

Victoria Primary School & ELC



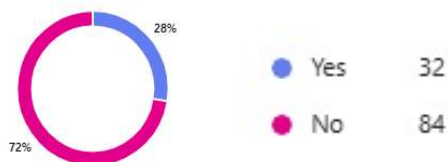
Standards & Quality Report 2024/2025

Sleep Project

Improve children's sleep habits, leading to better focus during the day and better well-being generally.

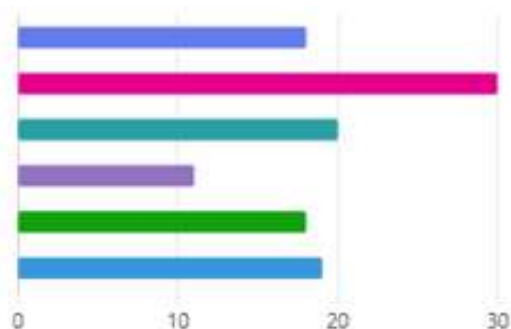
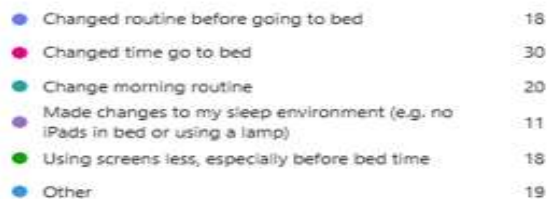
Primary 5-7 pupils took part in a sleep project to develop their awareness of better sleep patterns in order to improve their overall wellbeing.

The data at the end of the project showed that the majority of pupils reported that there are no more barriers getting in the way of their sleep.



"I really liked the lesson about screen time and the effect it can have on my brain. I now give my Mum the iPad 20 minutes before I fall asleep to help me get to sleep quicker" P6 pupil

7. What change has had the biggest impact on your sleep?



Priority Area

Inclusion, Well-being and Equality

- ✓ School and ELC leadership
- ✓ Teacher and practitioner professionalism
- ✓ Parental/Carer involvement and engagement
- ✓ Curriculum and assessment
- ✓ School and ELC improvement

Leadership and Management

QI: 1.3

Learning Provision

QI: 2.2, 2.3, 2.4

Successes and Achievements

QI: 3.1

Curriculum

Inclusion and Equality

Diversity

Celebrate diversity in all its iterations, with a focus on race, religion, gender, disability and LGBT. Ensure that those with protected characteristics feel seen, valued and included.

The school created a Diversity calendar for teachers to use throughout the year. This included a variety of religious festivals and celebrations that the pupils of Victoria Primary School would learn about and celebrate.

Children across the stages were asked what they felt about the different religious festivals and ceremonies that were celebrated.

"I liked watching the classes during assembly celebrate the festivals. I liked P6 assembly that was all about Vesakha. I hadn't heard of it before" P4 pupil

UNCRC

Over the course of the session, the UNCRC Steering Group worked on 4 core rights, Articles 31 (rest and play), 28 (education), 24 (healthy lifestyle), and 12 (voice). We also worked on article 19 - safe and protected.

These rights were taught explicitly across the school.

During the year, the steering group discussed what needs to improve throughout the school regarding children's rights, and the children thought that publicity and a visual reminder would help. The group focused on dignity and respect for yourself, each other and all people within their lives.



Staged Intervention / ASN

Children's Additional Support Needs will be identified as early as possible and interventions / supports will be put in place to remove barriers to learning.

We begin identifying any possible needs and barriers to learning as soon as children begin in nursery. We work together with the families, health visitor, and partner agencies in providing support at the right time.

Support for Learning interventions will be timely and measured to ensure effectiveness in closing gaps in learning.

Support for Learning has been delivered in a universal way, by class teachers, in an enhanced way, through the use of skilled support for learning assistants and through targeted work with the support for learning teacher. This support has been informed by regular assessment. This support has contributed to closing the gap in children's learning, particularly in literacy.

Pupils will be more actively involved in the Staged Intervention Process.

Pupils' views are regularly sought and gathered in advance of Staged Intervention meetings, in ways that are age and stage appropriate. Some children participate in part of the meetings held for them.

(Nursery) Ensure principles of GIRFEC are embedded into our everyday practice, meeting the needs of each learner.

Staff worked together with Nicola McCarter-Gall to ensure effective supports were in place, not just for children with additional needs but for all children, in order to support their independence, progression, and wellbeing. A wellbeing support group was identified and targeted throughout the year. We were also successful in securing ERG panel placement changes for children who we assessed as benefiting from this.

Enhanced Provision

Children in the Enhanced Provision will receive a rich educational experience individualised to meet their needs and with elements of inclusion in mainstream where appropriate.

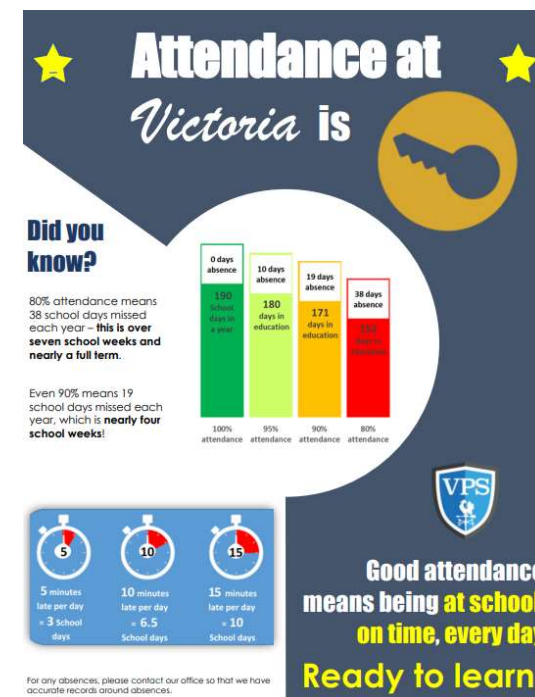
This session the Enhanced Provision team have made environmental adaptations to create a visually rich environment for learners with language and communication needs and have identified a range of resources to support learners with sensory needs. Staff strive to create a nurturing, inclusive space to allow all learners to develop the important skills for learning and life.



To monitor progress, each learner has a Child's Plan with targets specific to their needs created in consultation with staff and parents at times throughout the session.

Attendance

Improve pupil attendance and reduce instances of late-coming.



Level leads worked together with our inclusion support worker to monitor attendance and offer support to children and families when attendance levels dropped below expected levels. We worked in partnership with designated attendance support staff from the central team to identify families for whom they then provided support to improve attendance.

Our overall attendance was 91.44% by the end of June, a slight improvement on the previous year.

26% of pupils had attendance below 90% as of end of May 2025, a slight improvement on last year's May 2024 figure of 28%.

An updated attendance policy has been created, ready for roll out for the 2025-2026 school year.

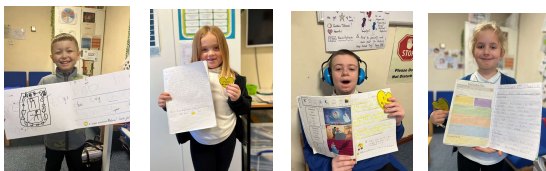
Writing

Improvement in writing attainment across the school. Progressive writing curriculum further developed, based on genre-specific approaches. Targeted writing support for Primary 6 pupils working in collaboration with the Graeme Cluster.

Staff have worked with Graeme Cluster colleagues to further develop our writing curriculum using a genre-based approach. This progressive approach ensures that all learners have weekly opportunities to write for a range of purposes and audiences, to develop the core skills required for writing.

Some staff have worked with link members of the authority Pedagogy team to improve their own practice in the teaching of writing to engage all learners in the writing process.

Foundations of Writing is used at P1 to help learners record their ideas for writing. Colourful Semantics is a key resource used to support learners at the early stage of writing to construct a sentence.



Read, Write Inc continues to be the main approach to teaching spelling, phonics and reading at P1-4. Ongoing assessment ensures that all learners are grouped by their ability to be taught at their level, with some learners receiving 1:1 tutoring.

Staff continue to enhance practice and gain further support and guidance through Development Days.

The impact of RWI is that achievement in early literacy continues to show improvement, with the majority of learners achieving First Level as expected by the end of Primary 4.

I don't feel I'm the best reader yet but I can use 'Fred Talk' and remember my red words to help me. (P4 pupil)
Knowing all my sounds gives me the confidence to read and write. (P3 pupil)
Being in different groups means you can see that your moving up and up and up. (P3 pupil)



Priority Area

Learning, Teaching and Assessment

- ✓ School and ELC leadership
- ✓ Teacher and practitioner professionalism
- ✓ Performance information
- ✓ Curriculum and assessment
- ✓ School and ELC improvement
- ✓ Meeting the needs of all learners
- ✓ Quality provision
- ✓ Leadership and workforce development

Leadership and Management

QI: 1.1, 1.2, 1.3, 1.5

Learning Provision

QI: 2.2, 2.3, 2.5, 2.6

Successes and Achievements

QI: 3.2

Curriculum Learning and Teaching

Assessment

ELC Interactions and Experiences

Further develop our indoor and outdoor environment to be more engaging, welcoming, and promoting of knowledge and skills development.

Both our indoor and outdoor environments were refreshed over the course of the year. In the outdoor space, we installed a new fence to create a separate breakout space / gardening area. Inside, we created entirely new play zones ensuring a range of activities on offer as part of our continuous provision, which is constantly being reviewed as well as planned for.



We also installed a new changing room as well as a new cloakroom area. This has helped to streamline the routines of the day as well as promote independence and dignity.

Develop our interactions to be of higher quality – engaging, nurturing, and developmentally appropriate.

Based on quality assurance, modelling, and training, we worked on improving our interactions particularly to meet the developmental needs of children with additional support needs. We also worked to ensure consistency amongst staff, so children knew that the expectations and approaches are the same regardless of the staff member they interact with.

Begin to streamline our documentation to ensure consistency of policy and clarity around all our procedures, while also implementing new developments from Falkirk Council and the Care Inspectorate.

SLT worked together with Susan McElhatton to carefully go through nursery systems to ensure all are understood and clear to all staff. We have worked to ensure consistency in processes and routines.

Outdoor Learning

Outdoor Learning will improve. This will be planned for by teachers each week. Outdoor Learning will be a progressive, curriculum led experience for all learners.



The pupils have engaged in a variety of outdoor learning throughout the session focusing on team work, communication and confidence in accessing the outdoors.

Some staff noticed an increase in pupil engagement when taking part in outdoor learning sessions.

"I noticed that all my pupils were taking part in team building activities and were able to communicate effectively with one another"

Staff member.

"I liked den building and working with my classmates"

P6 pupil

Play Pedagogy

Through the use of well-considered, appropriate pedagogy, pupils will demonstrate increased engagement in learning.

Staff across the nursery, P1, P2, and the enhanced provision all attended a range of play-based training throughout the year. Staff also visited other settings within Falkirk, both nurseries and P1 classrooms, in order to gain insight for improvements and P1 and P2 worked together to moderate their environments in order to improve play-based learning. In P1, this led to a complete redesign of the bay / play areas during term 4, ready for the new school year, as well as the preparation for an outdoor gardening/planting focus during session 25/26.



In nursery, staff worked, together with Nicola McCarter-Gall and Fiona Pascall, to further develop the range of adult-led experiences that are on offer to children throughout the week, helping to keep children purposefully engaged at different points of the day. These have been tied to leadership areas that all EYOs have responsibility over.

For session 25/26, this will continue and expand to also encompass adult-led experiences/leadership areas by the nursery SfLA as well as both ELC Assistants.

Assessment, including moderation

Consistent implementation of assessment practices that are integral to learning & teaching.

Assessment of learning continues to be a focus for development and improvement as part of the wider teaching, learning and assessment cycle. A suite of specific assessments are used at the start and end of the session to inform planning and also to measure progress.

Further develop moderation to ensure accuracy of teacher professional judgement, based on benchmarks and progression pathways.

Moderation of Listening & Talking was carried out at each level and teaching staff found these discussions helpful to further their knowledge and understanding of the Learning, Teaching and Assessment cycle for this aspect of literacy. With the Graeme Cluster of schools, there was a focus on the moderation of writing and this has helped to inform the approach to the teaching of writing across the school.

Regular tracking and monitoring of attainment, with teachers using the new Progress system.

Tracking meetings happened regularly over the course of the year, with teachers able to talk confidently about the attainment of their pupils as well as their plans to support any gaps in learning. There was a particular focus on learners who were just 'off track' and what could be put in place to close this gap by the end of the session.

Teachers and SLT used the Progress tracking system from the start of the session and worked through this system over the course of the session.

We are seeing a steady improvement in attainment across the school.



Agile Improvement Priorities for Session 2025/26

Curriculum, Learning, Teaching and Assessment

- Structure of an effective lesson
- Improved use of feedback to pupils

Graeme Cluster Curriculum Focus

- *Numeracy & Mathematics*

Culture, Ethos, Relationships, Equality and Inclusion

- Consistency of practice – positive behaviour and relationships, including classroom climate
- Refresh of Shared Values
- Communication Environment
- Pupil Resilience
- Pupil Voice

Improving Outcomes

- Reduction in lateness for school
- Mental Maths / Mental Agility
- Parental Links

Graeme Cluster Curriculum Focus

- *Writing*