



Standards and Quality Report 2024 - 2025

Strachur Primary School & Pre-5 Unit



Strachur Primary School



Context of the school

Including some or all of the following:

- basic school details (roll, class composition etc.)
- school vision, value and aims;
- local contextual issues;
- factors affecting progress (e.g. staffing changes/issues).

Strachur Primary School and Pre 5 Unit is a small non-denominational school in the village of Strachur which lies on the shores of Loch Fyne.

There are currently 23 learners across two composite classes, (P1 – P4 & P5 – P7), and 10 children within our Pre-5 Unit.

The Head Teacher's post has recently been advertised following the ill-health retirement of the substantive Head Teacher with an Acting Head Teacher in post for 12 months. In addition to Head Teacher, the school has a permanent Principal Teacher, full-time teacher and 2 x support staff – ASN and Classroom Assistant. A Janitor/Cleaner was recruited earlier this session following the retirement of the previous post holder and a clerical assistant started in post in June 2024.

The Pre-5 Unit has 2 x Childcare & Education workers in post.

Following previous difficulties to attract, and retain, staff due its rural location, the school has entered a period of stability with stakeholders looking forward to recruiting a permanent Head Teacher to post.

There are a range of contextual issues which influence the school, including the village's ageing demographic and high number of second homes. However, a strong sense of community exists and the school and Pre-5 unit has an active Parent Council (SPPG) and supportive wider parent body and good community links.

Our Vision

Happy, healthy, inspired children learning and playing together.

Our Values

Creativity

Achievement

Respect

Equity

Our Vision and Values were created with the whole school community to reflect our unique setting.

Review of SIP | Priority 1

Improving Attainment in Literacy & Numeracy

Progress and Impact:

Data

Termly tracking & monitoring meetings between Head Teacher and teaching staff robustly examine data to inform planning, assessment and targeted interventions for those learners identified as falling below expected levels for age and stage across 4 organisers of CfE. This has led to learners requiring support to achieve or sustain progress, being readily identified and strategies/support being planned and delivered timeously and effectively.

Literacy & Numeracy Interventions

Teachers and SLT use XBRA data to timetable support for identified learners. ASN Staff have been trained to deliver, and monitor, a range of Literacy & Numeracy interventions for identified learners as above. Early results demonstrate improved capacity in staff to identify support needs and deliver bespoke support packages. Teaching staff are getting better at tracking and monitoring learning interventions and ensuring support is adapted according to individual needs.

Reading

At February 2025, 73% of learners across school had achieved expected XBRA level for stage, this improved by 5% to 78% by June 2025.

Listening & Talking

A whole school focus on weekly Listening & Talking lessons has seen XBRA data for whole school rise from 45% in February 2025 to 74% by June 2025. By supporting targeted individual learners within P5 – P7 our XBRA Data for this class dramatically rose by 11% from February 2025 to 70% in June 2025.

Writing

Our whole school writing attainment rose by 10% from 68% in February 2025 to 78% in June 2025 and we have plans in place to complete further improvement by introducing QI approach To Writing next session.

Numeracy

Within our P1 – P4 class 10/13 learners (77%) are on track and within our P5 – P7 class 8/10 learners (80%) are on track. Plans are in place to deliver Catch-up Numeracy intervention to those learners requiring numeracy support to progress and achieve.

Moderation

Teaching staff engaged with Moderation activities across cluster in August 2024.

Listening & Talking

Whole school focus for Listening & Talking with whole school engaging with weekly lessons and partnership working across P5 – P7 and Pr-5 Unit to develop children's knowledge and understanding of skills for Listening & Talking.

QI Approach to Improving Writing

Change of staffing at Centre meant Cohort 6 did not go ahead. Staff enrolled for Cohort 8 next session.

Read, Write, Inc Teaching

Both members of teaching staff have embedded practice in class and continue to develop knowledge and skills with resource.

Next Steps:

QI Approach to Improving Writing

We will engage with this programme from August 2025 to improve staff confidence in teaching Writing using improvement methodology. We anticipate improved staff confidence in reaching Professional Judgements for Writing and enhanced abilities to discuss benchmarks of Writing at Tracking & monitoring meetings with SLT.

We will focus on improved consistency in presentation and pride in written work for all learners and baseline assessments taken in August 2025 measuring enjoyment for writing will report improvements in children's confidence and motivation.

Literacy & Numeracy Interventions

Teaching staff will improve tracking of literacy and numeracy interventions and include Baseline and ongoing assessments to be discussed at Tracking and Monitoring SLT meetings, Parent Meetings, ASN Planning meetings. By continuously tracking, staff will better inform next steps for those learners not at expected XBRA measures for stage. These actions will support development of Strategy Sheets and/or Child's Plans and grow confidence in teaching staff to Adopt, Abandon or Adapt Literacy and/or numeracy interventions.

Review of SIP | Priority 2

Improving Health & Wellbeing of learners across school and Pre-5

Progress and Impact:

Our Children, Their Nurturing Education

All staff attended training with Principal Teacher of Nurture and continue to develop their knowledge and understanding of Nurture Principles and enhance holistic practice of stage not age interactions with children to better support social and emotional wellbeing.

School developed Action Plan and submitted for accreditation.

Space identified within school as Nurture Base and teacher released from class to organise and timetable space for children and families identified via Boxall profiling and/or school intelligence/data.

SLT designed Strategy Sheet to be used across school to communicate support needs of identified learners to ensure consistent approach and understanding by all adults. These will also be used as a transition tool to support learners as they move across school or to secondary.

Wellbeing Webs are used across school to better understand health & wellbeing needs and to develop children's knowledge and understanding of feelings, emotions and experiences. Almost all children are now able to use a shared language to discuss SHANARRI wellbeing indicators.

Almost all children engage in daily emotion check-ins and are able to discuss their feelings and emotions, understanding how these can change.

Almost all children can identify, and use, at least 1- 2 strategies to improve their mood and/or mental wellbeing.

All staff model appropriate communication when interacting with children and understand the need to be responsive, calm and nurturing.

Outdoor Learning

Attendance data demonstrates that all learners have engaged with at least 4 sessions of outdoor learning opportunities linked to Literacy, numeracy and/or Health & Wellbeing across session.

School have engaged with community partners to enhance health and wellbeing opportunities for all learners. This has included: Shinty, Swimming, Yoga, Mindfulness, Glenbranter Ranger Service.

School continue to progress with RRS journey and are in track to apply for Gold accreditation by May 2027.

Parent Council have engaged with school to plan for fundraising to develop school grounds.

Parental Literacy, Numeracy and Health & Wellbeing Focus workshops

All parents have been invited to participate in schools improvement journey via minimum of 2 celebrations of learning.

All classes share a minimum of 2 learning experiences via Seesaw weekly.

Parental views and opinions gathered from discussions at Parent council meetings and at school-wide events.

School issued School Improvement survey to all parents.

Next Steps:

Our Children, Their Nurturing Education

Extra staffing within school will be used to support weekly timetabling of schools nurture space to develop our school as a nurture and relationships based community.

Baseline assessments will be gathered in August 2025 from all children, parents and staff to ascertain priorities for supporting young people's health and wellbeing – eg Sleep routines, Social Media, Bereavement etc.

Wellbeing Webs will be completed termly by all children and used to deliver small group and/or focussed 1:1 Nurture sessions for those children identified as scoring themselves 8 or below in any of the Wellbeing indicators.

Wellbeing Webs will also be used with new entrants to school to create a baseline to measure progress and change.

Where there has been a significant change in circumstance or significant event in child's life; wellbeing webs will be used to help identify key issues as they arise. This model will invite collaborative working between learners, parents and school and help to identify outcomes most important to child and to help focus discussion and planning.

Revisit Glasgow Motivation & Wellbeing Profile (GMWP) to track and monitor wellbeing of learners.

Boxall Profiling training for staff.

Seasons for Growth training for staff.

Engage with The Exchange to complete Resilient Mental Health workshops.

Outdoor Learning

Continue to work with Parent group and community to support learners access to a range of health and wellbeing activities – swimming, Forest schools, gardening, Shinty.

Work alongside Purchase & Procurement to secure planning and fundraising for Playground equipment.

Continue to engage with RRS journey to gold accreditation for May 2027.

Parental Literacy, Numeracy and Health & Wellbeing Focus workshops

A clear calendar of Parental Engagement offers for all classes (inc Pre-5) across the academic year will be shared via Aug – Oct Newsletter to include:

- 1 x Literacy workshop
- 1 x Numeracy workshop
- 1 x Health & Wellbeing workshop
- 1 x Parents Afternoon/Evening
- 3 x Celebrations of Learning (Christmas show, Sports Day, End of Year Celebration)
- 3 x Curriculum Flyers
- 1 x end of Year Report
- Pre-5 to P1 Induction Programme

Review of SIP | Priority 3

Improve Parental Engagement & Pupil Empowerment

Progress and Impact:

Skills Development Clubs

All learners were provided with opportunities to engage with out of class activities to develop skills in following areas:

Woodwork

Sewing & Handicrafts

Cooking & Food Handling

Drama

Before and After surveys demonstrated improvement in children's knowledge and understanding of clubs and also progress in their ability to complete set tasks in each Skills Club.

Social Media

All classes share a minimum of 2 learning experiences via Seesaw weekly. Minutes and comments from SPPG meetings and wider parent body verbal feedback, report parental appreciation of enhanced school-parent communication.

A Newsletter is shared 3 times each session (one per term) with 'Dates for Diary' for following term. Parents report these actions allow them to forward plan and better engage with school activities.

Pupil Assemblies

A programme of weekly assemblies focus on our RRS journey, Nurture progress, Pupil Empowerment and 4 capacities for learning. Weekly awards are linked to 4 capacities for learning and surveys taken in Aug 2024 and May 2025 demonstrate improvement in children's knowledge and understanding of attributes and capabilities associated with each of 4 capacities for learning.

A range of pupil voice groups have informed changes within school including: Lunchtime routines, P1 Induction programme, Buddies, Playground activities, Charity fundraising and Pupil Voice facilitation.

Next Steps:

Parental Engagement

Parent Council will engage with community to fundraise for playground equipment.

Parent Council will apply for community grants to support fundraising efforts for new playground equipment.

Pupil Empowerment

Pupil Council will work with Parent Council to design plan for new playground equipment.

Pupil Council will engage with Parent Council to develop fundraising ideas to fund plan for new playground equipment, including community engagement.

Pupil Council will lead wider Pupil body to examine Charities and decide on a Charity they wish to represent and fundraise for over session 2025 – 2026, raising awareness of finances, teamwork, project management and causes that affect our communities and wider world.

Review of SIP | ELC Priority

Develop Partnership working within ELC and Primary

Progress and Impact:

Literacy & Numeracy teaching input

Principal Teacher of Strachur Primary has supported literacy and numeracy provocations across ELC. All ELC learners have engaged with outdoor learning, literacy and numeracy lessons with P1 – P4 class.

All ELC children are part of school House groups and engage in weekly assemblies and Pupil Council activities.

All ELC children have engaged with a Literacy project with P5 – P7 class and their teacher. This aims for older learners to:

- Learn the importance of reading aloud to young children.
- Learn the skills for reading aloud.

For ELC learners we aim to:

- Extend their vocabulary
- Improves Listening
- Enhances Social bonding and emotional growth
- Encourages imagination & creativity
- Lays foundations for reading and writing

STEM

A series of STEM activities linked to our whole establishment interdisciplinary learning of The Universe, have seen ELC work alongside school learners and Argyll & Bute's Principal Teacher of STEM. ELC learners worked with P1 – P4 to complete STEM Project based learning at Early/First Level exploring 'What would a Creature from the Moon look like?'

Science Week ELC learners joined P1 – P4 learners to take part in an afternoon of STEM workshops led by P5 – P7 learners. These included Digital Microscopes, Shero Indy Cars, Outdoor Numeracy, Outdoor Science.

ELC Staff, Parents and children worked alongside Strachur Primary staff, parents and children to complete a task using Makedo kits.

ELC joined a whole school trip to Glasgow Science Centre to celebrate the end of a block of STEM learning across ELC and Primary.

ELC joined with Strachur Primary to perform and showcase learning at Christmas Show and End of Term celebrations.

ELC have engaged with range of activities within, and/or arranged by, Strachur Primary including Yoga sessions, STEM workshops, outdoor learning at Glenbranter forest station and swimming lessons.

ELC staff attend school collegiate meetings and work in partnership with staff across establishment.

Next Steps:

ELC staff will work in partnership with PT of school to enhance Stay & Play sessions.

CCEW has recently been trained as Bookbug leader and will work with Probationer teacher (also trained) to offer sessions to school and wider community.

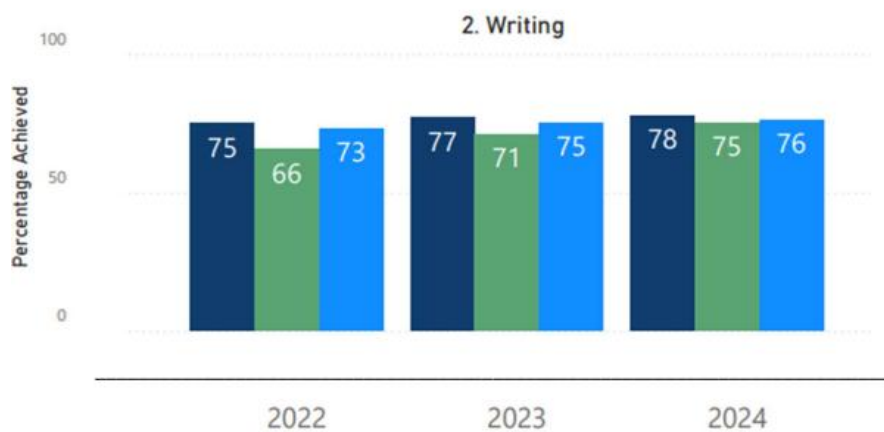
CCEWs will liaise with nurture teacher to introduce Health & Wellbeing sessions to Pre-5 families.

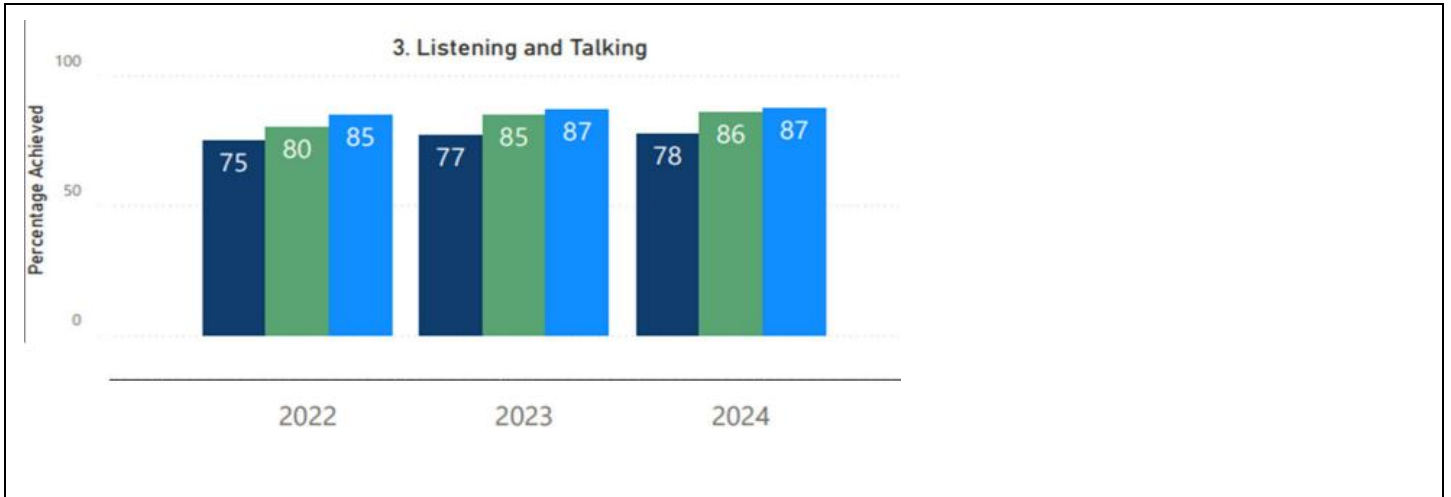
Staff are planning to enhance literacy and numeracy in the nursery environment.

We will work alongside Parent Council and Pupil Council to refresh outdoor environment.

1.1 Attainment Data

Attainment of Literacy Curriculum for Excellence levels 2020/21, 2021/22, 2022/23, 2023/24 and 2024-2025 (teacher judgement – confirmed levels – 5 year trend).





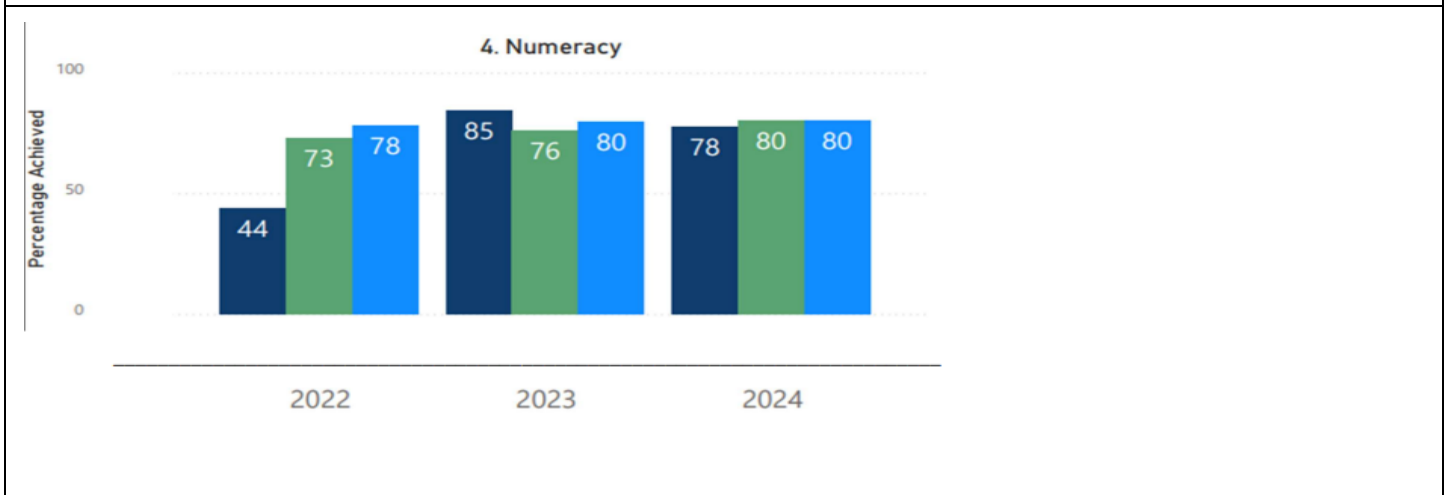
Please Note:

The above data (1.1 and 1.2) reports achievement of a level – P1/P4/P7 combined.

Due to the Covid 19 pandemic, there was no collection of ACEL data by Scottish Government in 2020.

1.2 Attainment Data

Attainment of Numeracy Curriculum for Excellence levels 2020/21, 2021/22, 2022/23, 2023/24 and 2024-2025 (teacher judgement – confirmed levels – 5 year trend).



Please Note:

The above data (1.1 and 1.2) reports achievement of a level – P1/P4/P7 combined.

Due to the Covid 19 pandemic, there was no collection of ACEL data by Scottish Government in 2020.

Wider achievements

- What opportunities for wider achievement were offered?
- What systems are in place to track and monitor participation?
- How have you addressed any gaps in participation?

Throughout the session we have offered a range of experiences and activities which have been open to all learners. Due to the rural location and families travelling by school transport we have made offers throughout the school day to ensure all children were able to participate.

A range of Skills for Learning, Life and Work groups introduced children to Handicrafts, Woodwork, Drama and Kitchen Safety and Cooking. Pupil feedback was positive and we have taken suggestions and feedback on board to further develop these offers for next session.

Many of our families find travel to/fro Dunoon for sports clubs and activities difficult therefore we arranged Swimming Lessons for every child from Pre-5 to P7. This was greatly received by Parent body and they have since received a grant from a local business to ensure all learners continue to receive lessons next session.

As part of our health & wellbeing work surrounding supporting mental, social and emotional health we used PEF monies to support Yoga sessions for all children. Parents have been supplied with weekly information sheets to support practice at home.

We have engaged with Principal Teacher of STEM and provided a range of experiential learning activities for children and their families. Workshops saw children and their families working in groups with mixed age and ability and families report finding this helpful to meet others across the community and begin to widen friendship groups for some families who can be isolated socially.

We have engaged with the community to explore the history of the local area and make further use and understanding of the local environment. A local artist worked with children and staff to use materials sourced locally to make Christmas wreaths and ornaments which were sold at our Christmas show. Monies raised were put towards resources for arts and crafts within school.

The school received a grant for £1500 from British Science Association and used this to plan a Science Week for school and community whereby we examined how our local community had changed and adapted over the past 100 years. We engaged with the local Historical Society, farmers and artists to examine Flora & Fauna, Transport and Industry. Children visited Benmore Botanic Gardens and Glasgow Science Museum and were supported by a local artist to develop a display in school reception showcasing learning. This will remain as a permanent feature in the school's reception for community to view. A Celebration of Learning was held for families and community at end of Science Week with a challenge set for all to work in mixed groups to design and create a mode of transport for the future using Makedo kits.

Pupil Equity Funding

Summarise progress and next steps in relation to pupil equity funding

Progress and Impact:

Examination of school roll against ACEL data, attendance data and local professional knowledge of the six family priority types, (lone parent, minority ethnic, families with disabled adult or child, young mothers (under 25), families with child under one and larger families (+3 children); supported us to identify learners to be targeted for specific support with literacy, numeracy and/or health & wellbeing. Specific measures were put in place at school to identify, support and track those learners meeting priority types.

PEF budget was used to purchase resources and train staff to use a range of Literacy & Numeracy Interventions (5 Min Box, Catch-up Literacy, Catch-Up Numeracy).

Reading

Those children meeting criteria for Literacy interventions showed improvement in Star Reading scores at beginning and end of year. Staff reported heightened confidence in reading for all children within focus groups with children more readily reading independently for enjoyment.

PEF was used to provide a budget for reading materials to be sourced and used by P5 – P7 in a Reading project with ELC. The aim of this project was for P5 – P7 learners to learn the importance of reading aloud to young children and enhance skills for reading aloud. Comparing baseline Leuvan scales of engagement with same assessments at end of session, demonstrates increased engagement from all learners with ELC staff reporting ELC learners extending vocabulary, improving listening skills, improved social bonding and emotional growth. Learner conversations and comments from P5 – P7 demonstrate enhanced confidence and understating of importance of reading to young children.

Reading attainment within P5 – P7 rose by 2% following the introduction of our Reading Aloud is Allowed project and across whole school, Reading Attainment rose by 5% following reading interventions for identified learners.

Writing

By enhancing Classroom Assistant time across school we were able to provide targeted learners with 1:1 teaching and learning time to support Writing skills. Bespoke teaching time with specific resources (checklists, to do points etc) enabled us to better address gaps in learning for targeted learners and support them to better attain. Writing attainment across school rose by 10% from Feb 2025 to June 2025.

Listening & Talking

PEF was used to purchase a weekly News resource to support raising attainment in Listening & Talking. The resource was shared weekly with all learners who were encouraged to discuss current affairs and share their understanding, opinions and thoughts.

As a whole school priority, teachers were encouraged to re-visit benchmarks for Listening & Talking and ensure these were frequently referred to when making Teacher Professional Judgements. Our attainment in Listening & Talking rose from 45% to 74% from February 2025 to June 2025.

Numeracy

Numeracy attainment has risen across whole school by 6% from Feb 2025 to June 2025 with good improvements across P1 – P4 (+13%) and whole school (+6%). Our attainment within P5 – P7 has seen a drop (-8%) but this is due to a new child arriving who is working behind the level expected of age and stage. We have plans in place to provide 1:1 support to address gaps in numeracy learning for this learner at the start of next session.

Quality Indicator	How are we doing?	How do we know? (Evidence)	School Self-Evaluation (1-6) *
<p>1.1 Self-Evaluation for Self-improvement</p>	<p>All staff are reflective and involved in self-evaluation on a regular and ongoing basis. Staff are keen to lead aspects of school improvement. This year both teachers have taken aspects of SIP forward – Raising Attainment in Literacy & numeracy, Health & Wellbeing and Outdoor Learning jointly. Individually they have each taken responsibility for Parental engagement, Pupil voice and OCTNE and are keen to lead colleagues, pupils and parents in school improvement journey.</p> <p>Early attempts to better engage parents with questionnaires, focus groups have not been very successful although engagement via Seesaw has improved and next session we will look to other methods (Twitter, Facebook) to encourage parents to become more involved in the schools improvement journey.</p> <p>Tracking & Monitoring meetings with SLT and teachers demonstrate enhanced knowledge, understanding and use of data to plan for learning and assessment.</p> <p>A range of data and assessments are used to inform teacher professional judgements.</p> <p>We continue to moderate across school and authority to promote professional dialogue and share good practice. As a rural school it would be beneficial for staff to have more opportunities to engage with peers to support Professional development. We hope that plans for cluster priorities next session will better support this.</p>	<ul style="list-style-type: none"> • Termly Tracking & Monitoring meetings with SLT • Lerner conversations • Newsletters • Formative & summative assessments • Learning observations • Moderation • Parent council Minutes • Pupil Council Minutes • Pupil Voice comments 	<p>4</p>
<p>1.3 Leadership of Change</p> <p>This QI also focusses on the following aspects of empowerment:</p> <ul style="list-style-type: none"> • curriculum; • improvement activities; 	<p>All stakeholders can share and discuss school Values, which were refreshed in 2023. Learners and families are less familiar with school Vision and Aims. It is anticipated that with appointment of a new Head Teacher this will be a good starting point to work together as a community and share ideas and opinions.</p>	<ul style="list-style-type: none"> • Weekly assemblies discussing school Values • Regular discussions with learners sharing high expectations and targets for all children 	<p>4</p>

<ul style="list-style-type: none"> parental and community engagement; and pupil participation. 	<p>We engage with local community and wider network of supports to enhance our curriculum – Health & Wellbeing, STEM, Outdoor Learning.</p> <p>We use a wide range of data to understand social and economic context and challenges facing families. Information is shared appropriately to support learners effectively.</p> <p>Staff meet collegiately and share short and long term planning for Interdisciplinary Learning.</p> <p>We work holistically across whole establishment to ensure pupil participation via House group activities, Activity Days, Parental workshops, Skills Groups and Parent/Pupil events.</p>	<ul style="list-style-type: none"> RRS Assemblies Pupil feedback OCTNE Action Plan Shared drive planning Minutes of Staff meetings Feedback from pupils, staff and parents 	
<p>2.3 Learning, teaching and assessment</p>	<p>There has been support from all stakeholders for us to begin our journey for accreditation for OCTNE.</p> <p>Parents, pupils and community report that children feel listened to, understood and nurtured by school staff who ensure nurturing relationships underpin the school ethos. Many staff live within the community and have good understanding of the needs of learners, their families and the family dynamics that prevail in a small, rural community.</p> <p>Almost all children are motivated and enthused to learn. They readily remind each other of expectations for learning and behaviour and are keen to be recognised for achievement and attainment and to recognise the work of peers.</p> <p>Learners enjoy taking part in a range of well- planned and meaningful opportunities and experiences across the curriculum and to enhance skills for learning, life and work.</p> <p>Learners take part in a range of leadership roles across the school including ELC Buddies, Playground/Dining hall monitoring, Pupil Council etc.</p> <p>Most learners have regular opportunities to contribute to the life of the school with some learners engaging with the</p>	<p>Regular assemblies and focus on RRS journey towards gold accreditation led by Principal Teacher.</p> <p>Support staff training on literacy and numeracy interventions alongside OCTNE training for all staff has ensured learners’ needs are met via individualised and differentiated learning and support.</p> <p>Pupil Voice is valued and encouraged. Pupil Council group actively involved in school improvement journey and have met with Parent Council and school staff to brainstorm ideas for playground. Actively involved in ideas for fundraising to meet targets.</p> <p>All children engaged in daily learning conversations with teaching staff and/or support staff. They are able to readily discuss their learning and next steps. Learners are involved in planning for IDL, school focus ideas, educational excursions and next steps to learning.</p> <p>All Parents are signed up to school’s Seesaw account with every class sharing at least 2 learning experiences each week to better involve parents in</p>	<p>4</p>

	<p>local community to ensure partnership working in the community.</p> <p>Families have taken part in a range of learning workshops to support celebrations of learning, development of skills and literacy and numeracy support workshops.</p>	<p>life of school and to celebrate attainment, achievement and learning.</p> <p>Across this session we have invited parents into school for a variety of literacy, numeracy and health & wellbeing days. Parents report this has enhanced understanding of pedagogy and supported them to better assist with homework.</p>	
<p>3.1 Ensuring wellbeing, equality and inclusion</p>	<p>All staff are committed to providing a climate where children feel safe and secure.</p> <p>All children take part in daily emotional check-ins, termly Wellbeing Web discussions and regular assemblies which focus on RRS, OCTNE and Health & Wellbeing.</p> <p>Staff work closely together, and with the community, to understand and/or share information about children and their families to ensure needs are met timeously and efficiently.</p> <p>All staff attended Child Protection training and have a good understanding of their responsibilities to ensure Child Protection, understand GIRFEC and how they can support individuals with particular needs.</p> <p>All teaching staff engage with Professional Review and Development and understand and engage with GTCS standards and statutory duties.</p> <p>Inclusion and equality are expected across learning environment with staff ensuring a nurturing climate where children are listened to and their needs met sensitively.</p> <p>Staff have good knowledge of family circumstances and sensitively share necessary information to protect and safeguard children.</p> <p>ASN plans and close working relationships with parents and other agencies support improving outcomes for children and their families</p> <p>Staff create positive, nurturing relationships with all learners and are readily available to all children at all times.</p>	<ul style="list-style-type: none"> • Wellbeing Webs • Teacher/Learner conversations • Assemblies • Parental Workshops/Parents Afternoons/End of Year Report feedback • ASN Training • Child Protection Training • OCTNE Training • Health & Wellbeing programme including PATHS, RHSP • Principal Teacher remit • PRD • Pastoral notes, RRS, Pupil voice, Pupil council minutes • Learner conversations, parental engagement • Strategy Sheets, Child's Plans, Pupil Profiles/Information sharing 	<p>4</p>

<p>3.2 Raising attainment and achievement</p>	<p>Teachers meet regularly with SLT to track and monitor attainment and achievement for all learners.</p> <p>Shared understanding of attainment priorities for Literacy, Numeracy and Health & wellbeing which are shared, discussed and planned for.</p> <p>Programme of literacy and numeracy interventions managed by teaching staff and SLT and delivered by ASN to targeted learners each term.</p> <p>Year on year ACEL data (2023 – 2024) has improved across all organisers.</p> <p>Most learners across school are on track or expected to achieve expected levels for all organisers by June 2025.</p> <p>Reading 78%, Talking & Listening 74%, Writing 78% & Numeracy 78%.</p> <p>Staff make confident teacher professional judgements about learners progress and are getting better at using Adopt, Adapt and Abandon approach by using continuous assessment for literacy and numeracy interventions.</p> <p>All children are engaged in learning and most confidently contribute to the life and ethos of the school.</p> <p>Achievements are celebrated at weekly assemblies and shared with parents regularly.</p>	<p>Attainment data for Literacy organisers exceeds local and national expectations.</p> <p>Attainment data for Numeracy is below local and national expectations by 2.5% however we understand reasons for this recent dip and have plans in place to support newly enrolled and identified learner with Numeracy interventions next session.</p> <p>ACEL Data – XBRA levels</p> <p>Professional judgements recorded at termly Tracking & Monitoring meetings and these meetings include staff confidently discussing individuals learning progress and barriers to learning.</p> <p>Moderation activities at school, cluster and local authority levels continue to build confidence in teachers’ abilities to confidently and securely evidence ACEL learners. Next steps will be to decide how banks of evidence should be kept and annotated at school.</p>	<p>4</p>
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Evaluation 6-point Scale

- 6 Excellent
- 5 Very Good
- 4 Good
- 3 Satisfactory
- 2 Weak
- 1 Unsatisfactory