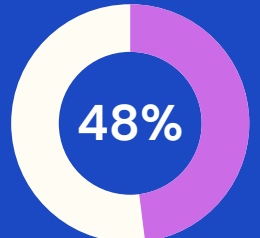
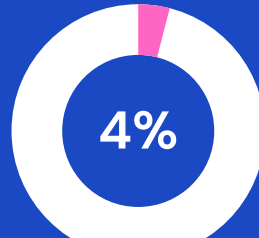
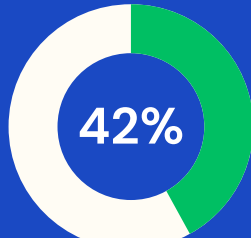
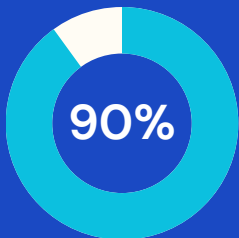
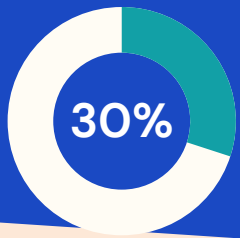


Bantaskin Primary & Nursery

Standards & Quality Report 2024-2025



Our Context



Free School Meals

Attendance

Additional Support Needs

Care Experienced

SIMD 1-4

PRIORITY 1 LEARNING AND TEACHING

- All teaching staff continued to embed and further develop our Learning and Teaching Policy - 'The Bantaskin Standards.'
- Through formal observations the consistent application of our standards across classes (agreed through our policy) rose from 42% to 92% of lessons observed, creating a more consistent approach to learning and teaching for all children across our school
- New aspects were developed (linked to pupil voice in the wider life of the school) for **setting targets** and **feedback**, which will be further embedded next session

PRIORITY 2 IMPROVING PUPIL BEHAVIOUR / SUPPORTING ASN NEEDS

- All staff received training from Dyslexia Scotland in supporting children in their class (further training is still required)
- All staff received training from Autism Scotland in supporting children in class and in school
- All staff worked together to support the development of our 'Relationships Policy' and in promoting Children's Rights. We were successful in being accredited UNCRC Silver Status. Almost all children are able to talk about their rights and how they can advocate for or support others in realising theirs



ELC PRIORITIES

Our improvement were focused on language acquisition and development

- All staff, children and families were trained in the use of 'Makaton' This supported all children in accessing the wider opportunities of the nursery and in making their needs known (in particular for children with additional support needs)
- A focus on mathematical language saw most children using more maths words during their play (which was formally observed by staff and recorded in their 'Magic Moments' book)

PRIORITY 3 READING ETHOS

Following our Principal Teacher participating in a 'Scottish Book Trust' professional development research project over 6 months, training was delivered to all teaching staff to increase the supports and structures for 'Reading for Enjoyment' across the school.

- With the children, all classes reviewed their library provision in each class.
- A new 'Pupil Group' [The Bookworms] was established to promote reading in school. They also worked alongside the children from Maddiston Primary School in developing this work.
- With the children some new reading materials were bought (for class libraries and wider school use)
- Whole school tasks were agreed upon to promote reading in class, across school and at home [this work will continue next session along with reinstating part of the school library, buying more new reading materials and introducing "Read, Write, Inc. to support reading/literacy attainment with the younger children"]



Our attainment during 2024/2025

Stage	Reading	Writing	T&L	Literacy	Numeracy
P1	79%	86%	95%	79%	95%
P4	76%	79%	86%	76%	80%
P7	91%	86%	91%	86%	91%

Following a successful inspection from Education Scotland in December 2024 the self-evaluated grades below were confirmed by them for the school and nursery.

Self-evaluation of the core HGIOS 4 sections	Grade (graded from 1-6)
1.3 Leadership of change	4
2.3 Learning, Teaching & Assessment	4
3.1 Ensuring Equality, Inclusion & Wellbeing	4
3.2 Raising Attainment & Achievement	4

What is our capacity for continuous improvement?

All staff set high expectations for all children in all aspects of school life. Staff take part in regular professional learning to support their own development, impact the learning of the children they support and lead the improvement of school life as a whole. The staff team and groups of children regularly audit the information that we have regarding attainment and school life to seek new ways to improve opportunities, outcomes and experiences for all children - suited to their needs and interests. Almost all children are enthusiastic about learning, enjoy school and are involved in 'Pupil Groups' to support the continuous improvement of their school. We have a strong Parent Council and wider parental body keen to support the life of the school and support school improvement. The actions of all staff and almost all children show that our values of Ready, Respectful, Kind and Safe are living values and are becoming more embedded in school life.

Priorities for 2025-2026

- Improving literacy teaching, learning and attainment for all children - with a focus on 'Reading'
- Supporting family engagement around restorative practices, positive relationships and Children's Rights
- Further develop pupil involvement in the wider life of the school - and in decision making around school life - to support Gold UNCRC accreditation
- Improve attendance rates and reduce late coming to school
- Cluster improvement - sharing data across the cluster to better plan for meeting the needs of the children across the cluster