

# Standards and Quality Report

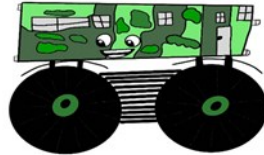


Forth Primary School

Session 2024-2025



## How did we do?



This session we set out to raise attainment in writing across all stages through appropriate support and challenge in the form of differentiation, individual pupil target setting and consistent approaches to pedagogy of learning, teaching and assessment and introduce SLC Skills Framework to support skills development at all stages of the school through Pupil Leadership Teams.

We identified these areas for improvement following robust interpretation of our attainment data and self-evaluation.

For each improvement priority operational activity, desired outcomes and measures were identified and then reviewed in June to evaluate progress, impact and next steps.

### **Improvement Priority 1: Raise attainment in writing**

#### **How did we do?**

Stretch aim pupils were identified for all classes. All staff responsible for teaching writing felt that having stretch aim pupils identified prior to August allowed targeted support to be in place immediately. Of those pupils identified as stretch aim pupils in writing 63.6% are now on track.

All staff felt that having 2 teachers in class impacted positively on learners:

'It benefitted the children in that they were able to receive more timely and sufficient support or challenge. Having one adult remove a group from the class also resulted in a calmer and more manageable classroom environment which was conducive to increased productivity and pupil focus in both groups.'

'Having two teachers made it easier to meet students' needs more effectively through targeted support. It also minimised idle time/ children waiting for help, while reducing the pressure on each teacher.'

All pupils completed a baseline assessment piece with individual targets being set for pupils to work on. All staff found this helpful. Most staff found the target setting sheets used in writing jotters helpful as a means of helping learners understand their next steps.

Attainment of pupils at P1,4,7 combined increased steadily over the 3 data collections this session by 1.9 percentage points and 3.3 percentage points and has increased this session by 3.7 percentage points from session 23-24.

Pupils exceeding expected levels of attainment in writing has also increased.

Learner conversations highlighted that almost all pupils enjoyed writing in class. They expressed:

Writing helps me learn new words.

Sometimes we get to work on our own and sometimes with the teacher. It makes my brain work!

I like writing about different topics.

All children we spoke to were aware of the core targets for their levels and where they would find them in their classroom.

Pupils from P3-7 were more confident in talking about individual targets and how these were set and assessed.

Writing jotters sampled evidenced a range of assessment approaches and opportunities in line with our writing position statement.

All children we spoke to said they liked having more adults in the class to help with writing as they help with the work and when they need support. Learning in other spaces with the second teacher was beneficial as children said it was quieter, less distracting and helped children concentrate.

### **Improvement Priority 2: Introduce SLC Skills Framework to support skills development at all stages of the school through Pupil Leadership Teams—How did we do?**

All pupils report increased opportunities to be involved in pupil leadership through the introduction of 8 leadership teams. Progress within each PLT is evidenced by their audits and annotated action plans, displays and reports at assembly sessions where each team updates.

It is evident through pupil feedback that there has been increased opportunities for contribution to school improvement. A breadth of skills have been developed and assessed through a range of approaches, and the use of skills associated vocabulary extended.

Our pupils said:

'We are working to promote STEM across the school. We are hoping that the classes will have more STEM knowledge'.

'Our School Improvement PLT have been focussing on the Global Goal of Quality Education. Our aim is to motivate pupils to make good choices. We hope that this will enhance learning time. We have been using our skills in ICT and digital technology to create surveys. '

'In our Eco PLT we have been working on our organisation and time management skills. I enjoy the PLT sessions because I talk to and work with people from different classes.'

'Being in my PLT has helped me learn more about skills. I can talk about skills, what I am good at and what I need to work on. I peer assess for others in my group too. '

'The Skills Passports are good to show the skills we have achieved what we need to work on next.'

We identified this priority as an area of work to be peer reviewed by other members of SLC. We were reviewed by 2 HTs from other areas of SLC and the Lead Officer for School Improvement. They highlighted many positive aspects following their visit and provided the following summary:

*'Share good practice with other schools. Really valuable experience for schools looking to develop pupil leadership / voice and skills. Discussion around the focus not being on tracking the skills (at this stage) but on the experiences and learning of pupils and staff and the establishment of the process.*

*Discussion around support and challenge particularly given mixture of age / stage. How staff manage this, examples of very good practice were evident – this could be worth sharing with peers.*

*The pupils were a credit to the school and showed their learning and pride for the school in all interactions. The ethos within classrooms was nurturing, positive and helped ensure that there was a very high level of engagement in all sessions. Staff were knowledgeable and the time dedicated to PLTs is evident in the progress being made.'*

# What will we do now at Forth Primary School?

## **Priority 1: Raise attainment in Writing across all stages through engagement with Improving our Writing programme.**

### **How will we do this?**

- Stretch aim pupils to be identified to new teachers for August.
- Support for writing will be provided in the form of a SSA based on needs across the school.
- Following a baseline assessment in August, all pupils in P2-7 to participate in target setting activity in line with our writing position statement.
- All teaching staff to be involved in the Improving Our Writing programme with the view to developing skills and confidence in the identified areas of writing.

### **What is our intended impact?**

- Pupils are supported and challenged appropriately through effective differentiation.
- How writing can be improved is explicit to learners pupil target setting.
- Teacher confidence is audited early in the session and fact/story/action approach is implemented to determine the focus sprints for the session.
- Confidence will increase for teaching identified aspects of writing, made explicit from the school audit.
- Improved attainment in writing.

## **Priority 2: Increase opportunities for pupil target setting based on SLC Skills Framework.**

### **How will we do this?**

- Monthly collegiate planning with a focus on progressive stages of success criteria to further facilitate pupil voice and pupil leadership through the vehicle of PLTs.
- Monthly PLT meetings using the consistent approach established in session 24-25.
- All teaching staff to participate in professional learning around SMARTER targets, coaching and metacognition.
- Teaching staff to create level specific coaching prompts to facilitate learner conversations.
- On a rotational basis, staff will facilitate coaching conversations weekly with a small group of pupils from their class/PLT to set and review targets.

### **What is our intended impact?**

- By December 2025 increased experience and confidence in the use of SLC Skills Framework will be demonstrated by all teaching staff within the context of PLTs.
- By December 2025 all pupils will experience further opportunities to develop pupil voice and pupil leadership across the school.
- By December 2025 all teaching staff to demonstrate increased ability in supporting self and peer assessment of focus sub-skills.
- By December 2025 the majority of children will be able to self assess their progress against the stages of success criteria and record this appropriately within their Skills Passports.
- From January 2026 all pupils will participate in learner conversations with their PLT Lead/Class Teacher to determine an individual target based on their self-assessment of sub-skills.
- By April 2026 all pupils will have had opportunity to discuss their progress in learning in relation to their target and as a result will determine next steps for the final term of session 25-26.

## **Priority 1: Develop provision and increase competency in early level numeracy in the ELC**

### **How will we do this?**

- By September 2025 our previous audit will be updated to reflect current provision for numeracy. Audit will be used then to inform actions.
- Monthly quality assurance will highlight progress in provision of numeracy opportunities and engagement of active learners across these experiences.
- By October 2025 the launch of Together We Count will be carried out for all parents and carers of nursery pupils.
- By January 2026 remaining staff will undertake further TWC training provided by SLC.
- By January 2026 all staff will have had increased opportunities to participate in professional discussion around achievement of and within early level and how this can be evidenced in practice.

### **What is our intended impact?**

- Staff will identify further opportunities for development of early level numeracy across the playroom and outdoor area of the nursery through an additional audit – update from 2023-2024.
- Quality assurance will demonstrate increased opportunities for learners being provided, regularly reviewed and evaluated.
- Parents will feel more confident in their ability to support early level numeracy skills at home following launch of Together we Count.
- All staff will develop confidence in assessment and moderation using the new nomenclature in relation to progress and achievement.
- The majority of pre-school pupils will be assessed as achieving 00.b in numeracy statements.
- Identified learners will be given challenge in the area of numeracy through weekly targeted activities.

## **Priority 2: Support the development of quality feedback of learner observations.**

### **How will we do this?**

- By August 2025 all staff will have received informal training during the in-service day on quality observation writing using a variety of examples to showcase good practice, TWCAWW guidance on observations and Froebel guidance.
- Staff to formulate a guide on what to include within quality feedback on learning journals.
- By September 2025 all staff to participate in professional learning around SMARTER targets.

### **What is our intended impact?**

- Staff will develop a deeper understanding of what is required when writing quality learner observations within learning journals.
- All staff will become more competent in writing SMARTER targets.
- Learning is matched to individual targets as set.