



STANDARDS AND QUALITY REPORT 2021 – 2022

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

2019/20	95%
2020/21	97%
2021/22	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. Children with additional support needs have made good progress from their previous levels of learning.

Following the lifting of most of the Covid-19 restrictions, the children have had opportunities for wider achievement this session. These have included guitar lessons, a Christmas show and opportunities to compete in events such as the Cluster Sports, Blackford Highland Games and the PKC Cross Country Championships. P6/7 have also been successful in completing the Playground Leaders course with support from Active Schools, and Bikeability Level 2 Training. We will be working to increase these opportunities next session.

The digital skills of both children and staff have continued to progress well this session. Money from the Parent Council, PEF funding and Scottish Government funding has enabled all children to be able to access devices more readily at school and at home. There has been significant impact for some children with additional support needs, particularly in Literacy attainment.

Use of the CIRCLE resources (Inclusive Classroom scale and the Participation scale) and the Leuven scale of Engagement, Wellbeing and Involvement have had a positive impact in developing the learning environment for children and the experiences provided.

Learning

Progress has been made this session in taking forward identified national priorities for improvement.

Numeracy, Literacy, Health and Wellbeing

Staff have taken part in a Play and Learning Project which has had a positive impact on learning and development in Primary 1/2; the strategies and approaches will be further developed next session. Interventions such as Wave 3, Hi 5 and Precision Teaching have impacted significantly on individual pupils and small groups, enhancing literacy and numeracy development.

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, opportunities to visit school and collaborative outdoor activities. Through this process families, staff and children feel supported moving to their new setting.

Health and Wellbeing has continued to be a high priority for both children and staff throughout this session. The children have been well supported in school to cope with the necessary changes Covid 19 has brought both physically and mentally. A few children and families have also been supported by the Community Link worker and School Nurse. Staff have supported each other effectively and ensured that risk assessments have been adhered to. They have endeavoured to ensure that learning continued for children during this challenging period, both in school and online when required. All children have benefitted from increased outdoor learning activities throughout the session which has helped rebuild relationships and promote health and wellbeing.

Digital Technology

Through evaluation, discussion and training, good progress has been made across the school in using digital technology to enhance and extend learning. It is also increasingly used to support communication within the wider school community. Next session we will be looking at progression of digital learning across the school and developing an appropriate digital strategy.

Leadership

Children continue to have opportunities to take on leadership roles within classes and are now able to develop leadership skills across the school again. This has been particularly evident through activities linked to Easter, Blackford Gala, Forest School, Playground Games, Gardening, Buddies and the Learning Lodge. Staff have continued to undertake leading roles in improving experiences for children through Play & Learning, Digital Technology, Sport, Literacy and Numeracy.

All teachers continue to be involved in regularly tracking and monitoring pupil progress in their learning, 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. This has proved particularly useful during this time of recovery.

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 2022-23

The wellbeing and learning needs remain central to ensure the school can support children and families in moving forward. This will be achieved by:

- Continuing to encourage all children to talk about and communicate their feelings and needs, rights and responsibilities
- Ensuring high quality learning and teaching is experienced by all children as part of an engaging, motivating and relevant continuous curriculum experience

This report has been compiled in consultation with Staff, Parents, Pupils, Community Link Worker and School Nurse.