



STANDARDS AND QUALITY REPORT 2024 – 2025

Be happy, Positive and Successful

Values

In Blackford Primary School we try to be honest, helpful, fair, caring, gentle, kind and wise.

Aims

- To promote a welcoming environment where our children are happy, safe, confident, responsible and caring; encouraging self -discipline, independence and respect for themselves and others
- To promote opportunities for active, cooperative and independent learning through effective teaching
- To work in partnership with families, carers and the wider community to provide high quality, meaningful learning experiences and to encourage and promote a lifelong, positive approach to health and wellbeing
- To support children to be resilient, and to realise and achieve their full potential, recognising attainment and achievement.

Attainment, Attendance and Progress

Attendance

2022/23	91%
2023/24	91%
2024/25	94%

Attainment and Achievement

In P1, P4 and P7 the majority of children have attained appropriate levels in Literacy and Numeracy, and a few are exceeding expected levels. Almost all children with additional support needs have made good progress from their previous levels of learning.

The children have had opportunities for wider achievement this session. These have included Guitar lessons, a Christmas concert, Athletics, Forest School sessions and a residential trip for P7's. They have also had opportunities to compete in events such as the Cluster Sports, County Sports, Blackford Highland Games, and to access clubs run by Active Schools in Auchterarder such as Netball, Hockey & Football.

Engagement with some families to support attendance has had positive results, with attainment and wellbeing improving in line with increased time in school.

The Eco Committee have continued to take positive steps with regards to Learning for Sustainability. Following last session's successful accreditation process, the Eco priorities have included Climate Action, Biodiversity and Global Citizenship, as well as continuing with our reductions to Litter and Waste in the school community. Pupils have completed Climate Ready Schools training and are keen to share their learning with the rest of the school.

Learning

Staff have engaged in the Perth & Kinross Numeracy School Programme and implemented positive changes throughout the school. Enhanced knowledge, skills and understanding of effective teaching has improved outcomes for learners. Staff have valued the opportunity to work collaboratively with other schools.

Pupil Equity Funding has provided opportunities to further support a few children in a nurturing environment resulting in increased engagement in learning. It has also enabled us to support pupils in classes with literacy and numeracy development.

Health and Wellbeing continued to be a high priority for children throughout this session. The children have been well supported through ongoing classwork and outdoor activities to build resilience, increase confidence, self-regulate and sustain positive relationships. A few children and families have also been supported by the Community Link Team, SHINE and School Nurse to improve their wellbeing, attendance and resilience going forward.

We continue to work collaboratively with our local schools and pre-school settings to support children and families transitioning in and out of our school. This includes meetings to share information, discussion groups for children and parents, visits from staff, and opportunities to visit the school. Through this process families feel supported when children move to their new setting.

Children's Rights remain a focus of school assemblies and in classrooms, with staff and children embedding them into school and home life. Alongside the Eco Group, the School Council will be exploring the impact climate change is having on children's rights in Scotland and around the world.

Teachers make very effective use of digital technologies across learning and teaching. Children use a range of tools confidently to support and enhance their learning across the curriculum, and to develop their digital skills.

All staff have put the principles of Nurture Principle 2: The Environment Offers a Safe Base into practice. They have created a nurturing and inclusive environment. Relationships across the school community are positive and based clearly on mutual trust and respect.

Leadership

Children continue to have opportunities to take on leadership roles within classes and across the school. This has been particularly evident through activities linked to Blackford Gala, Forest School, Gardening, Buddies, Blackford's Got Talent, St Andrew's Day, Enterprise, the Eco Group and School Council. Staff have continued to undertake leading roles in improving experiences for children through Eco Schools, Digital Schools, Literacy, Numeracy and Child Protection.

All teachers continue to be involved in regularly tracking and monitoring pupil progress, and they consider all the data that is available to them when planning learning experiences. The wide variety of data now available, and our ability to provide appropriate interventions, helps ensure the needs of children are met effectively.

The school has a good capacity for continuous improvement:

Quality Indicator	Evaluation
<i>1.3 Leadership of Change</i>	<i>Good</i>
<i>2.3 Learning, Teaching & Assessment</i>	<i>Good</i>
<i>3.1 Ensuring Wellbeing, Equality and Inclusion</i>	<i>Good</i>
<i>3.2 Raising Attainment & Achievement</i>	<i>Good</i>

Improvement Priority for 2025-26

- To use assessment data and other key information to evaluate and evidence that planned interventions are improving outcomes for children; and use this information to inform future planning.
- To continue to raise attainment, particularly in writing and numeracy.

This report has been compiled in consultation with the Pupils, Parents, Staff, Community Link Worker and School Nurse through professional discussion, assemblies, and engagement with the Parent Forum.