

LEADERSHIP

Pupils:

- Opportunities for responsibility and development of leadership skills have included roles as House Captains, Digital Monitors, Librarians, Nursery Buddies, Litter Pickers, iBike Crew and P7 Committees.
- Our House Captains have been exemplary in the organising and supporting of school events including Sports Day and World Book Day which has led to an inclusive and supportive school environment.
- Our pupils have been keen to organise 'clubs' to develop skills like chess playing, art and writing, taking responsibility to encourage and motivate their peers.

Staff:

- Almost all staff have taken the opportunity to lead on key developments for Errol this year including nurture and our 'Zen Zone Garden' as well as the national improvement in writing programme.
- All teaching staff have collaborated with our new pupil support teacher to plan support for children with additional support needs in our mainstream setting. Our support staff have continued to develop their abilities to deliver targeted interventions to individuals and groups. Both staff groups have consistently shown leadership at all levels by taking responsibility, sharing workload and planning for changes within the school day.
- All staff continue to develop their digital skills in the classroom and in turn have encouraged and motivated children to use digital devices in a positive way to support learning.

Parent/Carers:

- This year we have returned to a full complement of school events. We have had open afternoons, parent contact evenings, school sports, a school Christmas show performance and two services at Errol church.
- Our parent council have continued to be a great support throughout this academic year. They have worked tirelessly to fundraise by organising discos, quiz nights, a Christmas Raffle and for the first time – a Beetle Drive. All this hard work has resulted in them being able to purchase resources to support the school and subsidise school trips.
- We have continued to embed the 'Learning Journals' platform. This tool has allowed teachers and pupils to share their learning at home, using photos to describe their experiences and co-create targeted next steps.



ERROL PRIMARY SCHOOL

STANDARDS & QUALITY REPORT

2024-25

Vision:

Everyone at Errol Primary works together to create a welcoming, happy, and inclusive environment where all children are valued. We support each other to be our best selves, achieve our potential and strive to be Responsible Citizens, Effective Contributors, Confident Individuals and Successful Learners.

Values:

- **Respect**
- **Responsibility**
- **Resilience**

Aims:

- Deliver a broad, general education for all children.
- Endeavor to improve learning, teaching, and achievement.
- Provide a high quality, stimulating learning environment.
- Value parents and carers as key educators and welcome them to contribute to the life and ethos of our school.
- Work together with fellow professionals to benefit our young people and their families.
- Help our pupils to make a positive contribution to our local community and the wider world.
- Encourage everyone to value themselves and others and behave in a way that is polite and respectful.

ATTENDANCE, ATTAINMENT AND ACHIEVEMENT

Attendance:

Attendance at Errol Primary School was 95.25% with 3.64% authorised absence and 1.10% unauthorised absence.

Attainment:

Evaluations using the 'How Good Is Our School 4' Quality Indicators:

1.3 Leadership of Change	Good
2.3 Learning, teaching, and assessment	Good
3.1 Ensuring wellbeing, equity, and inclusion	Very Good
3.2 Raising attainment and achievement	Good
Overall capacity for continuous improvement	Good

Achievement:

Across the school, pupils are progressing well with their learning. The following table illustrates learners on track to achieve CfE levels as of May 2025.

2024-25	Teacher Professional Judgement					
	P1		P4		P7	
Reading	Almost All	92%	Most	85%	All	100%
Writing	Almost All	92%	Most	85%	All	100%
Numeracy	Almost All	92%	Almost All	95%	Almost All	93%

LEARNING

Literacy Learning:

This year, we continued implementing Stephen Graham's *Explicitly Teaching Text Types* programme. All staff completed the full training series, enabling them to teach all nine text types. We aligned success criteria with Curriculum for Excellence benchmarks to support moderation. This structured approach—modelled, guided, and independent writing—has boosted pupil confidence and helped close the writing attainment gap at Errol.

Our second focus was the *National Improvement in Writing* programme. Two teachers trained through Education Scotland and the Children and Young People Improvement Collaborative, then led a 12-week intervention with P4 and P5. This data-driven initiative targeted specific writing skills, resulting in noticeable improvement and increased pupil confidence.

Further areas of improvement:

Since August 2024, our learning journals platform has served as a profiling tool to document pupils' progress, share learning with families, and highlight key achievements. Staff have updated it termly with observations to support self-assessment.

To support its launch, we evaluated parental engagement, aiming to ensure families felt connected to school life. Attendance at the March 2025 parents' evening was strong, with over 91% participation. Feedback highlighted contact evenings, open afternoons, and learning journals as the most valued engagement methods. Parents expressed a desire for more open afternoons, which we will plan for next year.

Additionally, staff collaborated with our new Pupil Support Teacher to explore universal strategies for supporting additional support needs in mainstream classrooms. We began using the 'Universal Springboard' to better meet pupils' needs and will continue to work on this into the next academic year.

Extended opportunities for pupils:

This year, pupils enjoyed a wide range of enriching experiences, including clubs for Badminton, Netball, Scottish Country Dancing, and Art. Our iBike crew hosted events like the community breakfast to promote active travel, and all P6 and P7 pupils successfully completed Bike ability training.

Health Week in May featured Judo, Dance, Drama taster sessions, a silent disco, and smoothie-making powered by pedalling. Sports Day brought families together for fun and celebration and the children loved potted sports and our barbecue.

P6 and P7 performed the festive show "*No-one Wraps Like an Elf*" with enthusiasm. Educational visits included the Discovery Museum, the Poppy Factory, and local nature trails. We also welcomed a planetarium and a Christmas pantomime, generously supported by our Parent Council.

Upper classes took part in team building at Willowgate and Dalguise. Whole-school events such as the Scot's Poetry competition, World Book Day, and awareness days for dyslexia and Down's syndrome helped foster a sense of community and inclusion.

IMPROVEMENT PRIORITIES for 2025/26

- **Raising attainment in writing:** An increase in the number of pupils meeting national expectations in writing.
- **Vision, Values and Aims:** A refresh of our school vision and aims to align with our core values, to be reflected in updated policies once agreed.
- **Learner engagement and pupil participation:** An opportunity to strengthen pupil voice and engagement through the principles outlined in the learning and teaching framework.
- **Local Management Group Priority:** Cooperative Learning