



Cleish Primary School

Standards and Quality Report 2024-2025



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The purpose of this report is to share information on the impact that school improvement actions have had on pupils' learning and progress over the course of this session. Using "How Good is Our School 4?" (Education Scotland 2015) our self-evaluation grades for key quality indicators are shown below.

| Quality Indicator | Evaluation |
|------------------------------------------------|------------|
| 1.3 Leadership of Change | Good |
| 2.3 Learning, Teaching and Assessment | Good |
| 3.1 Ensuring Wellbeing, Equality and Inclusion | Very Good |
| 3.2 Raising Attainment and Achievement | Good |

Cleish Primary School is located in the village of Cleish in the west of Kinross-shire, serving a rural area which includes Cleish, Blairadam, Keltybridge and Maryburgh. The school has capacity for 50 children across two multi-composite classes.

Progress on Priorities

Our priority areas for session 24-25 were to focus on Visible Learning and Nurturing Relationships. Good progress has been made towards our overall aims. Our progress against these has informed next session's Quality Improvement Plan. This report is evaluative and reflective of the various education experiences over the last academic session and was produced in consultation with staff, parents and pupils.

Mr Jay Smith-McKnight (Acting Headteacher)

6 June 2025

Leadership

Pupils develop as leaders at Cleish Primary School through our effective action group system where children work with a school adult to support the school's work to achieve accreditation from award bodies. This year, we focused on Rights Respecting Schools, Reading Schools and Digital Schools award. During this session, we were awarded Bronze: Rights Committed award. We are still collating evidence for the other two awards. Pupil Voice consultations took place during the session focused on our Quality Improvement Priorities, which has supported the school to make improvements in learning and teaching which benefited the children of Cleish Primary.

In collegiate sessions, teaching staff regularly reflect on and show commitment to their professional values, which are included in the GTCS standards. All staff embrace leadership roles linked to the Quality Improvement Plan, with teachers engaging in training on Nurture, Brain Development, Trauma and Feedback. Both the Headteacher and latterly the Acting Headteacher, have supported staff in creativity, innovation and change. Time is protected for professional learning that focuses on improvement for our learners. A robust handover took place to ensure that the Acting Headteacher was able to support the improvement journey of the school.

Mrs Halliday completed a Middle Leadership course provided by Perth and Kinross Council; this supported the school's work on Nurture.

Mr Smith-McKnight is currently completing the Into Headship qualification which has supported the school's improvement journey, and the focus of his project was on ensuring the right level of support is in place for all our children.

Our Parent Council continued to support the school by having termly meetings. Parents provide feedback on our use of Learning Journals, and we have worked with school staff to increase the frequency of posts. The response to our recent Family Survey was very positive, where almost all parents would recommend the school and are happy with the Learning and Teaching provided by the school. Partnership with parents continue to be very good. Parents contribute well to change.

Friends of Cleish School have been the driving force for successful fundraising and social events this year. They contributed to the cost our Panto trip in December, purchased 2 iPads for the school and have set up an Amazon wish list which allows parents to purchase resources that support the work of the school.

Attainment

When tracking the progress that children make, we use CFE levels. Typically, Early Level covers Nursery and P1, First Level will cover P2-P4, and Second Level will be P5-P7. We currently record attainment levels for Literacy and Numeracy.

In **Primary 1**, **All** children have achieved Early Level in Listening and Talking, Reading and Numeracy, and the **Majority** have achieved in Writing.

In **Primary 4**, **All** children have achieved First Level in Listening and Talking, and **Most** have achieved in Reading, Writing and Numeracy.

In **Primary 7**, **All** children have achieved Second Level in Listening and Talking and Reading, and **Most** in Writing and Numeracy.

| | | | | | |
|-----------------|---------|-----------------------|---------|--------------|---------------|
| All | 100% | Almost all | 91%-99% | Most | 75%-90% |
| Majority | 50%-74% | Less than half | 15%-49% | A few | Less than 15% |

Most children who have received targeted support have made good progress in their supported areas. Learners with Additional Support Needs are very well supported by classroom teachers, our Pupil Support Teacher and Pupil Support Assistants. Learning experiences are carefully differentiated to ensure that learners are progressing appropriately and experiencing success in their learning. Some pupils have carefully planned for individual programmes.

Attendance

Arriving on time and attending school is essential for pupil learning and progress. We have worked closely with families to improve attendance this session and will continue to work on this next session.

| | | | |
|------------|---------|---------|------------|
| | 2023-24 | 2024-25 | PKC target |
| Attendance | 86% | 92% | 96% |

Achievement

An ethos of celebrating success and achievement is embedded within the school and enables all of our pupils to be recognised for their personal achievements within and out-with school. This session we have started to celebrate these achievements during Assembly and plans are in place for gathering this wider achievement across the school within a whole school display. This information will allow us to identify equity of opportunity, participation and success.

Learning

A quality assurance programme is in place to monitor learning and teaching, and this was carried out throughout the school year. Learning and teaching was monitored in all classes by the Headteacher to ensure appropriate pace and challenge for all learners. Sampling pupils' work and tracking pupils' attainment over time ensures progress, pace and challenge in learning. In both classes, learners have been observed actively engaged in relevant and interesting learning experiences with a high degree of enjoyment, such as Outdoor Learning and Digital Literacy. Learners select high quality resources including digital technology to enhance their learning experience. Lessons have been highly differentiated to provide both support and challenge for all our learners. Experiences are varied and matched to the needs and interests of pupils. Outdoor learning continues to be an integral part of the Cleish curriculum given our surroundings.

P1-4 enjoyed learning about trout and watching them grow in the classroom, before releasing them. P5-7 enjoyed learning about the farm to fork process and attended a local working farm to support them with this learning. The whole school visited the Panto as part of our building Ethos and School Community work. The whole school took part in a project with Rookie Rockstars to present a show to the parents and school. In developing skills for learning, life and work, all pupils in the school took part in baking workshops with our Primary School Support Worker. Pupils are actively involved in some

areas of planning the learning. Pupils are also encouraged and empowered to express their views on how they are progressing.

Learning and teaching at Cleish Primary School is underpinned by our vision, values and aims. The ethos and culture of our school reflects a commitment to positive relationships and children's rights. Most pupils are eager and active participants in their learning who are engaged, resilient and motivated. Learning is enriched and supported by our effective use of digital technologies, we are in the fortunate situation of having 1:1 access to digital devices in P5-7 and 1:2 in P1-4. Skilful questioning and engagement promote curiosity, independence and confidence and regularly enables higher-order thinking skills in all learners.

Improvement Priorities for 2025-26

The outcomes that we will be focusing on achieving in the next academic year are:

- Refreshing our School Vision, Values and Aims and our Curriculum Rationale
- Meeting the Needs of Learners through focus on
 - Our Curriculum Offer,
 - Nurture,
 - Outdoor Learning,
 - Tracking Wider Achievements
- Increasing Attainment in Numeracy

These school priorities are in line with the National Priorities as outlined in the National Improvement Framework.

The full Quality Improvement Plan is available on request at the school office from August 2025