**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)**2019-2020**

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**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, an autism provision and a nursery. Our roll is 324 including an extended year nursery. We have a Senior Leadership Team comprising of Head teacher, Depute Head teacher, Principal Early Years Educator, two Senior Early Years Educators, and four Principal Teachers. This session we had 14 classes including two classes within our Autism Provision and two daily nursery sessions. We had a teaching complement of 16 teachers, including a 0:4 Support for Learning teacher, 10 Early Childhood Educators, 1 Modern Apprentice, 13 Support for Learning Assistants and two administrative assistants. We have had a visiting specialist teacher in P.E. and Music including 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 2019-2020**

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| **School Priority:** To improve the attainment of all pupils in reading, writing and numeracy.  Closing the attainment gap between the most and least disadvantaged children | | |
| 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  Children and young people are equipped with the skills, confidence and self-esteem to progress successfully  Children and young people achieve expected levels of educational attainment |
| Progress: | **Nursery:**   * The nursery team has further developed child led planning to include opportunities for creativity, problem solving and curiosity with a continued focus on learning intentions and success criteria * A robust tracking and monitoring system has been introduced to track all learners progress. * The nursery team has worked successfully with Speech and Language Therapy to create a language rich, effective communication environment. * The nursery team has further developed key worker interactions with learners and families through enhanced online journals * Nursery have participated in moderation of Early Level with McLaren learning Community. * Nursery have begun to plan and introduce workshops for parents using the PEEP programme.   **Autism Provision:**   * The Autism Provision staff team has developed and implemented a new planning cycle.   **School and Autism Provision:**   * The further development of Read Write Inc Phonics (RWINcs Phonics) in P1, 2 and 3 and Reflective Reading in P4-7 has ensured a consistent approach to teaching of reading across the school. Family Learning workshops have helped to ensure parents can engage with these approaches at home also. * All classes have continued to plan writing using aspects of the Talk 4 Writing approach. This includes an emphasis on using published texts and discussion to identify, role model and recall quality examples of writing to support development in writing and the use of story mapping to support the sequencing of ideas. * All classes have continued to develop Number Talks as part of daily practice. All classes have successfully introduced fluid maths groupings when planning and teaching numeracy and maths resulting in an increase in learner confidence within numeracy. * Learners have experienced a wider range of learning and teaching materials and approaches designed to support deeper conceptual understanding within numeracy. * Learners in Primary 1 and Primary 2 have engaged successfully with the conceptual understanding of maths project with the RIC Numeracy Academy. All learners are engaging confidently with mathematical vocabulary and concepts. * Regular assessments within literacy and numeracy continuously monitor learners’ progress and ensures individuals receive targeted support when required. * All classes have focused on writing and letter formation and high- quality presentation. * Regular planned opportunities have been built into the curriculum map for learners to engage in dialogue with their teacher focusing on progress in learning and next steps. * A School Improvement working group of learners, parents and staff has been established to evaluate the progress of school improvement and to identify the improvement priorities. * Spanish was introduced to Primary 5 – 7 classes as part of the 1+2 approach. French continues to be taught from nursery to P7. * Class teachers continue to work with school improvement partnerships and learning community colleagues on moderating numeracy and literacy. * Class teachers have participated in a number of science CLPL opportunities led by McLaren Learning Community. | |
| Impact: | **Nursery:**   * Staff, children and families regularly contribute to the planned learning opportunities and recognise wider achievements and family learning. * Most learners within nursery are on track to achieving the appropriate stages across Early Level. * Next steps in learning are identified for each child and shared with both children and their families.   **Autism Provision:**   * The progress of learning for each individual children is regularly evaluated, planning is adapted as appropriate and next steps identified.   **Nursery, School and Autism Provision:**   * In listening and talking, almost all children are on track to achieve appropriate levels of attainment by the end of P1, P4 and P7 for early, first and second levels. Where children have not achieved appropriate levels, progress has been made towards individual milestones. * In reading, writing and numeracy, most children are on track to achieve appropriate levels by the end of P1, P4 and P7 for early, first and second levels. Where children have not achieved appropriate levels, progress has been made towards individual milestones. * There has been an increase in the number of children being awarded the Star Writer award. * Almost all learners are engaging regularly with their teacher to discuss their progress in learning and can identify their next steps in a more informed manner. Learners can readily access this information within their classes to support their learning. * Learners have been able to discuss the progress of the school improvement priorities and have begun to identify next steps. * Primary 5-7 learners have begun to develop their confidence with Spanish vocabulary. * Through the moderation process all staff have engaged in professional dialogue in order to moderate learning at all levels across the nursery, primary and secondary stages including moderating individual milestones within the Autism Provision. | |
| Next steps: | To improve attainment in reading across the whole school by using practitioner enquiry methods to develop the following:  **Literacy:**  **Nursery:**   * To further develop staff confidence in planning motivating and enriching approaches to play and learning focusing on further enhancement of the communication environment.   **School and Autism provision:**   * Staff to further develop work towards Gold Level Reading Schools Framework with support from Regional Improvement Collaborative to develop a comprehensive reading culture * Read, Write Inc., Jolly Phonics and Reflective Reading further developed through the introduction of support staff and parent workshops * Moderation approaches for reading using adapted criteria and Benchmarks.   **School , Autism provision and nursery:**  To improve attainment in writing across the whole school by establishing a nursery and school approach which will include the following:   * Further development of a robust approach to the development of writing skills using, Bookbug, Talk 4 Writing and VCOP strategies including teaching and assessing skills across the four contexts of learning; including writing in different genres and for different purposes and the development of a “learning wall”. * Further developing confidence in boys writing skills across all stages. * To fully embed a whole school approach to handwriting * To develop whole school approach to spelling using RWInc in P1 and 2 and “Wrap Around” spelling from P3-7.   **Numeracy and Mathematics :**  To improve attainment in numeracy across the whole school by using practitioner enquiry methods to:  **School, Nursery and Autism Provision:**   * Fully embed whole school approach to planning and teaching numeracy and maths focusing on fluidity of groups. * To further develop staff confidence in using a variety of resources and strategies including an introduction to cognitive guided instruction and “learning walls” to support effective teaching of numeracy. * To further develop staff confidence in assessing numeracy from nursery to Primary 7 by developing holistic assessments.   **Curriculum:**  **School, Autism Provision, Nursery:**  To improve attainment in in all areas across the whole school by :   * Introducing a play-based curriculum across Early Level including nursery, Autism Provision and Primary 1 * Further developing a robust whole school approach to including learners in evaluating and identifying the school improvement priorities. * Fully embedding a whole school approach to further develop learners understanding of their progress and next steps in learning using Individual Learning Records within mainstream and online journals within nursery and Autism Provision. * To further develop robust systems to analyse available data to raise attainment.   **Nursery:**   * To develop approaches to moderation of learning within pre-birth to 3 and Early Level learning within the nursery. * To develop Family Learning Workshops focusing on Literacy and Numeracy.   **Autism provision**:   * To further develop, review and implement planning formats with a focus on IDL planning and bundling E’s and O’S to ensure coverage and maintain evaluation of the small steps and learning experiences our pupils engage in. * Develop the use of digital technologies to enhance and increase engagement in learning   **Learning Community:**   * To develop staff confidence in delivering the progression pathways and relevant resources for the third language, Spanish, across second level. (McLaren Learning Community) * To expand and build on moderation and assessment of numeracy and literacy through the development of valid and reliable evidence to determine achievement of a level at P1, 4 and 7. * To further develop and implement a Learning Community approach to science. | |

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| **School Priority:** To improve the progression of skills of children; including skills for employability. | | |
| 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  All young people will be ready for employment, training, or further or higher education  Children and young people are engaged positively and respected in their community |
| Progress: | **Nursery:**   * Nursery have further developed their approaches to creativity and curiosity supported by the Alice Sharp initiative   **Autism Provision:**   * Partnerships have been established and developed with Active Stirling to provide high quality physical play and motor skills development for all learners * The Autism Provision have embedded the Community Café into the school calendar. The café is well attended by families and members of the local community. Regular Family Learning and showcase events have also taken place. * Individualised planning is undertaken for each child. The pace and challenge of learning is evaluated regularly.   **Nursery , Autism Provision and School:**   * Our Curriculum map has continued to be developed by the whole school with planned learning opportunities for Developing the Young Workforce through interdisciplinary learning (IDL), Citizenship groups and focus weeks. This has included a Love Literacy focus week and a World of Work Week where classes planned worked collaboratively with business partners focusing on the Sustainability goals. This included the opportunity for children to develop their creativity skills through the introduction of small scale “maker space” projects within classrooms. * All classes have participated in progressive computational thinking and coding learning activities underpinned by progressive pathways of learning. Some children have participated in robotics coding. * We have developed a Digital Learning strategy. | |
| Impact: | **Nursery:**   * Children have further developed their explorative and investigative skills and knowledge throughout all aspects of the nursery.   **Autism Provision:**   * All children have participated in twice weekly active sessions focusing on fine and gross motors skills as well as team skills. * All children have engaged in the planning and preparation of the community café with some children undertaking leadership roles at both the café and the family learning events. * Focused, individualised planning within the Autism Provision allows bespoke opportunities for each learner to continue to be planned for.   **Nursery, School and Autism Provision:**   * Children continue to develop very good team working skills through involvement in citizenship groups, FunTIM3 Fr1day activities and focus weeks. This includes children presenting new initiatives and ideas at assemblies such as road safety advice, online safety and plastic pollution reduction. * Children continue to talk confidently talking about the skills that they are developing and how this will help them when they leave school. Children have continued to lead and organise school events including a successful fitness campaign in collaboration with our Sports Ambassadors and Active Stirling, working in collaboration with a local care home, running lunchtime clubs and fundraising events for a variety of charities. Children have further developed their problem solving and interdisciplinary skills through the focus week activities. * Children have confidently developed programs using simple coding technologies such as coding caterpillars, created simple animations using programs such as Scratch as well as developing basic websites * 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 further develop cooking and food technology skills by embedding a progressive pathway across all stages in nursery and primary school. * To further develop a progressive pathway across all stages focusing on computational thinking, coding and robotics skills across the school   **Autism Provision:**   * To further develop and embed 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 e.g. High schools, Active Stirling, Parents, Community links | |

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| **School Priority:** To improve the health and wellbeing of all children through early and effective intervention, through close multi-agency partnerships and developing interventions to reflect Getting It Right For Every Child and the nurturing principles. | | |
| 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  Children are supported to make well-informed and healthy lifestyle choices  Children and young people thrive as a result of nurturing stable environments and nurturing relationships |
| Progress: | **Nursery:**   * Nursery has introduced the 1140 expansion plan this session and as a result has further developed their approaches to transitions throughout the nursery day considering wellbeing and relationships. * All staff have been trained on the 6 Nurturing Principles and have undertaken staff development on brain development and attachment theory with support from educational psychology. * Nursery have introduced approaches to tracking and monitoring children’s participation and engagement in all aspects of nursery life.   **Nursery, Autism Provision and Primary School:**   * Following the training for the final two nurture principles by our Nurture Ambassadors, all staff are fully trained in the 6 Nurture Principles. This will inform the next stage of the nurture implementation plan. * Primary 6 and Primary 7 learners’ knowledge and understanding of Nurture Principles was refreshed. * A Positive Relationship Policy and Framework was created in consultation with partners including a refresh of the Anti - Bullying Policy. * A Whole school approach to positive behaviour continues to be embedded. FUNTIM3 FR1DAY, an alternative to Golden Time, was introduced in term 1 for Primary 1-7 classes and has been fully embedded with all children choosing weekly activities to participate in alongside children from other classes and year groups. * All staff have been trained in the SMARTS approach to supporting children’s wellbeing needs. * We have developed partnerships with two local care homes with children visiting regularly from nursery and the primary school to play and engage with the residents and staff. * A new transition model was planned for both nursery to Primary 1 and Primary 7 to High School. This was put on hold due to school closures. | |
| Impact: | **Nursery:**   * Feedback from parents and children has identified that the new routines and plans for daily transitions in nursery have helped to settle children quickly leading to very positive experiences across the nursery day for children.   **Nursery, Autism Provision and School:**   * Appropriate strategies continue to be quickly identified to ensure all children are able to participate and engage in the learning and experiences planned for in school. * Staff are aware that there are many factors influencing a child’s social, emotional and physical wellbeing and know how to appropriately support children who are experiencing high levels of stress, anxiety or worry. * Children feel supported and listened to and understand that there are a variety of supports that can be used to overcome social, emotional and/or learning challenges. * Almost all children are engaging positively with the positive relationship approaches introduced. FUNTIM3 FR1DAY has been welcomed. Feedback from the children has suggested that this format is more supportive than Golden Time and that the children enjoy opportunities to meet up with children from different classes. * Key relationships are beginning to develop between the children and the residents of the care homes. Children are further developing their understanding of the importance of intergenerational relationships. | |
| Next steps: | **School, Autism Provision and Nursery:**   * To develop and plan a robust transition programme for all children following school closure * To develop staff knowledge and understanding of Neuro-sequential Model of Education (NME) and Decider Skills. * To develop and improve Parent/Carer knowledge of additional support needs including nurturing approaches. * To track learners mental wellbeing using SHANARRI grids (P1-3) and Stirling Children’s’ Wellbeing Scale (P4-7) to support teacher judgement in health and wellbeing. * To adopt a whole school approach to emotional resilience and self-regulation through the whole school use of Emotion Works and all classes using a 5 point scale.   **Nursery:**   * To develop and implement an innovative approach to transition for nursery learners moving on to primary school.   **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 Funding:  In session 2019/2020 Callander Primary received £22,680 of Pupil Equity Funding through the Scottish Attainment Fund 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.  The following table demonstrates the evaluation and impact of the interventions introduced. |

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| **Outcome** | **Impact Measures** | **Evaluation** |
| By June 2020, 85% of P1 children will achieve early level in reading. | Read, Write, Inc assessments will demonstrate an increased phonological awareness for targeted learners. This will also be evidenced in Impact Meeting data.  Teacher judgement and assessment evidence will show an increase from 74% to 80% by June 2020. | Teacher Judgement predictions and assessment evidence in February demonstrate that 94% of all Primary 1 children are on track to achieve early level in reading. This is an increase of 20 percentage points from June 2019.  Almost all of the focus group of learners have shown good progress towards being on track in relation to phonological awareness. This has been demonstrated through regular assessments during R,W, Inc sessions.  All staff reported increased confidence due to the robust assessments and more consistent delivery of the Read Write Inc. programme. |
| **Outcome** | **Impact Measures** | **Evaluation** |
| By June 2020, 90% of P7 children will achieve second level in listening and talking. | Pre and post workshop data will be gathered in tabular form for targeted learners identified through early focussed assessment. | Teacher Judgement predictions and assessment evidence in February demonstrate that 91% of all Primary 7 children are on track to achieve early level in reading. This is an increase of 9 percentage points from June 2019.  Data from P7 learners attending the Tree of Knowledge Workshop to boost confidence, self-esteem and self-belief stated that:   |  |  | | --- | --- | | After today’s session, I feel more confident about my future. | 86% | | I feel inspired to do something differently after today’s session | 86% | | Overall, I rate today’s session | 93% |   Discussions during Impact Meetings reflect the above increased confidence during presentations and focussed discussions for assessment purposes. |
| **Outcome** | **Impact Measures** | **Evaluation** |
| By June 2020, 100% of our most vulnerable learners will have attended Fun Club. | Families will feel more supported after school though pre and post questionnaire.  Individual learners will be provided with equitable experiences afterschool. | 100% of our targeted learners were able to access Fun Club for the most of the first 2 terms. Data from questionnaires showed that 100% of parents felt supported and were positive about the experiences offered to their children. The focus of the after-school club was changed in term 3 to accommodate a wider focus for learners who required support with fine and gross motor skills through the Get, Set, Go programme. |
| **Outcome** | **Impact Measures** | **Evaluation** |
| By June 2020, 80% of targeted learners will be working within the appropriate phase of the Numeracy Framework. | Numeracy assessments will demonstrate an increase in learner understanding of core numeracy concepts and mastery. | Teacher Judgement predictions and assessment evidence in February demonstrate that 94% of all Primary 1 children, 84% of all Primary 4 children and 89% of all Primary 7 children are on track to achieve the appropriate level for their stage.  Anecdotal evidence suggests that almost all children are showing an increased confidence and therefore a higher level of understanding of core numeracy concepts.  Class observations show that almost all early years learners in particular have an increased understanding of complex mathematical vocabulary when discussing strategies. |
| **Outcome** | **Impact Measures** | **Evaluation** |
| By April 2020, 100% of AP learners will demonstrate increased positive engagement in a variety of activities.  By April 2020, AP learners will cope better with transition and show increased ability to regulate on return to class to attend to their learning. | A baseline Leuvan scale will monitor participation and involvement over time.  A baseline Likert scale will monitor levels of adult intervention and support required on return to class. | 100% of all learners in AP demonstrated an increased positive engagement through the activities delivered by Active Stirling. This was not consistent across most weeks due to the complex nature of the children’s profiles.  Almost all learners were able to transition back to class after their movement sessions.  Almost all learners showed a greater ability to self-regulate and attend to their learning.  Staff stated a decrease in adult intervention and support offered during the 2 days following these sessions. This was noted as anecdotal evidence as hard data was not collated consistently following each session. |
| **Outcome** | **Impact Measures** | **Evaluation** |
| By June 2020, 90% of all targeted children will have met their expected speech, language and communication milestones. | QA observations will note increased percentage of children demonstrating language skills expected for their age  Increased pupil participation/family participation in family learning workshops  Analysis of feedback from parents/ carers and learners | Data form March 2020 indicates that 90% of  targeted children have met their expected speech, language and communication milestones.  Nursery staff have achieved the Language and Communication Gold Award which has shown evidence of increased pupil and family participation.  All parents who attended the workshops, have stated that they benefit from regular family learning workshops and sharing the learning activities in order to continue to support their child consistently at home. |

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| Wider achievements:   * We have achieved our School’s Digital Award. * We have achieved our sixth Green Flag. * We have achieved our STEM Nation accreditation as part of the pilot initiative. * We have achieved intermediate level for the British Council International School Award. * We maintained our Gold Sports Award. * The nursery team has achieved the Gold award for an effective communication environment. * We introduced a School Improvement group which includes parents and children. * Our school Glee Club were participants in the Glee Challenge Stirling section and received the Glee D’Esprit award for encompassing the spirit and values of the Glee competition. * P5 and P6 participated in Fun in Athletics, AP participated in a mixed sporting event at The Peak. * A group of P6 and 7 learners took part in cross country events. * All learners participated in a successful Love Literacy, and World of Work Week which was supported by a variety of partner agencies and local businesses. * 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 First Aid course. * Our child led clubs have continued throughout the year. * 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. * All P7 Learners achieved skills in Bikeability Level 1. * We have organised family learning workshops focusing on reading and numeracy for all classes. |

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| Please read some of comments we have received from pupils, parents, stakeholders, staff:  **Children:**  “I enjoyed going to the Learning Festival at the SECC. We displayed our health and wellbeing work and got to talk to lots of people about it. We also got to look around the stalls and gots of free things!”  “I like my school I think it is great.”  “I have really enjoyed my time a Callander Primary, The teachers are brilliant and I enjoy all my class work.”  “School Rocks!!!”  “I really enjoy going to Callander Primary.”  “There is a lot of space for running around at lunch and break”  **Parents:**  “My child loves attending school. The staff are kind and approachable. Couldn’t ask for a better learning experience for my child.”  “I genuinely feel Callander primary is an excellent school.”  “My child has been very happy since he started school. It was a big step in his life for him. He loves and admires every member of the school. We see an incredible progress in his learning. He enjoys being at school a lot. He really misses his friends and teachers at the moment in this difficult time. But we are being supported in his learning by his teacher. Thank you very much. Stay safe”  “My child has been supported well in their final year. The class size I feel has made a huge difference to my child’s learning and support that they receive. The teacher provides feedback and support and is always happy to talk through any issues. The work that is provided is suitable and also preparing my child for high school.”  “Callander Primary has been amazing for my children.”  “My child is very content and happy at school. It’s her last year and sad to be leaving.”  “Thank you for all your hard work and dedication. Callander Primary is a welcoming and friendly school where pupils feel happy and safe. I am so impressed with how well organised learning is to motivate and engage my child.”  **Staff:**  “Having all teaching and support staff trained in Restorative Approaches has ensured that children feel supported during times of conflict and receive consistent, fair and equitable assistance when most needed.”  “Children within the Autism Provision have developed skills for life, learning and work through planning and organising the very successful Autism Cafe.”  “Developing our planning cycle to shorter IDL topics of 4 weeks with key experiences and outcomes planned across the 4 terms within the Autism Provision has better engaged pupils by allowing planning to be more responsive and linked to key events as they happen. It has created further opportunities for personalisation and choice, and application of learning for our pupils with Additional Support Needs.”  “The use of numeracy manipulatives throughout the school is supporting learner’s progression and building number confidence"  “Nursery staff are committed to developing and improving a curriculum that is play based developed an inviting environment to promote discovery, creativity and exploration”.  “Through our World of Work weeks, visits from professionals, class trips, class topics, IDL and Citizenship Groups, Callander Primary School is equipping learners with the knowledge, skills and interest to inspire their future employment.”  **Partner Agency:**  Keep Scotland Beautiful - Eco Schools:  “Callander Primary have shown a fantastic approach at developing links and partnerships with their local community and with stakeholders to achieve their Eco goals"  Digital Schools:  "We are confident that Callander Primary School will be a pioneer among schools where digitally enhanced teaching and learning is helping our children and young people prepare for living and working in the 21st Century" |

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| **Capacity for Continuous Improvement** | **Standards and Quality Report Template** |

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| **Quality Indicator** | **Key Strengths** | **Areas for improvement** |
| **1.3 Leadership of change** | 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 through Maker Spaces  To develop whole school approaches to the teaching of writing and spelling. |
| **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 further develop children’s resilience through HWB approaches  To further develop wider communities understanding of ASN. |
| **3.2 Raising attainment and achievement** | CfE levels attained in session 2019-2020 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 using practical resources.  To further embed 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 2020-2021:   * 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 bespoke learning contexts for learners within the Autism Provision. * To further develop parental engagement within Autism Provision and Nursery through workshops and online journals. * To further develop knowledge and understanding of nurture and additional support needs for all stakeholders. * To further develop children’s resilience and emotional intelligence using consistent whole school approaches. * To further develop a whole school approach to creativity and digital learning. |

