Airth Primary School & ELCC – Standards and Quality Report – 2025-2026

Achieve Personal Success

The purpose of the Standard and Quality Report is to evaluate the work of the School and Nursey over the past session. It reports on our strengths in developing our improvement priorities and our next steps in future developments.

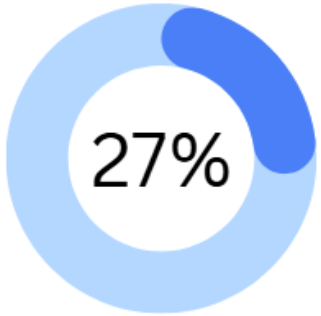
Context of Our School

Airth Primary School is situated within the rural village of Airth, which is approximately 9 miles from the centre of Falkirk. The school catchment covers Airth, Letham, Dunmore, South Alloa and surrounding farms. 18% of pupils travel from out with Airth village. Our school population comprises of a school roll of 141 children across seven classes and a Nursery Class of 37, providing 1140 hours for children aged 3-5.

During this session, our Pupil Equity Fund allocation was £31,850.

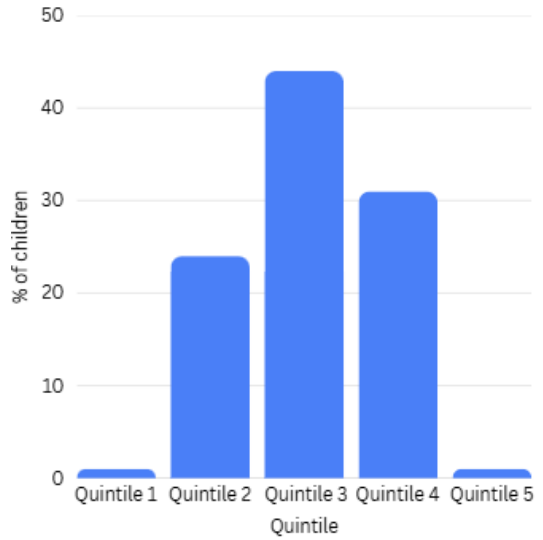
The school prides itself on having strong partnerships with our families and the wider community as well as key partner agencies.

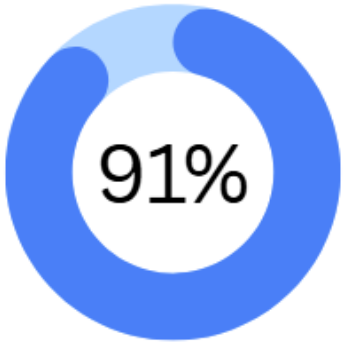




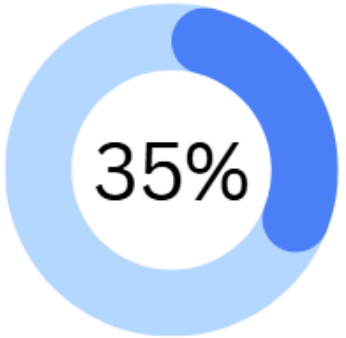
Free School Meal Entitlement

Scottish Index of Multiple Deprivation





Attendance



Additional Support Needs

School Priorities – 2025-2026

- Priority 1 – Planning
- Priority 2 – Reading (Year 1)
- Priority 3 – Meta-skills (Year 1)
- Priority 4 – Relationships Policy

FALKIRK COUNCIL
COMHAIRLE NA H-EAGLAIS BRICE

Reading

Based on the pedagogy of
- Stephen Graham and linked to our PM Writing Pedagogy

Supporting resources purchased from
- PM Reading

Our aim for year 1

- **A consistent approach to teaching reading.**

75% teachers feel this has been achieved extremely well with 25% saying somewhat well.

- **Support with teaching and assessing fluency –**

75% teachers feel this has been achieved extremely well with 25% saying somewhat well.

What did we do:

All staff engaged in 5 Balanced reader training sessions led by Stephen Graham.

Purchased PM Reading books, text cards and assessment kits that are now being regularly used in the teaching of reading and writing across the school.

All staff engaged in moderation sessions.

Members from the Reading RACI group attended training days led by Stephen Graham to further develop their knowledge and bring back to share with staff and pupils.

Whole school fundraising reading event to support and improve reading culture in the school, including classroom environments and teaching resources.

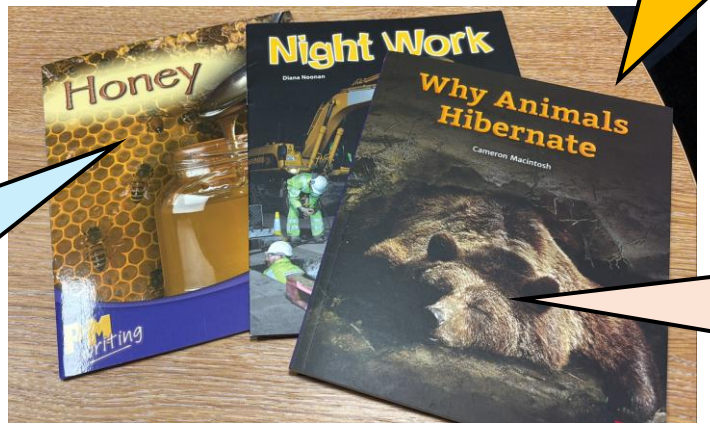
How did we do? Impact!

Confidence levels in teaching different aspects of reading

Area	January 26	April 26
Matching texts to reading ability	57.5%	53.75%
Assessing and teaching decoding	55%	60%
Assessing and teaching fluency and phrasing	40%	42.5%
Assessing and teaching comprehension	43.75%	45%

Having completed the 5 training sessions, teachers now have the tools to improve the teaching of reading. Confidence will continue to grow as we become more experienced with this approach.
SLT

" Our new assessment document has provided a more comprehensive view of a pupil's reading ability."
Teacher



We are learning to pause at commas and stop at full stops.
P.3 pupil

We now use special comprehension books with different types of text.
P.3 pupil

Next steps

- Continue to improve teacher confidence.
- Training for support staff.
- Consider how to balance with Active Literacy for the teaching of phonics in the Early years.
- Explore a potential broad banding approach to teaching reading.

Meta-Skills

What did we do:

- Held meetings and communicated with LHS to support progression of Meta skills from primary to high school.
- Carried out a baseline survey with pupils and staff in term 1 and repeated in term 4 to measure progress.
- 9 key skills were identified as our focus to fit in with LHS skills
- Cycle of collegiate sessions with teaching staff to develop meta-skills framework from P1-P7.
- Cycle of collegiate sessions with teaching staff to develop planning, tracking and assessment documents (early-second) for meta-skills development.
- Meta-skills were explicitly planned for and taught at the same time across the school. Tree of Knowledge assemblies used as a teaching hook.
- Meta-skills were regularly referred to during learning and teaching across all areas of the curriculum.
- Consistent language of meta-skills used across the school.
- A new skill was taught every 2 weeks and in term 4 staff revisited skills to consolidate.
- Skills evidenced through area displays and staff book creators
- Me Time in Term 2 was based on the 'focussing' meta skill.
- Contributed to Falkirk Council's Skills Development network group.
- Shared our meta-skills journey as a case study on the authority skills network blog.

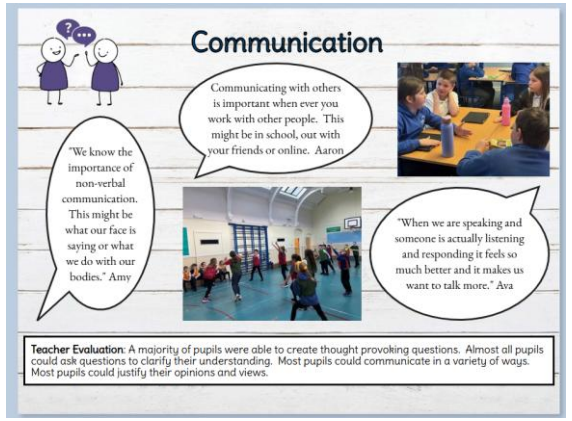
Next Steps

- Building skills into the wider ethos and life of the school through displays, assemblies, other events.
- Share key information to inform parents
- Embed effective and consistent use of planning and tracking documents.

Collaborating

Based on the research of and work with:

- Skills Development Scotland
- Larbert High School



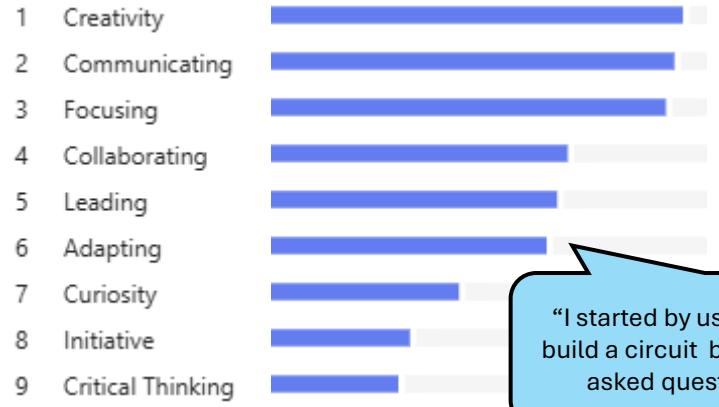
Focusing

Our aim for year 1:

- Increase staff and pupil knowledge and understanding of meta-skills.
- Shared language of meta-skills across the school.
- Develop pupils' ability to apply and transfer meta-skills across their learning.

How did we do? Impact!

- September – 50% of teaching staff teaching meta-skills explicitly → June – 100% of teaching staff teaching meta-skills explicitly
- Meta-skills are displayed and referenced in all classes.
- Pupil confidence in explaining each skill:



"You can **adapt** by changing the materials you use, the people you work with or by borrowing ideas from others to help you" (P6 pupil)

"I started by using my **initiative** to build a circuit but it didn't work so I asked questions" (P3 pupil)

"All learners have enjoyed exploring and identifying their **creativity** skills. We have learned that creativity comes in many forms." (Class teacher)



AIRTH PRIMARY SCHOOL
NURSERY CLASS

Our Digital Improvement Journey

- Staff worked together to explore apps on the iPad and how these could be used in the different spaces in nursery.
- Different apps were explored with the children including photo editing, measure, timers and cameras.
- QR codes were used to give children independent access to their Learning Adventures

Impact

- All Early Years Officers reported that the children are more competent in using digital technology to support their learning.
- All Early Years Officers, except one, reported that their confidence in using digital technology with children had increased.

Next steps:

- Falkirk Council are rolling out their Connected Falkirk initiative to Early Years Establishments. This will increase the availability of iPads to support learning in the nursery.
- Children will be able to access iPads independently to support digital learning.

BABY BOOK CLUB

This session we re evaluated our Baby Book Club seeking feeback from parents and grandparents who attend with their babies and toddlers.

Baby book club is great. My younger son will sing along... It is beneficial to get my son familiar with the teachers' faces for when he starts nursery.

We love Baby Book club for early learning for communication skills and a fun morning.

Absolutely love book club. Charlotte has loved coming along and it is really benefitting.

We continue to make improvements to our nursery environment

We have been painted and had new cupboards installed. We have changed our areas both indoors and outdoors to create more spaces for children to play and learn.



Our new outdoor 'Rainbow Room'

A communication friendly environment benefits all children particularly those who are visual learners, have attention difficulties, rely on structure and routine, lack confidence in participation or have spoken language difficulties.



Speech & Language Therapy
NHS Forth Valley

We are delighted that after a scrutiny visit from our partners in Speech and Language Therapy; we have sustained our Silver Communication Award.

Strengths identified included:

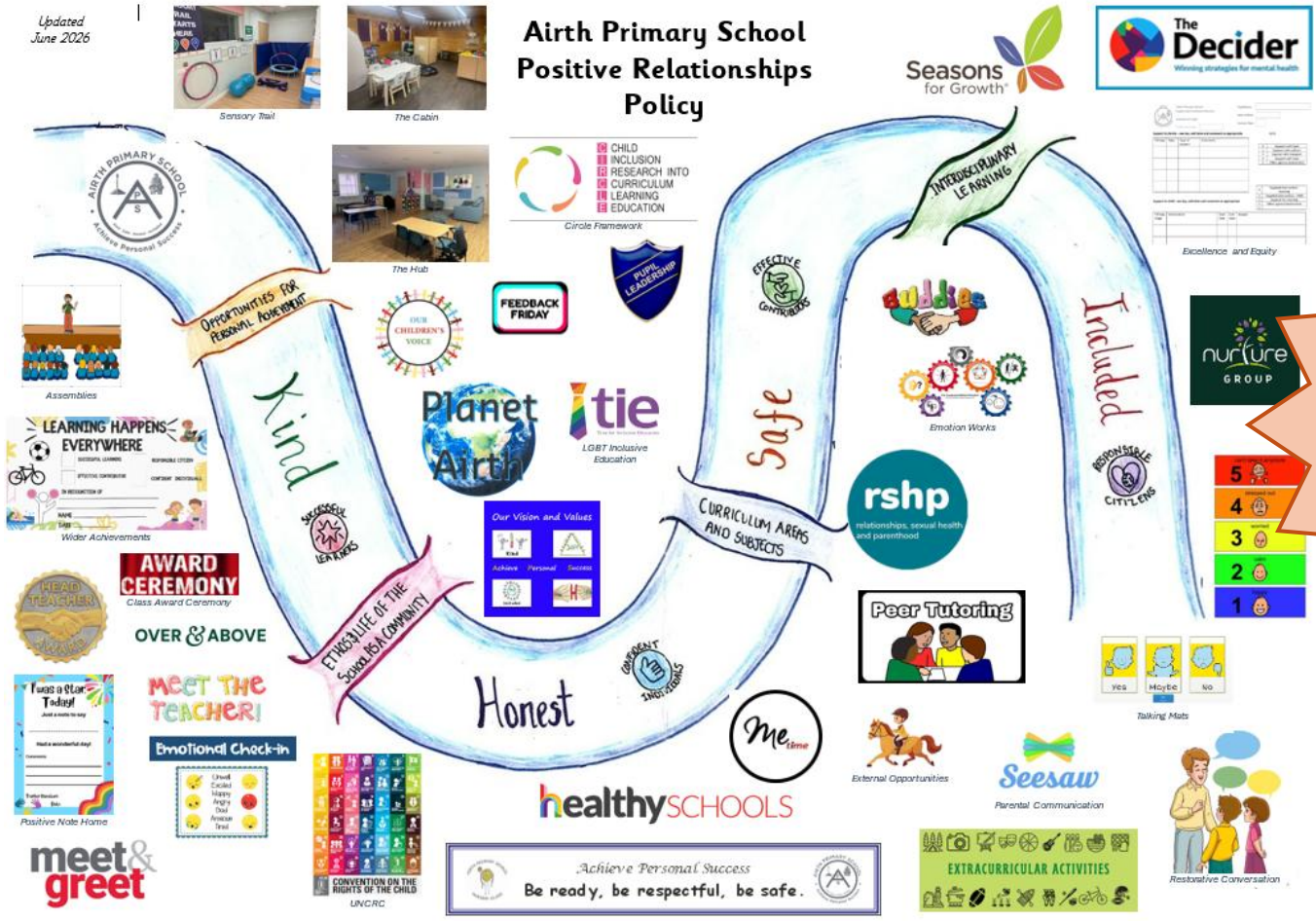
*Use of visuals for routines and events in the day
*Use of individual visual timetables as appropriate
*Evidence of visuals to support listening
*Use of non-verbal communication to support children

Next steps

It was shared with us that we have already met many of the elements for the Gold Award so next session we will aim to achieve this in full by increasing our use of visuals:
*to express feelings, opinions and interests
*for evaluation and planning/choice making
*to promote nursery rules and positive behaviour

PEF Interventions

- 16 PEF identified pupils benefited from the IDL Digital Literacy Intervention. Through this intervention the average increase in spelling age was +9 months and in reading was +6 months.
- 67% of identified pupils attended at least one extra curricular club.
- 8 pupils benefited with support for transport to attend after school clubs or to events.
- Through the employment of an additional SfLA we were able to provide targeted interventions which were able to support 27 identified pupils.
- Employment of an additional SfLA allowed The Hub to be manned 9am-3pm.
- The majority of identified pupils (30 out of 46) accessed The Hub during break or lunchtimes.
- Throughout the year food was purchased for the hub to support pupils with snacks at break time.
- 6 identified pupils attended the Football 4 Champions programme run with Warriors in the Community.
- 12 families (30 children) were supported with food and presents through our Christmas appeal.
- 7 identified pupils benefited from 'Ride and Play with horses' sessions in Term 2 and 3.
- 30 families were supported to attend the Panto and/ or Lockerbie Manor.
- A number of families were supported with costumes, tickets and transport to attend the school show.
- 7 P7 pupils benefited from a new bike, helmet, lock and lights through the Bike Buddies project.
- 5 laptops were purchased as part of a half class set. These will be used to support all children with digital literacy next session.
- Additional resources were purchased based on pupil voice to further develop play-based learning in the upper open area.



We developed our Positive Relationships Policy with a visual representation to be displayed around the school.

"He has come home from the horse riding absolutely buzzing. I have not seen him like this in a long time." Parent

School Priorities – 2026-2027

- Priority 1 – Reading (Year 2)
- Priority 2 – Meta-skills (Year 2)
- Priority 3 – Curriculum Improvement Cycle (Year1)
- Priority 1 – Communication Environment (ELCC)
- Priority 2 - Learner Engagement (ELCC)

You can provide feedback on this report here:



Standards & Quality Report 2025-2026 – Fill in form