

Standards & Quality Report 2023/24



Falkirk Council
Children's Services

SQR 2023/24 – Prefacing Text

The purpose of the annual Standards and Quality Report (SQR) is to record the successes and achievements in delivering improvement relating to the identified priorities in the improvement plan 2023/24.

Staff at all levels continue to undertake and participate in a range of professional learning and development to support both the identified priorities of the improvement plan and, all our children and young people.

This report provides a helpful summary for parents/carers and other stakeholders, of successes and achievements in academic session from August 2023 - June 2024, and outlines priorities for session 2024/25.

Section 1



Victoria Primary School



Our vision for Victoria is one of aspiration and we encourage all of our learners to

Try, Believe and Achieve.

To support this vision, our core learning powers are to be 'ready, respectful and responsible'. In addition, we also encourage our learners to be 'reflective and resilient'. We aim to teach and embed these core values within a supportive and nurturing environment, helping to ensure that our pupils go on to achieve their full potential.

This report has been produced in consultation with pupils, parents/carers, staff and the partners who work closely with the school.

Parents/Carers and community partners can access this report on the refreshed school website and paper copies are available if requested.

Ready Respectful Responsible Reflective Resilient

Context of the School/ELC Setting

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Victoria Primary School and ELC is situated very near to the centre of Falkirk, in close proximity to The Helix Park and the world-renowned Kelpies. As well as easy access to The Kelpies and The Helix Park, our central location affords us access to the Union Canal, Callendar Park, Falkirk Retail Park, Falkirk Football Stadium, Falkirk Fire Station and Forth Valley College.

Our current role is 330 pupils in the school, organised over 13 mainstream classes and 2 Enhanced Provision (EP) classes. Our EP classes had 26 pupils this session.

In addition, we have 56 children in our Early Learning and Childcare Centre (ELC). In session 2020/21, our ELC successfully implemented the 1140 hours for our pre-school and anti-pre-school children.

In Session 2023/24, our school comprised of one Headteacher, one Depute Headteacher and two Principal Teachers. This stable and experienced leadership team is something that has had a positive impact upon consistency, school improvement and leadership across the school and ELC.

In Session 2023/24 we also had fifteen full time teachers, two part time teachers, two part time support for learning teachers, one probationer teacher, five PE teachers (equivalent of 4 days per week), two music teachers (for 3 hours per week), six full time SfLAs, three part time SfLAs, three part time members of clerical staff and two part time janitors, as well as the catering and cleaning teams.

In addition, we have had two PEF funded SfLAs and a PEF funded Inclusion Support Worker, full time.

In our nursery we have one Senior EYO, 7 EYOs, 2 ELC assistants, 1 catering assistant and one SfLA allocated for children with exceptional additional support needs.

Pupils within the school and ELC live within the following SIMD deciles:

Decile	1	2	3	4	5	6	7	8	9	10
% of children	8%	33%	21%	13%	13%	3%	0%	0.3%	4%	0%
No. of children	32	128	80	51	50	11	0	1	17	0

20 of our pupils are recorded as 'unknown' in terms of SIMD information.

32% of our P4 – 7 pupils are entitled to free meals. This allowed us £109 025 in Pupil Equity Funding for session 2023/24.

Across the school we have 35 pupils (11% of our school population) who speak English as an additional language. This number has increased this session, particularly in terms 3 and 4, when we welcomed a number of children who spoke little or no English on arrival with us.

100 pupils in our school have Additional Support Needs (ASN) and are on Stages 2 – 4 of Staged Intervention. This equates to 30% of our school population, an increase of 4% since last session.

This session we had 9 children in the mainstream who were on Stage 3 of Staged Intervention and 3 children on Stage 4 of Staged Intervention. These 12 children required and received a very high level of individualised support.

Our School Vision is that everyone can **Try, Believe and Achieve**.

Our ethos is an inclusive, nurturing one and we encourage our five values / learning powers of being:

READY, RESPECTFUL, RESPONSIBLE, REFLECTIVE & RESILIENT.

Our curriculum embeds the four contexts of learning experiences and the seven principles of curriculum design. Through its delivery, we aim to deliver the six entitlements that include coherence, a broad general education, personalised support and developing skills. All of these combine to allow children to develop as confident individuals, effective contributors, successful learners and responsible citizens.

We are part of the Graeme Cluster of Schools and ELC establishments and work together in a collaborative way to take forward priorities across the cluster, following the cluster improvement plan. Over session 2023/24 we focused on aspects of Inclusion and Equality and also on the delivery of several cluster 'focus weeks', including Maths Week Scotland, Scottish Book Week, Scots Language Week, Children's Mental Health Week and STEM / Skills Development Week.

In addition, for our own context, we added Road Safety Week and Financial Education Fortnight.

We are also part of a neighbourhood of schools, Neighbourhood 7, who share some similar characteristics with our own setting. We have worked closely with these schools in Session 2023/24 to drive improvement and share practice and knowledge across the system. We have identified a commonality in our concerns about lower attendance. We had hoped to appoint two Education Welfare Officers (EWO) working across the 8 Neighbourhood Group schools to help improve attendance. However, only one EWO was successfully appointed and they worked over only 4 of the 8 schools, Victoria Primary was not one of them.

In Victoria Primary School:

- 27% (91 children) have less than 90% attendance.
- Our overall attendance is 91%, which is slightly better than last session.
- We only had 3 exclusions this session, a significant improvement on 13 last session.

From our analysis of data, there is a clear correlation between attainment and attendance at school, with very many of the children whose attendance is below 80% not yet at expected levels of academic attainment. This is also true for some of the children whose attendance is between 80 – 90%.

Some good progress was made on the 2023/24 School/ ELC Improvement Plan and the key priorities of this plan were:

- Effective Teaching, Learning and Assessment
- Early Level Learning and Experiences
- Inclusion, Equality and Wellbeing

This progress will be detailed in section 2.

In March 2024, we engaged in a peer evaluative visit, focused on Quality Indicator 2.3 (Learning, Teaching and Assessment), with a headteacher from another neighbourhood Group 7 school carrying out this visit. During this visit we engaged in robust discussions about our self-evaluation process, and focus groups of pupils spoke to this HT about their learning. This validated our self-evaluation of our teaching learning and assessment across the school, which we found to be broadly good.

In April 2024, we identified an unprecedented challenge with staffing in the ELC. Over the course of Term 4, we worked closely with the Early Years team at the centre to ensure that these staffing issues were effectively addressed.

Our attainment across the school has shown continuous improvement again this session.

	A	B	C	D	E	F	G	H	I	J
1		All Pupils					Excluding EP			
2		P1	P4	P7			P1	P4	P7	
3	Literacy	70%	67%	64%		Literacy	71%	73%	73%	
4	Reading	86%	73%	73%		Reading	88%	76%	80%	
5	Writing	74%	71%	66%		Writing	76%	76%	73%	
6	L&T	86%	82%	86%		L&T	88%	88%	98%	
7	Numeracy	78%	75%	77%		Numeracy	80%	78%	85%	
8										
9										

Our predicted levels of attainment for primary 2, 3 & 6 are also much improved, with plans in place to support those children who require it and challenge being offered to those children who are on track or ahead.

In Primary 5, across the Graeme Cluster, there is a commonality in a dip in attainment, particularly in writing. This informs focused work planned across the cluster for next session.

We do not focus only on academic achievement but also recognise and celebrate all aspects of our pupil's development and wider success and achievements. We put creative, flexible learning and pupil voice at the heart of the work and life of the school.

We have worked to nurture family engagement over the course of this session. We continue to make excellent use of school communication through SeeSaw and the school App to keep families informed of their child(ren)'s learning and to keep open lines of communication between home and school.

The appointment of a PEF funded Inclusion Support Worker has helped us to engage more deeply with families in a targeted way. The ISW has formed positive relationships with a number of families and has offered support in a responsive way.

There are a number of opportunities throughout the school session for families to engage in learning with their child(ren) and experience the learning going on in their classrooms and the wider school. This session staff formally reported to families twice – once at parents' evening appointments in (February) and then again in a written report (June). The pupils shared their learning with their parents / carers over two evenings in May.

This session, our Parent Council has not been so active. The outgoing chairperson attempted to hold another AGM, with the intention of appointing a successor. Unfortunately, no one has come forward to take on this role. This is something that we will revisit next session.

Section 2

Review of progress for 2023 - 24	
Priority 1: Learning, Teaching and Assessment	
NIF Priority NIF Driver School Leadership Teacher Professionalism Assessment of Children's Progress School Improvement Performance Information	Curriculum Learning and Teaching Inclusion and Equality Assessment 
HGIOS 4 QIs 1.1, 1.2, 2.3, 2.4, 2.6, 3.2	Has this work been supported by PEF? yes/no (If yes , make sure this is explicit in your text) Yes
Progress and impact (based on outcomes for learners) How well are you doing? How do you know?	
<u>Learning, Teaching and Assessment Cycle</u> Falkirk Council planners, based on the progression pathways, are now consistently used by all teachers for long and medium term planning in Literacy & English, Numeracy & Mathematics and Health & Well-being. Teachers are more confident when using these planners and this has led to more consistency in progression across the school. The annual strategic planner is a very useful overview and has included the genre based writing programme, the impact of which is detailed below. Quality Assurance has shown that Learning Intentions and Success Criteria are regularly used by almost all teachers for the majority of lessons. The learners understand what these are and are familiar with them, leading to a better understanding of their learning. <u>Numeracy and Mathematics</u> The new Numeracy and Maths resource, purchased using PEF, has been introduced across the school and has been used to help deliver a more progressive numeracy and maths curriculum, reducing the amount of time that teachers have had to spend looking for or creating maths resources.	

Numeracy attainment:

Percentage of current pupils at expected Level or better for NUMERACY		no of pupils short of 85%
P1	78%	4
P4	75%	6
P7	77%	4

Last year's numeracy attainment was 70% at P1, 71% at P4 and 72% at P7. This equates to an improvement of 7%, 3% and 5% respectively.

Outdoor Learning for numeracy and mathematics has increased slightly, with a few teachers planning for this on a regular basis. This now needs to be more consistent.

Genre-based Approach to Writing

All learners in P3-P7 (excluding learners in the Enhanced Provision) have been taught writing using a genre-based approach.

In Primary 1, writing is taught to all learners through Foundations of Writing. At Primary 2 the core First Level tools for writing are taught in a consistent way using Colourful Semantics, enabling all learners the ability to write at least a sentence independently or supported.

The impact of a consistent approach to writing is evidenced in the increase of pupil achievement in teacher judgement survey (June 2024)

At Second Level a few learners (4) are ahead of expected level for Writing.

WRITING (TJS) June 2024	P1	P4	P7
June 2021	50%	51%	52%
June 2022	69%	41%	49%
June 2023	63%	57%	64%
June 2024	74%	71%	66%

This improving picture in writing attainment was also reflected in SNSA assessment data.

WRITING (SNSA) November 2023	P4			P7		
	H	M	L	H	M	L
2021-22	4%	44%	51%	11%	45%	43%
2022-23	8%	43%	49%	11%	53%	36%
2023-24	25%	36%	45%	31%	32%	43%

Read, Write Inc-Reading, Spelling and Phonics

For the fourth year Read, Write Inc continues to be the main resource to support the development of reading, spelling and phonics in Primary 1- Primary 4. The RWI approach ensures appropriate pace and clear progression across stages. Regular assessments allow for learners to be grouped homogeneously allowing for all RWI lessons to be pitched at a level matching ability ensuring support and challenge for learners. Targeted support to ensure progress is maintained is delivered by SfLAs through 1:1 tutoring.

PEF funding was used to pay for 0.1FTE of a teacher who took on the lead 'Reading Leader' role for half a day per week, implementing and developing this approach in a consistent and co-ordinated way, with a focus on consistent practice at all levels and to assess learners to ensure responsive teaching and learning. Unfortunately, staff absence amongst the teaching team meant that this half a day of support per week was not always able to go ahead and this inhibited the progress that could otherwise have been made in this area.

PEF funding also provided the subscription to online RWI resources to support and enhance practice and 'Development Days' from RWI to provide support and guidance on how to implement this approach to have maximum impact and positive outcomes on learners. This has ensured that ongoing responsive teaching, learning and assessment, providing a clear evaluation of progress and improvement, with clear evaluation of progress and improvement.

P1

This session 84% of learners know all their initial sounds and are blending (RWI Ditty/Red Level). The is an improving picture compared to 79% past session and 48% session 2021-22.

RWI assessments provide the information that 42% of learners (19 learners) are working at a RWI level beyond what is expected in P1, 12 of these 19 learners live in SIMD deciles 1-3. 11% of learners (5 learners) are working at a level that is expected by the end of P2, 4 of these 5 learners live SIMD deciles 1-3.

Teacher Judgement Survey shows that 4 learners are ahead of expected level in reading in Primary 1.

P2

This session 54% of learners are working at a level expected of P2 (RWI Orange/Yellow or beyond). This is a is the same as last session (25 learners)

33% of learners (15 learners) are working at a level beyond what is expected in P2, with 13% of learners (6 learners) working at a level that is expected by the end of P3, 5 of these 6 learners live SIMD deciles 1-3.

4 learners (9%) in P2 progressed by 5 or more reading levels over the year, demonstrating accelerated progress, with 1 pupil progressing by 7 reading levels. 3 of these learners live in deciles 1 – 3.

Teacher Judgement Survey shows that 8 learners are ahead of expected level in reading in Primary 2

P3

In August 2023, initial assessments showed that 15% of P3 learners (6 learners) were still working on learning initial sounds and to be able to orally blend. By June 2023, all but one pupil in P3 were able to retain initial sounds and blend these sounds to read words and have now got a core sight-word reading vocabulary.

32% of P3 learners (12 learners) are now working beyond the RWI programme and working on Active Literacy Stage 4/5, beyond what it expected in P3. 8 of these learners live in deciles 1 – 3.

2 learners in P3 progressed by 5 or more reading levels over the year, demonstrating accelerated progress.

Teacher Judgement Survey shows that 1 learner is ahead of expected level in reading in Primary 3

P4

Initial assessments at the start of the session showed that, at the beginning of Primary 4, 51% of learners were still working within the RWI programme, with 49% working on Active Literacy Stage 4/5. By the end of Primary 4, only 13% of learners (6 learners) were still working within the RWI programme, with 87% of learners (39 learners) on track working on Active Literacy Stage 4/5. Of these 39 learners, 25 of them live in deciles SIMD deciles 1-3. This compares to 44% of learners last session completing RWI by the end of Primary 4.

Teacher Judgement Survey shows that 5 learners are ahead of expected level in reading in Primary 4

READING (TJS) June 2024	P1	P4	P7
June 2021	50%	51%	52%
June 2022	69%	41%	49%
June 2023	63%	57%	64%
June 2024	86%	73%	73%

This session TJS shows-

At Early Level a few learners (5) are ahead of expected level for Reading.

At First Level a minority of learners (14) learners are ahead of expected level for Reading.

At Second Level a few learners (6) learners are ahead of expected level for Reading

This improving picture in reading attainment was also reflected in SNSA assessment data.

READING (SNSA) November 2023	P4			P7		
	H	M	L	H	M	L
2021-22	20%	33%	47%	9%	54%	37%
2022-23	19%	34%	49%	13%	56%	31%
2023-24	39%	35%	25%	17%	58%	31%

Fresh Start

Fresh Start literacy intervention has been implemented by the Support for Learning Teacher at P6 and P7 to support reading, spelling and writing.

At Primary 5, after six modules, all pupils showed improvement in their Single Word Spelling Test. At the start of this intervention only 6 were at expected level for spelling increasing to 11 pupils.

IDL (and NESSY)

The IDL Intervention is a speaking-computer based, multi-sensory system which supports learners with dyslexia and other learning difficulties to increase their reading and spelling ages. The programme was specifically designed for those with dyslexia and is used as an intervention but can also be used effectively as a school wide literacy solution.

At P5, for the 15 targeted pupils, all but one is now at expected level for age in the most recent Single Word Spelling Test. All pupils have made progress in spelling.

At P6, for the 18 targeted pupils, 11 pupils are now at expected level for age in the most recent Single Word Spelling Test. All pupils have made progress in spelling.

Again, staff absence amongst the teaching team has had a negative impact upon the Support for Learning Teacher's ability to consistently deliver these targeted interventions due to the requirements for class cover over the course of the session, but particularly in Terms 3 and 4.

Next Steps: What are you going to do now?

Develop a consistent approach to target setting at First and Second Level to support quality feedback, and include self, peer and teacher assessment.

Promote 'writing for enjoyment' through 'free-writing opportunities' (EWIC) and pupil-led writing projects.

Include pupil voice in planning process for writing.

Give depth to writing by focusing on stages of writing.

Develop the pedagogy of writing through 'teacher' professional reading and identifying theory in current practice.

Continue with Cluster work and link with authority literacy lead to gain advice and support on next steps for Victoria PS on teaching, learning and assessment in writing.

Promote reading for enjoyment through a range of experiences-class libraries, weekly library visits, continued involvement in national reading celebrations, parent drop-in sessions, and link for local library and authority library resource centre.

Review approaches to reading at 2nd Level.

Introduce the new Progress Assessment Tool to teaching staff and use throughout the session to record assessment information.

Consistently deliver Outdoor Learning experiences to enhance Learning and Teaching.

Review and revise Staged Intervention processes and Systems across the school.

Review of progress for 2023 - 24

Priority 2: Early Level Learning and Experiences

NIF Priority
NIF Driver

School Leadership

Teacher Professionalism

Parental Engagement

School Improvement

Curriculum

Learning and Teaching

Inclusion and Equality

Assessment



HGIOS?4/HGIOELC? QIs (if appropriate
HGIOURS themes 1- 5)

1.1, 1.3, 1.5, 2.2, 2.5, 2.6

Has this work been supported by PEF?
yes/no (If **yes**, make sure this is
explicit in your text)

Yes

Progress and impact (based on outcomes for learners) How well are you doing?
How do you know?

Inclusion and Meeting Learners' Needs

Across P1, nine children are on Stage 1 of Staged Intervention, seven are on Stage 2, two on Stage 3, and one on Stage 4.

The P1 team worked to quickly identify needs and create plans to help deliver responsive support to our learners in P1. In addition to TAC meetings, early intervention was requested from services such as IWBS, CAMHS, SALT, OT, EAL service, and educational psychology.

Direct work was also done with various children in order to support them within the school. We used the wellbeing room extensively (this was refurbished last session using PEF funding) and provided interventions such as Drawing & Talking, nurture play, forest schools work with Under the Trees, and personalised daily timetables. This led to a significant reduction in incidents of distress and dysregulation, as reflected in the decrease in incident forms in the second half of the year. This also helped children to feel safe, supported, and nurtured in an environment that promotes learning.

As part of this, staff developed knowledge and skills around autism and communication in particular, as well as also learning how to adapt a play environment to both support and suit our ASN learners.

P1 staff attended CPD around anxiety and trauma as well as level 2 'skilled practice supporting autistic learners in the early years' courses - five sessions over the year. These courses, run by our link educational psychologist, allowed our staff to better tailor the

learning as well as the environment to support our stage 3 and stage 4 learners within the mainstream setting, both in the nursery as well as well as P1. Changing the learning, environment, and approaches to better suit these learners meant that both they, and the overall class environment, were much more settled and able to learn.

Our PEF-funded SfLA helped to support our ASN children within P1, ensuring a safer, more supportive environment for a range of our children. As this nurturing work led to our Stage 3 and 4 children being more settled within the environment, the SfLA was then able to focus more on supporting with the learning. Children who were identified as amber – requiring additional support in order to achieve early level – were targeted for additional support. Out of the 12 children who were identified as amber at the start of the year in numeracy, 7 (58%) went on to achieve early level; this was 44% in writing and 38% in reading.

Our play pedagogy in P1 is now well established and we have worked hard over the last couple of years to develop our knowledge and skills here. Staff attended a significant amount of play pedagogy CPD this year, particularly Kym Scott sessions focused on effective interactions in play, maximising teachable moments in play, moving writing development forward through play, and inclusive interactions – supporting children with diverse needs. These have helped develop our approaches throughout early level, allowing teachers to consider how to drive literacy and numeracy through play. One of our P1 teachers also completed the Childhood Practice course run by the University of Edinburgh, developing the child's holistic skills such as social skills, problem solving, creativity, manual dexterity, and fine motor skills – something identified for several pupils across P1.

In reading, 86% of children are at the expected level or above; in writing, 74%; in listening and talking, 86%; in numeracy, 78%. This data is inclusive of the attainment of all P1 children, including those in the EP and those in the mainstream with Stage 3 and Stage 4 level of need.

P1 has also focused on moderation over the course of Term 4, ensuring that our understanding of what it means to have completed early level matches with both council and national policy. This was moderated with our PT to ensure consistency. We also continued our journey of greater involvement of learners in identifying their next steps, creating success criteria, and self and peer assessment. This has involved a focus around how to simplify language to make it more appropriate for the age, allowing for their understanding and involvement. One successful method of this at P1 this year has been through the use of symbols rather than words for success criteria, particularly for writing, allowing all children to identify different elements of their writing that were required for successful completion.

PEF funding allowed our PT with responsibility for the Early Years to have additional time out of class to lead and manage Early Level and the improvement priorities within this level.

Next Steps: What are you going to do now?

- Reintroduce and re-establish floor books in the ELC as well as P1
- Further work around what it means to achieve a level (moderation) in P1
- Continued development of play pedagogical practice in P1
- Further work around the environment and continuous provision in the ELC, both inside and outside
- A focus on high quality interactions and observations in the ELC
- Across both settings, further development of knowledge around how to support children with a range of ASN
- Implementation of systems across the ELC ensuring clarity around 'how we do things' at Victoria ELC
- Continued work with the central team around maintenance issues and developments in the nursery.

Review of progress for 2023 - 24

Priority 3: Inclusion, Equality and Wellbeing

NIF Priority
NIF Driver

School Leadership

Teacher Professionalism

Parental Engagement

School Improvement

Curriculum

Learning and Teaching

Inclusion and Equality

Assessment



HGIOS?4/HGIOELC? QIs (if appropriate
HGIOURS themes 1- 5)

1.3, 1.5, 2.1, 2.4, 2.7, 3.1

Has this work been supported by
PEF? yes/no (If **yes**, make sure this
is **explicit** in your text)

Yes

Progress and impact (based on outcomes for learners) How well are you doing?
How do you know?

Playground Environment

The Primary 6 pupils were trained in the young sporting leaders programme run by Active Schools. The pupils took on a leadership role, providing opportunities for our younger pupils to engage in meaningful activities during lunchtimes.

It has been evident in the playground that the structured activities have influenced the children's playground experiences in a positive way. There have been fewer incidents reported in the playground whilst Primary 6 have been running numerous clubs, such as basketball, during lunchtimes.

We continue to work closely with the company 'GymKit' in order to continue to review and repair the equipment in the playground.

The football pitch layout along with the purchasing of new goals, bibs and footballs and the additionality of referee training has continued to develop the fairness in the delivery of football opportunities with pupils from P3-7. This has continued to be monitored by a volunteer SfLA as well as the janitors, which has resulted in more of the children accessing the pitch during these times in a safe and structured way.

The continuation of the staggered breaks and lunches helps the children to have a more positive, social behaviours. The children appear happier and calmer, and they enjoy an improved meal experience in the lunch hall.

The 'snack and story' initiative has continued this school session and continues to be a success. This continues to allow for a more relaxed and calm environment for the children to eat their snack and listen to a story read aloud by their teacher. This continues to be

received positively by staff and children and provides us with a basis to encourage healthy snacks and have meaningful discussions on the positives of a healthy snack.

The Senior Pupils Ambassador Programme has continued to develop this session with more senior pupils showing an interest in taking on extra responsibilities in and around the school. The purpose of this programme is to encourage the senior pupils to lead by example and display the school values as role models to the younger pupils. The senior pupils are a visible presence around the school community. They help to supervise during lunch-breaks, provide in class support to younger peers, all which helps make the school a safer place for the pupils.

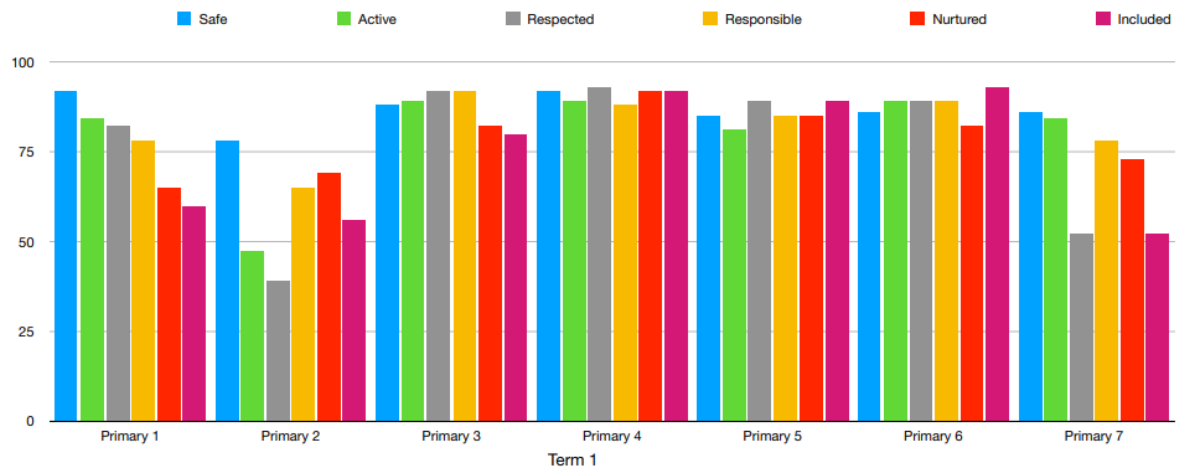
The house system has continued to develop and grow this session. The children have an increased sense of belonging to a house/community which is exemplified during the termly house meetings led by the P7 House Captains and Vice House Captains. The introduction of the Victoria Primary School Mascot (Violet) has continued to develop a positive sense of ethos and community within the school with the pupils sharing their excitement in hearing their peers share her adventures during assembly. The further introduction to 'Golden Tokens' has also had a positive impact on the pupils and their eagerness to go 'above and beyond' in displaying the Victoria Primary School Learning Powers.

The continuation of the implementation of the Health and Wellbeing indicators and 'the Wellbeings' programme during assemblies has allowed the children to make connections between their own Health and wellbeing and how this can be reflected in and out of school. Each Health and Wellbeing indicator has been revisited with the introduction of Nurtured and Included. This has been introduced through the use of 'The Wellbeing' characters throughout the school starting from Nursery through to Primary 7 pupils during assemblies.

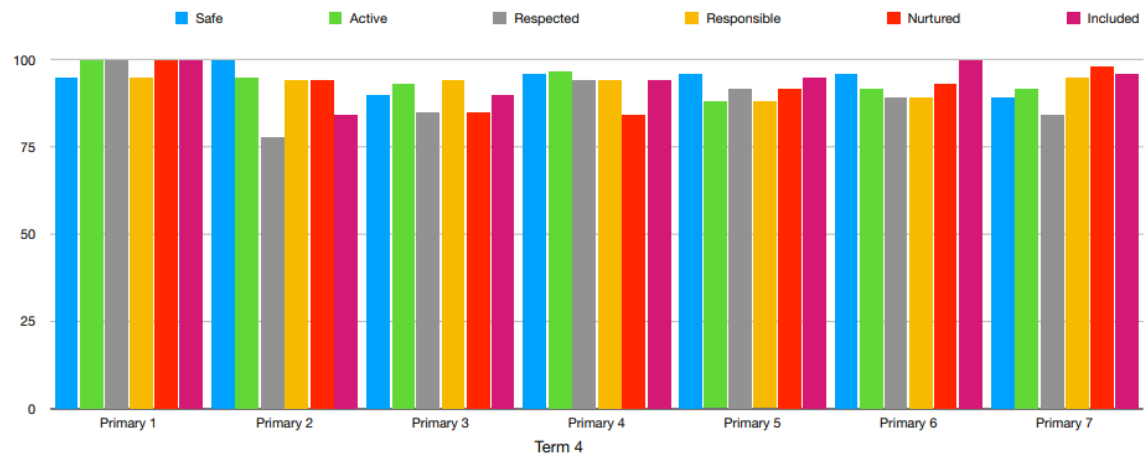
At the beginning of the school year staff carried out a Health and Wellbeing Indicator audit with the pupils. The children completed a Health and Wellbeing Web and marked themselves out of 10 in the following areas: Safe, Active, Responsible, Respected Nurtured and Included. Over the course of the Year 'The wellbeings' resource was reintroduced during assemblies and the children were directly taught the meaning behind the wellbeing indicators.

We repeated this survey at the end of the session to identify if there has been any impact on the focus areas from the wellbeing indicators. The results of this survey indicated that in most stages there had been an improvement over Safe, Active, Responsible and Respected.

Term 1 data



Term 4 data



Throughout the school there has been an increase in the number of children scoring themselves highly across all the wellbeing indicators revisited and introduced. In Primary 2 there was a 48% increase in the number of pupils who felt respected from Term 1 to Term 4. This is indicative of the work that has gone into the Health and Wellbeing curriculum as well as the experiences the children have acquired throughout the school year thus developing their social and emotional wellbeing.

This comparison has provided us with clarity on where we need to go next. Further exploration of the focus health and wellbeing indicators as well as the introduction to the remainder of the indicators. The pupils at Victoria Primary School have been able to self-reflect and use their knowledge of the wellbeing indicators to identify areas in which they themselves would like to focus on. This has also provided the staff with next steps in regards to further enhancing the children's knowledge and understanding of their social and emotional wellbeing.

There are regular opportunities for children to celebrate their success in and out of school through weekly assemblies. Star of the week and golden heart moments are a regular occurrence at Victoria Primary School which provides children the chance to share their successes with their peers, the staff and the senior management team. This has provided children with the opportunity to develop a positive sense of self and strengthen their self-esteem.

The continuation of the use of the Positive Relationship policy has been shared with staff and parents during Inservice days. There is a higher level of consistency across the school in regard to the approach and expectation, which is shared with the children. There has been an increase in the opportunities for reflection and restorative conversations, which provides children with the time to share their feelings and link these to their behaviours and body sensations using vocabulary from the emotion works programme.

Drawing and Talking Therapy

With the introduction to Drawing and Talking Therapy, all of the pupils who engaged with the programme of work were able to build a positive relationship with Mrs McDavid. The majority of the pupils went on to be able to explore their thoughts and feelings through drawings. The calm time and space that was offered developed the pupils' ability to explore their feelings and reflect on conflict within their drawing. One pupil was able to communicate his emotions more freely as the sessions progressed which resulted in the class teacher sharing a stark difference in the pupil's ability to share their emotions verbally and less likely through their behaviours.

'As the sessions progressed the pupil was able to identify the emotion words when met with a challenging situation'

Class Teacher

'I like having the time to clear my brain' P3/4 pupil

Decider Skills

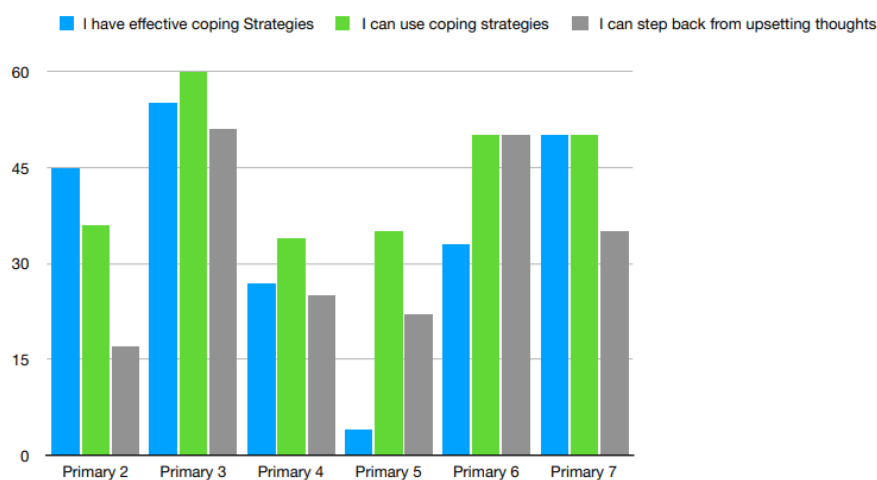
The Decider Life Skills programme was introduced to pupils in P2-P7 in order to enhance their regulation skills as well as develop their social, emotional and mental wellbeing. The data collected at the start of the session indicated that the majority of pupils from P2-P7 did not have effective coping strategies and struggled to step back from conflict. With the implementation of the skills throughout the school year this has developed the pupils' skills in dealing with conflict. Pupils from P7 have had an increase in the ability to use effective coping strategies from 50% to 81%, thus having fewer reports of conflict in the playground than in term 1.

Pupils in P6 had a 12% increase in their ability to step back from upsetting thoughts, which has also been noted on the impact this has had on some of the pupils in class.

'I have been able to use the 'it will pass' skill when I am finding things hard, I have used this at home too' A pupil from P6/7S

"When I am angry, I use the 5,4,3,2,1 skill"- P3/4K pupil.

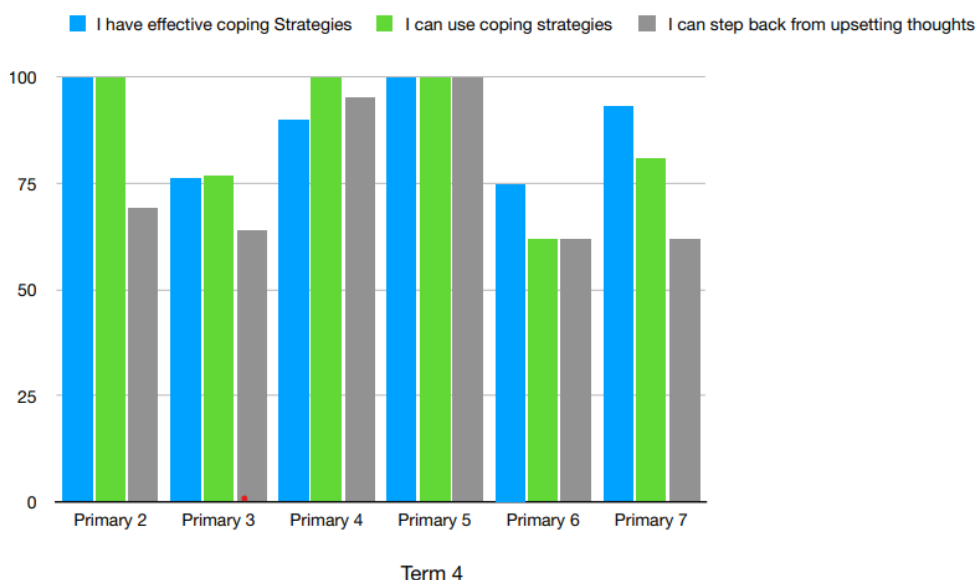
Term 1 data



Term 1

	I have effective coping Strategies	I can use coping strategies	I can step back from upsetting thoughts
Primary 2	45	36	17
Primary 3	55	60	51
Primary 4	27	34	25
Primary 5	4	35	22
Primary 6	33	50	50
Primary 7	50	50	35

Term 4 Data



	I have effective coping Strategies	I can use coping strategies	I can step back from upsetting thoughts
Primary 2	100	100	69
Primary 3	76	77	64
Primary 4	90	100	95
Primary 5	100	100	100
Primary 6	75	62	62
Primary 7	93	81	62

PEF funding has been used to release a Principal Teacher from class for an additional day per week to focus on the Well-being, Inclusion and Equality areas of priority.

Inclusion and Equality – Graeme Cluster focus

Over the course of this session, we have worked with our Graeme Cluster colleagues on this priority area. Initially the new Inclusion and Equality Framework was shared with staff, with a focus on the 12 principles of Inclusion and Equality outlined in this framework.

The work that followed was to foster a positive mindset around Inclusion and Equality. Solution focused discussions took place in trios across different schools. Aspects of ASN were considered – Neurodevelopmental Differences, SEBN, Dyslexia and Protected Characteristics. Staff reported that these discussions were useful in terms of sharing practice.

Teaching staff then undertook a small test of change, focusing on how to better and more effectively include a child in their current class. Using measures of the Leuven Scale of Engagement, the majority of these small tests of change had a positive outcome.

Teaching staff also received initial training in Trauma Informed Practice.

As a school, teaching staff attended the GIRFEC refresh training, to ensure knowledge of this is current.

Teachers, the ISW and the EYOs received training in The Promise.

An Inclusion and Equality survey carried out at the start of the session and then again at the end of the session recorded an improvement in all of these areas.

Relationship-based practice is a core value in my establishment. 100% of staff agreed with this statement and recorded this as green in our RAG scoring.

Children and young people participate in decision making that supports their wellbeing, inclusion, equality and learning. The majority of staff agreed with this statement.

Pedagogical approaches are flexible, creative and inclusive to meet pupil needs so that everyone can participate. Almost all staff agreed with this statement.

Everyone is aware of the legal duties about equality, children's rights, ASN legislation and the ongoing professional development supports this. There was a marked improvement in this, with more staff indicating a green rather than an amber scoring for this.

Measures are in place to support the protected characteristics outlined in the Equality Act. Some improvements in this area but not all staff sure of what this involves.

We use encouraging and inclusive language. Derogatory or discriminatory language is always challenged. Again, an improvement in this area but there are reports of an increase in discriminatory behaviour and language between the pupils.

Children and young people from all backgrounds can see themselves reflected without bias, judgement or stereotypes. Everyone feels that they belong and can be themselves. This is an area where there has been some small improvement but a number of staff highlighted that this is an area we could work on.

Support and resources are available for staff, children, young people and families, to help them promote inclusion, equality and children's rights. Almost all staff indicated a green scoring for this. This is, in part, linked to our gaining a Silver accreditation as a Rights Respecting School.

PEF Funded Inclusion Support Worker

Our PEF funded Inclusion Support Worker joined us just before the Christmas holiday. She quickly worked to become familiar with the school and establish relationships. Her work to date has included:

The Walking Bus

The walking bus was introduced in February. Leaving the school at 8.10am and collecting children from a route through our catchment, with the aim of arriving at school before the bell. The walking bus started with 8 children and all benefitted from this intervention, with

attendance of almost all improving. One of the families who were using the walking bus now make their own way to school and their punctuality has remained improved.

While walking, emotional check-ins happen informally, French words are being learnt through repeated song/chants, the science of the water cycle has been discussed and sung about, social studies are touched on with the discussion about things we see such as the College staff being on strike. All of these learning opportunities are on top of the road safety, listening skills, friendship/communication, problem solving and showing respect to the crossing patrol wardens.

Individual Support

Since January, individual support has happened with more than 15 pupils.

Most of these supports started with building the relationships with the pupils themselves as well as their parents. After this, many of the pupils have been supported with ad hoc check-ins and as needed work.

Some of the pupils worked on their individual GARB (behaviour support plans), giving a clear plan to support regulation for anyone who was working with them.

One pupil worked on the Fireworks in my Tummy program. They were becoming more aware of the anger they felt. Two pupils worked on the Happy in My Skin program. Although some of this program was done with both pupils together it became clear that separating them would be more beneficial. Looking at the self-assessments done before and near the end of the program, this programme improved the self-esteem of these children.

Three pupils have had individual support to create safe spaces, encourage relationships and encourage joining in with class tasks. These supports included working very closely with class teachers to create a holistic plan.

Siblings Group

A three-week sibling craft group was run for 6 families. The time for them to see and work with their siblings was something that they enjoyed. The time provided opportunities to work together, think about their families, solve the problem of how to make a gift.

Sibling group to aid transition has also happened for one of the families, providing the opportunity for these children to connect during the school day.

Small Group Social Skills

Circle of Friends ran with one group of P2 children for 6 weeks. The 6 children included one being worked with on individual support programs. This intervention gave the group a chance to learn friendship skills and get to know each other's differences. It has been seen that these children play better together and with other children since the group.

A small social skills P1 group focusing on turn taking and communication took place in the final term. The 3 children in the group have become more confident and are improving their patience and listening skills.

Calm Room

A room that has had many uses has now been formally designated as the Wee Calm Room. The space has been decorated in pastel colours and contains very few items. Many resources have been gathered outside this space where adults supporting children can access them as needed, including sensory circuit prompt cards.

Supporting in the Enhanced Provision

Working alongside the EP staff in both the Nest and the Hive has given the opportunity to see elements of practice that could be brought into the mainstream to promote inclusion. Visuals and social stories have been created which could be used across the school. Individual support for many children to help with transitions has also happened. Time has also been spent getting pupil voice from the children in the EP. A community connection with Kwik Fit allowed for a supported visit that linked to interests of children in the Nest as well as their topic.

Over the course of this session, Season for Growth, a programme designed to support children who have experienced grief / loss, has run twice and 12 children have benefitted from this targeted support.

Impact

Overall, there have been far fewer exclusions from school, only 3 this session compared to 13 last session. There has also been a reduction in incidents reported through the SHE Assure system. Where there had been approximately 30 of these per term related to dysregulated and unsafe behaviour, there are now around 10 per term. Most of these incidents involve only a few specific pupils and a high level of support is provided to try to reduce the instances of this.

In general, staff, children and visitors to our school and ELC report a calm, safe and welcoming learning space.

Next Steps: What are you going to do now?

- Following Health and Wellbeing improvement planning sessions, second level pupils will take part in a sleep project, which will focus on developing positive sleep habits as well as providing the opportunity for parental engagement across the cluster.
- Work towards achieving Gold status for the UNCRC Rights Respecting Schools.
- Continue to enhance the work on Global Goals and learning for sustainability across the school community.
- Continuation and development of utilising the Emotion Works Health and Wellbeing programme across the school and ELC, ensuring that this emotional literacy programme is consistently used.
- Work focusing on tackling racism and homophobia as well as celebrating diversity across the school
- Continue to develop the school playground and outdoor spaces, creating a positive, safe and nurturing space for outdoor learning and play.
- Continue to develop the role of the Inclusion Support Worker.

Section 3

Key priorities for School Improvement Planning 2024- 2025

This section should articulate with the school improvement plan for the forthcoming session or plan cycle. It should focus on a small number of key improvement priorities which will be expressed as outcomes for learners (as they will appear on the strategic overview of the new improvement plan).

Learning Teaching and Assessment

The Graeme Cluster Literacy Focus – particularly on Writing

Assessment - The Introduction of Progress system

Revise systems for Staged Intervention to ensure all Learners' Needs continue to be effectively met.

Early Years

Reintroduce and re-establish floor books in the ELC as well as P1

Further work around what it means to achieve a level (moderation) in P1

Continued development of play pedagogical practice in P1

Across both settings, further development of knowledge around how to support children with a range of ASN

N.B. The ELC will have a separate Improvement Plan for work specific to that setting.

Health and Well-being

Sleep Project

Gold RRS award

Global Goals and Learning for Sustainability

Celebrating diversity and tackling racism and homophobia

Developing safe outdoor spaces

What is our capacity for continuous improvement?

A brief statement that reflects your current evaluation of your school's capacity for continuous improvement. This should link to each of the QIs you have graded below.

1.3 Leadership of Change

- Almost all staff have a very clear understanding of the social, economic and cultural context of the local community.
- Almost all staff have consistently high expectations of all learners.
- Senior Leaders ensure that the need for change is well understood.
- The pace of change is appropriate to ensure the desired positive outcomes for learners.
- The shared vision for change and improvement is meaningful and relevant to the context of the school.
- Senior Leaders are establishing a culture where staff feel confident to initiate well-informed change and are committed to collective responsibility in the process of change.
- We protect time for professional dialogue, collegiate learning and self-evaluation.

2.3 Learning, Teaching and Assessment

- The learning environment is built on positive, nurturing relationships, which helps to lead to higher-quality learning outcomes.
- Learners' achievements, both in and out of school, are recognised.
- Planning has improved and is more proportionate and manageable and identifies what is to be learned and assessed.
- Most staff are more confident in using a body of evidence and appropriate assessment approaches to support assessment judgements and decisions about next steps.
- Tracking and monitoring is well-understood and carried out at regular intervals, with discussions used to plan for and inform next steps.

3.1 Ensuring Equity, Inclusion and Wellbeing

- Staff and children have an improved, shared understanding of well-being and children's rights.
- Staff and most children know, understand and use the well-being indicators as an integral feature of school life.
- The majority of staff and partners have created an environment where children and young people feel listened to and are secure to discuss personal and sensitive aspects of their lives because they feel cared about.
- Almost all staff and partners are sensitive and responsive to the well-being of each individual child and colleague.
- Outdoor spaces are used to promote positive relationships and well-being.

3.2 Raising attainment and achievement

- Attainment levels in literacy and numeracy are a central feature of the school's priorities and attainment over time is improving.
- Effective tracking and monitoring conversations are held termly to identify the progress of all learners.
- The majority of our young people are successful in moving on to a sustained positive destination on leaving school.
- Celebration of wider achievement and success.
- The school empowers the children to have a say in the quality of their learning experiences and how to improve.

Summary of Self-Evaluation – Reference QIs

Primary / Secondary Self-Evaluation of the Core HGIOS?4	
	Self-Evaluation Grading
1.3 Leadership of change	4 - Good
2.3 Learning, Teaching & Assessment	4 - Good
3.1 Ensuring Equality, Inclusion & Wellbeing	5 - Very Good
3.2 Raising Attainment & Achievement	4 - Good

ELC Classes / ELC Centres Self-Evaluation of the Core HGIOELC? / Quality Themes			
	Self-Evaluation Grading	Self-Evaluation Grading	
1.3 Leadership of change	4 - Good	Quality of Care & Support	4 - Good
2.3 Learning, Teaching & Assessment	3 - Satisfactory	Quality of Environment	3 - Satisfactory
3.1 Ensuring Wellbeing, Equality & Inclusion	4 - Good	Quality of Staffing	3 - Satisfactory
3.2 Securing Children's Progress	3 - Satisfactory	Quality of Management & Leadership	4 - Good