

Leadership

All classes have led aspects of learning this session from P1-P3 planning a successful Jubilee event to share their learning, planning the menu and making the food for the parents to the P7's Big Pal Wee Pal weekly sessions with the P1 pupils where they support their P1 buddies in their learning and play. Pupils have taken part in a range of events and activities such as sports day, trips and assemblies and the Pupil Council has shared learning across the school and planned fundraising events. P7 planned a successful Easter event for the whole school and all classes have taken part in outdoor play, focus groups on learning and Global goals and Climate Change for the G2 summit. Children across the school have taken on responsibility for following the school values and supporting others to do this. Teachers and school staff have led developments and working parties on aspects of the curriculum such as numeracy and writing and we are currently redesigning the school library for next session. We've started to re-engage with local groups such as Can-do and Pride of Place and we've recently welcomed parents back into school and look forward to more of that next session.

Improvement Priorities 2022/23

Reading for enjoyment and understanding

Maths and Numeracy (cont.)

Health & Wellbeing with a focus on readiness to learn, emotions and resilience and using the CIRCLE resource

Communication in Early Years & Family Engagement

Targeted use of Pupil Equity Funding will aim to close the attainment gap, through specific interventions and the use of new sensory spaces throughout the school. Writing interventions which have been successful this session will be continued.

Attendance

Attendance for this session is 93.5 % which is above the PKC average.

Consultation

In preparing this report we have drawn on evidence from:

- School self-evaluation
- Assessment data
- Classroom observations and professional dialogue
- Feedback from parents and other agencies (Questionnaires)
- Learning Conversations with children
- Nursery Feedback

Coupar Angus Primary School



Standards and Quality Report 2021-22

Believe: Develop: Achieve

We are kind, we are safe, we are respectful, we are ready.

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% Almost All being 91-99% Most being 76-90%
Majority being 51-75% Less (or fewer) than half being 16-50% A few being up to 15%

Numeracy attainment across the school has increased this session, showing the positive impact of the numeracy interventions. Most children in P1 have achieved Early level in numeracy (82%) and the majority in P4 have achieved first level and in P7 the majority have achieved second level. In Literacy (listening & talking, reading and writing) children are also making good progress. In P1 the majority have achieved early level in literacy, in P4 the majority have achieved first level and in P7 the majority have achieved second level.

Assessments in reading, writing and numeracy show that most children have made good progress in these areas from August 2021 to June 2022. Reading ages show that most children have made a year's progress or more in reading this session.

Pupil Equity Funding (PEF) has allowed us to create a sensory room which children access to regulate their behaviour and focus on their emotions. It has had a very positive impact on learners, as it is supporting children who find aspects of the classroom challenging, helping them to re-engage with learning and this has led to less disruption to learning. Readiness to learn has been a key focus this year and PEF funding has funded whole staff training on de-escalation and on ensuring consistency of approaches and high standards. PEF has funded support staff, allowing us to deliver interventions for learning such as Wave III reading programmes, and Plus 1 numeracy supports, and we can evidence the progress pupils have made using these approaches. Many children have benefited from Riding for the Disabled this year and PEF has also allowed us to fund Count on Us boards for all pupils to support with mental maths. Writing has been a focus with PEF support for writing lessons; individuals and groups in writing across the school, giving pupils structures and strategies and pupil jotters evidence the progress in this area.

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 identified Improvement Actions in 22/23.

Learning

Numeracy was on our Improvement plan this session and despite the ongoing challenges faced by everyone with Covid-19, we have been able to evidence significant progress in this area. Children in P5/6 took on the role of numeracy ambassadors and have raised the profile of maths across the school. Last session a number of children regularly said they didn't like maths or weren't any good at maths and we've focused on changing that this year. We have taken part in a STEM project and teachers have attended training on deepening pupils' understanding of aspects of numeracy. For example, how to break down a word problem, work out what is being asked and what calculation to use. Children in the upper primary have also been able to look at working out calculations using a range of methods, recognising that there is more than one way to solve a problem in many cases. We've developed the numeracy environment across the school and taught the vocabulary of number and children are talking about their learning in numeracy with more confidence.

We've invested PEF money into new resources to support numeracy such as Count on Us boards to support mental calculations and Numicon, which is a practical resource that aids number skills. Numeracy assessments, observations and learning conversations have shown the positive impact of this development, for example, 82% of pupils in P1 have achieved early level this year.

Writing has continued to have a high profile and we've recently started to link with Can-do again to publish pupils' writing in their magazine. Children have taken part in IDL learning on WWII, The Queen's Jubilee, Farm to Fork, Enterprise, Scotland and Castles and much more, sharing their learning with others and planning events like the Gala day.

Nursery children have benefited from open ended resources, allowing them to lead their play and be curious, with adults supporting them to extend their understanding and ask questions, use their imagination and develop their knowledge of their world.

All classes have enjoyed outdoor learning play experiences to develop social skills and work together. We've also enjoyed judo, cricket, rugby and tennis taster sessions and outdoor learning experiences.

We continue to give health and wellbeing of pupils a high priority and use a range of resources to teach this including emotion works. Covid-19 has still impacted learning this session, however, the progress of the children can be evidenced through ongoing assessments and focus groups and their resilience and growth mind sets have developed.