



Standards and Quality Report 2024 - 2025



Stakeholders' Views

Pupils, parents and staff were asked their views in a questionnaire in May 2025 in order to inform School Improvement for 2025-2026. Some of the general comments about the school are highlighted below:

- I feel Burrelton is a lovely little school with very good, caring and helpful staff. My children are always happy to go and always have good things to tell me about what they've been doing and how nice their teachers are.
- We have had a really positive experience of the school so far and I am really happy that teaching staff are able to differentiate curriculum accordingly, to support all levels of learning.
- Any concerns I've had about my child's confidence have been listened to and the staff have gone above and beyond to boost her confidence. For that we're incredibly grateful.
- I am proud to be part of the Burrelton team and to work with such a lovely group of children and a supportive team
- There is a very supportive staff team, and everyone goes above and beyond to make sure we 'Get it right for Every Child'.
- We have a small, happy staff team who work together really well.
- Being a Burrelton Primary student is brilliant.
- School has helped me be confident and smart.



Burrelton Primary School
School Road
Burrelton
PH13 9NZ
Tel: 01250 871380
Email: Burrelton@pkc.gov.uk

Through consistent use of our yearly planning, we ensure that all children experience a breadth of learning across the curriculum. This planning document is passed on to the next teacher to easily identify areas for development.

Pupil Equity Funding has been used to extend support staff hours. This has enabled targeted intervention for individuals and groups on a more frequent and regular basis. This impact has been positive and is evidenced, e.g. through high attainment in the Scottish National Standardised Assessments.

This session has once again allowed for trips and visits, offering enhanced experiences for pupils. These activities have allowed students to showcase their learning to a wider audience, which has improved their skills and techniques in specific art forms as well as experiencing the energy and excitement in performing.

Through working in partnership with our Local Management Group colleagues we have been able to support opportunities for primary to secondary transition.

This year's transition planning has been positive. Our Primary 1 teacher prepared activities for participation, and parents were also able to engage in transition opportunities. In addition, our Primary 1 teacher has also visited new P1 pupils at their nursery setting. We have organised additional visits for some children to support an enhanced transition into P1. As a result, new Primary 1 pupils are transitioning with confidence and enthusiasm. At Primary 7, our class teachers have collaborated with secondary schools to ensure pupils participate in transition events, making them feel excited and supported as they move on to secondary school. Transitions between classes have been facilitated by the transfer of information between teachers and transition opportunities for pupils.

IMPROVEMENT PRIORITIES FOR 2025-2026

The outcomes that we will be focusing on achieving in the next academic year are:

- Literacy - continue to work on writing skills across the school.
- Literacy - continue to work on Listening & Talking skills specifically skills that can be applied across the whole curriculum (3-year plan)
- Science - work to refresh the whole school plan and the experiences offered (3-year plan)
- LMG priority- Year 2 of a 3-year focus on sharing good practice in the moderation of Learning, Teaching, Moderation and Assessment.

In 2025-26, all relevant staff across the LMG will focus on the seven features of highly effective learning and teaching.

The full Quality Improvement Plan is available on request at the school office from August 2025.

This report has been completed in consultation with staff, parents and pupils.

Focus groups and curriculum events have been successful in engaging with children, staff, parents and the wider community.

BURRELTON PRIMARY SCHOOL VISION

To 'Bee' all we can be

BURRELTON PRIMARY SCHOOL AIMS

1. To learn in different ways about interesting subjects including Literacy, Numeracy and Health and Wellbeing, allowing us to use these skills in everyday life, at school and when we are grown up
2. To talk about our achievements and share successes we have had both inside and outside of school
3. To make sure we feel involved in learning and teaching and have the chance to participate in excellent learning experiences to achieve our full potential
4. To make everyone feel welcome and special in their own unique way as well as treated fairly
5. To be kind to others and for everyone to feel safe and happy
6. To work and be part of the community with staff, parents and people in our local area
7. To work together to promote healthy choices in all areas of our lives.

LEADERSHIP

The Senior Management Team (SMT), comprising an Acting Head Teacher and Acting Principal Teacher, collaborates exceptionally well towards the school's shared vision, "To Bee all we can be." They offer leadership opportunities, training, guidance, and support to all staff members.

The Acting Headteacher was leading the literacy aspects of quality improvement including raising attainment in listening & talking and in writing.

Teaching staff each took forward an aspect of leadership linked to our Quality Improvement Priority of Improved Health and Wellbeing. These include development of the Glasgow Motivation and Wellbeing Programme (GMWP), encouraging the use of self-regulation and growth mindset tools using Emotion works, and the continued to embed children's rights across all areas of learning and teaching. These initiatives have enhanced improvements, developed skills, and fostered ownership of the process. The competent and supportive staff team works together productively and effectively for the benefit of all learners in the school.

Staff meetings and in-service days have been planned to provide opportunities for staff to be supported and challenged to improve their practice within manageable timescales. This has been aligned with opportunities to develop staff skills and knowledge in key areas of the Quality Improvement Plan as well as maintaining ongoing professional development.

The Acting Head Teacher, along with the Blairgowrie High School Local Management Group (LMG) met via Teams and held regular in-person meetings to advance collective LMG improvements and ensure consistency across the schools.

Parents and carers have had the opportunity to provide feedback at parent contact sessions, through questionnaires and our open-door policy provides opportunities for informal regular contact.

School staff have a clear insight with regards to pupil attainment and have been able to identify areas of strengths as well as any gaps formally and informally. They plan support for class, groups, and individuals appropriately.

The House Captains have a detailed knowledge of school improvements and school events. They engaged with SMT and have been given opportunities to lead Together Times and organise events such as bake sales and whole school activity days. Pupils are also given opportunities to discuss and evaluate priorities during regular Together Times.

Our progress in Leadership of Change this year is very good.

The school's capacity for continuous improvement is very good.

ATTENDANCE, ATTAINMENT AND ACHIEVEMENT

This session, SEEMiS Tracking system has been used across the school to inform learning and teaching.

When tracking the progress that children make, we use CFE levels. Typically, Early Level covers Nursery and P1, First Level will cover P2 - P4, and Second Level will be P5-P7. We currently record attainment levels for Literacy and Numeracy. When considering the statistics, it is important to remember that the figures reported refer to a stage and the specific group of children who make up that stage.

Our progress in Raising Attainment and Achievement has been very good this session.

In **Primary 1**, the majority of children are secure at Early Level in Literacy and most of the children are secure at Early level numeracy.

In **Primary 4**, the majority of children are secure at First Level in Literacy and Numeracy.

In **Primary 7**, almost all are secure at Second Level in Literacy and Numeracy.

Looking at our attainment statistics this year and classroom practice, it is evident that the development of Literacy contributed to the consistency in Literacy attainment across the school.

Attendance

Below is a review of attendance across the school for the previous 6 years:

2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2024-2025
94.77%	91.62%	91.6%	91.52%	94%	96.16%

Our progress in ensuring wellbeing, equity and inclusion was very good this session.

Positive outcomes for children have been achieved.

A significant contributor to the success and accomplishments of Burrelton Primary School is the strong, ongoing support from parents and the wider community. Their involvement is evident in their enthusiastic participation in events such as Curriculum Evenings, the Christmas Show, Church Services, Sporting Events, Together Times and our newly introduced Burns Supper. Parents also play a vital role in supporting school trips and fundraising initiatives.

Cargill-Burrelton Church continues to be a valued partner, taking part in Together Times, the Christmas Show and end of term events.

We deeply appreciate the dedication of our proactive Parent Council, which works hard to raise funds throughout the year. These funds supported a variety of enriching experiences, including Christmas Parties, the Panto, Sports Day medals, P7 Leavers' hoodies. The school also secured a £600 award through the Pounds for Primaries initiative which, together with a generous contribution from the Parent Council, almost fully funded the whole school summer trip.

Among the year's highlights was the successful health week held in May. The school worked with a wide variety of stakeholders, parents, carers, local businesses and other schools to provide a diverse range of opportunities for the pupils. We were particularly motivated to participate in the Scottish Air Ambulance Skyward Challenge to raise funds doing 145 sponsored laps of the playground and potentially win a visit from the new air ambulance. Our community raised a very generous £455.

LEARNING

Learning and teaching was monitored in all classes by SMT and through peer evaluations to ensure a high standard of Learning and Teaching is maintained.

Expressive Arts - In Expressive Arts, the children have learned various painting and drawing techniques throughout the school and presented an impressive display of their diverse artwork throughout the school. We have attended and participated in different events and experiences, such as Follow the Band, Under the Sea and The Army Band Concert. We continue to have a small, enthusiastic choir.

HWB - There has been a whole school focus on promoting health and wellbeing which has included participation in many sporting events such as cricket, tennis, football coaching, volleyball coaching, health week, RRS. We have had iHeart sessions to help with Mental Health as well as MindSpace for targeted support.

Literacy - Teaching staff have continued to implement the Stephen Graham writing strategies. They have consistently used the listening and talking ladders to improve pupils active listening skills.

French - We have continued whole school French inputs focussing on everyday language. This year we had a transition event with a French lesson delivered to our P7s by staff from Perth Academy.

Moderation - We have worked with colleagues focussing on literacy moderation. Our progress in Learning, teaching and assessment was very good this session.