

Leadership

All teachers have been involved in working parties this session on either Growth Mindset or Numeracy (focusing on information for parents). Some school staff have been involved in projects across Perth & Kinross such as Literacy developments, Early Years, Health & Wellbeing and resilience in sport. Many have involved staff presenting to other schools and sharing good practice. The impact of all of these projects can be seen in teacher confidence, reflective practice and achievement of pupils.

Pupils have also developed leadership skills through vertical learning experiences, Big Pal Wee Pal (P1/P7), leading lunchtime clubs and activities, House Captains and Pupil Council.

Improvement Priorities 2019/20

- Learners will have increased skills, confidence and attainment levels in Numeracy and Science.
- By June 2020, most children (76-90%) will be more resilient in their approach to learning.
- High quality and specific feedback for learners in writing and numeracy will ensure learners are clear about their next steps, know how to improve and where to get support. This will lead to increased attainment in these areas.

Targeted use of Pupil Equity Funding will aim to close the attainment gap, through specific interventions.

Attendance

Attendance for this session is 94.2%

Consultation

In preparing this report we have drawn on evidence from;

- School self-evaluation
- Assessment data
- Classroom observations and professional dialogue
- Feedback from parents, other agencies and community groups
- Learning Conversations with children
- Nursery Feedback and Care Inspectorate report

Coupar Angus Primary School



Standards and Quality Report 2018-19

Believe: Develop: Achieve

Respect Yourself, Respect Others, Respect the Environment

School Aims

- To raise attainment and achievement for every child.
- To encourage children to be independent learners.
- To support creativity, ambition and enterprise.
- To promote and foster the ethos of Global Citizenship.
- To respect each other as individuals and provide effective support to meet the emotional, physical and mental wellbeing of all. We aspire to play our part in encouraging a healthy and active lifestyle throughout the whole school community.
- To be a restorative and inclusive school, where positive relationships flourish.
- To have highly effective reciprocal partnership and co-operation with parents and the wider community.

Attainment and Achievement

All being 100%
Majority being 51-75%

Almost All being 91-99%
Less (or fewer) than half being 16-50%

Most being 76-90%
A few being up to 15%

In P1, most of the children have achieved Early level Listening and Talking, Reading and Numeracy, with the majority achieving Early level in writing. In P4, the majority of children have achieved First level for Listening and Talking, Reading, Writing and Numeracy. In P7 the majority of children have achieved Second level in Reading, Writing and Numeracy. Most children achieved Second level in Listening & Talking.

Most children have made good progress in their learning across the curriculum as evidenced by children's work and assessments, learning conversations, and children being able to talk about learning and next steps.

- A resilience through sport programme allowed several pupils to develop their resilience while building skills in gymnastics.
- Children in P7 were Big Pals to P1 pupils. This involved weekly paired reading sessions, playground support, play and craft activities. Children in P7 and P1 loved spending the time together and this helped develop leadership skills in P7 pupils and built confidence in the P1 pupils.
- Learning Journey Folders, Seesaw uploads and class year books show good evidence of pupil progress in learning and in wider achievements.
- Pupil Equity Funding has allowed us to implement a number of interventions including the introduction of Big Maths online which has supported mental maths skills, an ECP in early years supporting literacy and creating a positive start to the day for some children through a breakfast group, training for teachers in writing feedback to improve pupils' skills in writing and new resources for the playground.

In the following Quality Indicators the school has evaluated itself as:
1.3, Leadership of Change: **Good.** 2.3 Learning, Teaching and Assessment: **Good.** 3.1 Ensuring Wellbeing, Equality and Inclusion: **Very Good.** 3.2 Raising Attainment and Achievement: **Good.**

We are confident that the school has capacity to improve further and with your continued support we will work on the Improvement Actions outlined next session.

Learning

Children in the nursery are encouraged to be independent and their learning is shaped by their interests, curiosity and creativity. Loose parts play has been extended this session and the Care Inspectorate graded the nursery very good for Care and Support and the Environment.

In P1 the Play Pilot has developed the independence and imagination of pupils, allowing them to learn and practise key skills through play. This has impacted positively on the attainment and problem solving skills of pupils especially.

Growth Mindset learning across the school has given pupils strategies to use when they are in the Learning Pit and tackling new concepts and children can talk about their learning and next steps.

Seesaw is now embedded from nursery to P7, in Thinking Room 1 and Thinking Room 2 and parents tell us they are enjoying this link to the learning in school and it allows parents to ask children more about school at home.

The mental maths skills of most pupils have improved through Big Maths daily teaching, as evidenced in assessment information. We have now launched an 'Explain Everything' section on the school website showing parents how to tackle some maths concepts and this will be added to next session.

Teachers have moderated numeracy across local schools and this will continue next session, increasing confidence in assessments and lesson planning.

Children took part in the First Minister's Reading Challenge, ensuring a continued enthusiasm for reading. Writing has been a focus in school this session for teacher professional learning and pupil confidence. Evidence can be seen in pupil jotters of writing progress and up-levelling. We continue to have planned learning experiences with several community groups including Pride of Place and Balhousie Care Home. For example, the nursery and a P3/4 group visit Balhousie weekly and Pride of Place support learning in Garden Room. In Term 1 we had weekly visits to Butterybank Woodland with P5-7 working towards and achieving their John Muir awards and a whole school event in September.

Thinking Room 1 are currently teaching the whole school songs using Makaton and Thinking Room 2 led pupil clubs earlier in the year.

There have been many trips, visitors and school events. Parents and SOC have supported these and the children have benefited from real life learning experiences.