Attendance, Attainment and Achievement

The majority of our pupils are achieving at the expected levels in literacy and numeracy. All pupils in Nursery are meeting their developmental milestones.

We have introduced a new approach to meeting our learners needs. All pupils who are not on track to attain in literacy or numeracy are now regularly receiving planned and targeted support. Pupils' progress against the initial baselines taken last session has been significant and several are now back 'on track' to achieve their next CfE level. Next session we will be developing and expanding this approach to take account of the new one-to-one devices and the opportunity for enhancing additional support.

We continue to be aware of our poverty-related attainment gap and the impact the pandemic has had on learning and wellbeing. We have used our Pupil Equity Funding to support the development of equity in digital learning, provide targeted support in literacy and numeracy, and reduce the cost of the school day for our families.

Our average attendance rate for 2021/2022 was 92.3%.

Improvement Priorities for Session 2022/2023

Our capacity for school improvement is good and our Improvement priorities for 2022-2023 are:

- The continued development of teaching and learning approaches including the use of one-to-one devices and exploring the other aspects of the Excellent Leaning and Teaching model.
- The implementation of a new progressive numeracy scheme.
- Raising attainment within writing through the development of whole school approaches and interventions, and the implementation of a new Phonics programme in P1.
- Strengthening learner participation and developing parental engagement.

**Blair Atholl Nursery and Primary School
Standards and Quality Report 2021/22**

Our Vision

We believe in Blair Atholl. We strive together for a Nursery and School community in which all children, staff and families feel respected, nurtured, and included and everyone is encouraged and supported to realise their full potential.

We will do this by providing a welcoming, happy, and safe learning environment in which everyone's strengths are recognised, and achievements are celebrated. We want to ensure stimulating, engaging, and relevant learning experiences taking full advantage of our unique Highland setting.

Our Values

Kind   Proud   Together

School Self- Evaluation	
1.3 Leadership of Change	Good
2.3 Learning, teaching, and assessment	Good
3.1 Ensuring wellbeing, equity, and inclusion	Good
3.2 Raising attainment and achievement	Very Good

Learning

We have embraced the opportunity to pilot one-to-one digital devices providing all pupils in P1-P7 with their own digital learning device. Through close partnership working with the PKC Digital Team, we have developed staff knowledge and understanding providing both training and one-to-one coaching opportunities. Staff members have been digital leaders within their own classrooms, and we are in the final stages of submitting our digital schools award application. Pupils have been supported in developing their digital skills and have been able to explore new approaches to learning and additional support using these devices. Our initial data on learning and engagement is very encouraging and we will continue to explore and develop digital approaches to learning and teaching next session.

Pupils have also had significant opportunities to engage with learning through a variety of approaches, including outdoor learning and excursions. Nursery pupils have had significant experiences of play outdoors and we have started the development of an offsite outdoor learning location. Our P1-4 pupils have worked with the PKC Play Team in developing our natural play approaches in the playground, whilst our P5-7 pupils have engaged in a 10-week outdoor learning programme focused on developing skills in teamwork, communication, and water confidence.

Throughout this session we have also focused on developing the teaching of reading and raising attainment in this area. We have 'banded' our reading schemes and invested in new books to provide a greater range of engaging and relevant texts. We have also invested significantly in reading recovery programmes. Working closely with our Support for Learning Teacher to train and support PSAs and class teachers, we have been able to ensure all pupils receiving additional support have made significant progress.

We have also developed and implemented a new approach to planning and evaluation, ensuring pupils are experiencing breadth and depth across the curriculum. We have also implemented learning pathways for both literacy and numeracy from Nursery to P7 and developed next coverage trackers to ensure progression. Our teachers have also engaged in the PKC Inspiring Schools programme and undertaken significant professional development in learning and teaching within the areas of support, challenge, and quality feedback. We will continue to look at other aspects of the excellent learning and teaching model next session.

We have also established and developed relationships with several partners to support our learning and teaching approaches. This includes several local organisations and businesses, and we are grateful for the support we have received. We have ambitious plans for several new projects in the new session.

Leadership

The school has once again experienced a significant amount of change over the past year, including in response to the ongoing COVID-19 pandemic. The entire school community, including our Parent Council, have come together to support the school on our journey of improvement.

We have worked collaboratively to embed our new vision and values. These have become central to our positive relationship approaches and restorative practices. Our values awards now form the basis for our weekly celebration of success and this has supported pupils to embed them as a key part of their daily school life. Within the local community the school has re-established itself as a key partner and our pupils, staff, families, and visitors have noted our renewed sense of pride and ambition.

The school's self-evaluation approaches continue to be a key driver in informing our improvement planning. This focuses on appropriate development priorities. A range of self-evaluation methods are being developed to audit the work of the school with a clear focus on raising attainment in literacy and numeracy. This session, staff have worked together to self-evaluate our progress in learning and teaching, planning and evaluation, and digital approaches. We have also worked closely with our families throughout the session, gathering feedback on our approaches and identifying areas for development and improvement. Our Parent Council has played a key role in our self-evaluation, and we have sought feedback on our priorities for next session.