

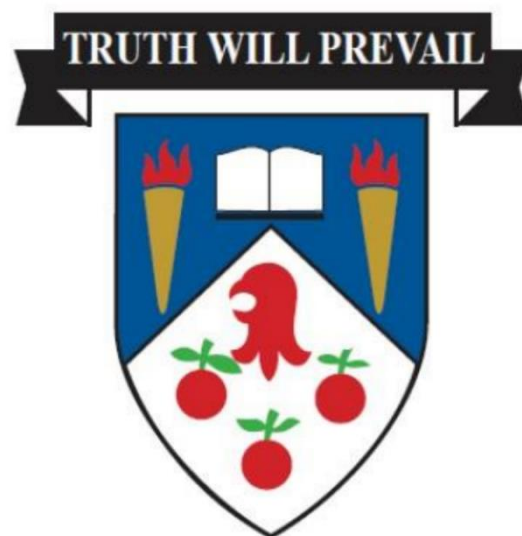
# *At Flora's We Matter; At Flora's We Achieve*



*Show compassion. Use your words and actions to help others.*



*Be reliable, trustworthy, honest and fair.  
Be accountable for your own actions.*



*Be a life-long learner, strive to do your best and persevere with challenges.*



*Be considerate of yourself, others, your community and the world.*

## **The Flora Stevenson Primary School**

### **Standards and Quality Report 2024/2025**



## CONTEXT OF THE SCHOOL

The Flora Stevenson is a large, non-denominational primary school and nursery situated in the Comely Bank area of Edinburgh, we are part of the Broughton High School Learning Community. The main school building was opened in 1899 with additional space being added in early 2000s to provide a gym, dining hall and a building for the City of Edinburgh Music School primary pupils. Externally there are separate modern buildings for the nursery, and to provide three Primary 1 classes.

We are proud to be named after Flora Stevenson, who was a tireless advocate for education for disadvantaged groups, particularly girls and disadvantaged young people. Our school motto is *'At Flora's We Matter, At Flora's We Achieve'* and this encapsulates everything to which we aspire. The Flora's Family ethos is very important to the whole school community, and we are proud to be a Rights Respecting School. This session all stakeholders have been involved in reviewing and refreshing our school values.

A permanent Headteacher was appointed at the beginning of the session, the school is led by the Head Teacher, three Depute Head Teachers and a Business Manager, with this position being vacant for part of the year. There were 14 full time and 13 part time teachers and 17 PSAs working across the school to support learners. We have 1 full time and 1 part time Support for Learning Teachers, 1 PSO, a part time PE teacher and 3 visiting instrumental instructors.

The school hosts the City of Edinburgh Music School, a National Centre of Excellence. This session, 13 pupils from P1-7 accessed the specialist provision. There is strong collegiate working between the music school and Flora's staff, and the Headteacher and music school assistant director work well together to ensure the best experience for all children.

This session we had 542 children from P1-7 in 20 classes and 60 children in our Nursery. Flora's is a diverse and multi-cultural school. 44.1% of P1-7 children are from a Black & Minority Ethnic background, 23.6% of children have English as an additional language, 51 different languages spoken. The majority, 66%, of children at Flora's live in SIMD Quintile 5, with 4.1% living in Quintile 1. However, we are always mindful that these are broad brush strokes and can conceal hidden poverty.

Flora's has a strong and supportive parent community with a very active Parent Council that supports our improvement journey, enhancing opportunity and experience for our learners. We are pro-active in supporting parents to have as many opportunities as possible to come in to school and engage with their child's learning and the wider life of the school. We have enjoyed classes sharing their learning at assemblies, through year group sharing events and different performances such as P7 Scottish Opera, class assemblies, and House Coffee Mornings. Fundraising whole school community events, such as the winter and summer Fair, the regular bake Sales and uniform swaps, and the family ceilidh are very popular and well attended. The Parent Council Chairs and the HT have very good lines of communication and a supportive working relationship which benefits the whole community. This session the Parent Council have supported the school to improve the playground across a range of areas, redevelop a classroom into a STEM room and have supported several other areas of improvement for our learners through strong relationships and a common purpose.





## Standard and Quality Report 2024-25

School				
What have we done? (What work/action has been undertaken within the priorities from your improvement plan 24-25? eg professional learning, consultation with all stakeholders, implementation of planning, use of resources etc)	How well are you doing? What's working well for your learners? (Consider the full QI, self-evaluative statements against each theme)	How do you know? What evidence do you have of positive impact on learners? (What evidence do you have? Quantitative or qualitative data to support.)	What are you going to do now? What are your improvement priorities in this area? (Identify a few next steps linked directly to progress and impact for this area/priority)	How would you evaluate this QI using the HGIOS?4/HGIOELC? six-point scale?
<b>QI 1.3 Leadership of change</b> (Developing a shared vision, values and aims relevant to the school and its community; Strategic planning for continuous improvement; Implementing improvement and change)				
<b>Developing a shared vision, values and aims relevant to the school and its community</b>				<b>Insert QI Grade</b>
<ul style="list-style-type: none"> <li>New values created in full consultation with partners</li> <li>UNCRC Rights shared regularly with a planned programme</li> <li>Parents consulted on a range of issues across the year</li> </ul>	<ul style="list-style-type: none"> <li>All stakeholders (<i>staff, pupils, and families</i>) have had opportunity to review and refresh our school values to better reflect our community and support our ongoing commitment in supporting all learners.</li> <li>An agreed set of values shared with community.               <ul style="list-style-type: none"> <li><b>Kindness</b></li> <li><b>Integrity</b></li> <li><b>Learning</b></li> <li><b>Respect</b></li> </ul> </li> <li>Class charters embedded and used in all classes.</li> <li>UNCRC articles used consistently across school and in assemblies. Rights underpin and provide the framework for assemblies, class charters and discussion about rules, rights and values across school.</li> </ul>	<ul style="list-style-type: none"> <li>Feedback from learners, observations in class.</li> <li>Engagement evidence from stakeholders in value creation</li> <li>Class displays,</li> <li>Learner conversations</li> <li>Assembly plans</li> <li>Feedback from parents. Survey in June 25:               <ul style="list-style-type: none"> <li>Almost All parents surveyed (98%) agreed that general communication from school was the right level.</li> <li>Most parents surveyed (77%) agreed that communication for</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Work towards Gold level of RRS award through greater involvement in learners of planning for equalities and rights across school and with partner schools.</li> <li>Embed the refreshed Values with stakeholders. Further develop school aims and vision.</li> <li>Implementation of new homework policy and process</li> </ul>	<b>(4) Good</b>

	<ul style="list-style-type: none"> <li>Based on staff and parent views a new Homework policy has been created which will support consistency and progression.</li> <li>PSAs, Teaching and Support staff consistently report a supportive, collegiate culture which makes our school a supportive workplace.</li> </ul>	<p>individual children was the right level.</p> <ul style="list-style-type: none"> <li>Most parents surveyed (94%) agreed that the school makes appropriate effort to involve parents.</li> </ul>	<ul style="list-style-type: none"> <li>Review of reporting and sharing learning across the year.</li> </ul>	
<b>Strategic planning for continuous improvement</b>				
<ul style="list-style-type: none"> <li>Implemented CEC Pupil Tracking System</li> <li>PL on Gestalt language, relationships and behaviour from SaLT, ASL and EP colleagues</li> <li>Development of the use of benchmarks to describe progress</li> <li>PL on describing progress through and achievement of a level.</li> <li>All staff including support staff involved in evaluation of progress and identification of next steps.</li> </ul>	<ul style="list-style-type: none"> <li>Teaching staff use data effectively to identify areas for development for individuals.</li> <li>Teaching staff are aware of the context of learners in their class and share and discuss progress for Q1 and Care Experienced learners</li> <li>Regular attainment meetings with class teachers' evidence that almost all have an enhanced understanding of the need to identify attainment gaps for all learners.</li> <li>All staff demonstrate knowledge and understanding of the individual contexts of their learners and support them well to improved outcomes. Where there are additional needs, staff work well together to understand, support and scaffold learning and social situations with learners.</li> </ul>	<ul style="list-style-type: none"> <li>100% of teaching staff have engaged in PL on tracking attainment and achievement.</li> <li>100% of teaching, support and nursery staff have engaged in PL around positive relationships, understanding behaviour and Gestalt language processing</li> <li>Attainment conversations</li> <li>Raised achievement predictions data from Nov-May and close alignment in later predictions with NSA results for P1, P4, P7.</li> <li>Clearly identified Q1, CE learners in all class tracking conversations</li> <li>Positive feedback from most staff on understanding communication through gestalt language.</li> <li>Observations, feedback and staff/learner/family discussions.</li> </ul>	<ul style="list-style-type: none"> <li>Greater staff autonomy in developing areas of improvement.</li> <li>A joined-up plan for the approach to distributed leadership at all levels</li> </ul>	
<b>Implementing improvement and change</b>				
<ul style="list-style-type: none"> <li>All teaching staff have been central to reviewing and evaluating the school improvement plan and</li> </ul>	<ul style="list-style-type: none"> <li>Broadening the processes of self-evaluation across the school year and to a wider group of stakeholders has secured confident staff buy-in to the process of change and</li> </ul>	<ul style="list-style-type: none"> <li>Through PRD, CAT sessions and dialogues the majority of staff report feeling more involved and a greater sense of ownership of the plan.</li> </ul>	<ul style="list-style-type: none"> <li>Developing a wider range of opportunities for parents/carers to contribute to self-</li> </ul>	

<p>deciding the direction of next steps.</p> <ul style="list-style-type: none"> <li>PSAs have been involved in feeding back their views on school improvement</li> <li>Families offered opportunity to contribute to discussions about improvement through MS Forms</li> </ul>	<p>enthusiasm for the planned improvements, focussed on outcomes for learners.</p> <ul style="list-style-type: none"> <li>All teacher views have been central to the process of improvement planning and review.</li> <li>Views of PSAs incorporated into SIP and used to develop systems of involvement responding to their views on what works best.</li> <li>Weekly PSA meeting introduced and time at inset days to review learner profiles and liaise with other staff.</li> <li>Parent/carers views used in formulating next steps and direction of priorities.</li> </ul>	<ul style="list-style-type: none"> <li>Approximately 10% of parents took the opportunity to feedback on areas consulted on (SIP/Values/Homework). Almost all commented on appreciating being asked their views.</li> <li>Through meetings, almost all PSAs agreed that they felt listened to and involved.</li> </ul>	<p>evaluation processes.</p> <ul style="list-style-type: none"> <li>Involve learners in discussions about evaluation and improvement</li> <li>Continue to embed regular opportunities throughout the session for all staff to contribute to self-evaluation discussions</li> </ul>	
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**QI 2.3 Learning, teaching and assessment** (Learning and engagement; Quality of teaching; Effective use of assessment; Planning, tracking and monitoring)

**Learning and engagement**

<ul style="list-style-type: none"> <li>CLPL has supported staff to consider approaches to engaging learners and increasing learner voice.</li> <li>Development of MADD projects to further involve learners learning, pupil voice and showcasing creativity.</li> <li>The Circle document is extensively and well used by all teachers to design learning spaces, identify areas of stress for learners and to request support.</li> </ul>	<ul style="list-style-type: none"> <li>Our ethos and culture across school reflects our commitment to positive relationships and the importance of the Flora's Family. Children almost universally report feeling safe, happy and supported.</li> <li>Less than half of teachers have tried using the "White Space for Learning" concept to explore learning more independently. This will be further developed.</li> <li>Teaching backwards from planned assessment has been tried by less than half of teachers and proved effective in improving pupil understanding of learning and pace of learning.</li> <li>All children have been actively engaged in creative projects at key points developing independence, leading their own learning and exploring other curricular areas with support and challenge.</li> </ul>	<ul style="list-style-type: none"> <li>Staff discussions, CAT sessions, SIP review, ongoing self-evaluation, PRD meetings, informal classroom walkthroughs, discussions with learners.</li> <li>Teacher planning for key areas, including MADD, Café Project, Scots Week, Talent Show and assemblies have developed skills of Expressive Arts within context, build confidence and support children's voice, creativity and challenge.</li> </ul>	<ul style="list-style-type: none"> <li>Consistent approaches established and shared in a refreshed LTA Strategy</li> <li>Further embed approaches to pupil involvement in learning across school.</li> </ul>	<p><b>Insert QI Grade</b></p> <p><b>(4) Good</b></p>
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Quality of teaching			
<ul style="list-style-type: none"> <li>Review of current Teaching and Learning Policy has identified a need for thorough refresh and redesign.</li> <li>A focus on sharing the purpose of learning.</li> </ul>	<ul style="list-style-type: none"> <li>Our teaching is underpinned by our ethos of relationships. We use a range of approaches to engage learners based on age, stage and need.</li> <li>Our children demonstrate increasing confidence and independence and the quality of interactions between staff and learners supports progress.</li> <li>Almost all learners are engaged and motivated and report knowing what they are learning.</li> <li>The majority of learning experiences are appropriately challenging and meet the needs of learners. Learners report knowing what to do when they find work too easy.</li> <li>Learning Intentions are fully embedded in all classes and curricular areas with shared success criteria being used consistently in writing and also in some other curricular areas.</li> </ul>	<ul style="list-style-type: none"> <li>Shared Classroom Experience visits showed most learning episodes observed (83%) were considered good or very good</li> <li>Weekly Pupil Voice groups (Hot Choc)</li> <li>Staff self-evaluation</li> <li>Jotter monitoring</li> </ul>	<ul style="list-style-type: none"> <li>Rapid refresh of a revised Teaching and Learning Strategy setting out key approaches and expectations in all classes.</li> </ul>
Effective use of assessment			
<ul style="list-style-type: none"> <li>We have audited our planned assessment calendar and started a school system.</li> <li>All staff have undertaken CLPL on declaring a level, using evidence to inform and report.</li> <li>We have trialled a new Writing assessment programme</li> </ul>	<ul style="list-style-type: none"> <li>All teachers have used the Fife Writing Assessment Pack (Stephen Graham Text Type Approach) to assess and moderate writing.</li> <li>All teachers report increased confidence in discussing achievement of a level using the new CEC system</li> <li>Meaningful professional dialogues have provided challenge in describing progress, achievement and evidence of this.</li> </ul>	<ul style="list-style-type: none"> <li>Almost all teachers reported finding the Stephen Graham approach more appropriate than the Big Writing Pack</li> </ul>	<ul style="list-style-type: none"> <li>Complete and embed annual planned assessment system.</li> <li>Plan for moderation opportunities across stage/school/LC</li> <li>Further embed writing assessment approach.</li> </ul>
Planning, tracking and monitoring			

<ul style="list-style-type: none"> <li>We have fully reviewed all of our planning systems.</li> <li>We have introduced the new CEC Pupil Tracking system along with CLPL on describing progress.</li> <li>CLPL and new support paperwork on using benchmarks to assess introduced.</li> </ul>	<ul style="list-style-type: none"> <li>A few have trialled new planning approaches and we have identified next steps for improvements in long, medium and short term planning to ensure progression and flexibility for learners.</li> <li>All teachers report a better understanding of progression and achievement within levels.</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing self-evaluation work, CAT sessions, attainment meetings.</li> </ul>	<ul style="list-style-type: none"> <li>Develop approaches to planning across the curriculum, ensuring broad and balanced progression across the curricular areas</li> <li>Integrate approaches to planning for assessment of learning at early stages of lesson planning (Planning Backwards).</li> <li>All fully use CEC literacy and Numeracy Planners</li> <li>Further develop benchmark tracking, planning and discussion of assessment.</li> </ul>	
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### QI 3.1 Ensuring wellbeing, equality and inclusion (Wellbeing; Fulfilment of statutory duties; Inclusion and equality)

#### Wellbeing

<ul style="list-style-type: none"> <li>We have improved systems for planning and evaluating support for learners through regular team meetings.</li> <li>Requests for support within school are aligned to respond to pupil needs and the supports already in place.</li> <li>Support for children is well-considered against needs,</li> </ul>	<ul style="list-style-type: none"> <li>We have fortnightly full ASL meetings (all SLT/PSO/both SfL) to discuss specific learners and plan supports. These are followed by fortnightly upper/lower stage meetings (DHT/PSO/SfL) to progress and review this support. This has significantly improved the responsive nature of the support we provide, ensuring that interventions are time-managed and reviewed. New and emerging challenges for learners are quickly identified, discussed</li> </ul>	<ul style="list-style-type: none"> <li>Meeting minutes</li> <li>Learner conversations asking specific questions about safety and trusted adults.</li> <li>Staff feedback</li> <li>Improved outcomes for SfL learners making progress from previous assessments</li> </ul>	<ul style="list-style-type: none"> <li>Strengthen systems for tracking interventions and supports across school and over time.</li> </ul>	<p><i>Insert QI Grade</i></p> <p><b>(4) Good</b></p>
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<p>capacity and the appropriate interventions.</p> <ul style="list-style-type: none"> <li>• Our new values have the wellbeing indicators within the descriptions.</li> <li>• Weekly learner voice sampling introduced</li> </ul>	<p>and planned for impacting positively on the outcomes for learners in key cohorts of EAL, ASL and CE.</p> <ul style="list-style-type: none"> <li>• Almost all of our children feel safe and have trusted adults that they would speak to if they needed help.</li> <li>• A new internal referral support systems based on The Circle Document introduced for all staff.</li> <li>• A range of individual supports have improved outcomes for learners including, Seasons for Growth, Dyslexia Outreach, and the LIAM programme.</li> </ul>			
<b>Fulfilment of statutory duties</b>				
<ul style="list-style-type: none"> <li>• Regular CPMs are planned and carried out in accordance with council policy. Families are fully involved and the views of the staff working with the child are collected for sharing. CPM minutes are actioned and reported on.</li> <li>• We have reviewed the support and progress of all Care Experienced Children.</li> </ul>	<ul style="list-style-type: none"> <li>• Each Care Experienced Learner has an identified adult who overseas their support and planning as required.</li> <li>• All staff involved are aware of CE learners in their remit and the strategies and approaches which work best for them.</li> </ul>	<ul style="list-style-type: none"> <li>• CPM minutes, feedback from parents</li> </ul>	<ul style="list-style-type: none"> <li>• Further develop tracking of support and progress for CE learners</li> <li>• Renewed system for following up on actions from CPM and reporting on progress of these.</li> </ul>	
<b>Inclusion and equality</b>				
<ul style="list-style-type: none"> <li>• We are a diverse and dynamic school community and celebrate diversity throughout our work.</li> <li>• Support for ASN learners is well planned, reviewed and involves families and partner agencies.</li> </ul>	<ul style="list-style-type: none"> <li>• Our equalities group work across school planning and delivering assemblies responding to religious and cultural events.</li> <li>• PSA support for individuals regularly reviewed and balanced to make the most of relationships and strengths of staff to impact on learners.</li> </ul>	<ul style="list-style-type: none"> <li>• Assemblies, displays, in-class work, focus weeks.</li> <li>• Conversations with learners and families report the value placed on Flora's as a diverse and inclusive community.</li> <li>• ASL/EP annual review reflected on the significant work</li> </ul>	<ul style="list-style-type: none"> <li>• Time for the team around the child to liaise and share support and strategies more effectively.</li> </ul>	

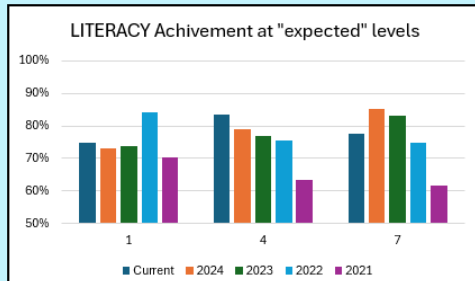
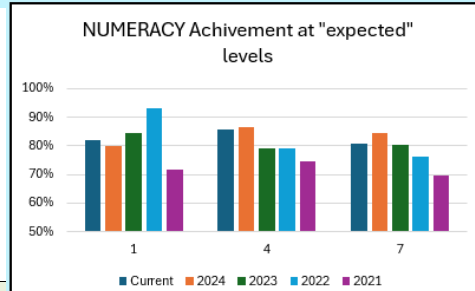


<ul style="list-style-type: none"> <li>Reviewed and renewed support from PSAs for learners</li> <li>Ethos of school strongly promotes equality and children's rights - been strongly led by DHT with pupil group.</li> </ul>	<ul style="list-style-type: none"> <li>Additional support for PSA to support SfL interventions is impacting positively on learner progress.</li> </ul>	<ul style="list-style-type: none"> <li>undertaken with a range of professionals to get it right for specific learners in our school.</li> <li>Assessment data</li> </ul>	<ul style="list-style-type: none"> <li>Dedicated time for Anti-Bullying week in next year's calendar</li> </ul>	
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**QI 3.2 Raising attainment and achievement** (Attainment in literacy and numeracy; Attainment over time; Overall quality of learners' achievement; Equity for all learners)

**Attainment in literacy and numeracy**

<ul style="list-style-type: none"><li>• All staff focus on using the benchmarks to describe progress.</li><li>• Effective use of NSA data to triangulate teacher judgement.</li><li>• Effective professional discussions in Attainment meetings to evidence progress for key learners.</li></ul>	<ul style="list-style-type: none"><li>• Our achievement levels and through dialogue and professional development we are more confident in the teacher judgement than we were previously.</li><li>• Achievement of level data in Combined Literacy increased for P1 and P4 but decreased for P7 from last session.</li><li>• Achievement in reading and writing increased or maintained for P1 and P4 but decreased in P7.</li><li>• Achievement of Listening and Talking decreased for all 3 cohorts and this raises questions of the rigour of assessment.</li><li>• Achievement of a level data in numeracy has increased slightly for P1, decreased slightly for P4 and decreased for P7.</li><li>• Staff CLPL and professional discussions report a greater confidence in judgement, and more robust evidence of progress.</li></ul>	<p>Green is increased, orange decreased and blue maintained from the P1, P4 and P7 data last session.</p> <table><tr><th>Literacy (ELT+ER+EW)</th><th colspan="2">P1</th><th colspan="2">P4</th><th colspan="2">P7</th></tr><tr><th>School</th><th>Achieved 2023/24</th><th>Achieved 2024/25</th><th>Achieved 2023/24</th><th>Achieved 2024/25</th><th>Achieved 2023/24</th><th>Achieved 2024/25</th></tr><tr><td>Flora Stevenson Primary School</td><td>73.0%</td><td>75%</td><td>80.0%</td><td>84%</td><td>85.4%</td><td>78%</td></tr><tr><th>Literacy Listening &amp; Talking</th><th colspan="2">P1</th><th colspan="2">P4</th><th colspan="2">P7</th></tr><tr><th>School</th><th>Achieved 2023/24</th><th>Achieved 2024/25</th><th>Achieved 2023/24</th><th>Achieved 2024/25</th><th>Achieved 2023/24</th><th>Achieved 2024/25</th></tr><tr><td>Flora Stevenson Primary School</td><td>86.5%</td><td>80%</td><td>93.8%</td><td>89%</td><td>93.3%</td><td>84%</td></tr><tr><th>Literacy Reading</th><th colspan="2">P1</th><th colspan="2">P4</th><th colspan="2">P7</th></tr><tr><th>School</th><th>Achieved 2023/24</th><th>Achieved 2024/25</th><th>Achieved 2023/24</th><th>Achieved 2024/25</th><th>Achieved 2023/24</th><th>Achieved 2024/25</th></tr><tr><td>Flora Stevenson Primary School</td><td>74.3%</td><td>75%</td><td>83.8%</td><td>87%</td><td>89.9%</td><td>79%</td></tr><tr><th>Literacy Writing</th><th colspan="2">P1</th><th colspan="2">P4</th><th colspan="2">P7</th></tr><tr><th>School</th><th>Achieved 2023/24</th><th>Achieved 2024/25</th><th>Achieved 2023/24</th><th>Achieved 2024/25</th><th>Achieved 2023/24</th><th>Achieved 2024/25</th></tr><tr><td>Flora Stevenson Primary School</td><td>77.0%</td><td>77%</td><td>80.0%</td><td>84%</td><td>85.4%</td><td>83%</td></tr><tr><th>Numeracy</th><th colspan="2">P1</th><th colspan="2">P4</th><th colspan="2">P7</th></tr><tr><th>School</th><th>Achieved 2023/24</th><th>Achieved 2024/25</th><th>Achieved 2023/24</th><th>Achieved 2024/25</th><th>Achieved 2023/24</th><th>Achieved 2024/25</th></tr><tr><td>Flora Stevenson Primary School</td><td>79.7%</td><td>82%</td><td>87.5%</td><td>86%</td><td>84.3%</td><td>81%</td></tr></table> <p>Our cohort of Q1 children is small at 28. Percentages of this group achieving expected levels for their P1-P7 stage are:</p>	Literacy (ELT+ER+EW)	P1		P4		P7		School	Achieved 2023/24	Achieved 2024/25	Achieved 2023/24	Achieved 2024/25	Achieved 2023/24	Achieved 2024/25	Flora Stevenson Primary School	73.0%	75%	80.0%	84%	85.4%	78%	Literacy Listening & Talking	P1		P4		P7		School	Achieved 2023/24	Achieved 2024/25	Achieved 2023/24	Achieved 2024/25	Achieved 2023/24	Achieved 2024/25	Flora Stevenson Primary School	86.5%	80%	93.8%	89%	93.3%	84%	Literacy Reading	P1		P4		P7		School	Achieved 2023/24	Achieved 2024/25	Achieved 2023/24	Achieved 2024/25	Achieved 2023/24	Achieved 2024/25	Flora Stevenson Primary School	74.3%	75%	83.8%	87%	89.9%	79%	Literacy Writing	P1		P4		P7		School	Achieved 2023/24	Achieved 2024/25	Achieved 2023/24	Achieved 2024/25	Achieved 2023/24	Achieved 2024/25	Flora Stevenson Primary School	77.0%	77%	80.0%	84%	85.4%	83%	Numeracy	P1		P4		P7		School	Achieved 2023/24	Achieved 2024/25	Achieved 2023/24	Achieved 2024/25	Achieved 2023/24	Achieved 2024/25	Flora Stevenson Primary School	79.7%	82%	87.5%	86%	84.3%	81%	<ul style="list-style-type: none"><li>• Assessment and evidence of Listening and Talking.</li><li>• Focus on improving writing</li></ul>	<p>Grade</p> <p>Good</p>
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School	Achieved 2023/24	Achieved 2024/25	Achieved 2023/24	Achieved 2024/25	Achieved 2023/24	Achieved 2024/25																																																																																																							
Flora Stevenson Primary School	79.7%	82%	87.5%	86%	84.3%	81%																																																																																																							

		<ul style="list-style-type: none"><li>• Reading 71.5%</li><li>• Writing 71.5%</li><li>• Listening and Talking 78.5%</li><li>• Numeracy 68%</li></ul> <p>Our cohort of Care Experienced children is very small and so percentage achieved is not very meaningful for this group of learners collectively. We track and support these learners individually.</p>																																																	
Attainment over time																																																			
<ul style="list-style-type: none"><li>• Dedicated time to understanding and using the new CEC Pupil Tracking system with SLT and class teachers</li></ul>	<ul style="list-style-type: none"><li>• Data from P1, P4, P7 Literacy and numeracy attainment over the past 4 years shows a generally increasing picture in P4 and P1 and a slight downturn in attainment with the P7 cohort this session.</li><li>• We do not have access to attainment data for the P2, P3, P5, P6 for the previous years to compare the journey for the children in P1 P4 and P7.</li></ul>	<div><p>LITERACY Achievement at "expected" levels</p><table><thead><tr><th>Year</th><th>Current</th><th>2024</th><th>2023</th><th>2022</th><th>2021</th></tr></thead><tbody><tr><td>1</td><td>75%</td><td>72%</td><td>73%</td><td>85%</td><td>70%</td></tr><tr><td>4</td><td>82%</td><td>78%</td><td>77%</td><td>75%</td><td>65%</td></tr><tr><td>7</td><td>78%</td><td>85%</td><td>82%</td><td>75%</td><td>62%</td></tr></tbody></table></div> <div><p>NUMERACY Achievement at "expected" levels</p><table><thead><tr><th>Year</th><th>Current</th><th>2024</th><th>2023</th><th>2022</th><th>2021</th></tr></thead><tbody><tr><td>1</td><td>82%</td><td>80%</td><td>85%</td><td>92%</td><td>72%</td></tr><tr><td>4</td><td>85%</td><td>88%</td><td>80%</td><td>78%</td><td>75%</td></tr><tr><td>7</td><td>80%</td><td>85%</td><td>80%</td><td>75%</td><td>70%</td></tr></tbody></table></div>	Year	Current	2024	2023	2022	2021	1	75%	72%	73%	85%	70%	4	82%	78%	77%	75%	65%	7	78%	85%	82%	75%	62%	Year	Current	2024	2023	2022	2021	1	82%	80%	85%	92%	72%	4	85%	88%	80%	78%	75%	7	80%	85%	80%	75%	70%	<ul style="list-style-type: none"><li>• Data for non-reporting years (P2,P3, P5, P6) is not available and so a system to begin to build this progress story from session 24/25 onwards will be important in order to track cohorts through the 7 years at Flora's.</li></ul>
Year	Current	2024	2023	2022	2021																																														
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Overall quality of learners' achievement																																																			
<ul style="list-style-type: none"><li>• Achievement Recognition in assembly, class and newsletters including successes shared from home.</li></ul>	<ul style="list-style-type: none"><li>• Pupils report feeling safe and happy in school but find it harder to describe when they have had choice and direction on choices or learning in school.</li></ul>	<ul style="list-style-type: none"><li>• Pupil discussion groups,</li><li>• School CAT sessions,</li><li>• Informal classroom observations</li></ul>	<ul style="list-style-type: none"><li>• Learning Community wide focus on consistent opportunities for learners to</li></ul>																																																

<ul style="list-style-type: none"> <li>Range of House activities, pupil groups and class jobs provide leadership opportunities for some learners</li> </ul>			<p>encourage progressive development of roles and opportunities across schools.</p> <ul style="list-style-type: none"> <li>Review of all leadership opportunities, tracking wider achievement and involvement.</li> </ul>	
<b>Equity for all learners</b>				
<ul style="list-style-type: none"> <li>All attendance policies and procedures followed.</li> <li>A very small cohort of children are Care Experienced, and their attendance and attainment is tracked regularly.</li> <li>Learner profiles for each child with ASN created.</li> <li>Tracking attainment and progress of core groups, Q1, FME, CE, EAL developing on Pupil Tracking</li> <li>Workshops for Dyslexic identified learners.</li> </ul>	<ul style="list-style-type: none"> <li>Attendance is tracked monthly, letters sent to those below 80% and those below 90%.</li> <li>EWS staff regularly consulted and supporting with significant issues.</li> <li>Support for CE children planned and CPMs if required.</li> <li>Learner profiles contain key targets and strategies for adults working with ASN children.</li> <li></li> </ul>	<ul style="list-style-type: none"> <li>Average attendance for Q1 learners is 94.2%.</li> <li>Average attendance for Q5 learners is 96.34%</li> <li>Attendance gap between Q1/Q5 learners is 2.14%</li> <li>Inset and meeting time for PSAs and teachers around 1-1 children to review paperwork, share learner profile and discuss strategies and supports reported as particularly impactful in supporting learners.</li> </ul>	<ul style="list-style-type: none"> <li>Add CE and Q1 learners, by name, to Fortnightly planning meetings to review gaps, supports and interventions.</li> <li>New Sfl teacher to undertake Dyslexia identification CLPL</li> </ul>	
<b>QI 2.1 Safeguarding and Child Protection</b> (Arrangements for safeguarding, including child protection; Arrangements to ensure wellbeing; National guidance and legislation)				
<b>Arrangements for safeguarding, including child protection</b>				<b>Insert QI Grade</b>
<ul style="list-style-type: none"> <li>All staff participated in their annual CP update in August.</li> </ul>	<ul style="list-style-type: none"> <li>All staff feel confident to complete wellbeing concern form and bring to SLT.</li> </ul>	<ul style="list-style-type: none"> <li>Pupil voice groups,</li> <li>Wellbeing folders</li> <li>Assemblies</li> </ul>	<ul style="list-style-type: none"> <li>Review CP arrangements for</li> </ul>	

<ul style="list-style-type: none"><li>• PSO is actively involved in supporting pupil wellbeing in both planned and responsive ways.</li></ul>	<ul style="list-style-type: none"><li>• Ethos of importance of equalities and children’s rights is evident throughout the school and is led by the pupil equalities group</li></ul>	<ul style="list-style-type: none"><li>• Parent feedback</li></ul>	<ul style="list-style-type: none"><li>• induction of new staff.</li><li>• Develop the equalities group remit further.</li></ul>	
Arrangements to ensure wellbeing				
<ul style="list-style-type: none"><li>• We regularly review wellbeing concerns and information from staff at our LSP meetings</li></ul>	<ul style="list-style-type: none"><li>• All SfL and SLT have a good understanding of individual, evolving concerns and there are steps taken to support these.</li></ul>	<ul style="list-style-type: none"><li>• Meeting minutes</li><li>• WBC forms</li><li>• Staff feedback in conversations</li><li>• Pupil feedback in conversations</li></ul>	<ul style="list-style-type: none"><li>• Further support SLT and SfL staff and admin to use Seemis pastoral notes to build a comprehensive chronology for learners.</li></ul>	
National guidance and legislation				
<ul style="list-style-type: none"><li>•</li></ul>	<ul style="list-style-type: none"><li>•</li></ul>	<ul style="list-style-type: none"><li>•</li></ul>	<ul style="list-style-type: none"><li>•</li></ul>	
QI 2.2 Curriculum: Theme 3 Learning pathways				
<ul style="list-style-type: none"><li>• We have fully reviewed all of our planning frameworks and approaches</li><li>• We have introduced the new CEC Numeracy pathways</li></ul>	<ul style="list-style-type: none"><li>• We have identified the need to review the progression of learning through the levels</li></ul>	<ul style="list-style-type: none"><li>• CAT sessions</li><li>• Staff discussion</li><li>• Folder monitoring</li><li>• Self-evaluation activity</li></ul>	<ul style="list-style-type: none"><li>• Review stage planning to ensure balance breadth and progression across the curriculum from P1-P7</li><li>• Introduce new CEC Literacy pathways</li></ul>	
QI 2.7 Partnerships: Theme 3 Impact on learners (parental engagement only)				
<ul style="list-style-type: none"><li>• Parent/carer views sought on range of issues – Homework, Values, School Improvement Priorities, quality of school photographs and the efficacy of the annual reporting format.</li><li>• Weekly Family Newsletter</li></ul>	<ul style="list-style-type: none"><li>• Consistent messaging, sharing information and news, including parent contributions to the newsletter “successes”</li><li>• Parents report valuing the opportunities to engage with learning and be asked their views on school decisions.</li></ul>	<ul style="list-style-type: none"><li>• Feedback from parent communication survey in June 25:<ul style="list-style-type: none"><li>○ Almost All parents surveyed (98%) agreed that general communication from school was the right level.</li></ul></li></ul>	<ul style="list-style-type: none"><li>• Trial different methods of gathering parent/carer views on school improvement</li></ul>	

<ul style="list-style-type: none"> <li>• Termly Class sharing learning Newsletters</li> <li>• Monthly Nursery Newsletter</li> <li>• Ad-hoc sharing learning events from individual classes.</li> <li>• House coffee mornings sharing learning</li> <li>• Class sharing learning assemblies</li> <li>• Range of parent workshops– SaLT, RWI, Dyslexia, PEEP, Raising Children with Confidence</li> <li>• Parent Council support on a range of projects, STEM Room, Room 3, Primary 1 garden, playground.</li> <li>• Flora Gives Back Day with community and parent partners.</li> </ul>		<ul style="list-style-type: none"> <li>○ Most parents surveyed (77%) agreed that communication for individual children was the right level.</li> <li>○ Most parents surveyed (94%) agreed that the school makes appropriate effort to involve parents.</li> </ul>		
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## Flora Stevenson Nursery Class

ELC/Nursery Class (if applicable)				
<b>What have we done?</b> (What work/action has been undertaken within the priorities from your improvement plan 24-25? eg professional learning, consultation with all stakeholders, implementation of planning, use of resources etc)	<b>How well are you doing?</b> <b>What's working well for your learners?</b> (Consider the full QI, self-evaluative statements against each theme)	<b>How do you know?</b> <b>What evidence do you have of positive impact on learners?</b> (What evidence do you have? Quantitative or qualitative data to support.)	<b>What are you going to do now?</b> <b>What are your improvement priorities in this area?</b> (Identify a few next steps linked directly to progress and impact for this area/priority)	<b>How would you evaluate this QI using the HGIOELC six-point scale?</b> (Use the drop-down menu to select your evaluation)
<b>QI 1.3 Leadership of change</b> (Developing a shared vision, values and aims relevant to the school and its community; Strategic planning for continuous improvement; Implementing improvement and change) <b>Consider Care Inspectorate: How good is our Leadership, Management and Staffing?</b> QI 3.1 Quality assurance and improvements are well led				
<b>Developing a shared vision, values and aims relevant to the school and its community</b>				<b>Insert QI Grade</b>
<ul style="list-style-type: none"> <li>New values created in full consultation</li> <li>UNCRC Rights shared regularly with a planned programme</li> <li>Parents consulted on a range of issues across the year</li> </ul>	<ul style="list-style-type: none"> <li>All stakeholders (<i>staff, pupils, and families</i>) have had opportunity to review and refresh our school values to better reflect our community and support our ongoing commitment in supporting all learners.</li> <li>An agreed set of values shared with community.               <ul style="list-style-type: none"> <li><b>Kindness</b></li> <li><b>Integrity</b></li> <li><b>Learning</b></li> <li><b>Respect</b></li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Engagement evidence from stakeholders in value creation</li> <li>Class displays,</li> <li>Learner conversations</li> <li>Feedback from parents. Survey in June 25:               <ul style="list-style-type: none"> <li>Almost All parents surveyed (98%) agreed that general communication from school was the right level.</li> <li>Most parents surveyed (77%) agreed that communication for</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Embed the refreshed Values with stakeholders. Further develop school aims and vision.</li> </ul>	<b>GOOD</b>



		individual children was the right level.		
Strategic planning for continuous improvement				
Each EYO has rotated leadership roles termly.  All staff have had responsibility for improving designated areas of the outdoor space.	All 3 EYOs have led confidently on comms with families, medical and planning.  Outdoor area provision is markedly different and more varied from the start of the year with regular refreshes.	There has been consistent delivery of e.g. regular high quality newsletters for families, planning meetings and paperwork reviewed and refreshed and a wider knowledge base of healthcare procedures and paperwork.  Anecdotal evidence suggests more learners are exploring different outdoor areas, spending a longer time there and revisiting regularly.	Continue the rotation as this gives all the EYOs experience of different aspects of leadership.  Track pupil engagement outdoors quantitatively – possibly using the Leuven Scale.	
Implementing improvement and change				
Almost all staff have a lead responsibility in nursery development	Learners have benefitted from staff growth in knowledge around EAL and equalities, emotion talks displays, outdoor provision, a change in delivery of bikes and cycle opportunities. Families have attended BookBug sessions and PEEP sessions with their children.	Staff report more confidence in leading their designated areas. DHT and EYO’s report greater participation in planning meetings. Staff initiate attendance at CPD training.	Track and display staff CPD. Give time in weekly staff meetings for sharing of staff learning to disseminate ideas agree on implementation.	
QI 2.3 Learning, teaching and assessment (Learning and engagement; Quality of teaching; Effective use of assessment; Planning, tracking and monitoring) Consider Care Inspectorate: How good is our Leadership, Management and Staffing? : How good is our care, play and learning? QIs: 1.3 Play and Learning and 2.2 High Quality Facilities				
Learning and engagement				Insert QI Grade
Bookbug launched in nursery for all children.	Recognised an increase in learner confidence in using rhyme and in acting out familiar stories.	DMLO trackers indicate progress in verbal literacy over the year.	Audit use of the curriculum cabin.	



<p>More focus on rhyming and repetitive pattern in group time and gather time.</p> <p>CEC EY Audit of outdoor area by staff including pupil voice recognising views.</p> <p>Each staff member took responsibility to develop an outdoor area.</p> <p>Resources order to support the planned learning.</p>	<p>Curriculum cabin created to support outdoor literacy.</p> <p>Outdoor areas now respond better to pupil interests and mirror indoor provision, outdoor sand and water and drawing for example.</p> <p>Dual language books reflect and celebrate the diversity of home languages</p>	<p>All pre-school children visited the local library and participated in story telling sessions.</p> <p>Pupil voice data indicates most popular outdoor play areas – resourcing is regularly updated by staff and recorded on planning sheets.</p> <p>Books are refreshed in both rooms and outdoors regularly. Many children ask for stories to be read to them.</p>	<p>Track use of the resources placed there.</p> <p>Track which children ask for stories to be read and when – are there any themes or patterns which staff should be aware of?</p>	GOOD
Quality of teaching				
<p>All staff undertaken CLPL on phonological awareness and early writing.</p>	<p>Staff are more confident in knowing to support children with hearing the number of sounds, initial sounds and the correct pronunciation of sounds.</p>	<p>Staff report greater confidence in modelling rhymes and pronouncing letters and sounds.</p> <p>Staff are heard using rhyme and onset in the course of play.</p>	<p>Track learners into P1 who have had experience in Flora’s Nursery – is there a quantitative or qualitative difference?</p>	
Effective use of assessment				
<p>Termly tracking meetings for key worker groups.</p>	<p>Staff make good use of the DLMOs and identifying patterns of need.</p>	<p>Identified EAL language gaps and put interventions into place.</p> <p>Identified fine motor difficulties (using scissors) across a range of learners which led to appropriate intervention.</p>	<p>Plan for EAL interventions earlier in the year (not waiting until we see they are needed).</p>	
Planning, tracking and assessment				
<p>CLPL on phonological awareness and early literacy including tracking of this.</p>	<p>Staff are more confident using trackers of progress.</p>	<p>Staff come to DMLO tracker meetings confident in their conclusions and ready to discuss their learners’ progress.</p>	<p>Responsive planning sheets will indicate core, support and challenge learning experiences.</p>	



Planning sheets in every area of the nursery incudes responsive planning recording pupil interest and voice.  Staff training in using CEC numeracy early level planners	The areas are regularly reviewed, refreshed and update to support and extend children’s interests.  Confidence around language and breadth of numeracy opportunities for learners.	Key group sessions, daily story time, Book Bug sessions, library visits have ensured a focus on rhymes, sounds and pronunciation.		
<b>QI 3.1 Ensuring wellbeing, equality and inclusion</b> (Wellbeing; Fulfilment of statutory duties; Inclusion and equality) <b>Consider Care Inspectorate: How good is our Leadership, Management and Staffing: How good are we at ensuring the best possible outcomes for all our children?</b> <b>QIs: 1.1</b> Nurturing Care and Support and 4.3 Staff Deployment				
<b>Wellbeing</b>				<i>. Insert QI Grade</i>  <b>GOOD</b>
Embedded work from last session on using Emotion Talks, Emotion Walls, support and strategies planning.  Use of Up, Up and Away document to support learning and meeting needs is well embedded	Used daily by all staff to support emotional regulations  Staff use Up, Up and Away spontaneously (not relying on prompts from senior staff)	Observation – staff directing children to this regularly. Heard using the language of emotional regulation.	Refresh emotion talks displays.  Continue to encourage staff to use Up, Up & Away to make judgements about learners to inform next steps.	
<b>Fulfilment of statutory duties</b>				
Development of staff use of wellbeing folders and record keeping.  All staff up to date with CP training.  EYO all attended CLPL on leading CPMs	All staff confident in using system to ensure reliable up to date information is shared and recorded.  EYOs confident to lead CPMs with appropriate support from nursery DHT as required.	Transition information for children moving on ensures new destination has good information to enable smooth start.	Produce an annual calendar for GIRFEC needs tying in with DMLO tracking and follow up.  Familiarisation with new ASL staff, structures and supports.	
<b>Inclusion and equality</b>				



<p>Every child has a supports and strategies sheet.</p> <p>All staff undertaken E&amp;D training</p> <p>Creation of resources and guidance toolkit on teams for all staff to access</p> <p>A leadership focus on ASL from EYO was maintained throughout the year.</p> <p>Bookbug sessions targeted at EAL learners</p>	<p>Every child's preferences and triggers are known and shared with e.g. supply staff. These are reviewed regularly and update termly.</p>	<p>Good take-up of EAL families for Bookbug and PEEP group. Family feedback was very positive.</p> <p>Dual language resources added to library areas.</p>	<p>Proactively plan BookBug and PEEP sessions evenly over the year.</p>	
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**QI 3.2 Securing children's progress** (Progress in communication, early language, mathematics, health and wellbeing; Children's progress over time; Overall quality of children's achievement; Ensuring equity for all children)

**Consider Care Inspectorate: How good is our Leadership, Management and Staffing?: How good are we at ensuring the best possible outcomes for all our children?**

**QIs: 1.1 Nurturing Care and Support and 4.3 Staff Deployment**

Progress in communication, early language, mathematics, health and wellbeing				Insert QI Grade
<p>DMLO trackers well embedded and used by all staff. DHT has trained EYOs in using this and they are now confident in carrying tracking conversations 3 times/year. DHT and EYOs look for patterns across all children and use this data to impact planning.</p> <p>DHT has delivered training on Early Numeracy following the CEC EY curricular guidance.</p>	<p>Termly meetings are in place to review the trackers and identify patterns or gaps in knowledge and skills.</p> <p>DHT audits Learning Journal entries x3 year noting areas of good reporting and any deficit areas to feed into planning to impact children's progress across the curriculum.</p> <p>Staff more confident that their current practise ensures a wide range of opportunities for</p>	<p>Interventions have been targeted e.g. communication skills were identified as an area of need so key worker groups focussed on these and families were targeted to invite along to BookBug sessions. Staff were trained to lead these sessions.</p>	<p>Create overview of interventions from trackers from the first tracking period to identify key themes and plan interventions accordingly.</p> <p>Review staff confidence around phonological awareness (survey) and how to integrate this into everyday practise and</p>	<b>GOOD</b>

	children to progress their numeracy understanding and skills.		confidence around the language of numeracy.	
Children’s progress over time				
Robust systems in place to track individual progress and intervene as necessary	Interventions planned to meet learners needs as identified by regular tracking meetings.	Data from end of year submission demonstrates children’s progress over time.	New planning format will enable staff to plan core, support and challenge activities.	
Overall quality of children’s achievement				
Ensuring equity for all children				
QI 2.1 Safeguarding and Child Protection (Arrangements for safeguarding, including child protection; Arrangements to ensure wellbeing; National guidance and legislation)				
Arrangements for safeguarding, including child protection				. Insert QI Grade
• All staff participated in their annual CP update in August.	• All staff feel confident to complete wellbeing concern form and bring to SLT.	• Wellbeing folders • Staff meetings	• Review CP arrangements for induction of new staff.	
Arrangements to ensure wellbeing				
• We regularly review wellbeing concerns and information from staff at our LSP meetings	Nursery DHT and EYOs have a good understanding of individual, evolving concerns and there are steps taken to support these.	• Meeting minutes • WBC forms • Staff feedback in conversations	• Further support SLT and SfL staff and admin to use Seemis pastoral notes to build a comprehensive chronology for learners.	

National guidance and legislation				
QI 2.2 Curriculum: Theme 3 Learning pathways				
•				<i>Insert QI Grade</i>
QI 2.7 Partnerships: Theme 3 Impact on learners (parental engagement only)				
<p>Monthly newsletter sent to all families.</p> <p>Learning Journals share photos, videos and descriptions of each child's learning.</p> <p>All families invited to sign up for weekly "Stay and Play".</p> <p>Personal plans created with families when learners are enrolled and then reviewed termly with families.</p> <p>Book Bug sessions and PEEP sessions run with families attending with their children.</p>	<p>All families receive the newsletter.</p> <p>Staff target is one observation per child per week for LJ.</p> <p>All families review the personal plans termly.</p> <p>A few families expressed the desire to 'see' more of their child in Nursery.</p> <p>PEEP sessions started with maximum attendance – this tailed off a little.</p>	<p>When newsletter includes opportunities for feedback - QR code or link to MS form families take this opportunity.</p> <p>DHT reviews LJ termly and gives feedback around the quantity and quality of observations.</p> <p>Book Bug sessions offered were full. Survey of families gave very positive feedback with reports of increased confidence around e.g. story-telling and phonic awareness.</p>	<p>Review pick up arrangements so that families come into the setting daily, see and have the opportunity to participate in learning activities with their child and interact with staff.</p> <p>Track engagement against the various opportunities.</p> <p>Target groups (e.g. EAL) with tailored invitations.</p> <p>Quantify engagement and plan 'before' and 'after' measures before these interventions start.</p>	<i>Insert QI Grade</i>

Date of last Care Inspection:	Evaluation- please indicate overall for each question
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How good is our Care, Play and Learning?	
How good is our Setting?	
How good is our Leadership?	
How good is our Staff Team?	