

Leadership

Staff have worked creatively as a team to meet the needs of learners. They have effectively used information about individual pupil's progress to plan interventions and activities to support pupils to reach their individual targets in Literacy, Numeracy and Health and Wellbeing.

Staff have engaged in a range of professional learning in Numeracy and using new resources is improving learning and teaching in number. This is having a positive impact on learner's confidence and progress.

Almost all parents and carers feel the school is well led and managed and feel comfortable approaching the school with questions and suggestions.

Self-evaluation activities are well planned and are an important aspect of our school continuing to improve. Our recent HMIE inspection supported our school self-evaluation and staff are clear about the direction of school improvement priorities. During the inspection, all staff and pupils were actively involved in discussions and activities with the inspection team and talked confidently about the school's strengths and areas for development.

Pupils model leadership through a range of activities including Pupils Council, Reading Owls, Eco group and their work is having a positive impact on learner's experiences. The work of the reading group is of note where whole school activities, such as, the Rainbow Reading Challenge are having a noticeable impact on the reading culture within and out of school.

The P7-P1 buddy programme has been very successful, and activities focused on developing skills in listening and talking are having a positive impact on pupils involved. Our House systems have enabled pupils to work collaboratively and by building on individual skills and talents we are seeing positive engagement from pupils throughout the whole school.

Our Parent Council have continued to take a supportive and collaborative role in school improvement and have contributed positively to the initiatives to develop reading.

Attendance

Attendance Report	June 2021	June 2022	June 2023
Average attendance	97%	93%	93%

We have evaluated our school against the following National Quality Indicators:

Leadership of Change	Good
Learning, teaching and assessment	Satisfactory
Ensuring wellbeing, equity, and inclusion	Good
Raising attainment and achievement	Satisfactory

Our capacity for school improvement is good and our **Improvement Priorities for 2023-2024 are:**

Develop consistently high-quality approaches to learning and teaching Numeracy and Literacy.
Develop approaches to target setting and evidencing progress in learning.

AUCHTERGAVEN PRIMARY SCHOOL & NURSERY STANDARDS AND QUALITY REPORT 2022-2023

*This report has been produced in consultation with all school staff and the Parent Council
Catharine Findlay, Headteacher, June 2023*



Our Vision, Values and Aims

Our Vision

Our learning community values and includes everybody; we are building skills for life and learning together

Our Values

Achieving – we persevere and aim high.

Healthy - our choices are healthy, safe, and active

Happy – our actions make ourselves and others happy

Responsible – we take responsibility for ourselves and our actions

Resilient – we bounce back and keep trying.

Our Aims

We are safe, included, and ready to learn.

Our values guide us; our school is great.

We are inspired to be creative and curious.

Our relationships bring out the best in us.

We are all unique; we like that!

We care about the future; ourselves, our school, our community, and the planet.

Attainment - based on achievement data gathered in May 2023 of P1, P4 and P7

- In P7 most pupils (75%-90%) have achieved Second Level in reading, writing, and listening and talking and Numeracy.
- In P4 most pupils (75%-90%) have achieved First Level in reading, listening and talking, writing and numeracy.
- In P1 almost all (91%-99%) pupils have achieved Early Level in all aspects of literacy and numeracy.

Pupils in P1, P4 and P7 pupils completed Scottish National Standardised Assessment in reading, writing and numeracy, the data from these assessments along with a range of other assessment has confirmed teachers' judgements on pupil progress and achievement.

Achievement

Throughout the school, most children are attaining appropriate levels of attainment, and a few have exceeded these. Where gaps in learning are identified, teachers are skilled at working with the wider team to find approaches to support pupils effectively.

Our focus on developing learning and teaching in numeracy has had a positive impact on learner's achievement.

Almost all pupils feel that staff help them to understand how well they are progressing in their learning, that their activities are the right level of challenge and that they know who to ask to get help if they are stuck with something.

Most pupils are enthusiastic learners and engage well with tasks and activities. Most pupils feel safe, well supported, and respected at school.

Children are supported to work together in teams, pair and groups and are supported to develop independent learning skills.

As part of our health and wellbeing curriculum, all primary pupils have benefited from a minimum of two hours Physical Education a week. Mrs Harrow, our PE specialist has ensured that PE goes ahead whatever the weather and we were delighted to have an audience of parents and carers at our annual Sports Day in May. Nursery pupils have many opportunities for physical activity in the Nursery Garden and enjoy running, climbing, and playing on the tyre swing.

The values-based ethos has continued to be a key feature of the work of the school and Nursery and almost all pupils and their families have a sense of what the Auchtergaven Way is. All staff use the school values to encourage pupils to take responsibility for their actions and to develop as Responsible Citizens, Confident Individuals, Successful Learners and Effective Contributors.

Wider achievements in and out of school and nursery are celebrated at weekly whole school Assemblies and on our Achievement Wall. Parents have supported their children by sharing wider achievements out of school.

Learning

Positive relationships and a commitment to living our school values are a key feature of The Auchtergaven Way.

The whole school community have collaborated effectively to foster a culture of reading. Staff, children, and families enjoy sharing books and participating in reading activities and challenges. Pupils have had a key role in leading developments in reading.

Teachers and Early Years Practitioners use a range of agreed formats to plan learning carefully to ensure it is relevant and meaningful to pupils. Recent work on progression in numeracy has had an impact on the progress children make through the curriculum. Teachers and early years staff regularly plan together which supports consistency and progression in learning.

Teachers and Nursery staff regularly review the environments for learning to ensure they are inclusive for all children. Play based learning is a key feature in the early years - this is promoting depth of learning and pupil's independence as they become more confident and engage in learning through play for longer periods of time.

Staff know the pupils well and all teachers have analysed assessment data relating to their pupils at regular tracking meetings with the Head Teacher. Class Teachers are supported by the head, principal teacher and pupil support teacher in planning interventions and additional support that may be required for individuals or small groups. Almost all parents and carers feel their child receives the help they need to be successful in learning.

All staff from the Nursery to P7 continue to regularly use Seesaw to support pupils to share their learning at home and to engage parents in the progress their child is making. Seesaw provides an effective tool to profile individual progress and celebrate achievements as well as creating links in learning with home and families. Most parents and carers think the communication from school is good and almost all parents feel that they receive regular helpful feedback about how their child is doing at school.

Learning is well supported by our support staff who are sensitive to the learning needs and wellbeing of children. Support staff work closely with teachers and provide a range of interventions which enable children to make progress in learning.

Thorough focus on a different Article of the Week, the whole school has developed their understanding of children's rights and the UNCRC. Almost all pupils are familiar with Children's Rights and how these impact on the school experiences. The Pupil Council have developed work in this area and look forward to doing so next session.

This work fits in with our agenda and commitment for school development and our range of priorities has been in line with the National Improvement Framework.