**Callander Primary School**

**Standards and Quality Report**

[](https://www.google.co.uk/url?sa=i&rct=j&q=&esrc=s&source=images&cd=&cad=rja&uact=8&ved=0ahUKEwjx5_DjtPvTAhWPSxoKHQL2BQIQjRwIBw&url=https://blogs.glowscotland.org.uk/st/callanderps/&psig=AFQjCNE59tSx7ihlHpzgMvQQnVPX4L8ByA&ust=1495264581480362)

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**2018-2019**

**Introduction**

Callander Primary School Standards and Quality Report 2018-2019 provides a record of the main achievements of the school this session. The report evaluates the progress the school has made, focussing on areas which have been priorities in our School Improvement Plan.

The report is based on a wide range of evidence, including quality assurance throughout the session, evidence of pupils’ learning, analysis of data including teachers’ professional judgements, holistic and standardised assessments, How Good is Our School 4 Quality Indicators used by staff and children for self-evaluation and school improvement consultation carried out with pupils, parents and staff.

The report is produced as part of the process of self-evaluation, improvement planning and quality assurance. It aims to provide helpful information to parents, pupils, our local community, Stirling Council and Education Scotland.

**Context of the school**

Callander Primary School and Nursery is committed to providing the highest quality learning and teaching environment for all our learners. We strive to be a vibrant learning community where continuous improvement is at the heart of teaching and learning. We have adopted the following motto:

***“Dream, Believe, Achieve.”***

This encapsulates our desire for all learners to have a passion and enthusiasm for learning and an ability to challenge and drive their learning forward.

We have also adopted the following values:

***Honesty Respect Co-operation Fairness Responsibility***

and following consultation with the children this session we have also identified the following school rules:

***Ready Respectful Safe***

The motto, core values and rules have a high profile within the school and nursery community and underpin all that we do and explicitly link with the United Nations Convention on the Rights of the Child.

Callander Primary School is situated on the southern edge of Callander in the Loch Lomond and Trossachs National Park. Outdoor learning is a key aspect of our curriculum as we make the most of our setting by visiting Coilhallon Woods, Ben Ledi and using the open farmland along the River Teith as well as other locations within the National Park. The catchment of the school takes in children from the town of Callander and surrounding area.

Callander Primary School is a non-denominational primary school which has 10 mainstream classes, an autism provision and a nursery. Our roll is 291 including a 30:30 nursery. We have a Senior Leadership Team comprising of Head teacher, Depute Head teacher and three Principal Teachers. This session we had 12 classes including two classes within our Autism Provision, with a teaching complement of 18 teachers, including a 0:4 Support for Learning teacher. We have had a visiting specialist teacher in Music and there are instrumental tutors in brass, percussion and woodwind. Callander Parent Partnership meets on the third Tuesday of every month. Parents and other volunteers are welcomed in our school and help support a wide range of lunch clubs and after school clubs, as well as assisting in classes with learning and teaching activities.**Review of progress for session 2018-2019**

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| **School Priority:** To raise the attainment of all pupils in reading, writing and numeracy. | | |
| National Improvement Framework Priority  Improvement in attainment, particularly in literacy and numeracy.  Closing the attainment gap between the most and least disadvantaged children.  Key drivers for improvement  Assessment of children’s progress  Performance information | | HGIOS4 Quality Indicators & HGIOELC  2.3 Learning teaching and assessment  3.2 Raising attainment and achievement |
| Integrated Children’s Services Plan Outcomes  Implement strategies to raise attainment and close the equity gap**.**  Further develop assessment of children’s progress and achievements (moderation; ACEL; SNSA). |
| Progress: | **Nursery:**   * The nursery have further developed their approaches to child led planning with a focus on sharing learning intentions and success criteria with children and families. * The nursery have worked collaboratively with Speech and Language Therapy to create an effective communication environment.   **Autism Provision:**   * The Autism Provision staff team has have undertaken training in Makaton and have now introduced this to all learners within the provision.   **School and Autism Provision:**   * P4-7 classes have participated once again in the First Ministers’ Reading Challenge and this has improved reading for enjoyment. The children have continued to take ownership of the book nooks that are now evident in all classes. * Classes participate in “Snack-a Story” sessions daily to participate in shared reading experiences. * P4-7 classes have undertaken Reflective Reading approaches to developing reading comprehension. * The further development of Read Write Inc Phonics (RWINcs Phonics) in P1, 2 and 3 has ensured a consistent approach to teaching of reading in the early years.   Read, Write Inc. Phonics assessments continuously monitor learners’ progress in P1, 2 and 3 and ensures individuals receive targeted support when required.   * All classes have introduced aspects of the Talk 4 Writing approach into their writing lessons. This includes an emphasis on using published texts and discussion to identify, role model and recall quality examples of texts to support development in writing. * Staff have introduced Number Talks as part of a daily approach to developing mental agility and have evaluated the impact of Number Talks on learner confidence. * P4-7 classes have access Word Talk strategies to develop spelling. * Class teachers continue to work with school improvement partnerships and learning community colleagues on moderating numeracy and literacy. * Teachers are continuing to collate a range of evidence using the Benchmarks for literacy and numeracy to support teacher judgement in achieving a level; * Snapshot jotters continue to be developed from P1 -7 for all children with regular learning observations shared with parents. * Children have regular opportunities to discuss with their teachers their progress in learning and identify their next steps through the introduction of Individual Learning Records. * Family Learning workshops have been introduced for reading and numeracy for all classes. | |
| Impact: | * In listening and talking, almost all pupils achieved appropriate levels of attainment by the end of P1, P4 and P7 for early, first and second levels with some children making progress with individual milestones. * In reading, most children achieved appropriate levels by the end of P1, P4 and P7 for early, first and second levels with some children making progress with individual milestones. * In writing most children achieved appropriate levels by the end of P1, P4 and P7 for early, first and second levels with some children making progress with individual milestones. | |
| Next steps: | **Nursery:**   * To develop the communication environment within the new nursery setting at McLaren. * To develop the use of Makaton with families and children. * To develop family learning workshops for nursery children and families.   **Autism Provision:**   * To develop, review and implement planning formats and cycles which meet the individual needs of our learners and are reflective of the small steps and learning experiences our pupils engage in. * Development of a range of evaluation strategies which contribute to improvement of teaching and learning practices across the provision.   **School, Autism Provision, Nursery:**   * Further development of an approach to writing using Talk 4 Writing strategies to support holistic assessments * To embed a whole school approach to handwriting * To develop whole school approach to spelling using “Wrap Around” spelling from P3-7. * To develop a robust whole school approach to planning and teaching numeracy and maths focusing on fluidity of groups, use of a variety of resources and effective assessement * To develop a robust approach to “Number Talks” with a focus on mental agility across all classes. * To develop a robust approach to ensuring learners understand their progress and next steps in learning.   **Learning Community:**   * Teaching staff to continue to moderate literacy and numeracy in collaboration with Learning Community colleagues focusing on developing valid and reliable evidence. * To introduce Spanish as L3 for McLaren Learning Community. * To implement a Learning Community approach to science | |

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| **School Priority:** To improve the progression of skills of children; including skills for work. | | |
| National Improvement Framework Priority  Improvement in employability skills and sustained, positive school leaver destinations for all young people.  Key drivers for improvement  Teacher professionalism  Assessment of children’s progress | | HGIOS4 Quality Indicators & HGIOELC  2.2 Curriculum  2.6 Transitions |
| Integrated Children’s Services Plan Outcomes  Implement strategies to raise attainment and close the equity gap**.** |
| Progress: | * A Curriculum map has continued to be developed by the whole school with planned learning opportunities for Developing the Young Workforce through interdisciplinary learning (ILDL) and focus weeks. This has included a World of Work Week where classes planned worked collaboratively with business partners to undertake a variety of design challenges, a Health Week and a Digital Learning Week. * Citizenship/Pupil Leadership Groups have worked on how to plan and evaluate actions and improvement for the community. * Child led clubs which are supported by staff continued to develop this year with twice weekly clubs planned and implemented by learners from P3-7. * Our Callander Kitchen has been developed resulting in all classes participating in regular cooking sessions including working alongside a local chef as well as Stirling University. * We have developed a whole school Digital Learning strategy. * Annual questionnaire for children has been undertaken. | |
| Impact: | * Children continue to develop very good team working skills through involvement in citizenship groups. This includes children presenting new initiatives and ideas at assemblies such as road safety advice, online safety and plastic pollution reduction. * Children participate and contribute to school self-evaluation through the questionnaire and feed back sessions. * Children are confidently talking about the skills that they are developing and how this will help them when they leave school. Children have led and organised school events including a successful fitness campaign in collaboration with the local leisure centre, road safety campaign with local police officers, a food waste reduction campaign, an introduction of a community café, working in collaboration with a local care home, running sports clubs in collaboration with Active Stirling and several fund raising events for a variety of charities, * Learners can make links to citizenship and their contribution as responsible members of the community through helping in many areas of school life and mentoring other children. * Learning for the children within our Autism Provision is now planned using individual milestone learning records. * Primary 6 and 7 learners have had the opportunity to participate in programming activities focusing on robotics in collaboration with McLaren High School. * We have achieved our Digital Schools Award. | |
| Next steps: | **School, Autism Provision and Nursery:**   * To develop learner’s creativity and problem solving skills through the introduction of maker space opportunities as part of classroom contexts * To develop computational thinking coding and robotics skills across the school   **Autism Provision:**   * To develop and imbed partnership working within our school community and wider context which has a positive impact on the skills for life, learning and work of our pupils. | |

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| **School Priority:** To improve children’s health and well-being through early and effective intervention. | | |
| National Improvement Framework Priority  Improvement in children and young people’s health and wellbeing.  Key drivers for improvement  Parental engagement  Assessment of children’s progress | | HGIOS4 Quality Indicators & HGIOELC  2.1 Safeguarding and child protection  3.1 Improving/ ensuring wellbeing, equality and inclusion |
| Integrated Children’s Services Plan Outcomes  Children and young people are mentally and emotionally healthy. |
| Progress: | * Children’s participation and engagement in all aspects of school life is now an integral part of our tracking and monitoring procedures. * Two members of staff have become trained Nurture Ambassadors and have introduced two of the nurturing principles to teaching staff. * Four nurture groups have been established to support targeted learners. * All classes have introduced and participated in progressive pathways of learning focusing on Growth Mindset | |
| Impact: | * Appropriate strategies are quickly identified to ensure all children are able to participate and engage fully in the learning and experiences planned for in school.. * Staff are able to appropriately support children who are experiencing high levels of anxiety or worry. * Children are feeling supported and included through the nurture groups. * Children are beginning to be able to overcome learning challenges or difficulties by focusing on a positive mind set. * Children within the Autism Provision have been able to access a life skills approach to their learning. * Healthy Walks have been further developed for nursery children and families. * All classes have access to the “kitbag” resource to help support stress and anxiety. | |
| Next steps: | **School, Autism Provision and Nursery:**   * To focus on 2 of the nurturing principles in collaboration with our school Nurture Ambassadors, * To develop a whole school Positive Relationship Strategy. * To develop a whole school approach to positive behaviour management including a launch of an alternative to Golden Time and a refreshed anti bullying strategy. * To develop and improve Parent/Carer knowledge of additional support needs including nurturing approaches.   **Autism Provision:**   * To develop learners independence by further developing staff understanding of the SMARTS approach.   **Nursery:**   * To develop staff confidence in planning motivating, enriching approaches to play and learning focusing on relationships, connections and wellbeing   **Learning Community**   * To develop and implement an innovative approach to transition for Primary 7 learners moving on to McLaren High School | |

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| Progress and impact of Pupil Equity Fund:  Callander Primary received £25, 500 of Pupil Equity Funding through the Scottish Attainment Fund in 2018-19 to reduce the poverty-related attainment gap. Following data analysis and consultation with our school community we focused on the following priorities:  • Improving social and emotional wellbeing  • Widening opportunities for achievement  • Raising attainment in literacy and numeracy including developing the communication environment within the nursery and Autism Provision.  This session we also received £360 of Care Experienced Flexible Funding.  **Improving Social and Emotional Wellbeing**  We employed a Support for Learning Assistant to develop and implement nurturing supports for a targeted group of children. Our nurture room was further developed to provide a nurturing space for groups and individuals to access HWB supports within the school. The focus of these was to improve children’s ability to make successful transitions throughout the day and to regulate their own behaviour in the classroom and in the playground. The development of whole school approaches to nurture and growth mindset have also been introduced.  Observations of children within the nurture group sessions and within their own classes have shown an significant increase of on-task activity with all learners within the targeted group demonstrating that they can apply strategies learned in the group both in the classroom and in the playground on most occasions. There has been an average improvement of at least one level according to the teacher’s perception of children’s engagement shown using the Leuven scale. All children involved in the group have been able to increase their time in class, and have been able to deescalate and calm more quickly when anxiety levels have increased. As a result of these interventions, almost all of the children involved are now better able to engage with learning in class and have improved relationships with their peers. “I’ve enjoyed the activities I have done in The Hub, I have learned new skills and have been able to relax.” (P6 learner).  “I have liked doing the art activities, I have been able to make new friendships too because I feel calm at school (P3 learner).  **Developing the communication environment**  The nursery have worked alongside Speech and Language Therapist this session focusing on the communication environment within the nursery. As a result of this support the nursery team have gained both the bronze and silver awards for effective communication environment. This means that a communication champion has been identified, the environment has been symbolised, visual timetables have been introduced and non -verbal communication has been used to support learners. All learners requiring additional support within the nursery have benefited from these supports and engaging more confidently with the adults and peers.  The Autism Provision has focused on the introduction of Makaton. Having the PEF funding allowed almost all the staff to attend Makaton level 1 training. For some this added to an existing knowledge base and for others it was completely new learning. The course gave staff the confidence to use Makaton. All staff are now incorporating the use of Makaton into their everyday practice in the classroom. The support staff are particularly strong in their use of Makaton to communicate with the pupils. In AP1 it has been especially successful in engaging pupils in the daily routines and in supporting their emotional regulation and positive behaviour. Many of the pupils are now using some relevant Makaton signs at home and school.  **Raising Attainment in Literacy and Numeracy**  Following staff training, we introduced the Talk 4 Writing approach in P1-7. This has had an impact on overall attainment in writing, with an increase shown in tracking and monitoring grids 84% of children have achieved the appropriate level at P1, 4 and 7. Class teachers report that the approach is having the biggest impact on children who have previously found writing challenging in P1-4.  Class teachers leading on Read, Write Inc. strategies have reported that most children are making very good progress. Our Support for Learning Assistant has been working with identified groups in Primary 1 and 2 on a weekly basis, with a focus on developing reading skills through phonics and blending. All children within these groups have increased by at least one level of the Scottish Criterion scale. Children’s class work demonstrates that they are achieving almost all individualised targets on a weekly basis and pace of progress has increased.  Within numeracy, Number Talks have been introduced from P1-7. The focus of these discussions this session has been on increasing learner confidence. All class teachers have observed and identified an increase in learner confidence as a result of the introduction of these focused discussions. “I think I am getting better at adding bigger numbers. Number talks has helped give me the strategies to do this more confidently.” (P7 learner). “Deeper understanding of learners and how they solve problems has been observed. The range of strategies being used by learners has increased.” (Class teacher). 84% of learners have achieved the appropriate level at P1,4 and 7.  **Care Experienced Flexible Fund**  The key focus of this funding was to improve attendance and increase confidence in developing positive social skills for four care experienced learners. In consultation with our learners it was identified that they would like to have opportunities to develop their leadership skills and be able to run additional lunchtime/extracurricular clubs and a club for Nursery children with a sporting theme. These sessions were supported by Active Stirling. Along with other supports provided through the Staged Intervention process, we have noted increased engagement and participation in one learner. They are showing an increasing ability to work alongside peers and has recently been observed initiating a conversation. Three learner’s attendances have also significantly improved from 50% to 80%. There has been significantly less assistance required calls for the senior leadership team. Inclusion alongside mainstream peers has increased and sessions have only been curtailed on 1 occasion since the Active Stirling block began. Increased positive interactions were noted and tallied. Increased verbalisation was also noted throughout the sessions. |

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| Wider achievements:   * This year we were nominated as finalists in the Scottish Education awards for Sustainable Learning. * We are making progress towards the Silver School Digital award. * Our school Glee Club were finalists in the Forth Valley Glee Challenge Regional Final. * Our Primary 7 learners worked alongside Scottish Enterprise Academy to develop social enterprise projects with local community groups. * We achieved a Social Enterprise Award for our “Save the Bees” project. * Two learners represented the school at Stirling’s Youth Gathering as part of an opportunity to share opinions and problem solve around the challenges facing their generation. * Learners in P6 and 7 represented the school at the Mini-Stuc Hill race, Learning Community cross country, the Stirling Schools cross country and Forth Valley cross country events, P5 Fun in Athletics, AP participated in a mixed sporting event at The Peak. * All learners participated in a successful Health Week, and World of Work Week which was supported by a variety of partner agencies and local businesses. * .All learners participated in a Digital Learning Week which included collaborative peer working with older learners teaching younger children basic programming. * Our Citizenship Groups continued to contribute to a variety of school and community events including Sports Leader events, Fundraising events and collaboration with the local police officers to support a Road Safety Awareness campaign. * Our School Parliament have continued to work with a team of parents on Phase 2 of our Playground Project as well as contributing to plans for changes to Camp Place park within the town centre. * Each class has presented learning to parents through a variety of showcase events, performances and assemblies. * The school was represented within McLaren Learning Community for the annual Rotary Quiz and the McLaren Learning Community Primary Schools Robotics competition. * All P7 Learners achieved skills in Bikeability Level 1 and 2. * Primary 6/7 learners represented the school at the Think Dance event at the MacRobert Theatre. * Our Autism Provision held its first Community Cafes with support from our AP Citizenship group. * We have organised two well attended family learning workshops focusing on reading and numeracy. |

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| Please read some of comments we have received from pupils, parents, stakeholders, staff:  **Children:**  “This is the best school, everything is always nice here and everyone is ready, respectful and safe.”  “I really enjoy learning at Callander Primary we have fun lessons and kind teachers to keep us safe.”  **Parents:**  “The Family Learning workshops were a great opportunity to interact with our children and for them to show us how they learn. It was very helpful for parents, and children enjoyed sharing their learning. Would love to come back for more.”  “Callander Primary strive to fulfil all children’s learning needs and abilities, the staff always give help and advice when needed.”  “My child is happy and settled at school, he has wonderful teaching staff that provide him with an excellent and varied curriculum. He is nurtured and feels safe and is making very good progress.”  **Staff:**  “The introduction of Number Talks has shown a positive improvement with both the engagement and participation of children when discussing number and processes”  “Developing a consistent approach to nurture for the whole school has meant that all children feel listened to and supported.”  **Partner Agency:**  “Callander Primary thinks about the needs of the children and how to support them particularly around Health and Wellbeing.”  **Education Awards:**  “”Equity, equality, diversity and inclusion have been built into the ethos at Callander Primary, ensuring children are making decisions and understand their community both locally and globally.” |

**Capacity for Continuous improvement**

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| **Quality Indicator** | **Key strengths** | **Areas for improvement** |
| 1.3 Leadership of change | All children, staff, parents and stakeholders are continually involved in self-evaluation and are aware of schools strengths and areas for improvement. | To continue to use practitioner enquiry as a driver to improve outcomes for learners.  To further develop a whole school approach to identifying learners evaluations of school improvement priorities. |
| 2.3 Learning, teaching and assessment | Well structured, engaging lessons provide opportunities for children to work collaboratively.  Children have opportunities to take on various leadership roles within the classroom and at school level, developing their awareness of the world of work and enterprise skills. | To develop computational thinking and coding  To develop practical opportunities for creativity and problem solving  To develop whole school approaches to the teaching of spelling, handwriting and numeracy. |
| 3.1 Ensuring wellbeing, equity and inclusion | The school continues to have a nurturing, positive and inclusive ethos with supportive relationships between staff and pupils.  Each child’s needs, risks and rights are considered, respected and addressed according to their individual circumstances. | To develop a whole school positive relationships strategy.  To further develop whole school approaches to positive behaviour management. |
| 3.2 Raising attainment and achievement | CfE levels attained in session 2018-2019 demonstrate that most pupils achieved appropriate levels of attainment in listening and talking, reading, writing and numeracy. Pupils who did not achieve these levels made very good progress towards appropriate individual targets and milestones | To further improve attainment in reading by introducing support staff and parent workshops focusing on Reflective Reading in P4-P7 and Read, Write, Inc in P1-3.  To further improve attainment in writing by establishing a whole school approach to spelling.  To further improve attainment in Numeracy by developing a whole school approach to planning and teaching numeracy and maths.  To further develop approaches for children to identify their progress and next steps in learning. |

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| Evaluation of school’s capacity for continuous improvement:  The school uses rigorous self-evaluation to identify its strengths and areas for development. Through robust analysis of attainment data and information gathered from self-evaluation processes, including effective Parent Partnerships and School Improvement Partnerships, pupil voice discussions and validated Self- Evaluation visits, the school demonstrates that it can plan for continuous improvement,. |

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| Key priorities for improvement planning 2019-2020:   * Attainment in reading and writing and numeracy through the development of workshops and consistent whole school approaches to the teaching of numeracy, reading and writing. * To further develop the communication environments with nursery and the Autism Provision. * To further develop knowledge and understanding of nurture for all stakeholders. * To further develop a whole school approach to creativity and digital learning. |