

ST MARGARET'S PRIMARY SCHOOL



STANDARDS & QUALITY 25/26

PRIORITY

1

Relationships



Relationships in our school are strong between staff, children and almost all of our learners. There are some children who still need more support in developing social skills, managing emotions and relationships with peers but in general our school is an inclusive, nurturing school with a notable positive ethos. Over 38% of the children in our school have a recognised additional support need where their ability to form relationships may be impacted due to trauma or neurodiversity. We understand and know our children very well, we are skilled in supporting additional support needs and can confidently say that with all of these children we are having a positive impact on emotional development over time. Visitors to our school; supply staff, intergenerational volunteers, other visiting specialists and agencies regularly commend us on the positive ethos and relationships in our school and the behaviour of our children who are kind, caring and well mannered.

"Having visited and worked in many Primary schools across Scotland I have experience in getting the feel of a school by just sitting in the staff room and watching the interaction amongst the staff, (teachers, admin as well as Head Teacher). At St Margaret's the staff have a fabulous relationship towards all members of staff and that includes their attitude towards their volunteers. I have never felt either like an outsider or a visitor and always feel welcome.

The responsibility of the volunteers is to help teachers with giving that little extra to either groups of or individual children whether it be reading, writing, spelling or number. On the odd occasion a little filing, helping to clear up or go on a visit out of school!"

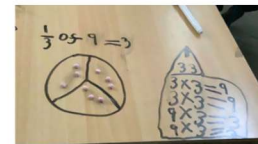
IGL volunteer

End of Year Maths & Numeracy Attainment

National Average is 85%

P1		95%
P2		91%
P3		86%
P4		92%
P5		89%
P6		91%
P7		90%

PRIORITY 2 Maths & Numeracy



Many years ago, we adopted a maths mastery approach to maths and numeracy and our attainment in this area has remained strong. There are presentations on our website which explain in detail this approach.

We have visited this, this year due to the national Curriculum Improvement Cycle. Our approach to maths mastery is recognised as impactful and we are adapting this in line with the new maths and Numeracy Curriculum which focuses on a 'Big Ideas' approach alongside ensuring that children know, do and understand key Maths and Numeracy concepts.



"Can we do more lessons like this again? I really liked solving a mystery from a crime scene and using our fractions to help us."

"It's quite hands on, instead of just a worksheet, we get to do different types of activities. It's creative and we get some freedom in what we do."

"We don't just do jotter work, we make posters, go outside, make PowerPoints, create our own Jurassic Park for scale drawings, make our own 3D shapes and lots more fun tasks."

"We get to do outdoor maths and we love that!"

Our updated relationships policy which outlines our approaches to supporting positive relationships can be found on our website: <https://www.st-margarets.falkirk.sch.uk/>

INTRINSIC MOTIVATION

Throughout this session we have developing approaches to learning and teaching that build upon children's intrinsic motivation ~ their inner driver to learn for themselves. We have been adapting learning experiences and learning environments, increasing pupil voice and opportunities to learn through problem solving and enquiry.

To support us with this, we have worked with Judy Pitt, developing strategies for independence and engaged in professional reading and discussion about 'Engaging Learners,' by Andy Griffith and Mark Burns.

As a result we have seen in almost all of our learners, an improvement in their active engagement in learning, relying more on themselves as a learners in place of an adult, who is taking on more of a facilitative and coaching role.

Children across the school can be heard saying:

"This is really making me think!"

"I know nothing about this, but I'll know more soon!"

"I am learning so much!"

"This is challenging!"

"That was great, can we do more of this!"

IMPACT

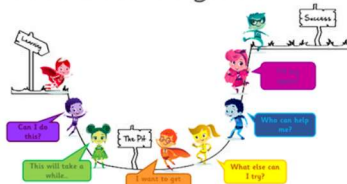
DEVELOPING OUR LEARNING POWERS



We have been developing the use of our Learning Powers for a few years now and it is evident in all classes that they children are beginning to confidently reference these when talking about their learning.

We make use of our Learning Pit to help children understand the process of learning and understanding that challenge is necessary, mistakes are marvellous and there are ways to move out of the learning pit.

The Learning Pit



"Every child I have met has shown kindness, consideration and real respect. It is clear from the minute you walk in the building that everyone is valued and respected".

Judy Pitt.

PRIORITY 3 Consistency in learning & teaching

Throughout this session we have invited in visitors from other schools, Falkirk Council and Judy Pitt, who has been supporting us to develop our approach to ensuring our learners are more independent, motivated and actively involved in their own learning.

The visits have a crucial source in affirming the excellent progress we have made in ensuring consistency of practice, developing our learner's language of learning and validating the positive ethos, culture and learning environment we have created.

St Margaret's Learning Powers



CO-OPERATIVE	- Listen to other - Say when you don't understand - Be Kind when you disagree - Explain things to help others
COURAGEOUS	- Have a growth mind-set - Don't worry if things go wrong - Learn from mistakes - Try
CREATIVE	- Let your imagination go - Think up new ideas and questions - Share your thoughts and ideas
CURIOSUS	- Ask questions - Notice things - Look for patterns and connections - Think of possible reasons
DETERMINED	- Take small steps - Try better than last time - Don't compare yourself to others - Keep reviewing your work - Identify your best bits
MOTIVATED	- 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	- Take calm, deliberate actions - Be content with waiting - Take one thing at a time - Be calm and kind to others when working together
RESILIENT	- Work hard - Practise lots - Try different strategies - Ask for help - Start again - Take a brain break

PRIORITY 3 Outdoor Learning

Last year we identified that outdoor learning was an area that the children really enjoy but staff confidence was not as strong as it could be. Over the course of this academic year, we have engaged in professional learning and reading around high quality outdoor learning and developed a draft framework of skills progression and we have observed a significant increase in staff confidence, a broader range of meaningful and engaging learning experiences that are really motivating the children.



"I love outdoor learning as it is fun and we are also learning."

"I like when we went out to do speed, distance and time with the two Primary 6 class Teachers."

"It is the best way to learn without being inside."

PRIORITIES 2026 - 2027

Building on the positive progress we have made this academic session (25/26) we will be focusing on:

1. Further developing a thinking, enquiry-based classroom across all stages.
2. Further developing our Maths and Numeracy progression framework and relooking at our literacy and expressive arts curriculum (an area that our learners have told us they are keen to develop).
3. Developing our approaches to leadership of learning, leadership of change and learner agency within these.

THIS IS WHY...

"I liked looking at other people's experiment's and showing them our experiment. We go to research our own experiment and come up with fun science projects without my teacher."

"I loved doing the Young STEM Leader Project."

"I like doing experiments that I might now have known of. I loved getting to create my own experiments and show and teach others."

"It was fun doing the activities, it was inclusive as we were learning about different neurodiversity's, it was good to see things from others point of view, for example dyslexic people may see words differently." - (Learning about Neurodiversity)

"It helps us feel calm when we are sad or angry."

"I find it very relaxing especially when I am overwhelmed."

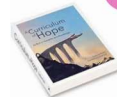
"The Hive is a great place that helps me to calm down and focus on my work"

"It is calm and the teachers help me when I am struggling"

OUR HIVE

Two years ago we first created our Hive support area. This has developed over time and is now widely used throughout the school in a wide number of ways; support for learning groups, nurture groups, emotional support, creating a calm, purposeful learning environment for those who need a break from our open plan environment and support at lunches and breaks for those who find our outdoor spaces challenging to navigate.

NEXT STEP



Staff will continue to engage in professional reading and discussion by focusing on the book 'A Curriculum of Hope' by Debra Kidd.

Our cluster priority will be focusing on:

The cluster priority will be focusing on developing key pedagogical principles (the HOW of teaching): Thinking before instruction, responsive teaching and adapting supports without lowering challenge.

PEF funding will continue to focus on raising attainment in literacy and numeracy but primarily on removing barriers to engagement and social inclusion through targeted interventions, the employment of an additional support staff member who is nurtured trained and resources that will support engagement.



Be Safe



Be Respectful



Be the Best You