



Quarter Primary School and Nursery Class

Standards and Quality Report 24-25



Vision and Values

We are a nurturing, motivating, passionate and family centred community where we learn, achieve and shine. We follow our school values of Kind, Safe, Hardworking, Fun and Inclusive and this is known as our Quarter Code.

Message from the Head Teacher

In Quarter we promote positive attitudes to learning through a culture of praise and reward whilst developing high expectations of academic and personal achievement. We welcome all opportunities to meet with our parents, carers and friends as we aim to work in partnership to develop the skills and attributes which will allow our pupils to reach their full potential now and in the future.

Context of the school

Quarter Primary School is situated in a semi-rural area of South Lanarkshire. The school currently has a roll of sixty-eight children across P1/2, P3/4/5 and P5/6/7 configured classes. The nursery class offers 1140 hours early learning and childcare to 3–5-year-olds. The nursery has capacity for twenty-two children and has benefitted from provision from 9.00am until 3.00pm.

Strategic Priority 1 Improvement Planning and Standards and Quality Reporting

Introduction of the Skills Framework across School and Nursery.

Progress and Impact

We have made some good progress using the Skills Framework across the school and nursery. HT observations show that almost all teachers are introducing skills learning in their Maths and Literacy learning. This is evident during the introduction of lessons and during some digital presentations where the skills symbols have been included to discuss with the children.

The Acting PT planned a focus on the 4 capacities during assemblies. Almost all children were able to discuss examples of the skills they would use in Literacy and Maths.

During CAT sessions with SLC Inquiry Development Officer, all staff planned their first Inquiry with their class. All staff included the skills that would be covered in their Inquiry last term. This was added to our updated Inquiry/IDL existing planner along with UNCRC.

- The majority of learners across the school can name some key skills across learning in Literacy, Maths and IDL
- Some skills are included in planning across Literacy, Maths and IDL
- Some children can identify and name skills when learning intentions are introduced and during plenary sessions

Next Steps

Develop Inquiry-based learning across the school with a focus on The Skills Framework.

Strategic Priority 2 Improvement Planning and Standards and Quality Reporting

Using the CIRCLE Framework to develop an inclusive classroom that promotes child led learning from early to second level

Progress and Impact

We have made very good progress using the CIRCLE Framework in all of our classes. During CAT Nights and INSET days, we evaluated the physical and social areas of the classroom and structures and routines using the CICS to identify how we could make our classrooms, nursery and open areas more inclusive. Teaching staff and support staff worked collaboratively during the year to identify areas for improvement and how this can impact on children's learning.

From this evaluation, there are now individual workstations in each class. This can be either using a privacy screen or an area identified in the classroom. All staff agree that this is used regularly from some pupils and children are asking to use these on a daily basis. Resources such as wobble cushions, wobble stools, ear defenders and fidget toys are available for all children to use when they need it. Almost all children are more focused and calmer when using these. It gives pupils more confidence to complete their tasks where they feel comfortable and is less disruptive.

All classrooms and open areas were de-cluttered, with only essential resources out on display, to create clear surfaces and working areas for children to use. Teachers considered the environmental print on display to ensure it was helpful to learners, such as visual timetables and resource labels.

In each class there is a calming down area with cushions and soft furnishings if pupils wish to take brain breaks and time out if they are feeling overwhelmed. In some cases, this is the class cloakrooms which are being used as quiet areas. All staff feel that this has had a positive impact on pupils who feel overwhelmed in a busy class.

All teachers have worked to develop consistent structures and routines in all classes, including sharing of learning intentions and building success criteria with learners. This consistent approach ensures almost all learners can confidently talk about their learning and identify next steps. Across the whole school, a standard timetable is followed for items such as PE and assembly, and within classes a weekly timetable is followed. All children can anticipate and prepare for what their day/week will look like as routines become predictable through repetition. This is supported with visual timetables within classes.

During tracking and monitoring meetings with HT all staff discuss the individual children who have ASN and the strategies they are using from the CIRCLE Framework in the planned learning. Some pupils now have regular brain breaks and take a timer to walk around the school. Parents also feedback that this has improved focus and attention greatly. HT observations also show that children are using positive language with their peers and support the use of inclusive practices.

The Specialist Support teacher and some class teachers have used the CIRCLE Participation scale with pupils in our school. This gave us strong evidence of areas that the pupils were finding challenging and planning through ASPs and BASPs was changed to provide more support and appropriate interventions during teaching and learning time.

Next Steps

This will continue to be a focus on our maintenance agenda.

Strategic Priority 3 Improvement Planning and Standards and Quality Reporting

UNCRC – Rights Respecting Schools. To achieve Silver Award and work towards embedding children's rights in school and nursery.

Progress and Impact

HT and RRS steering group continue to RAG the outcomes for the Silver Award and gather evidence HT observations evidence that relationships are supportive and fair and are based on respect and trust. During learning walks around the school and nursery all staff model rights respecting attitudes. For example, teachers and support staff listen positively to pupils' views and show respect for their opinions.

High time is given to listening and acting on pupils' views. For example, time spent discussing feedback from pupil voice committee meetings. Pupils respect and value each other's similarities and differences and support each other. This was evident during our racial equalities days in February this term where all classes participated in lessons to explore themes of diversity and inclusivity.

Each class and nursery created their own charter and collaborated on the rights that were most important to them. The following criteria was used below to ensure all children. Article of the month is displayed next to the charters with a child friendly version of the UNCRC. Staff evaluations show that this has helped the children to discuss the articles using language they understand.

- Child friendly description of rights (linked to specific articles from the CRC) - without losing the true meaning of the article being referenced.
- Actions for children to respect the rights of others and themselves.
- Actions for adults as duty bearers to ensure that rights are being upheld and respected.

HT introduced RRS during Parent Council meeting at the start of term to introduce the types of learning taking place. All PC parents found this informative, and feedback of the event was very good.

Our RRSA steering group, in consultation with all pupils created our playground charter which is displayed outside. Support staff and most pupils refer to these when we have incidents in the playground and looking for a restorative approach.

HT planned a whole school and nursery rights of the week planner for the full school year where all children learn about the articles, what they mean and the impact of these in their lives. Almost all children could discuss the articles they were learning about and relate to their own life experiences or share their knowledge. All Teaching staff and Early Years staff have included the articles in their planning for IDL/Inquiry learning.

HT and RRS steering group delivered assemblies to share knowledge of the articles and how they affect people in other countries. All pupils received 'my pocketbook of rights' to learn more about the rights. These are used when teachers introduce the new articles in class.

Next Steps

This will continue to be a focus on our maintenance agenda.

School Improvement Priorities 2024-25

Year 3 2025-26	
<u>Priority 1</u>	Embark on Improving Our Writing (SLC) with a view to raising attainment in writing.
<u>Priority 2</u>	Develop Inquiry-based learning across the school with a focus on The Skills Framework.
<u>Priority 3</u>	Nursery- Improving Learning across the Curriculum, developing inside and outside environments.