



ST MARGARET'S PRIMARY SCHOOL



STANDARDS AND QUALITY REPORT

2024- 2025

Salmon Inn Road, Falkirk FK2 0XF

Head Teacher- Mrs Snedden



Literacy and interdisciplinary learning



P1 Warning Tale Journey Story Procedure	Atkins' Wormerpowerful Journey Literacy – Journey Story STEAM – Food Technology Sustainability Global Citizenship	Inventions Literacy – Procedure STEAM – Engineering Art and Design HVB – Growth mind-set	Amalgams Literacy – Journey Story (Description) HVB Maths	Screen or warning Literacy – Warning Story (Openings & Endings) Science Technology	Warning Literacy – the little red hen Food Tech Maths- measure
P2 Being Yourself HVB Art and Design	Being Yourself HVB Art and Design	People who help us Literacy – Meeting Tale Dialogue Toolkit RME – Morals Social Studies	Rainforest Literacy – Fiction Journey Non-fiction – persuasive Action Toolkit Languages RME	Healthy Eating Literacy – Finding Tale (Openings & Endings) STEAM – food tech HVB – RSHF	Toys in past Literacy-Finding Tale Non-fiction – recount (telling something) Social Studies Technology
P3 Defeating the Monster Response	Into the Woods Literacy – Warning Tale (Suspense) STEAM – Science Social Studies	Ancient Egypt Literacy – Portal Story (Setting) / Procedure Social Studies Technology	Little People/ Big Dreams Literacy – History World of Work STEAM Enterprise	Traction man in action Literacy STEAM	Representation Literacy – Rags to Riches (Description) Art Social Studies
P4 Explanation Instruction	Farm to Fork Literacy – Warning Tale (Dialogue) HVB Social Studies	Titanic Literacy – Information Report Social Studies STEAM	How things work Literacy – Suspense Story (Suspense) STEAM Art and Design	Climate/Endangered species Literacy – Finding Tale (Openings & Endings) Persuasive Social Studies	Water Literacy – Warning Tale (Setting) STEAM Social Studies
P5 Partial Story Fear Story Character Plate Revisit	Citizenship – Animal Rights Literacy – Meeting Tale (Openings & Endings) HVB – Friendships/Fairtrade RME Farming	Reactions Literacy – Procedure STEAM – Science and Experiments HVB – Equalities/discrimination	Citizenship – Human Rights/ Friendships Literacy – discussion HVB UNCRC	Romans Literacy – History Social Studies Technology **Find new book?	Scottish History (light on Dumfries) Literacy - ???? Social Studies **Consider Video Games topic and Trapped in a Video Game?
P6 Rags to Riches Defeating the Monster Revisit	Friendship/Rights Citizenship Literacy-meeting tale with a focus on openings and endings. HVB Art and Design	Victorians Literacy-Journey Story (Dialogue) Social Studies	Vikings / Norse Gods Literacy-Defeating the monster Social Studies Technology RME	Outdoor – Hunter Gatherers Literacy – Explanation Maths STEAM	Environment – Habitats Literacy – Discussion Social Science – Endangered animals
P7 Partial Story Quest Warning Tale Warning Story	Light & the Spectrum/ Enterprise Literacy – Fiction: Portal Story (Setting) Non-fiction: Poetry Social Studies: Citizenship	Country Comparison: Scotland / Japan Literacy – Quest (Suspense) Social Studies: Geography	WW2 Literacy – Non-fiction (Histories / Information) Social Studies: History	Deserts (climate change) Literacy – Warning Story (Description) Persuasive Science: Climate Change	Diversity Literacy – Non-Fiction (Persuasive) Social Studies HVB

Over the last two years we have spent time reviewing and adapting our literacy curriculum along with our learning and teaching approaches in this area. Our aim was to ensure that we are meeting the needs of our learners through a literacy mastery approach which is linked with our Interdisciplinary Learning (IDL).

This has had a really positive impact on almost all children by making their learning more coherent while offering more breadth and depth to their learning, leading to raised attainment and increased engagement of most learners.



In addition we have also taken a social justice lens to our IDL planner to ensure that we are developing racial literacy, citizenship and celebrating diversity as a school community.





Attainment, achievement and support

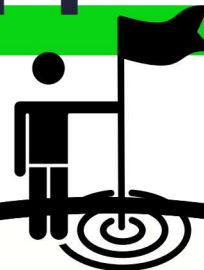
Over time, almost all of our children are on track or ahead in their learning. Staff work closely as a team to remove barriers to learning. Our support for learning strategy is having a very positive impact.

For those children who experience some challenges in literacy and numeracy we have a broad range of supports in place through our support for learning strategy and inclusive 'Hive' provision. This also relates to our most able learners who require further challenge in their learning.

For children supported in the Hive, approximately, 30% of our whole school community, there is strong evidence that these supports are having a positive impact on all of these learners. Interventions in the Hive are aimed at supporting learner's literacy, numeracy and health and wellbeing as well as creating opportunities for wider curriculum achievement.

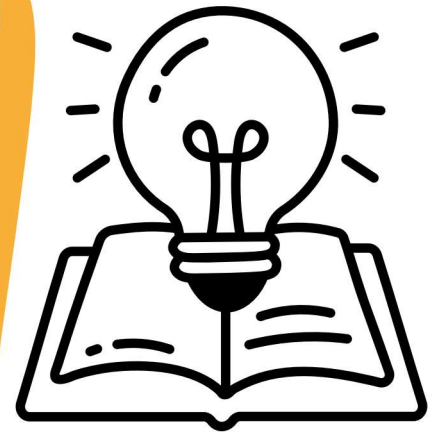
With some children, we have observed that a barrier to their learning is their engagement and motivation in learning or their ability to learn independently. All teaching staff have spent the last two terms revisiting and developing what our agreement and expectations are of an excellent learning experience or lesson.

Through our approach as a whole school to 'Making Learning Visible' children engage with and reflect on learning intentions and success criteria throughout a lesson. Our school aims; our learning powers, are embedded into all lessons and used as a tool to help children reflect on the attributes they need to be successful, confidence, effective and responsible as a learner. Our visual environment is designed to be a resource to support independence in learning.



Attainment, achievement and support

Children wrote stories and created characters in 23/24 for our learning powers (school aims) which are now incorporated into every class lesson, on display in our lunch hall and discussed at assemblies. The purpose of these is to help children in understanding and identifying the attributes they need to help them be successful in their learning.



St Margaret's Learning Powers



CO-OPERATIVE CO-OPERATIVE CALM	- Listen to other - Say when you don't understand - Be Kind when you disagree - Explain things to help others
COURAGEOUS COURAGEOUS CALM	- Have a growth mind-set - Don't worry if things go wrong - Learn from mistakes - Try
CREATIVE CREATIVE CALM	- Let your imagination go - Think up new ideas and questions - Share your thoughts and ideas
CURIOUS CURIOUS CALM	- Ask questions - Notice things - Look for patterns and connections - Think of possible reasons
Previous Previous CALM	- Take small steps - Try better than last time - Don't compare yourself to others - Keep reviewing your work - Identify your best bits
PERSEVERANT PERSEVERANT CALM	- Be excited to try new things - imagine your intelligence growing by the minute - Know that you can do it if you have the input and you practise
PATIENT PATIENT CALM	- Take calm, deliberate actions - Be content with waiting - Take one thing at a time - Be calm and kind to others when working together
RESILIENT RESILIENT CALM	- Work hard - Practise lots - Try different strategies - Ask for help - Start again - Take a brain break

Most children are now able to talk confidently about these and identify which learning powers they will need to be successful in a specific area of learning.

Learning and teaching developments:



Over the last two years we have been developing our digital literacy across the school and have now achieved our Digital Schools Award.

We use technology to enhance the learners experience, provided digital supports and feedback through a variety of apps. Our learner's find this highly engaging and most children are accessing this well to support their independence as a learner.

We also developed a progressive programme for digital safety and are exploring the impact of digital screen time with our learners.

The teaching and support staff team have spent this academic year focusing on professional reading and dialogue around pedagogy (the 'how' we teach the curriculum). This has had a very positive impact on teaching approaches throughout the school and has fed into our development of an 'excellent lesson'.

Some of our teaching staff have been developing learning and teaching in Maths and Numeracy through exploration of a spiral maths approach. This means that children have the opportunity to review concepts in this area more regularly, building up skills and confidence. Our observations are that where this is happening almost all children's confidence and engagement has increased



Area for development in 25/26

· Continue to develop the use of our aims; our learning powers, as we focus more on the four capacities (Successful, Confident, Effective and Responsible learners) in curriculum, development and planned learning experiences.

As a team we have begun to research and discuss intrinsic motivation and how we can ensure our learners are enthusiastic, independent and effective in their own learning.

Embed our approach to an excellent lesson consistently in all classes in the coming session.

Revisit our maths and numeracy curriculum and learning & teaching approaches to ensure that all children experience a maths mastery and spiral maths approach.

Develop our approaches to outdoor learning (including in local area) for engagement and achievement throughout the whole school and for targeted interventions for some.

· Continue to develop our Hive, 'Cozy' rooms and support for learning strategy to support a broad range of learners.

Review our Relationships (Behaviour Policy) in line with new Local and National Guidance.