020	£8,730
Total PEF Expenditure 2019-2020	£8,810.86
Balance as at end March 2020	-£80.86 Overspend of £80.86 carried to 2020-2021 budget

Key Impact Statements are as follows:

- 1. Children are making progress as a result of targeted support in Literacy and Numeracy.**
- 2. Children are benefitting from improved teaching approaches in Literacy and Numeracy.**
- 3. Children are benefitting from improved access to resources which meet their needs and their learning styles.**

Tracking and monitoring spreadsheets are maintained for all classes in the school to record a range of data for Literacy, Numeracy and Health and Wellbeing. Data supports professional discussions at tracking and monitoring meetings with SMT. Targeted support is planned for those in the lowest attaining 20%. Analysis of tracking documentation indicates improved levels of attainment in writing on the Scottish Criterion Scale with most children moving up at least 2 levels. Note, data is not available for March 2020-June 2020 as a result of Covid-19. Evidence from standardised spelling indicates whole school improvement in spelling (explained further below). Planned tracking of book band levels in Term 4 was cancelled due to school closures/Covid-19. PEF funded Sumdog trackers are also being used by class teachers to track progress in Numeracy against benchmarks, experiences and outcomes. As a result, teachers are able to use a wider range of evidence to build confidence in forming professional judgement in assessing achievement of a level, attainment and pupil progress. Teachers are identifying where targeted support can be provided and implementing the necessary supports to meet the needs of all children and close the attainment gap.

As a staff team we implemented Read, Write, Inc approach to teaching spelling in previous session (2018-2019). In the current session (2019-2020), we continued to implement this approach and continued our online subscription. There continues to be further improvement in spelling attainment across the school. The percentage of children achieving a low standardised score (below 85) has fallen from 17% (pre-implementation of RWI) to 9% (at end of session 2019-2020). This also takes into account that 14% of the school roll is on Staged Intervention (Stages 1 to 3). The percentage of children achieving above average standardised scores in spelling (above 115) has risen from 10% (pre-implementation of RWI intervention) to 27% (at end of session 2018-2019) to 29% (in 2019-2020). Feedback from staff and pupils indicates positive engagement with the new teaching and learning approaches within spelling. There is evidence of improvement in children's spelling in written work across learning at all stages.

Children at Strathblane Primary are achieving above national attainment levels across Literacy and Numeracy. A shared understanding of development of reading and writing skills has led to improved teaching approaches and improved attainment. For example, for the current P7 cohort of children, 85% had achieved 1st Level writing by the end of P4. This increased to 92% having achieved Second Level writing by the end of P7 (June 2020) for the same cohort. 81% of the current P7 cohort had achieved 1st Level Maths by end of P4, which increased to 92% having achieved Second Level Numeracy and Maths by the end of P7 (June 2020). SNSA diagnostic assessments had been planned for P1, P4 and P7 in April 2020. The SNSAs were cancelled as a result of the Covid-19 pandemic.

Children with particular support needs in Literacy and Numeracy have improved supports and appropriate resources which meet their needs better, motivate them to read, develop greater confidence and raise personal attainment. Learning resource boxes were implemented in session 2018-2019 and continued to be built upon in session 2019-2020. Resources take into account children's learning styles and include a range of age and stage appropriate materials to provide greater opportunities for children to develop their skills across Literacy and Numeracy and enhance engagement in learning.

We purchased Numicon for targeted support at Early Level and First Level (P1 to P4). Feedback from staff indicates that Numicon has provided concrete representations allowing pupils to "see" or "visualize" abstract concepts. Numicon provides a bridge between real life and abstract concepts. It has been implemented as a multi-sensory approach. Numicon has been used regularly for planned learning and incorporated into daily numeracy and maths lessons. Numicon has improved the counting skills of children with one to one correspondence as well as subitising skills. It has improved understanding of number bonds. The children can manipulate the Numicon to complete addition and subtraction calculations and are able to transfer these skills and use the Numicon to help with their understanding of the value of coins and calculation totals. Numicon has been an

excellent resource for children who struggle with adding and subtracting. It helps to assess the child's understanding of number and how numbers work together. Numicon gives children confidence to demonstrate how they arrived at their answer. It also appeals to their sense of pattern.

Children with additional support needs and those in the lowest attaining 20% in Numeracy are benefitting from Early Intervention and making tracked progress in numeracy.

4. Children are benefitting from improved classroom and nursery environments and access to quiet and nurturing spaces that target their social emotional needs resulting in improved wellbeing.

A Nurture Development group was established with PT and 3 other members of teaching/nursery staff. The Nurture Development Group report detailed above within this Standards and Quality Report outlines the progress on actions and the links to PEF. All classrooms have been adapted to incorporate improved nurture spaces (with soft furnishings, reading zones, library access, seating etc). All school staff participated in the CPD training centred around Nurture Principles. Staff attended an Inset Day on Pivotal Education (Paul Dix). Children benefit from staff who understand that 'all behaviour is communication' and apply the nurture principle approach to behaviour management and promoting positive relationships. In Term 4, we planned to gather quantitative data from pupils. In March 2020, schools closed as a result of Covid-19. The gathering of data in relation to nurture will be carried over to session 2020-2021. The completion of the 'promoting positive relationships policy will also be carried over to session 2020-2021. Refer to the Nurture evaluation above for a full evaluation and report on impact.

Next Steps:

A full PEF plan will be submitted on a separate document for session 2020-2021. Pupil Equity Funding expenditure for the next session will take account of the School Improvement Priorities for session 2020-2021.

Pupil Leadership Group 2019 – 2020

In session 2019 – 2020, all pupils in the school applied to be part of a leadership group. All pupils participated in one of the following groups:

- Eco Group
- Grounds Group
- Junior Road Safety Officers
- Pupil Council
- Techie Reps
- Rights Respecting Group
- Sports Committee

Leadership Group Evaluations are included below.

Eco Group Plan & Evaluation

Aims:

- Consult children on what they would like to achieve
- Allocate roles to children
- Create long/medium/short term plans for 2019/20
- Complete and evaluate plans

Actions:

- Children allocated roles and/or put in pairs/trios based on age/stage and area of interest
- Looked at the Keep Scotland Beautiful website with the children. They decided (through a vote) to focus on the concept of Reduce, Reuse and Recycle even though we had decided as a school no longer to pursue the green flag award due to workload outweighing benefits to the school.
- Set up a school recycling station for crisp packets, batteries and pens.
- Contacted SC to request facilities to recycle paper/card/plastic
- Created posters to advertise the recycling station
- Let families and communities know about the recycling station through newsletter and website

Planned actions that could not take place due to Covid-19

- Community litter pick
- Members of the group due to speak at Infant/Upper assemblies
- Raising awareness of dog fouling in public spaces by creating posters suitable for outdoor display
- STEM/Art challenge where children were asked to create a model out of recycled materials (tbc if this was to be a home/school activity)

Impact:

- The recycling station was very well used not only by pupils but by their friends and family. The children became increasingly aware that our small changes make an impact on the global waste issue. They were very engaged and passionate about the idea.
- Children worked very well together as a group, crossing all stages from P1-P7 developing their communication, social and leadership skills.
- Older children showed strong leadership and communication skills and ownership of plans by contacting SC and Walkers Crisps by email
- Visibility of ECO group achieved by posters and recycling station placed in prominent position within school and information shared with community

Next Steps:

We will continue with the recycling stations when appropriate to do so due to the consequences of Covid-19. All other planned actions will be picked up by the 2020-21 Eco Group.

Grounds Plan and Evaluation

Aims:

- To consult the children on an area of the playground they would like to develop & make changes.
- To allocate group roles for the children.
- To contact appropriate individuals to source resources.
- To complete the planned works.

What we did:

- The children in the group were allocated roles based on their preferences and voted into their positions.
- Children were engaged in debates around which areas of the playground we should look to improve.
- A playground survey was complete by the grounds group.
- Classes were consulted on what we could do to make the playground more enjoyable.
- Children had to look at potential costs of setting up an AstroTurf pitch or swing set and discuss whether this is affordable?
- Agreed on developing the Butterfly garden.
- Children worked in teams to write letters to a variety of contacts in the village (parent council, local allotment) and local garden centers (Caulders, Dobies, B&Q).
- Built 3D models of the garden design in teams.

Impact:

- The group have an increased understanding around money and costs of big improvements (realistic goals).
- The children engaged in debates and made compromises and came to agreements (good decision making and compromising skills).
- As groups of 3, the children created models to demonstrate their vision (planning).
- The children were proactive by writing letters to individuals to secure resources (persuasive skills).

Next Steps:

- We will complete the redraft of the letters and post them to the appropriate individuals.
- Work will commence on the butterfly garden, hopefully with support from the parent council and grounds team.

Junior Road Safety Officers Plan and Evaluation 2019-2020**Aims:**

- Develop leadership skills in children from across the whole school
- Develop collaborative working across all ages and stages
- Demonstrate communication skills through presenting at assemblies, producing informational notices and contacting external agencies
- Raise road safety awareness
- Promote road safety issues within the school and wider community

Actions:

- Children applied for key roles within the group – as secretary, spokesperson, facilitator and display manager
- The group reviewed the key purpose of Junior Road Safety Officers and planned a series of action points for the year.
- The group planned the whole school 'Hands Up Survey'. Group members surveyed all classes in relation to means of transport to and from school.
- The group collated the results and created graphs to display the results. The group discussed ways to encourage cycling and walking to school, whilst cutting down on road transport.
- The group planned and carried out a 'design a cycle helmet' competition. The group created competition advertising, spoke to all classes, gathered competition entries, selected winners from each category and presented prizes to the winners (art materials). The group displayed the winning entries.

Planned Actions Postponed Due to Covid 19:

- The group planned to introduce 'Wheelie Wednesdays' in Term 4. The group created poster advertisements for 'Wheelie Wednesdays' to encourage all children to travel to school on 'wheels' every Wednesday through means such as bike, skateboard, rollerskates and reduce travel by car. The group planned to talk to the whole school at the leadership assembly planned in March. This was postponed due to Covid-19
- The group planned to work with the local police and community group to monitor traffic flow through the village and discuss ways to make the village safer for all concerning road traffic and travel. This was postponed due to Covid-19

Impact

- Children have developed leadership skills
- Development of skills across stages and collaborative working
- Greater experience and confidence in talking in front of others.
- Children have developed road safety awareness

Next Steps:

- Continue the work of the Junior Road Safety Officers in session 2020-2021 when it is safe to do so.

Pupil Council**Aims:**

- Develop pupil leadership and pupil voice
- Collaborative working
- Consultation with pupils to make positive change within the school

Actions

- Organise "wear blue" day for Strathcarron Hospice
- Organise World Book Day event
- Organise Fun Afternoon
- Communicating with pupils in school to allow for suggestions

Evaluation and Impact:

- Rights respecting school group planned a "Blue Day" for UNICEF in November so we moved our fundraiser to June and agreed to a "wear Yellow day" instead.
- Fundraiser was not planned as the school was closed from March due to COVID-19.
- Re-design your favourite book cover competition was planned during March 2020. Judging was cancelled due to COVID-19. Would recommend a similar competition being held in 2021 as children from across the school enjoyed participating.
- Pupils enjoyed bringing forth suggestions from their peers. The main issue that was raised was in regard to the ICT suite. We liaised with the Technology group about possible fundraising for chromebooks but then devices were donated to school so fundraising was not required.

Next Steps:

Continue the work of the Pupil Council in session

Techie Reps

Aim:

The Techie Reppies aim to develop an ICT plan across the school. We will also be trained up to troubleshoot hardware problems that occur with the school's equipment.

Actions:

- Devise an action plan for future ICT spending
- Survey all classes on ICT use and needs
- Technical training of Techie Reppies
- Internet Safety
- Agree and implement ICT Suite Protocols

Evaluation and Impact:

- Everyone knew what resources we have and agreed that the best course of action would be to purchase more chromebooks for school use. Staff and children agreed.
- The survey results helped to inform the decisions about what to purchase. The staff survey highlighted that staff would prefer to use a desktop for their personal working but would rather that children had access to chromebooks. This helped to form the decisions about future and current purchases.
- Children enjoyed learning how to troubleshoot computer problems and were keen to lead their classmates with this. They reported back to their classes that they had been trained and were able to take on this responsibility.
- Everyone made internet safety posters (older children supported younger children). The children felt this was the best way of getting the message across about internet safety. They posters highlighted the SMART campaign and recommended that all classes use this information. Children felt confident that they had made a start on tackling an important issue.
- A list of instructions was made for what classes should be checking for when they leave the ICT suite but this was never developed in to a display due to early school closure (Covid 19). Children helped to develop a sign in and out system for the chromebooks and shared how to use this with their classes.

Next Steps:

- Continue the development of ICT protocols.
- Read through planners for First and Second level and suggest any activity improvements or additions
- Consider how best to share out our resources
- Consider how ICT can be better used to support blended learning model.

Rights Respecting School

Aim:

The Rights Respecting group will lead Rights Respecting work throughout the school. Our aims are to ensure that the whole school is aware of the UN Convention on the Rights of the Child and the impact it has had over the last 30 years and empower children and young people to realise their own rights, and to speak out in support of the rights of all children.

Actions:

- ensure all members of pupil group know about and understand the UN Convention on the Rights of the Child and can describe how it impacts on their lives and on the lives of children everywhere
- ensure children in the wider school know about and understand the UN Convention on the Rights of the Child and can describe how it impacts on their lives and on the lives of children everywhere
- plan event to celebrate World Children's Day (Nov 20)
- run event to celebrate World Children's Day
- chose rights to celebrate/raise awareness for Term 3 and Term 4
- plan ways to celebrate chosen right each term

Evaluation and Impact:

- Children are aware of the UN Convention on the Rights of the Child and can discuss some of the rights outlined in the convention
- Pupils shared ideas re: future actions to raise awareness throughout the school
- Pupils gained skills in public speaking, arranging meetings and conducting themselves properly in meetings, planning speeches and making posters to advertise an event
- Wear Blue Day - overall, pupils felt the event was a success as many pupils came to school wearing blue, however the group feels that most were not aware of why they were doing so and have suggested in future we could further educate pupils about rights and raise awareness that there are children around the world living in places where their rights are not respected on a daily basis
- Pupils decided to hold a challenge each month in Term 4 starting with a kindness challenge (April)

Due to the closure of schools in response to COVID-19 all in-progress and future activities were suspended.

Sports Committee

Aims:

- To improve sports experiences for pupils.
- To provide opportunities for participation, engagement and leadership in sport.
- To recognise and celebrate pupil achievement.
- To renew Gold level sports award.

Actions:

- Gather evidence to renew sports award
- Arrange competitions between houses and mixed classes
- Continue to maintain links to local sports clubs working with Active Stirling
- Find opportunities to celebrate sport by attending national and international events
- Organise upper school 'Euros' football competition
- Organise leadership opportunities for P6/7
- Arrange an awards ceremony to report participation in and achievement in sport

Evaluation and Impact:

- Due to the submission date of the sports award falling during the Pandemic, Sports Scotland have suspended entries until next year.
- The following competitions were successfully carried out and house points awarded: Netball p5-7, Athletics p3-4, Gagaball p1-2. However the other ones we had set dates for were unable to go ahead due to school closures (lacrosse p5-7 and hockey p3-4). There was a high level of participation in all the competitions and pupils commented on how much they enjoyed the events.

- We have set up and maintained links with Garscube Harriers and more recently with Springburn Harriers. Springburn Harriers came to the school and carried out training with pupils attending cross country events. The trainers commented on how impressed they were with the engagement of the pupils and delighted with our large entry to the competitions.
- Most pupils from P5-7 attended the Track cycling world cup at the Chris Hoy velodrome and also had the opportunity to take part in a range of cycling activities. Over 100 pupils and their families signed up to attend the Basketball national finals at the Emirates. The Hockey event unfortunately was cancelled due to pandemic. Interest in attending national and international sport is increasing all the time.
- P6/7 sports committee pupils worked with Miss McKie to organise sports equipment. P6 pupils also worked with Miss McKie to plan games for nursery pupils. She commented that they took their leadership roles very seriously and did really excellent work.
- All P6 pupils took part in a sports leaders course with Neil and learned how to plan and deliver sport across the school. They worked with the other classes and delivered their planned activities. Neil was very impressed with their effort and leadership skills and the pupils thoroughly enjoyed taking the lead.
- Awards ceremony - It was decided to plan an event to take place during sports week. We had decided on the types of awards we wanted to present to cover participation and enthusiasm as well as achievement. Unfortunately, due to Covid 19, this did not happen.

Next Steps:

- To keep evidence to submit application for award when possible.
- To continue to provide opportunities for sports participation, engagement and leadership when it is safe to do so.
- To carry over idea of sports awards and large group competition to next session.

Wider Achievement

Wider achievement across the nursery class and school are celebrated every week at HT assembly, via wall displays and the school website. A few examples of wider achievement are-

Wider Achievement Nursery-P7

- Nursery performed their version of 'Jesus' Christmas Party' for parents selecting their own parts and creating costumes and props.
- Nursery held a Macmillan Coffee Morning where they sold their baking to parents at the end of session.
- P1 invited parents in to share how they did literacy (child led information night)
- P1- planned and organised a Burns Supper for the nursery & recited their Scottish poems
- P1- Wrote some poems and shared them with the nursery
- P1 and P3 - P3 taught P1 how to write a poem and how to come up with interesting adjectives.
- P1 and P2 did their Room on the Broom week where we did the story, cooperative art, games, PE and dance together.
- P1 and P7 did buddies reading and ICT support.
- P2 completed a workshop then Performed an Under the Sea play / dance with Tapsalteeie Drama Group.
- P2 completed football training with Stirling Albion
- P2 engaged with outreach education from Smith Museum
- P2 enjoyed visit from Strathblane Birds of Prey
- P3 took part in Balfron cluster Rugby Tournament.
- P4 took part in a video game design workshop

- P4 planned and executed an end of learning context Viking celebration
- P4 participated in Active Stirling rugby festival
- P5 winner of Stirling Athletics Competition
- P5 boys got 1st place in Garscube Harriers cross country
- P4, P5 and P6 planned and hosted a burns supper as part of their joint enterprise project
- P6 completed the John Muir award discovery level
- P6 took on the acting roles in the Christmas play to school wide and community wide audience
- P6 put together a Play in a Day - Tam O Shanter P7 performed their own pantomime (Snow White) at the Edmonstone Hall in front of the local community.
- 6 pupils in P6 took part and were winning team in Stirling schools Euroquiz competition. They will represent the Council in the national finals.
- P6 boys and girls teams achieved second place in Garscube Harriers schools cross country competition
- P7 Boys achieved first at Garscube Harriers cross country competition.
- P7 served the local community at the Macmillan Coffee Morning.
- A group of P7 pupils participated in the annual Scottish Maths Challenge and achieved Gold Level Awards.
- 3 pupils in P7 finished in the Top 10 in Scotland in the Scottish Maths Challenge.
- P7 won a Stirling and Clackmannanshire Maths contest as a whole class.
- P7 won the Balfron Cluster Athletics competition
- P7 won the Stirling Athletics competition
- P7 performed their own pantomime (Jack and the Beanstalk) in front of the local community at the Edmonstone Hall.
- All P7 pupils were buddies for P1 throughout the year.
- Pupils at all stages of the school competed in the Burns Poetry competition. Winners from all stages were presented with awards from the local Burns Club.
- Pupils at all stages held leadership roles in one of 7 leadership groups.

Comments

Our Standards and quality Report is made available on the school website and comments are invited at the first Parent Council meeting of the academic session. Please also feel welcome to write to the HT with your comments.